


Attendance: Linh Nguyen, Kristi Schwiebert, Kristin Fery, Emily White, Stephen Corl, Jesse Saenz, Alan J, Andrea Pickering, Anna Basques, Atsuko Watanabe, Carrie Lyons Lao, Cindy Ponce, Joy Hart, Kathryn Denniston, Kate Moody, Katrina Cuadro, Kelly Matveief, Kim Mercer, Lisa MacFarland, Margaret Ma, Matt Hill, Maura Keenan, Michael Kretsch, Missy Smith, Natalie Gioco, Orly Aicler, Chris Perry, Renata Feld, Sam Shiraishi, Samantha Haley, Debbie Stein, Lori Zendejas, Amy O'Hehir, Atsuko Watanabe

## Recording 2



# Zoom Protocols

3

Please mute microphones

Please use the Chat box for questions.



# Objectives

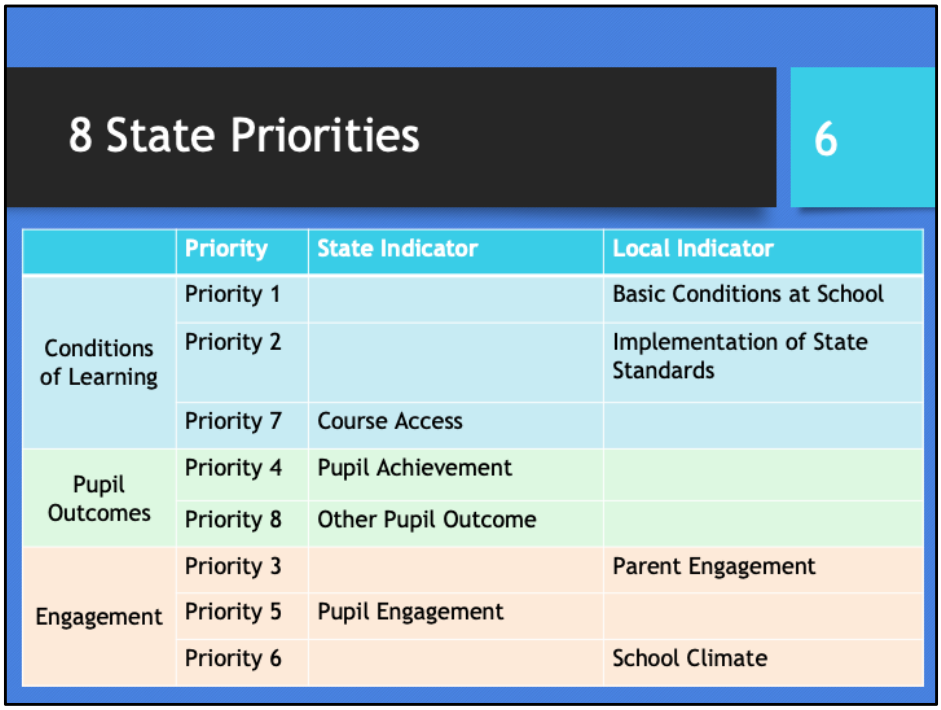


- Welcome
- Role of Advisory Committee
- Who Is Cambrian School District?
- CSD LCAP Updates
- ESSER III
- School Site Team Breakouts
- Next Steps
- Additional Comment

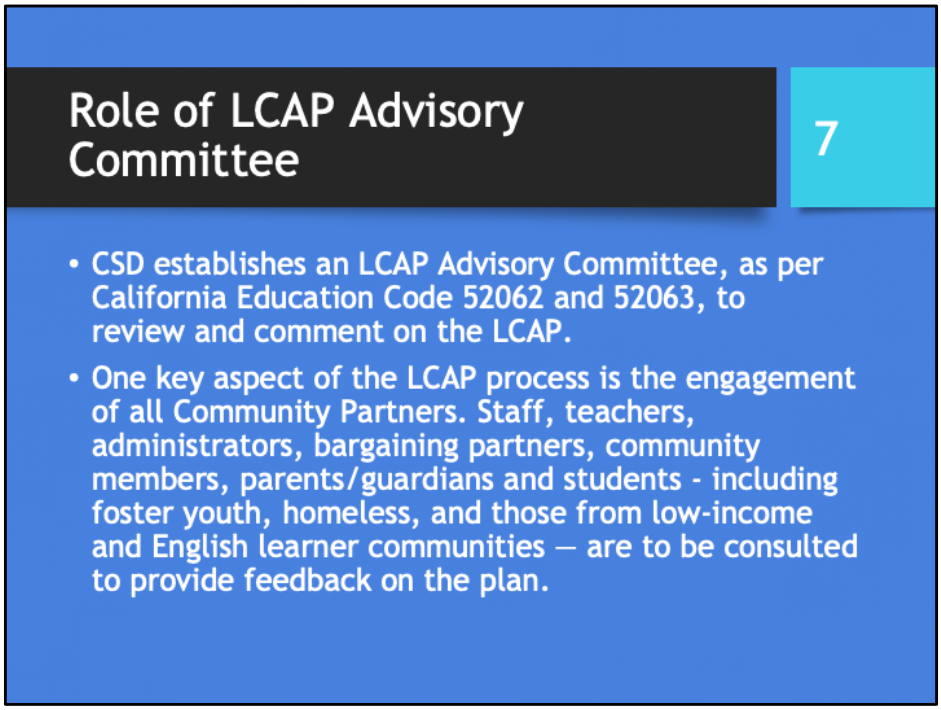
# What is the Local Control Accountability Plan?



