

"Exploring Infinite Possibilities for Learning"

CSD LCAP Advisory Committee



December 13, 2022

3:30-5:00 PM

<https://tinyurl.com/yb8zu3zp>



In attendance: Kristi Schwiebert, Linh Nguyen, Kristin Fery, Emily White, Frieda Caldwell, Amber Emery, Ashley Maxwell, Lori Zendejas, Chrissy Terwilliger, Debbie Stein, Samantha Haley, Hania Garcia, Heather Riera, Jasmin Plancarte, Jennifer Lozzio, Margaret Lavin, Matt Hill, Melissa Wuenschel, Beverly Merrel, Angela Kochiyama, John Pappalardo, Sam Shiraishi, Jenny Self, Kim Stevenson, Amy Ohehir, Jasmin Plancarte, Lisa MacFarland, Greg Chow

Agenda

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- Welcome
- Role of Advisory Committee
- CSD LCAP Updates
- School Site Team Breakouts
- Next Steps
- Additional Comment



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Cambrian School District



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Mission

Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society.

Vision

As the heart and soul of the Cambrian community, our district will explore infinite possibilities for learning as we prepare our students to become global citizens and leaders who rise to the challenges of their exciting, diverse, and ever-changing world.

"Exploring Infinite Possibilities for Learning"

<https://tinyurl.com/yb8zu3zp>

Principals are presenting to the Board an update on their schools LCAP goal progress over the month of December.

Who is Cambrian School District?

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- ❑ 2951 students
- ❑ White (33%); Hispanic (28%); Asian (20%); Two or More (16%); Black (2%); Other (1%)
- ❑ English Learners (12%); Socio-Econ. Disadvantaged (17%); Special Ed (11%)
- ❑ World Languages: English (70%), Spanish (11%), Mandarin (4%), Japanese (2%), Korean (2%), Vietnamese (1.5%), Other Non-English (1% - 30+ different languages other than English)
- ❑ 4 Elementary Schools (TK-5); 1 K-8 School; 1 Middle School (Gr 6-8)
- ❑ Full Day TK & Kindergarten Programs at 4 sites
- ❑ One Preschool SDC Program; Two TK-2 SDC Programs; Three 3-5 SDC Programs; Three 6-8 SDC Programs
- ❑ Music & Art Programs
- ❑ Extended Day programs at all school sites!

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Our EL population has decreased over the past few years, but our SED population has increased

Unduplicated Pupils

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Unduplicated Pupil count refers to the total number of students who belong to one or more of the groups identified for additional funding under the Local Control Funding Formula (LCFF): Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth. Unduplicated simply means that any student in one or more of these groups would only be counted once in the calculation.

The unduplicated pupil count is used to determine the amount of supplemental and concentration funds the charter school will receive under LCFF.

School	UPP Percent	Free & Reduced Lunch Percent
Bagby	24.0%	14%
Steindorf	15.5%	8%
Fammatre	31.4%	25%
Farnham	30.0%	19%
Price	27.7%	18%
Sartorette	37.4%	21%
District	26.7%	18%

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Increase this year in count. Even if students fall into multiple categories they are only counted once. Not necessarily free and reduced lunch students, this chart shows the percentage of students who are within the UPP.

Typically our FRL does not go above 40%. If below 40%, option is targeted assistance. The students who brought in the funding get the priority over that funding. If above %40 district has option to make that school or district wide services. We take the average of the district and make a determination.

What is the Local Control Accountability Plan?

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- ❑ Part of the Local Control Funding Formula (LCFF)
- ❑ Describe the District's overall vision for students, annual goals and specific actions.
- ❑ Must focus on eight areas identified as state priorities.
- ❑ Aligned to the District's budget to help achieve the goals, and assess each year how well the strategies in the plan were able to improve student outcomes.
- ❑ District must engage parents, educators, employees and the community to establish these plans.

<https://tinyurl.com/yb8zu3zp>

In place in Cambrian for 8-9 years now. It includes ALL the funding the district receives.

