



CSD LCAP Advisory Committee Meeting

May 9, 2023

Cambrian School District

<https://bit.ly/3nNf0X6>

Agenda

- Review of the LCAP Development Process
- 2022-23 Annual CSD LCAP Community Input Survey Results Summary
- Consolidated Application
- LCFF Supplemental Funds
- Estimated One-Time Restricted Funds' Balance
- 2023-24 LCAP Goals' Proposed Actions & Services Highlights
- Site Team Breakout
- Q&A
- Next Steps

Role of the LCAP Advisory Committee

CSD establishes a District LCAP Advisory Committee, as per California Education Code 52062 and 52063, to review and advise the board and district on the development Local Control Accountability Plan.

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.

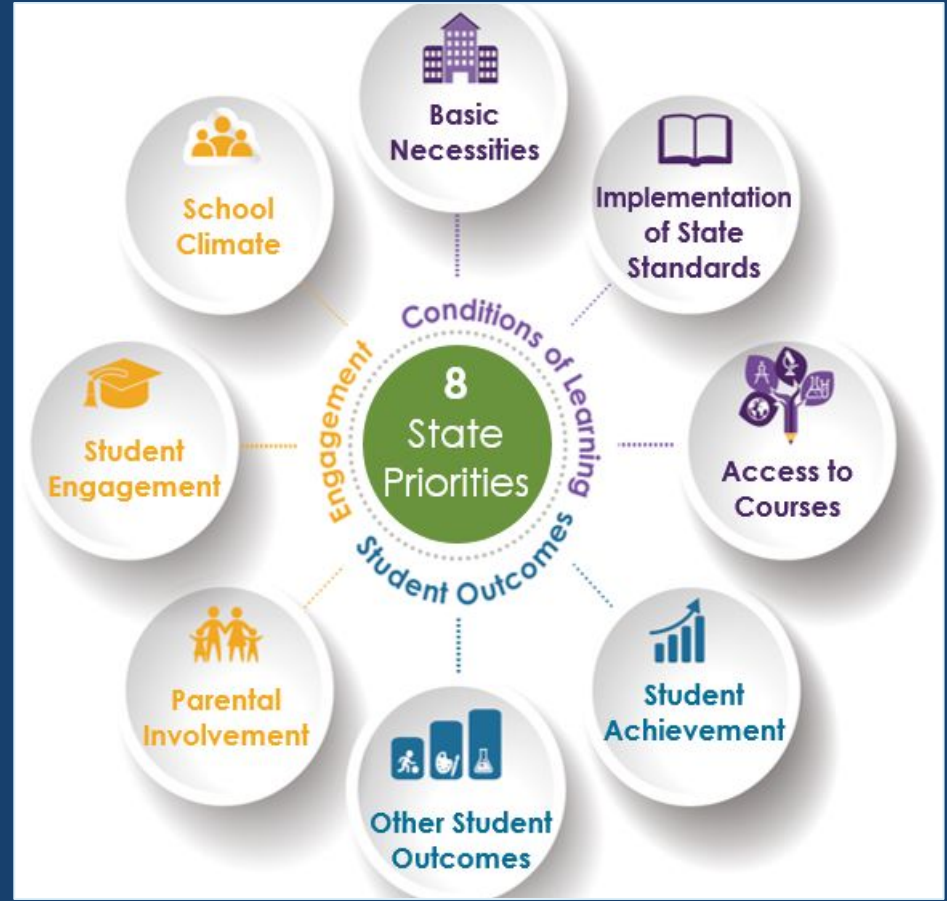
What is the Local Control Accountability Plan?

- 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.

8 State Priorities

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.



Eight LCAP State Priorities Descriptions

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.