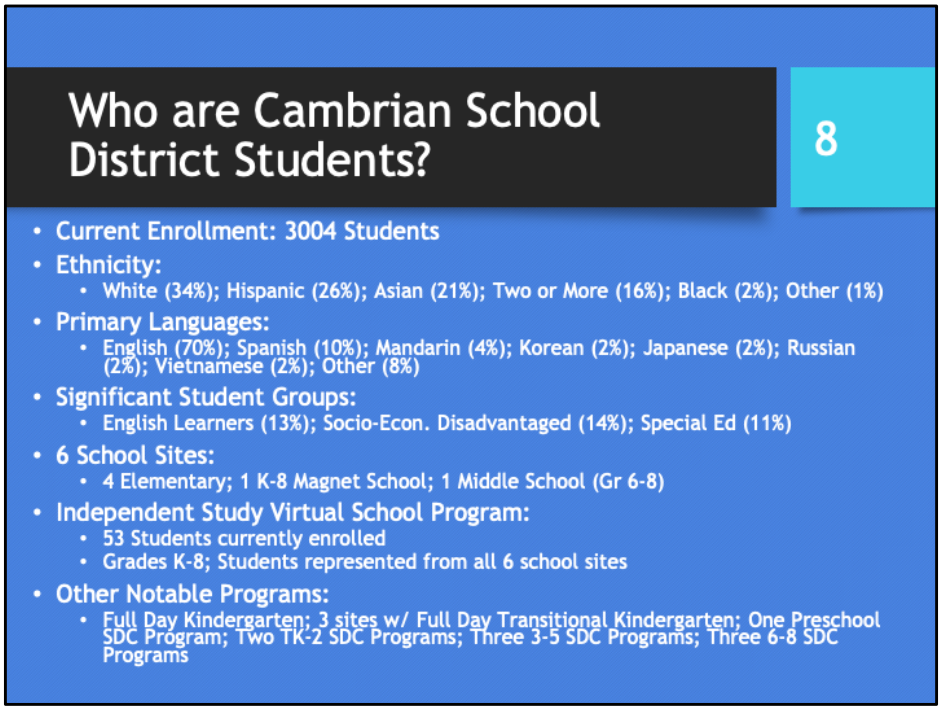
- Part of the new Local Control Funding Formula (LCFF)
- District must engage parents, educators, employees and the community to establish these plans.
- Describe the district's overall vision for students, annual goals and specific actions.
- Must focus on eight areas identified as state priorities.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