8 State Priorities

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WHAT ARE THE EIGHT STATE PRIORITIES?

Each school district's LCAP must focus on eight priority areas that help all students succeed. These eight priority areas reflect the belief that many factors - both inside and outside the classroom - positively impact student success. These eight priorities are grouped under three categories - Conditions of Learning, Student Outcomes and Engagement.



<https://tinyurl.com/yb8zu3zp>

The metrics we use in our LCAP measure the impact in these 8 priorities required by the state.

Eight LCAP State Priorities Descriptions

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1. **Basic Services** – Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

2. **Implementation of State Standards** – Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

3. **Parent Involvement** – Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

4. **Student Achievement** – Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

5. **Student Engagement** – Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

6. **School Climate** – Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

7. **Course Access** – Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

8. **Other Student Outcomes** – Measuring other important indicators of student performance in all required areas of study.

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Role of the LCAP Advisory Committee

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- CSD establishes an LCAP Advisory Committee, as per California Education Code 52062 and 52063, to review and advise on the LCAP.
- One key aspect of the LCAP process is the engagement of all Community Partners. Staff, teachers, administrators, bargaining partners, community members, parents/guardians and students - including foster and homeless youth, low-income students, English learners, and students with special needs - are to be consulted to provide feedback on the plan.

<https://tinyurl.com/yb8zu3zp>

Our job is to advise the board, sharing information and data to help inform next steps. Staff goes back to school site to share with colleagues and talk to parents. Share what we are doing as a district to gain input to bring back to committee.



You can go back and look at past LCAPs.

“CSD's focus will be on operationalizing Equity and Inclusion with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances.

All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and leaders to access and use reliable data to guide decision-making about instruction, programs, and services for students.”

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



<https://tinyurl.com/yb8zu3zp>

2022-23 CSD Local Control Accountability Plan Goals

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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>

2022 CA School Dashboard Updates

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The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.



<https://tinyurl.com/yb8zu3zp>

<https://www.caschooldashboard.org/>

This used to be called the Academic Performance Index (API), but is now called the School Dashboard.

In order to see growth over time, we need to use consistent data from assessments. Because we did not have state assessments in 2020 and 2021, our 2022 Dashboard will be a new baseline.

2022 CA School Dashboard Cont.

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What's to be released?

- English Learner Progress Indicator (LCAP Goal 1)
- Academics (LCAP Goal 1)
- Chronic Absenteeism (LCAP Goal 3)
- Suspension Rate (LCAP Goal 3)
- Graduation Rate (High School)
- No Color distinction - ONLY Purple!
- The indicator will only show "STATUS" ...no "Change"
- 5 Status Levels as represented by "Cell Phone Bars"
- Public Release on December 15, 2022

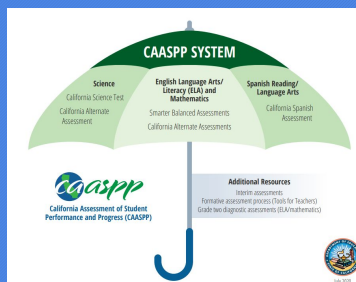
[Getting to Know the 2022 CA School Dashboard](#)

ELPAC is to measure English Language Learner's growth- expected 1 level a year. This year is a baseline year for assessments so you will only see purple in the indicator wheel.

The State is planning to release the results on Thursday 12/15/22

Go to the link to the state's website to see the full report.

- The “umbrella” of assessments in public education in California
- Smarter Balanced Assessments (SBA)
- ELA and Math in grades 3-8 and 11
- California Alternate Assessment (CAA) ELA and Math grades 3-8 and 11
- California Science Test (CAST) or California Alternate Assessment (CAA) in Science in grades 5, 8, and 10



<https://tinyurl.com/yb8zu3zp>

Used to measure impact we are having on student outcome. Required criteria in LCAP plan.

