



District English Learner Advisory Committee (DELAC)



May 8, 2023

Cambrian School District

<https://bit.ly/3NCZGat>

Attendees:

Nguyen, Linh

Fery, Kristin

Kretsch, Michael

Froim Aicler, Orly

Haley, Samantha

Stein, Debbie

Garcia, Hania

White, Emily

Gomez, Nancy.

Agenda

- Welcome
- Title I Targeted Assistance Program
- Consolidated Application
- 2023-24 Local Control Accountability Plan Highlights
- LCFF Supplemental Funds
- What's Next?

TITLE I : Additional funding . We applied every year.

Consolidated Application: Funding to support high needs students

LCFF: funds for unduplicated students and how it applies to the LCAP.

Title I & Targeted Assistance Program

What is Title I Program?

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.

Title I Targeted Assistance (TA) Program

LEA may use funds to provide services to eligible students identified as having the greatest need for special assistance (ESSA Section 1115[a]).

School wide vs. targeted assistance

School wide (MORE THAN 40% STUDENTS IN TITLE I) you also can apply to other grants.

Targeted assistance: you have to track each students and which services were given .

Accountability 100%

2022-23 Title I Targeted Assistance Program Schools

School	Enrollment Count	F&R Count	Percent F&R	TA School
Bagby	469	73	15.6%	No
Fammatre*	492	112	22.8%	Yes
Farnham*	365	78	21.4%	Yes
Price	873	159	18.2%	No
Steindorf	491	39	7.9%	No
Sartorette*	279	71	25.4%	Yes
District Total	2969	532	17.9%	

*Percent F&R MUST be above District Percent F&R to qualify for
[Targeted Assistance School Program](#)

Winter Release reporting for the ConApp shows that this year, Fammatre, Farnham and Sartorette qualified for Title I Targeted Assistance. When we submitted the ConApp last summer, the district assumed that only Sartorette and Price would receive the Title I funds. However, based on current information, we assume that the same school will qualify for Title I funds for 2023-24. Total Title I funds will be distributed to those school sites per ADA.

Due to the federal funding allocation timeline, the school(s) identified for this funding may also change.

Consolidated Application

What is the Consolidated Application?

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, typically from mid-May to the end of June, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the ConApp is typically submitted via CARS from mid-January to the end of February each year and contains the LEA entitlements for each funded program. For each federal program entitlement, LEAs allocate funds for the program as indicated by the program requirements.

Consolidated Application Funding Programs

Funding	Description
Title I	Title I, Part A is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.
Title II	Title II, Part A, Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts: (1) improve teacher and principal quality through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.
Title III	Funding is made available to eligible local educational agencies (LEAs) to provide supplementary programs and services to English learner (EL) students. The purpose of the subgrants is to assist EL students to acquire English and meet grade-level achievement and graduation goals.
	Each local educational agency (LEA) receiving funds under 20 United States Code Section 6825(e)(1) shall use funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.
Title IV	The Student Support and Academic Enrichment program under Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local educational agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

Title I: Low income families.

Title II: Is for extra support, more training for ex:ELD Strategies.

Title III: Support usually foster, homeless and unaccompanied students. With hygiene kits, extra laptops.

Consolidated Application Estimated Allocations

Program Description & Funding	2022-23 Eligibility	2022-23 Allocation	2023-24 Eligibility	Estimated 2023-24 Allocations
<u>Title I - Part A</u>	Basic Grants. a local educational agency's (LEA's) formula children must be at least 2 percent of the district's total age five to seventeen population and 10 formula children;	\$75,565	For the Basic Grants, a local educational agency's (LEA's) formula children must be at least 2 percent of the district's total age five to seventeen population and 10 formula children;	\$75,000
<u>Title II - Supporting Effective Instruction</u>	Completion of the Consolidated Application and Reporting System and submitted Federal Addendum.	\$40,492	Completion of the Consolidated Application and Reporting System and submitted Federal Addendum.	\$40,000
<u>Title III - English Learners</u>	389 Eligible EL Student Count	\$48,664	372 Eligible EL Student Count	\$45,000
<u>Title III - Immigrant</u>	LEAs must have a minimum of five (5) eligible immigrant students and experienced one half of one percent (.5%) or greater growth in the enrollment of eligible immigrant students in 2021, as compared to the average of the eligible immigrant enrollments of 2020 and 2019 to be eligible to apply. Immigrant student enrollment for 2022 is taken from the Fall 2021 California Longitudinal Pupil Achievement Data System data collections.	Did Not Qualify	LEAs must have a minimum of five (5) eligible immigrant students and experienced one half of one percent (.5%) or greater growth in the enrollment of eligible immigrant students in 2022, as compared to the average of the eligible immigrant enrollments of 2021 and 2020 to be eligible to apply. Immigrant student enrollment for 2023 is taken from the Fall 2022 California Longitudinal Pupil Achievement Data System data collections.	Will Not Qualify
<u>Title IV</u>	Completion of the Consolidated Application and Reporting System and submitted Federal Addendum.	\$10,000	Completion of the Consolidated Application and Reporting System and submitted Federal Addendum.	\$10,000
Total		\$174,721	Estimated Total	\$170,000

For 2012-13, CSD received a total of \$174, 721. It's anticipated to received a total amount of \$170,000 for all 4 programs for 2023-24.