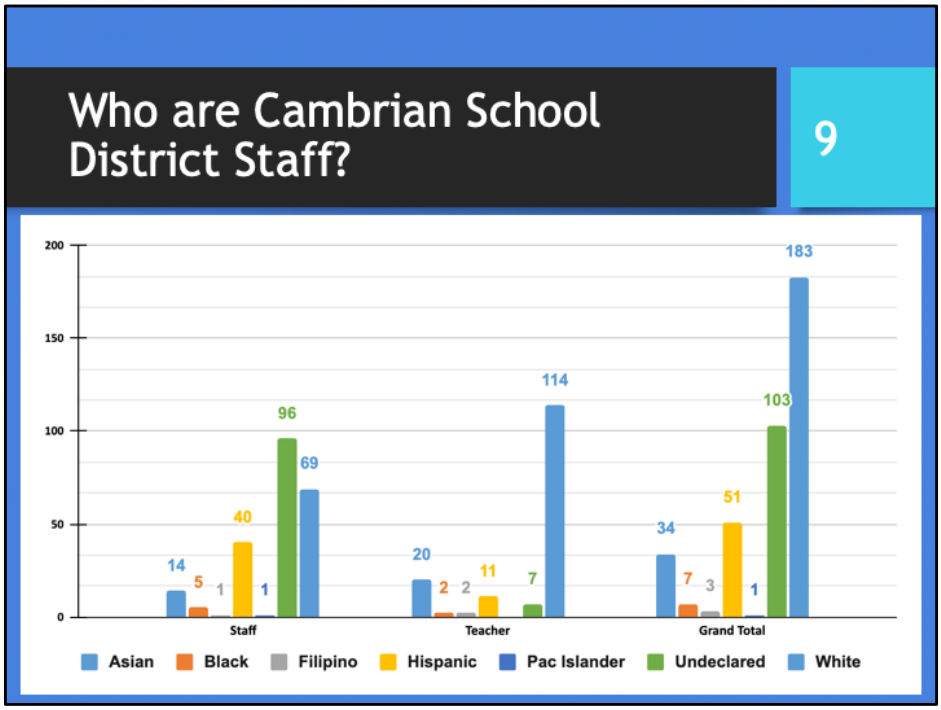

Go to CDE website to learn more about the priorities.




The term stakeholders has been replaced with the more appropriate term community partners.



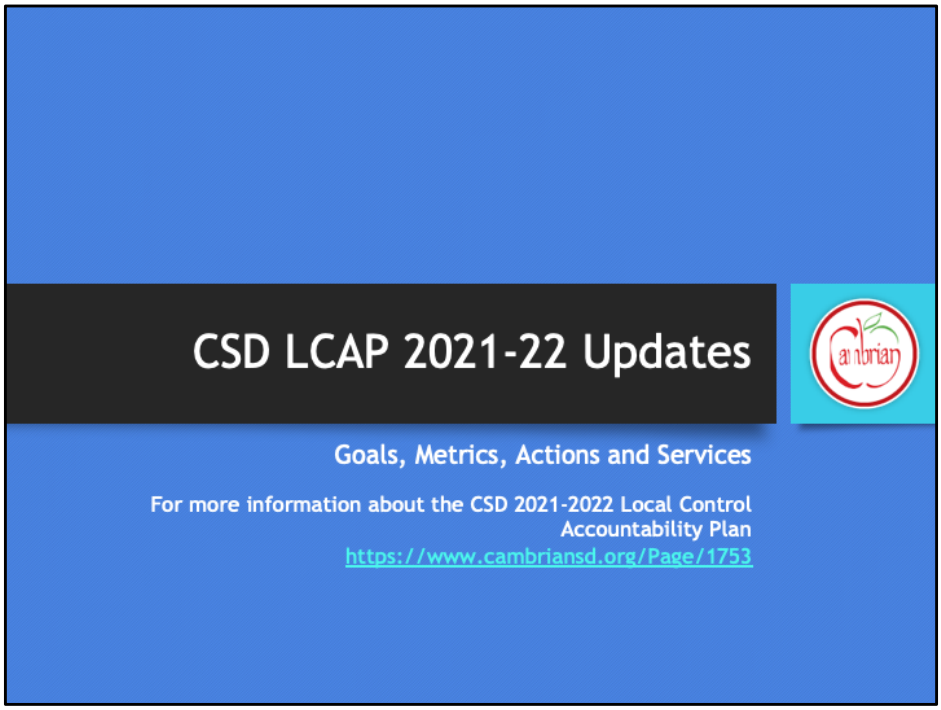

Funding impacted by student enrollment.
Kindergarten is not mandated, an option for parents to attend and districts must offer it.
We will be looking to expand transitional kindergarten to include more students.
Working on a plan to share with a committee in the coming months. (Universal TK)



