CSD LCAP Advisory Committee

January 13, 2022
3:30-5:00 PM

https://bit.ly/3K9dBQK

"Exploring Infinite Possibilities for Learning"

Attendance:

Linh Nguyen

-Alan J

-Lisa MacFarland

-Andrea Pickering

-Deborah Stein

-Kathryn Denniston

-Anna Basques

-Renata Feld

-Kristin Fery

-Kate Moody

-Margaret Ma

-Kelly Matveief

-Cindy Ponce

-Maria Montes

-Orly Aicler

-Sam Shiraishi
-Tiffany Stengel
-Emily White
-Lori Zendejas
-Beth Erickson
-Mary Cochran
-Katrina Cuadro
-Missy Smith
-Natalie Gioco
-Carrie Lyons
-Jesse Saenz
-Chrissy Terwilliger
-Matt Hill
-Maggie Spehar

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

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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.

Agenda

- Welcome, Agenda Review, Norms
- Updates and Information
  - Summer Programs for 2022
  - State Assessment
  - Universal Transitional Kindergarten Expansion
  - Expanded Learning Opportunities Program
- Site Team Breakouts
  - Identifying key takeaways and implications for future priorities and recommendations
- Next Steps
- Public Comment

Group Norms

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- Be student focused and trust that everyone comes with a desire to support students
- Step up and step back allow everyone to have input
- Honor, respect, and listen to everyone's voice and perspective
- Within the committee work, dissent and disagreement is healthy and should be encouraged
- Be open to new ideas and questions do not judge ideas
- Stay on topic in discussion: use the parking lot (Chat) for topics that are off agenda and icons to signal agreement
- Use evidence and data to drive inquiry and support recommendations
- Avoid jargon spell out acronyms and define technical terms

Welcome

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Using the chat:

Share one idea/priority that you would like the committee to keep at the forefront as the we develop this year's initial recommendations input. If you have more, please feel free to share those too!



Homework club or intervention after school for those kiddos who need it
Continued support for all students to make up for learning loss from COVID.
Continue AR to encourage high academic achievement that is individualized for each reader.
Expanded art opportunities districtwide accelerated options for students
Extended day and summer school opportunities
Providing structured intervention programs in alignment with assessment
Providing accelerated academic options
Closing the achievement gap
After school homework or help club at least 2 days a week.
Opportunities for after school enrichment, intervention, homework center
Continue supporting SEL

Summer Programs 2022

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- Targeted Students Based on District Criteria
  - Priority to Unduplicated Students
  - Students Far Below Grade Level Standards
- Incoming K-2 with Reading Focus
- Incoming 3-8 with Math Focus (Elevate Math)
- Extended School Year for Students with IEP
- Location: Steindorf School
- School Session: June 15 - July 14
- Time: 8:15 am - 12:15 pm
- No School - June 20, July 1 & 4

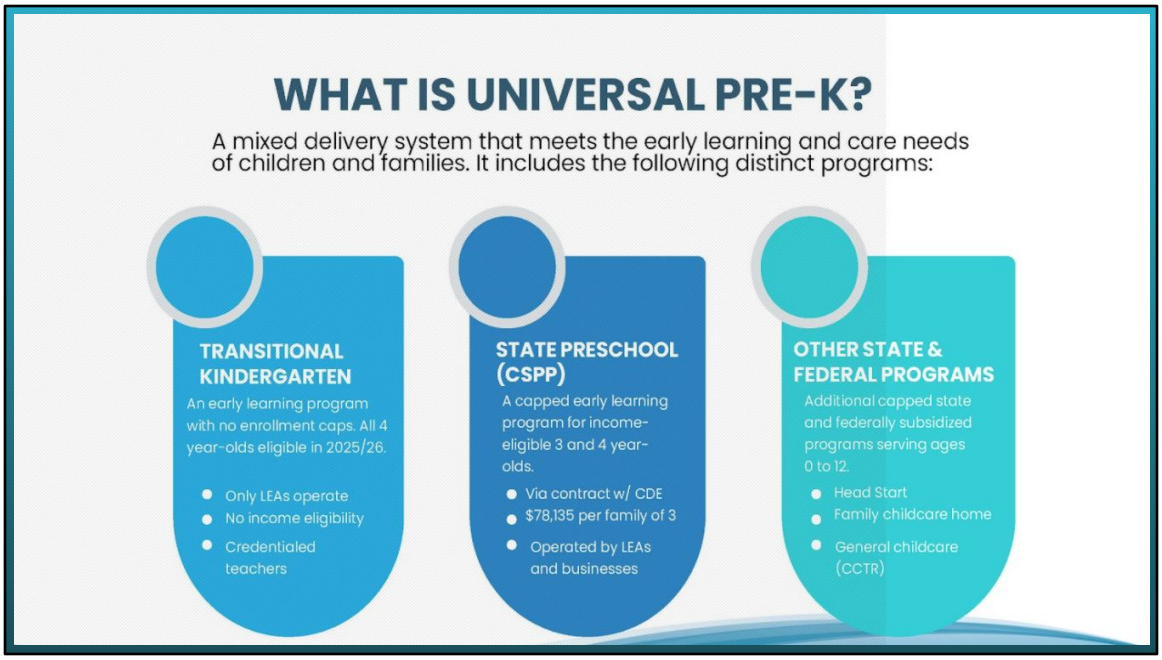
Due to planned construction at sites throughout the district, summer school and summer camps will be held at Steindorf.
Priority will be given to unduplicated students and then students who are far below grade level.
Summer school is a 19 day program.
More information going out next month, we would like to have Cambrian teachers fill the teaching positions.