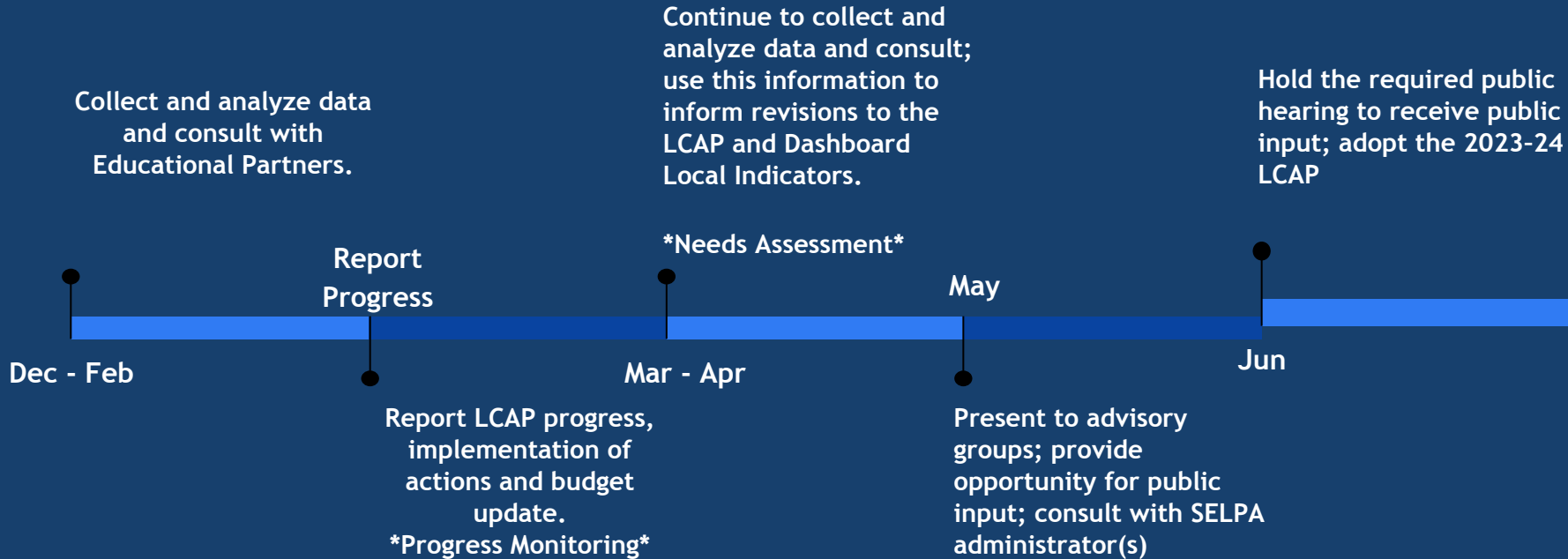
5. Student Engagement — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

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.

LCAP Development Timeline



Annual CSD LCAP Community Input Survey Results

The LCAP
Survey Results
are in!

- ▢ Provides opportunities for educational partners for input in the development of the Local Control Accountability Plan for 2023-24.
- ▢ Parents/Guardians & Community Members
- ▢ All CSD Staff
- ▢ Evaluate the Effectiveness of Programs & Services per the Eight State Priorities
- ▢ Input to prioritize programs and services for next year's LCAP

[Click Here to View!](#)

Annual PBIS School Climate Survey

The School Climate Survey is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-8.

Student Voices
1879 Students
Grades 3-8
All 6 School Sites

School Climate Survey Results

Questions	2018	2019	2020	2021	2022	2023	Change from 21-22 to 22-23
I like school	64%	70%	70%	76%	84%	73%	-11%
I feel like I do well in school	73%	76%	78%	78%	77%	85%	8%
My school wants me to do well	89%	90%	83%	86%	88%	87%	-1%
My school has clear rules for behavior	89%	89%	88%	93%	91%	86%	-5%
Teachers treat me with respect	89%	89%	88%	95%	91%	89%	-2%
Behavior in class allow teacher to teach	na	na	78%	95%	80%	67%	-13%
Good behavior is noticed at my school	63%	67%	61%	77%	73%	60%	-13%
I get along with other students	80%	78%	82%	88%	82%	84%	2%
I feel safe at school	81%	81%	79%	87%	83%	80%	-3%
Students treat each other well	69%	64%	68%	92%	73%	69%	-4%
There is an adult who will help me if I need it	78%	81%	78%	81%	84%	79%	-5%

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 & 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]).

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

Consolidated Application 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

Consolidated Application

Proposed Services & Actions 2023-24

Fund	Action/Services
Title I	<p>Allocations to TA Schools (Fammatre, Farnham, Sartorette) for Targeted Supplemental Services including Tier II interventions, training, supplemental instructional materials, and parent engagement. (\$73K) - LCAP Goal 1</p> <p>Supplemental services for Homeless & Foster Youth. (\$2K) - LCAP Goal 1</p>
Title II	<p>Staff professional development activities, including BTSA support, grade level collaboration, professional learning conferences, and training for classified staff. (\$35K) - LCAP Goal 2</p> <p>Providing equitable services to private schools in the district attendance boundaries. (\$4K) - LCAP Goal 2</p>
Title III	<p>Supplemental services for English learner, including staff professional development, parent education, supplemental ELD services and programs, and supplemental ELD instructional materials. (\$45K) - LCAP Goals 1-4</p>
Title IV	<p>Supporting access to digital and educational technology resources including, chromebook lender program for homeless & foster youth. (\$10K) - LCAP Goal 1</p>

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 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).

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.**

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 2022-23						\$500,000
Total						\$2,064,717
Estimated Districtwide 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

Estimated One-time Restricted Funds Balance

Resource (060)	Title	End Date	Beginning Balance	Balance as of 4/25/23
3216	ESSER II - State Reserve	9/30/2023	\$299,252	\$133,896
3217	GEER II	9/30/2023	\$68,681	\$40,079
3213	ESSER III	9/30/2024	\$521,066	\$299,893
3218	ESSER III Emergency Needs	9/30/2024	\$195,077	\$114,140
3219	ESSER Learning Loss	9/30/2024	\$336,279	\$130,284
6266	Educator Effectiveness Fund (EEF)	9/30/2026	\$592,038	\$272,117
6762	Art, Music, and Instr. Materials Discretionary Block Grant*	6/30/2026	\$1,890,590	\$1,810,563
7435	Learning Recovery Emergency Block Grant	6/30/2027	\$1,495,850	\$1,432,532

*Governor's Budget May Revise - reduction 33% still TBD.