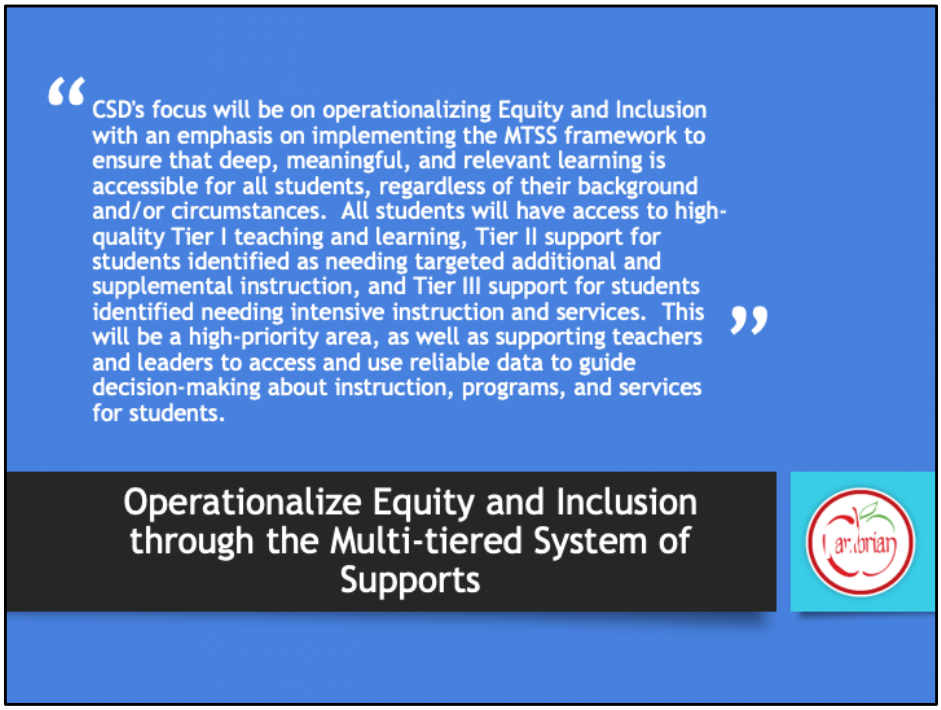

This graph does not include classroom teachers. In total there are 380 staff members working for Cambrian.

10



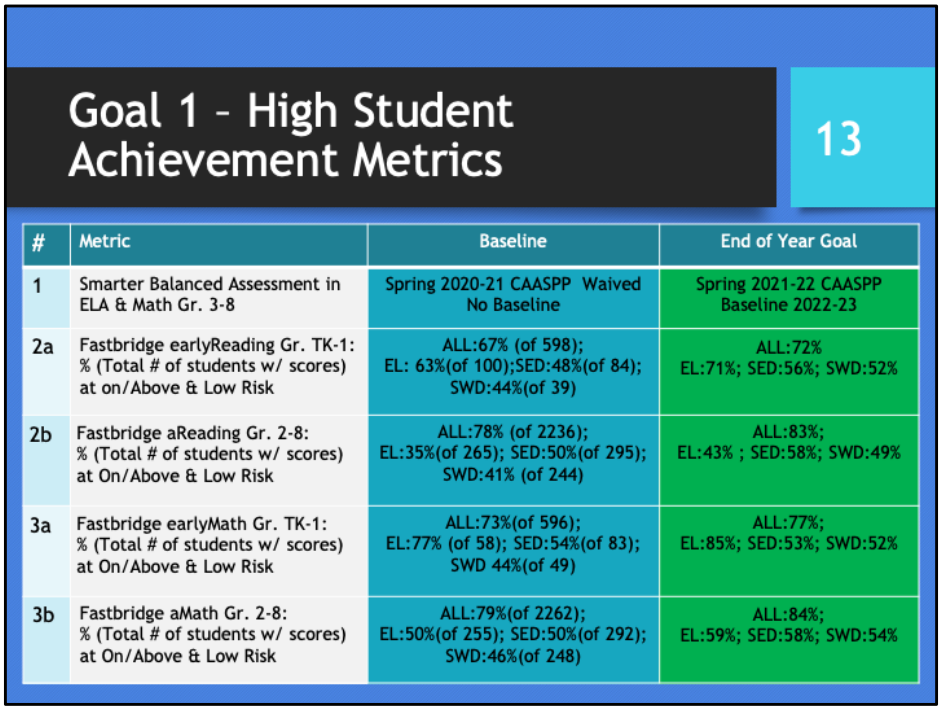



You can go back and look at past LCAPs.




MTSS- Multi-Tiered Systems of Support

Tier 1 (core instruction) is the most important tier in the system. Core instruction is where we spend most of our time providing support, training, and curriculum.




Baseline: Where are our students starting? End of Year Goal: What we hope to achieve by the end of the year?

4 Goals in our LCAP

1. (Smarter Balanced Assessment SBAC, state assessment) No Baseline due to COVID.
2. Fastbridge is a local district assessment. (Data is current year benchmark data)