CSD did not qualify for Title III Immigrant funding this year and it is not anticipated to receive Title III for 2023-24. It did not meet the specified criteria.

2023-24 Consolidated Application Proposed Services & Actions

Fund	Action/Services
Title I	Allocations to TA Schools (Fammatre, Farnham, Sartorette) for Targeted Supplemental Services including Tier II interventions, training, supplemental instructional materials, and parent engagement. (\$73K) Supplemental services for Homeless & Foster Youth. (\$2K)
Title II	Staff professional development activities, including BTSA support, grade level collaboration, professional learning conferences, and training for classified staff. (\$35K) Providing equitable services to private schools in the district attendance boundaries. (\$4K)
Title III	Supplemental services for English learner, including staff professional development, parent education, supplemental ELD services and programs, and supplemental ELD instructional materials. (\$45K)
Title IV	Supporting access to digital and educational technology resources including, chromebook lender program for homeless & foster youth. (\$10K)

These are proposed actions and services planned for 2023-24. They will be incorporated into the CSD LCAP for 2023-24.

Federal Law requires LEAs consult with all private schools in their attendance boundaries to consult on the Title funds to provide equitable services to students attending private schools. The private schools must opt in to participate each year. They must inform the LEA how of their students meet the criteria for each Title program. The amount the private school receives is based on what is allocated per student.

The only private school that participate is St. Francis Cabrini and only for Title II.

CSD's Local Control Accountability Plan

Operationalize Equity and Inclusion through the Multi-tiered System of Supports

Goal 1	Goal 2	Goal 3	Goal 4
High Academic Achievement	Effective Leadership, Teaching and Learning	Positive School Environment, Climate and Culture	Strong Parent and Community Engagement
Priorities 1, 2, 4, 7 & 8	Priorities 1 & 2	Priorities 5, 7 & 6	Priorities 3 & 6
CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.	CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.	CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.	CSD will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

CSD LCAP Website: <https://www.cambriansd.org/Page/1753>

2023-24 LCAP Goal 1 Highlights

- Priority focus on Tier I ELD instruction (TK-5)
- Provide Tier II targeted interventions (TK-8)
 - Reading, Math, & ELD Support
- 3.0 FTEs Instructional Specialist (TK-8)
- 0.50 FTE Assistant Principal primarily focused on Tier 1 instruction and targeted support at the middle school level
- 2.0 FTEs Art Teacher positions (TK-8)
- 2.0 FTEs Art Paraeducators (TK-8)
- 1.0 FTE Paraeducator to support elementary PE (TK-5)
- Expand our Extended Day programs and services (TK-8)
- Provide targeted summer programs (1-6)
- Increase educational technology tools in (TK-2)
- Adopt NGSS Science Curriculum (TK-8)
- Expansion of Transitional Kindergarten (TK)

Every school will have a Instructional Specialist starting next year. (Emergency recovery fund)

2 VP's at Price (one for discipline and the other to instruction)

With Prop 28 will have 2 full time Art teachers.

With Prop 28 will have 2 full time paraeducators.

01 full time paraeducator for elementary PE

Expand Extended day program.

Summer 1-6 almost full.

Technology tools for TK

Adopt new curriculum for science TK-8

Expansion of TK.

2023-24 LCAP Goal 2 Highlights

- Hire and retain highly qualified teachers
- BTSA support for New Teachers and Administrators
- 5 Teacher in-service days and summer professional learning opportunities for teachers and instructional leaders throughout and beyond the school year
 - ELD, GLAD, Equity, Culturally Responsive Teaching, Restorative Practices, Inclusion, Science of Reading, Project-based learning,
- Continue the Professional Learning Communities (PLCs) model to provide structured time for grade level collaboration for teachers
 - collective efficacy, evidence-based practices, quality assessments for formal and summative assessments
- Continue the TIMS Initiative, to support the integration of technology in teaching and learning
- Continue to provide dedicated professional learning opportunities for classified staff

iNSTRUCTIONAL Specialist will support new teachers.

5 teacher in service day(Professional learning) gives the teachers lots of collaboration time.

TIMS initiative. Use technology as a support.

Classify staff with access to Professional Learning.

2023-24 LCAP Goal 3 Highlights

- ▢ 0.50 FTE Assistant Principal to support SEL & Discipline at the middle school level
- ▢ Continue to support with training and implementing Restorative Practices
- ▢ Positive Behavior Support & Intervention (PBIS)
- ▢ Increase school counseling services at all sites
- ▢ Enrollment/Family Outreach Specialist
- ▢ Continue structure SEL lunchtime support in partnership with Valley Sports
- ▢ Increase services for foster & homeless youth
- ▢ Increase Integrated health services and supports, including mental health
- ▢ Additional behavior support service for the general education classrooms.

Increase counseling services.

Support enrollment and outreach,

Lunch time support with Valley Sports.