Annual

Also have modified version for students who meet the criteria (special needs have opportunity to demonstrate what they know comparable to their peers)

Only 2 years data with CA science test. State will now be using this regularly to see how students are doing with NGSS

2022 CAASPP Results - ELA (Gr. 3-8)
 Overall Achievement by School Site
 Percent Met/Exceeded Standard - Annual Comparison



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	2016	2017	2018	2019	2022
District	67%	66%	67%	67%	69%
Bagby	62%	62%	65%	62%	*70%
Fammatre	60%	47%	50%	58%	*67%
Farnham	61%	60%	64%	60%	*67%
Sartorette	59%	50%	55%	49%	*57%
Steindorf	NA	80%	83%	84%	*85%
Price	72%	72%	69%	70%	66%

*5 out of 6 schools improved in percent of students met/exceeded standard from 2019 to 2022 with a range between +1 to +9, while 1 school decreased in percent of students met/exceeded by -4%.

NA = 10 or fewer students had tested.

This is an overview of how we have been doing over the last 5 years of data
 The test was modified for 2022, but the reliability and validity of the test was still comparable to previous years.
 5 out of 6 of our schools improved from 2019 to 2022.

2022 CAASPP Results - Mathematics (Gr. 3-8)
 Overall Achievement by School Site
 Percent Met/Exceeded Standard - Annual Comparison



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	2016	2017	2018	2019	2022
District	52%	56%	63%	64%	60%
Bagby	56%	55%	64%	67%	65%
Fammatre	48%	45%	58%	65%	65%
Farnham	52%	54%	65%	59%	*60%
Sartorette	50%	51%	54%	53%	*61%
Steindorf	NA	74%	78%	80%	74%
Price	53%	56%	60%	60%	52%

2 out of 6 schools improved in percent of students met/exceeded standard from 2019 to 2022 with a range of +1 to +8, while 3 schools decreased in percent of students met/exceeded with a range of -2 to -8.

NA = 10 or fewer students had tested.

We did go down, trend across most districts on a national level.

2022 CAASPP Overall Achievement (Gr. 3-8)
 Annual Comparison of Percent Met/Exceeded Standard
 Significant Student Groups



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English Language Arts	2016	2017	2018	2019	2022
All Students	67%	66%	67%	67%	69%
English Learners	26%	23%	17%	17%	21%
Socio-Econ. Disadvantaged	33%	37%	42%	41%	37%
Special Ed	25%	26%	25%	28%	27%
Mathematics	2016	2017	2018	2019	2022
All Students	52%	56%	63%	64%	60%
English Learners	27%	28%	26%	21%	20%
Socio-Econ. Disadvantaged	21%	24%	35%	36%	25%
Special Ed	17%	23%	26%	30%	29%

We are intentional about offering supplemental and intervention supports to students in these categories.

2022 CAASPP Overall Achievement
 Annual Comparison of Percent Met/Exceeded Standard
 Comparison of District, County, and State



English Language Arts					
	2016	2017	2018	2019	2022
Cambrian SD	67%	66%	67%	67%	69%
Santa Clara County	62%	63%	63%	63%	61%
State	49%	49%	50%	51%	47%

Mathematics					
	2016	2017	2018	2019	2022
Cambrian SD	52%	56%	63%	64%	60%
Santa Clara County	55%	55%	56%	57%	51%
State	37%	38%	39%	40%	33%

Overall Achievement - Science
 Annual Comparison of Percent Met/Exceeded Standard
 Grades 5 & 8 by School Site



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Grade 5	2019	2022
Overall	54%	52%
Bagby	59%	46%
Fammatre	36%	58%
Farnham	52%	45%
Sartorette	45%	39%
Steindorf	76%	71%

Grade 8	2019	2022
Overall	64%	57%
Steindorf	74%	86%
Price	62%	52%

Overall Achievement - Science
 Annual Comparison of Percent Met/Exceeded Standard
 Grades 5 & 8, District, County & State




	2019	2022
Grade 5	54%	52%
Grade 8	64%	57%
District	59%	55%
County	46%	47%
State	30%	29%

The California Science Test (CAST)

The California Science Test or CAST is part of the statewide assessment system called the California Assessment of Student Performance and Progress or CAASPP.