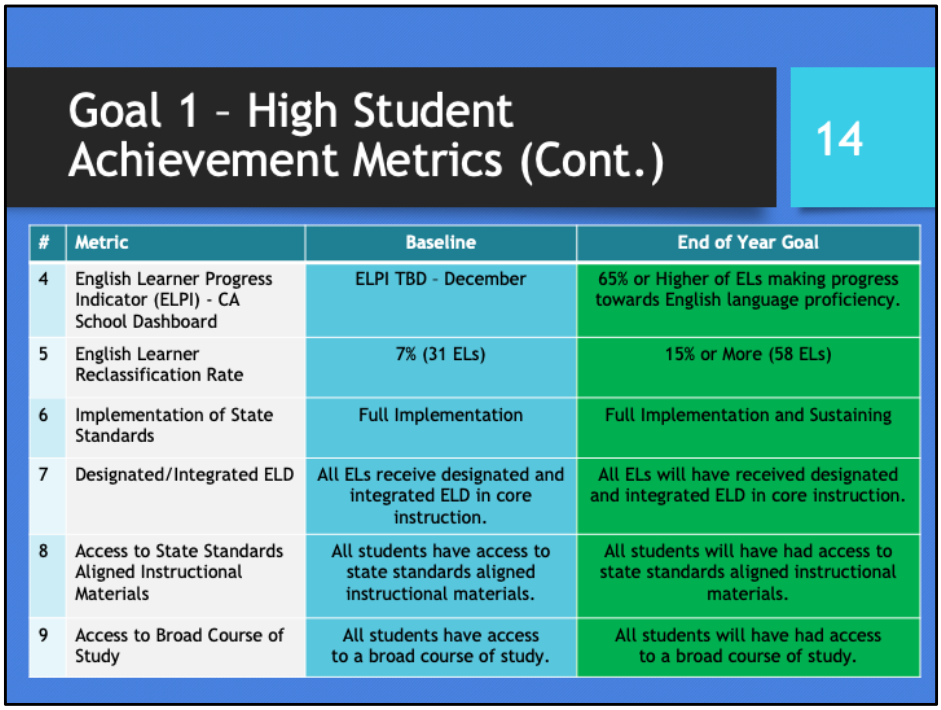
    -phonics, phonemic awareness, fluency, vocabulary, comprehension

    -math

EL-English Learners

SWD- Students with Disabilities

SED-Socially Economically Disadvantaged




ELD progress means making at least one years growth  towards ELD and ELA standards.
There are 4 criteria in the reclassification process.
Designated and Integrated ELD happens during core instruction (in the classroom).

## Goal 1 Actions & Services

15

| Action | Title | Total Funds Allocated | Implemented Fully, Partially, Not Yet |
|---|---|---|---|
| 1 | Supplemental Instruction, Intervention and Support | $819,576 | Partially |
| 2 | Summer Programs 2021 & 2022 | $210,154 | Partially |
| 3 | Supplemental Texts, Instructional Materials, and Resources | $123,007 | Fully |
| 4 | Core Program Texts, Instructional Materials, and Resources | $178,000 | Fully |
| 5 | Targeted Additional & Extended Day Services for Unduplicated Students | $572,500 | Partially |
| 6 | Enrichment Learning Opportunities/Extra Curricular Activities | $379,061 | Partially |
| 7 | Sonday System for Intensive Reading Intervention - Tier III | $36,000 | Partially |
| 8 | Educational Technology Tools, Support & Infrastructure | $139,000 | Fully |

Partially and Fully implemented terms will be expended by the end of the year.
We have money allocated to run summer programs again this next summer.
One time funding ESSER

# Goal 2 – Effective Leadership, Teaching and Learning Metrics



| # | Metric | Baseline | End of Year Goal |
|---|---|---|---|
| 1 | Appropriately assigned and fully credentialed teachers. | 100% of teachers are appropriately assigned and credentialed in subject areas. | 100% of teachers would have been appropriately assigned and credentialed in subject areas. |
| 2 | Implementing High-quality Tier I Core instructional practices, including, GLAD, Integrated/Designated ELD & Guided Reading | Classroom Walkthrough Observation Tool will be utilized to established baseline. - TBD | 80% of CSD teachers will implement Tier I high-quality instructional practices according to the Classroom Walkthrough Observation Tool. |
| 3 | Staff Professional Development/Collaboration Evaluations/Reflections | 70% of staff indicated that the professional development, training & staff collaboration were meaningful and effective use of time. | 80% or more of staff will indicate that the professional development, training & staff collaboration were meaningful and effective use of time. |
| 4 | Voluntary Coaching & Learning Opportunities | 20% of staff received some form of instructional coaching or voluntary PD outside of the professional workday. | Increase the percent of staff receiving coaching or voluntary learning opportunities outside of the professional workday. |

# Goal 2 Actions & Services

17

| Action | Title | Total Funds Allocated | Implemented? Fully, Partially, Not Yet |
|---|---|---|---|
| 1 | Professional Development | $609,490 | Partially |
| 2 | Additional Staff Collaboration Time and Assessment | $90,808 | Partially |
| 3 | Training for Sonday System Intensive Reading Intervention | $9,000 | Fully |
| 4 | BTSA Induction Support for new teachers and administrators | $30,000 | Partially |
| 5 | Educational Technology Professional Development Opportunities | $13,500 | Partially |
| 6 | Tier II/ELD Teachers on Special Assignment | $285,000 | Fully |