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.

LCAP Goal 1

Proposed Actions & Services 2023-24 Highlights

- Priority focus on Tier I ELD instruction & Special Education - Title I, II, III Supplemental, & Base (\$100K)
 - To address Federal & State Accountability for Significant Disproportionality
- Provide core & supplemental curriculum & instructional materials - Lottery, Supplemental, Title III, Title IV, ESSER LL (Funds combine totalling \$500K)
- Provide Tier II targeted interventions (TK-8) - Title I & Supplemental (\$800K)
 - Services principally serving UPP in Reading, Math, & ELD Support
- 5.5 FTEs Instructional Specialist (TK-8) - Supplemental & LRE Block Grant (\$850K)
 - Services principally serving UPP
- 0.50 FTE Assistant Principal primarily focused on Tier 1 instruction and targeted support at the middle school level - Supplemental, ESSER, & ELO-P (\$90K)
- 2.0 FTEs Art Teacher positions (TK-8) - Prop 28 (\$265K)
- 2.0 FTEs Art Paraeducators (TK-8) - Prop 28 (\$80K)
- 1.0 FTE Paraeducator to support elementary PE (TK-5) - Base (\$40K)
- Expand our Extended Day programs and services (TK-8) - ELO-P (\$900K)
- Provide 2023 targeted summer programs (1-6) - ESSER II SR (\$110K)
- Increase educational technology tools in (TK-2) - Base (\$65K)
- Adopt NGSS Science Curriculum (TK-8) - Art, Music & IM Block Grant (\$1.3 Million)
- Expansion of Transitional Kindergarten (TK) - Base (TBD)
- Comprehensive Assessment Plan - Base & Supplemental (\$60K)

LCAP Goal 2

Proposed Actions & Services 2023-24 Highlights

- Hire and retain highly qualified teachers (including compensation) - Base (TBD)
- BTSA support for New Teachers and Administrators - Title II & Supplemental (\$50K)
- 5 Teacher in-service days and summer professional learning opportunities for teachers and instructional leaders throughout and beyond the school year - Base (\$180K) & EEF (\$270K)
- Professional Learning Communities (PLCs) model to provide structured time for grade level collaboration for teachers - LRE Block Grant (\$60K)
 - Collective efficacy, evidence-based practices, quality assessments for formative and summative assessments
- Continue the TIMS Initiative, to support the integration of technology in teaching and learning - ESSER III (\$25K)
- Provide 2023 summer professional learning opportunities for staff - ESSER II & GEER II (\$50K)
- Provide dedicated professional learning opportunities for certificated & classified staff - Title I, II, Supplemental, ESSER III (\$400K)
 - ELD, GLAD, Equity, Culturally Responsive Teaching, Restorative Practices, Inclusion, Science of Reading, Project-based learning, interventions

LCAP Goal 3

Proposed Actions & Services 2023-24 Highlights

- 0.50 FTE Assistant Principal to support SEL, discipline and extended day enrichment programs at the middle school level - Supplemental, ESSER, & ELO-P (\$90K)
- Training and implementing Equity & Restorative Practices - ESSER III (\$145K)
- Positive Behavior Support & Intervention (PBIS) - ESSER III
- School counseling services at all sites - State Mental Health & Supplemental (\$426K)
- Enrollment/Family Outreach Specialist - Base (\$50K)
- Provide structure SEL lunchtime support in partnership with Valley Sports - ESSER III EN (\$126K)
- Increase services for foster & homeless youth - Title I & Supplemental (\$35K)
- Increase Integrated health services and supports, including mental health - El Camino Grant & Base(TBD)
- Additional behavior support service for the general education classrooms - El Camino Health Grant & Base(TBD)

LCAP Goal 4

Proposed Actions & Services 2023-24 Highlights

- Relaunching Website & Parent Communication platform - Base (\$27K)
- Maintain the 0.50 FTE Communications Coordinator - Base (\$75K)
- Continue Language Line - Supplemental (\$25K)
- Provide different ways for input and involvement in decision-making
 - “Thought Exchange” platform - Base (\$30K)
- Increase and provide different parent education and engagement opportunities - Title I, III & Supplemental (\$40K)
 - Project Cornerstone
 - Parent Network
 - Parent Liaison
 - Parents Teaching Parent
- Community outreach to families with high needs (Enrollment/Family Outreach Specialist) - Base (\$50K)

School Site Team Breakout



- What ideas stuck with you?
- What aspects do you disagree with?
- What aspects do you want to ponder further?

15 minutes

LCAP Comment/Question Form



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

What's Next?

- 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

THANK YOU
FOR YOUR
SUPPORT!