The CAASPP System is designed to give information to teachers, students, and their families about what students know and are able to do. It also indicates whether students are on track to be ready for success in college or career when they graduate from high school.



CAST

<https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>

2022 CAASPP Results Using the Reports & Implications



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Results will:

- Contribute to multiple measures
- Help facilitate conversations
- Serve as a tool
- Help Professional Learning Communities (PLCs) dig into band growth and subgroups
- Identify strengths and weaknesses
- Provide focus areas for instruction
- Look for best practices to duplicate

*A laser focus on Tier 1 High Quality First Instruction for ALL students.

<https://tinyurl.com/yb8zu3zp>

This data is an important snapshot for us. We are using PLCs to look at other important data to identify areas of improvement and best practices that are consistently being carried out across classrooms.

CAASPP Results Website

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The screenshot displays the CAASPP Results Website interface. At the top, there is a navigation menu with links for Home, About, Assessments, Additional Resources, News Releases, and Contact. Below the menu, the main heading reads "Test Results for California's Assessments". The content is organized into six colored boxes, each representing a different assessment category with a brief description and a right-pointing arrow:

- English Language Arts/Literacy and Mathematics**: Smarter Balanced Summative Assessments. English language arts/literacy (ELA) and mathematics academic assessment for students in grades 3-8 and grade 11.
- Alternate English Language Arts/Literacy and Mathematics**: California Alternate Assessments (CAAs) for ELA and Mathematics. For students whose individualized education programs indicate they should take an alternate assessment for ELA and mathematics.
- English Language Proficiency**: English Language Proficiency Assessments for California (ELPAC). Tests for English language proficiency given to students whose primary language is a language other than English.
- Science**: California Science Test (CAST). A science test measuring how well students understand the scientific core ideas, concepts, and practices they have learned.
- Alternate Science**: California Alternate Assessment (CAA) for Science. For students whose individualized education programs indicate they should take an alternate assessment for science.
- Spanish Reading/Language Arts**: California Spanish Assessment (CSA). This optional assessment is for students seeking a measure of their Spanish reading/language arts skills.

At the bottom of the page, a note states: "CAASPP Results are located at <https://caaspp-elpac.cde.ca.gov/caaspp/>".

The state's website: This is already available for public review.





You can go back and look at past LCAPs.

Art, Music, and Instructional Materials Block Grant

- Funding for local educational agencies to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and other specified uses.
- CSD's Estimated Total Allocation \$1,890,590
- One-time Fund
- May expend or encumber funds through the 2025-26 fiscal year 2025-26.
- CSD's priority for instructional materials adoption.
- Requires Board approved plan.

The funds must be spent by the end of the 2025-26 fiscal year, or it goes back to the state.

We need funds for new science and social studies instructional materials.

Our science materials were adopted in 2009, and our social studies materials were adopted in 2003.

Emergency Learning Recovery Block Grant

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- Provides funding to county offices of education, school districts, and charter schools to be used for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.
- CSD's Estimated Total Allocation - \$1,495,850
- One-time fund
- May expend or encumber funds through the fiscal year 2027-28.
- Summer School Programs
- Additional services & support to address learning recovery.

One Time Funding. State Provided. Specific around learning recovery. Allocation is estimate at this time.

What are we providing for our students to address learning recovery?

During school year, what does Tier 2 intervention and support look like.

Has flexibility but must be above and beyond what we are requiring as a base. Does not have to be approved by board. This can be spread out over the years through 27-28 if that is what we decide.

Prop 28 - Arts Education

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- Proposition 28 easily passed, with more than 64% of the vote.
- State law requires instruction in visual and performing arts for grades 1-6.
- For grades 7-8, schools must offer arts classes either during or after school.
- 80% towards new personnel (salaries)
- CSD' Projected Total Allocation based on Enrollment \$368,000

<https://tinyurl.com/yb8zu3zp>

This committee can discuss how to expand and enhance our current Arts program in Cambrian

This is new funding for the 2023-2024 school year.

A question we have for the state is about hiring contractors like Starting Arts, does that count as "existing" personnel or can Prop 28 be used for contracted arts programs.