## Goal 3 – Positive School Environment, Climate & Culture Metrics

18

| # | Metric | Baseline | End of Year Goal |
|---|---|---|---|
| 1 | Attendance Rate | District Average: 94% | Maintain the attendance rate at/above 95%. |
| 2 | CA Dashboard Chronic Absenteeism Performance Indicator | New Baseline TBD - December | Decrease Chronic Absenteeism Rate from the prior year for CSD's & and target student groups from the prior year. |
| 3 | Suspension Rate | New Baseline TBD - December | Decrease the number of students who were suspended overall and for target student groups from the prior year. |
| 4 | Middle School Dropout Rate | 0 | 0 |
| 5 | Major Office Referrals through SWIS | New Baseline TBD | Decrease the number of Major Office Referrals by site from the prior year. |
| 6 | Sense of Safety and School Connectedness via School Climate Survey | 76% of students "like school" & 81% said "there is an adult who will help me if I need it" | 90% or above of students reporting "I like school" and said "there is an adult who will help me if I need it". |
| 7 | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) | New Baseline - December | Decrease the number of students identified as "high risk" |
| 8 | Facilities in "Good or Exemplary Repair" as rated by the annual accountability report. | All facilities are maintained in "good or exemplary" repair. | All facilities will be maintained in "good or exemplary" repair. |

Typically we have a high attendance rate, but with the transition to Independent Study Virtual School (ISVSP) We are seeing a slight dip in attendance as we work out the kinks around that transition.

76%  of students who "like school" we want to find out if it was because they were doing online school last year, or was it because of COVID, or something else.

# Goal 3 Actions & Services



| Action | Title | Total Funds Allocated | Implemented Fully, Partially, Not Yet |
|---|---|---|---|
| 1 | Coordination of Student Support Services | $177,000 | Fully |
| 2 | Counseling and Mental Health Services | $469,000 | Fully |
| 3 | Social-Emotional Learning & Mental Health Curriculum & Resources | $37,000 | Fully |
| 4 | Integrated Health Services and Supports | $350,000 | Fully |

# Goal 4 – Strong Parent and Community Engagement Metrics



| # | Metric | Baseline | End of Year Goal |
|---|---|---|---|
| 1 | All Community Partners Representation and Involvement in Districtwide Committees. | All Community Partners fully represented in all districtwide advisory committees. | All Community Partners fully represented in all districtwide advisory committees. |
| 2 | CSD Community Engagement Surveys | LCAP Input Survey (1025 Responses)<br>Parent Engagement Survey (677 Responses)<br>EL Needs Assessment Survey (126 responses) | Increase opportunities and participation to provide input from prior year. |
| 3 | Communication | All school sites and CSD utilized Blackboard/SMORE and other tools for regular communication. | All school sites and CSD would have utilized Blackboard/SMORE and other tools for regular communication. |
| 4 | Parent Education Opportunities | 2020-21: Districtwide parent education 12 opportunities/ events/ activities. | CSD will have offered the same number and variety of parent engagement education workshops/events/activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents. |
| 5 | Local Indicator Priority 3 for Parent Engagement | In 2020-21, CSD achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool. | CSD will have maintained an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool. |

# Goal 4 Actions & Services



| Action | Title | Total Funds Allocated | Implemented Fully, Partially, Not Yet |
|---|---|---|---|
| 1 | Parent Engagement, Support Services, and Supplies | $20,000 | Partially |
| 2 | Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils | $40,000 | Partially |
| 3 | Parent Communication | $81,000 | Partially |
| 4 | Language Line Services | $25,000 | Fully |

## Elementary and Secondary School Emergency Relief Fund (ESSER)



In response to the COVID-19 pandemic, the United States Department of Education has released three grants for which local education agencies can apply.

These grants, known as ESSER I, ESSER II, and ESSER III, were authorized by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act); the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA); and the American Rescue Plan (ARP).