California Assessment of Student Performance and Progress (CAASPP)

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- Physical Fitness Test for Grades 5 & 7
  - February - May 2022
- English Language Proficiency Assessment for California (ELPAC)
  - English Learners
  - Summative - March - April 2022
- Smarter Balanced Assessment (SBA) ELA & Math for Grades 3-8
  - April - May 2022
  - Short Form
- CA Science Test for Grades 5 & 8
  - April 2022

Physical Fitness test is required, but will be modified.
The ELPAC is used to reclassify students as Fluent English Proficient (RFEP).
The SBAC will be a shortened version.
Most of the assessments will be done online. Our current 3rd-5th graders have never had practice taking these assessments online before.


WHAT IS UNIVERSAL PRE-K?
A mixed delivery system that meets the early learning and care needs of children and families. It includes the following distinct programs:
TRANSITIONAL KINDERGARTEN
An early learning program with no enrollment caps. All 4 year-olds eligible in 2025/26.
Only LEAs operate
No income eligibility
Credentialed teachers
STATE PRESCHOOL (CSPP)
A capped early learning program for income-eligible 3 and 4 year-olds.
Via contract w/ CDE
$78,135 per family of 3
Operated by LEAs and businesses
OTHER STATE & FEDERAL PROGRAMS
Additional capped state and federally subsidized programs serving ages 0 to 12.
Head Start
Family childcare home
General childcare (CCTR)





CDE & DOF: WE ARE ENTERING A "TRANFORMATIONAL PERIOD" IN CALIFORNIA EDUCATION

DISRUPTION

COVID-19 required schools and families to think differently about education: how to facilitate learning when students are not physically present, how to engage students who are experiencing trauma and heightened family stressors, how to establish universal connectivity and access to technology.

REFOCUSING

The experience highlighted that schools and teachers are much more than educators. Schools are a place for socialization, community connectedness, and often nutrition and health/mental health care. Teachers are trusted adults and mandatory reporters who monitor and care for students' wellbeing.

REALIGNING

These realizations, coupled with decades of research demonstrating the relationship between academic success and social, behavioral, economic, and health factors, encouraged policy makers to invest in new school-based initiatives that support the "whole child and whole family."

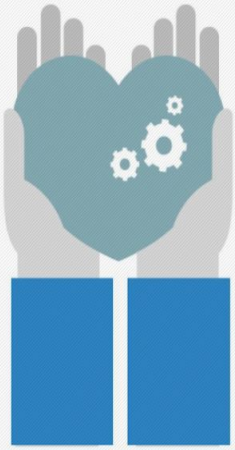
RESEARCH: THE STRONGEST INDICATORS OF ACADEMIC SUCCESS ARE NON-ACADEMIC

MENTAL HEALTH

- There is a significant causal relationship between student mental health and dashboard indicators (chronic absenteeism, suspension/ expulsion, and graduation rates)
- Research demonstrates that trauma impedes the brain's ability to absorb and process information.

EARLY LEARNING

- Early learning is, dollar for dollar, the most effective investment to close the socio-economic achievement gap.
- Students who attend a high-quality full-day early learning program are 40% more likely to read at grade level



SOCIO-ECONOMIC FACTORS

- The two strongest indicators of academic success are family income and parent educational attainment.
- When schools help to meet the needs of the family, families are able to free up time and resources to support students' academic achievement.