Expanded Learning Opportunities Program (ELO-P)

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Provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

CSD ELO-P Website: <https://www.cambriansd.org/Page/3884>

- Funding based on UPP and Ongoing - \$1.36 Million
- Integrated through CSD Extended Day Program
- Provide at no cost for students who qualify for Free/Reduced Lunch or “Low Income Household”
 - 75 Families
 - 92 students
- Supplement District programs
 - Elementary Choir & Band
 - Middle School Intramural Sports
 - Other TBD

The state is continuing ELO funds.

Our Extended Day program is at maximum capacity. We offer our Extended Day programs at each site to all students, but students who are UPP can attend at no cost.

ELO is based on UPP %

ELOP is applied through extended day

The program is at full maximum capacity, extended day with high quality enrichment activities and engagement.

Families who qualify for free or reduced automatically qualify for Extended care.

Continue looking at how to support the other activities, for example choir.

ELOP started as one time money and now is a supported fund.

CSD Biliteracy Pathway Recognition Awards Program (LCAP Goal 1)

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Recognition Award for Participation

- Available to students enrolled in programs leading to biliteracy in elementary and middle school
- Voluntary!
- A participation recognition provided to all students enrolled in the program and is not based on the student's proficiency
- An entry on the path to biliteracy or multiliteracy

Recognition Award for Attainment

- Available to students at the end of elementary school and the end of middle school
- Voluntary!
- Based on proficiency
- Awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English
- Aligned with the State Seal of Biliteracy requirements
- Indicates that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy



Biliteracy Pathway Awards Program Website:
<https://www.cambridgesd.org/Page/3386>

We want to encourage students to take the opportunity to learn a different language or continue with developing their primary language.

When the student finishes high school will receive a diploma - Seal of Biliteracy. There's a path way to achieve it.

We will present a webinar for student to be recognized in the pathway.

Please go to the website for further information.

School Site Team Breakout

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Principals to provide a quick update on your current school plan.

- Successes
- Areas of need
- Next steps

Discuss ideas for new state funding resources.

20 minutes

<https://tinyurl.com/yb8zu3zp>



Breakout Rooms:

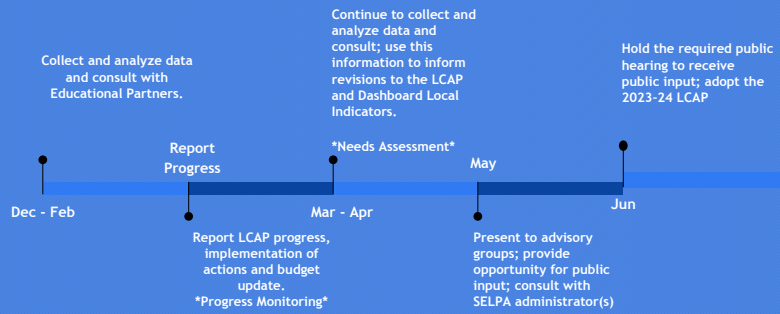
- Room 1 - Bagby
- Room 2 - Fammatre
- Room 3 - Farnham
- Room 4 - Sartorette
- Room 5 - Steindorf
- Room 6 - Price

Subcommittee LCAP

Cambrian would like to have a Budget Subcommittee. It would be an additional 4 meetings, please let Linh or your site principal know if you are interested on being on this important committee.

CDE Suggested LCAP Development Timeline

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- LCAP Comment/Question Form
 - <https://forms.gle/TaR3C4jSgWNria6G6>
- 2022-23 CSD LCAP Advisory Committee Meetings:
 - Tuesday, December 13, 2022; 3:30 - 5:00 pm
 - Tuesday, January 17, 2023; 3:30 - 5:00 pm
 - Tuesday, February 14, 2023; 3:30 - 5:00 pm
 - Tuesday, March 21, 2023; 3:30 - 5:00 pm
 - Tuesday, May 9, 2023; 3:30 - 5:00 pm

Thank YOU!