## ESSER (Cont.)

23

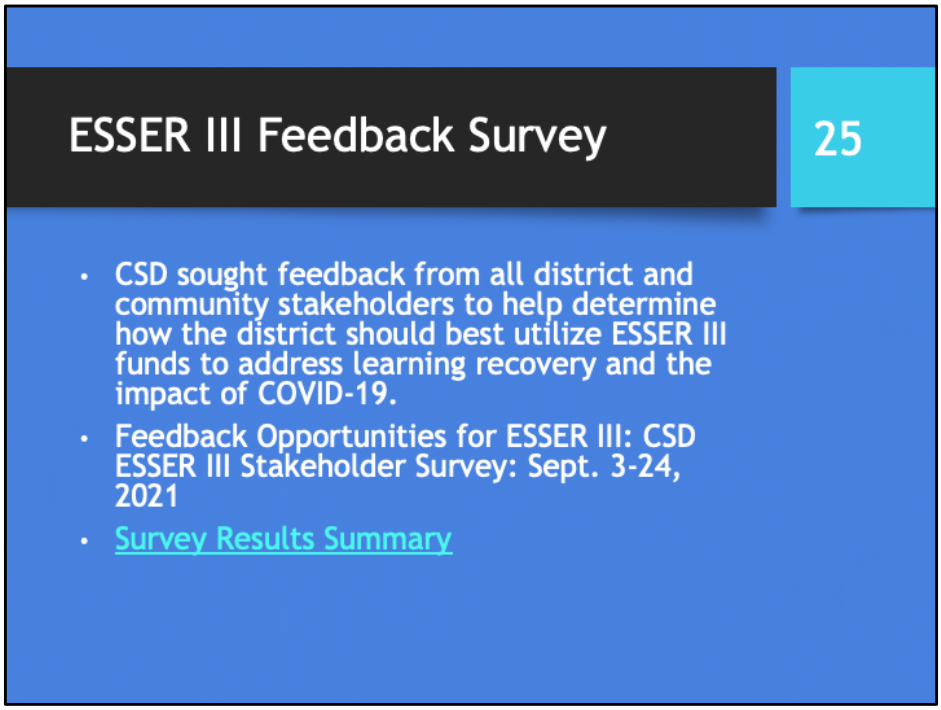
| | CARES ACT: ESSER I | CRSA: ESSER II | ARP: ESSER III |
|---|---|---|---|
| Start Date | March 13, 2020 | March 13, 2020 | March 13, 2020 |
| End Date | September 30, 2022 | September 30, 2023 | September 30, 2024 |
| CSD's Allocation | $85,177 (Expended) | $290,079 (Expended) | $649,694 (TBD) |

Last year's lcap plan and board presentations to see where money went.
These are one time dollars.
PPE, COVID safety pieces

# ESSER III Opportunities for Input

24

- Board of Education Update – Aug 5, 2021
- CSD ESSER III Stakeholder Survey - Sept 3 - 24, 2021
- District LCAP Advisory Committee – Oct 14, 2021
- District English Learner Adv. Committee - Oct 15, 2021
- Final Board Approval - Oct 21, 2021
- Submit to County Office of Education – Oct 29, 2021




In the survey summary, the 5 highlighter areas are the areas of greatest need.

# ESSER III Feedback Survey Results - Top 5



| Rank | Priorities | Percent of Responses | Number of Responses |
|---|---|---|---|
| 1 | Provide social emotional learning opportunities such as counseling, mental health, wellness resources for students, staff and families. | 71.6% | 151 |
| 2 | Facilities (air, quality and safety) | 60.2% | 127 |
| 3 | Ensure all students receive high quality instructional materials | 53.6% | 113 |
| 4 | Intervention programs | 47.9% | 101 |
| 5 | Extend instructional learning time with tutoring or additional instructional time | 46.4% | 98 |
| 6 | Provide additional learning opportunities (eg., summer programs, enrichment) | 43.6% | 92 |
| 7 | Technology (connectivity, hardware, software) | 42.7% | 90 |
| 8 | Engage families (attendance, support, workshops, resources, and other activities) | 37.0% | 78 |
| 9 | Virtual learning option | 17.5% | 37 |

## Proposed ESSER III Expenditure Plan

27

| Proposed Actions & Services | When | Allocation |
|---|---|---|
| Social-Emotional Learning Support, Activities & Resources (Lunchtime SEL Support) | 2021-2023 | $100,000 |
| Interventions, Extended & Additional Learning Opportunities (Required 20%) | 2021-2023 | $133,694 |
| Independent Study Virtual School Option | 2021-2022 | $180,000 |
| Professional Development (2 PD Days, TIMS Initiative) | 2021-2023 | $235,000 |
| Total | | $649,694 |