Increase mental health services.

Increase hours for behavior support.

2023-24 LCAP Goal 4 Highlights

- Relaunching Website & Parent Communication platform
- Maintain the Communications Coordinator
- Continue Language Line
- Provide different ways for input and involvement in decision-making
 - "Thought Exchange" platform
- Increase and provide different parent education and engagement opportunities
 - Project Cornerstone
 - Parent Network
 - Parent Liaison
 - Parents Teaching Parent
- Increase improve community outreach to families with high needs (Enrollment/Family Outreach Specialist)
- Additional resources & information
 - Parent Involvement & Engagement Website - <https://www.cambriansd.org/Page/4036>

Engage with parents/communication with families.

Accessible for every language(easy and direct)

Increase different parent engagement ways (Project cornerstone, parent liaison, parents teaching parents)

Local Control Funding Formula (LCFF)

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes uniform grade span grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most state categorical programs (see School District and Charter School LCFF Entitlement below).

LCFF funding is allocated through the Principal Apportionment and is funded through a combination of local property taxes and state funding from the State School Fund and Education Protection Account.

LCFF is how California sets funding.

LCFF Funding Components

LCFF Components	Description
LCFF Grade Span Base Grant	Uniform base grant for each school district and charter school based on the grade span of pupils, i.e. kindergarten through grade 3 (K-3), grades 4-6, grades 7-8, grades 9-12.
K-3 Grade Span Adjustment	As a condition of receiving these funds, school districts are required to maintain an average class enrollment of no more than 24 pupils in K-3 classes, unless the district has collectively bargained alternative average class enrollment in those grades for each school site. Charter schools receive the adjustment but do not have to comply with this condition.
Grades 9-12 Adjustment	There are no compliance requirements associated with this adjustment.
Supplemental Grant	Equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

There's a base for everybody.

More funding depending on the other components in the chart.

LCFF Supplemental Funds & Allowable Use

California Education Code states that services funded by the Local Control Funding Formula (LCFF) targeted funds **must be principally directed towards**, and effective in, meeting the district's goals for low income, English learner, homeless or foster youth (also referred to as "unduplicated"), and/or numerically-significant student groups. Schools with greater than 40% of "unduplicated" pupils may utilize the funds for schoolwide services, but those with less than 40% of these pupils may not include schoolwide use of the funds without citing research, experience, or theory as justification.

Supplemental and concentration funds allocated to school sites are unrestricted, but they are to be committed with a purpose: **to increase or improve services to our district's neediest students above what is provided to all students.**

EL, Low Income, homeless students are considered first for supported services.

LCFF Supplemental Fund 2023-24 Projected Allocation						
Location	Cambrian (Bagby & Steindorf)	Fammatre	Farnham	Price	Sartorette	Total
Estimated Percent of Increased/Improved Services	3.61%	5.67%	5.60%	5.28%	7.09%	4.94%
LCFF Supplemental Estimates	\$408,179	\$326,480	\$189,276	\$452,632	\$188,150	\$1,564,717
Estimated LCFF Supplemental Fund Carryover from 2021-22						\$500,000
Total						\$2,064,717
Estimated Districtwide Services (Ed Services)						\$900,000
Estimated LCFF Supplemental Allocations to Sites						\$1,164,717
School (based on 2021-22 CALPADS)	Total # of Students	Unduplicated #	School Percent	Total District UPP	UPP Percent	LCFF Projected Allocation 2023-24
Bagby	521	130	20.00%	792	16.41%	\$191,178.30
Fammatre	479	150	22.50%	792	18.94%	\$220,590.34
Farnham	330	98	24.87%	792	12.37%	\$144,119.02
Price MS	866	239	24.01%	792	30.18%	\$351,473.94
Sartorette	259	95	32.51%	792	11.99%	\$139,707.22
Steindorf K-8	490	80	10.88%	792	10.10%	\$117,648.18
Districtwide Services						\$900,000.00
Total	2945	792	26.89%			\$2,064,717.00



LCAP Comment/Question Form



[https://forms.gle/TaR3C4jSg
WNria6G6](https://forms.gle/TaR3C4jSgWNria6G6)

What's Next?

- District LCAP Advisory Committee - Tuesday, May 9, 2023
- Draft 2023-24 CSD LCAP public hearing and Board input on June 1, 2023
- Final 2023-24 CSD LCAP for Board approval and adoption on June 15, 2023
- Submit the 2023-24 LCAP to the County Office of Education for review and approval

Resources

- **CSD Multilingual Learner Program Website** - <https://www.cambriansd.org/Page/3588>
- **CA English Learner Website** - <https://www.cde.ca.gov/sp/el/>
- **Language Line Interpreting Services**
 - Language Line Over-the Phone interpreting services for primary language support for meetings and translation services.
 - Free translation by request.
 - Contact your child's teacher or school office.
- **ELPAC Resources for Parents**
 - Resources for parents to learn more about the English Language Proficiency Assessments for California (ELPAC).
 - <https://www.cde.ca.gov/ta/tq/ep/elpacparentresource.asp>