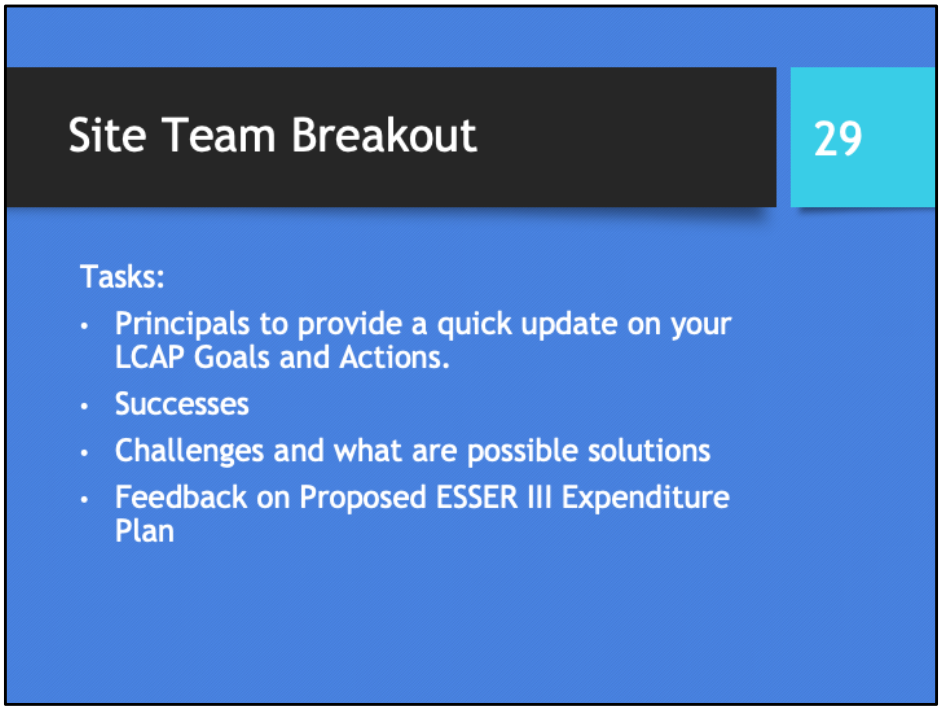
Social-Emotional Support (SEL)- We are providing a lot of training, resources, and counseling. We need more support during play times like recess and lunch that can lead structured SEL support during play times.
Currently 53 students (down from 60) students are in the virtual school option.

TIMS Initiative - Technology Integration Mentors

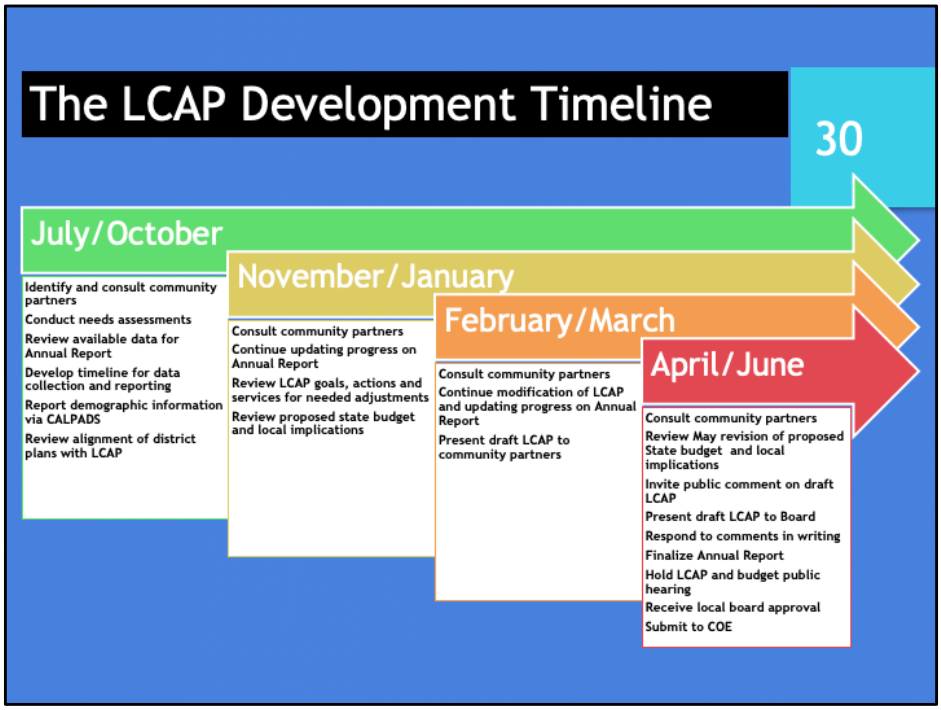
Teacher leaders supporting teachers in ensuring technology in place best support students in the classroom.

28






Majority of Elementary school reported out that they are seeing a higher need in supports around SEL during recess and lunch.
All sites reported that being able to have the intervention supports are starting and useful in helping students who need more academic support.




LCAP meetings provide community partners updates and an opportunity to receive feedback.
Measure the impact on our goals.

# Closing – THANK YOU!



- LCAP Comment/Question Form
  - https://forms.gle/TaR3C4jSgWNria6G6
- Upcoming CSD LCAP Advisory Committee Meetings:
  - December 9, 2021
  - January 13, 2022
  - February 10, 2022
  - March 24, 2022
  - April 14, 2022