PHYSICAL WELL-BEING

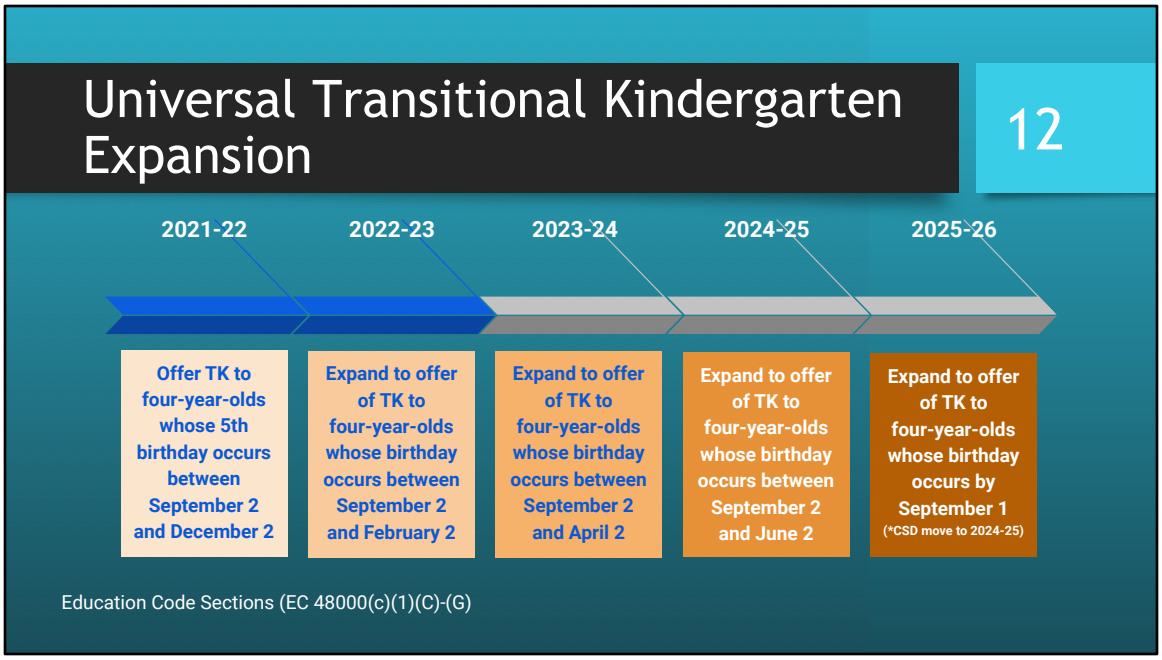
- Students experiencing hunger and pain perform less well academically.
- Children's basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.*



THEME OF STATE INVESTMENTS :

WHOLE CHILD, WHOLE FAMILY

- **Universal Pre-Kindergarten (UPK)**
  - All 4 year-olds eligible for TK by 2025/26
  - 8,700 new full-day preschool slots & 200,000 new childcare slots
- **Expanded Learning Opportunities Program (ELOP)**
  - New after, before, and summer school opportunities for TK to 6th grade unduplicated students
  - Universal access for districts with 80%+ unduplicated pupils
- **Universal Meals***
  - Two free meals for all students requesting one regardless of FRPM eligibility
- **CA Community Schools Partnership Program (CCSPP)**
  - Establish integrated systems with social services and health agencies to increase access to services and community decision-making
- **Children & Youth Behavioral Health Initiative**
  - Increase school-based mental health services for students



Part of new law requiring all school districts to expand TK kindergarten program.

Currently limited number of students attending TK due to where their bday is and we are not receiving attendance money.
This expansion will increase our ADA funding.

We will be sending out info to community to get a pulse of how many TK students we may have.



Projection based on census data

UTK Staff Requirements per AB 130

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- Requires a maximum of 12 students per adult beginning in the 2022-23 school year. For a class of 24 students:
  - A Certificated TK Teacher
  - Additional adult can be an adult who can be part of the classified service
  - CDE has a goal to move towards a ratio of 10 students per adult in future years
- Program for TK students must use a differentiated curriculum - CA Preschool Learning Foundations and the CA Preschool Curriculum Framework.
- CSD Enrollment for the 2022-23 School Year begins January 24, 2022
- More information about CSD's TK program can be found at the district website: https://www.cambriansd.org/Page/1771

If you have a child or know someone who has a child whose child falls in that timeline please start thinking about enrollment for next school year. Info on district website.

AB-130 Expanded Learning Opportunity Programs (ELO-P)

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- Extended Learning Programs Funds for Grades TK-6
- 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.
- 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.

This is a different fund than the one we used for summer school last year. The focus is on enrichment.

AB-130 Expanded Learning Opportunity Programs (ELO-P)

- As a condition of receiving grant funds, state law requires each LEA to create a plan articulating:
  - Provide priority access to 50 percent of TK-6 enrolled, classroom-based, unduplicated pupils.
  - The plan must be presented to the governing board before June 30, 2022.
  - LEAs will have until June 30, 2025, to use the funds.
- Estimated CSD Funds: $397,356



Will Steindorf have a TK?
We are not looking to open a TK class at Steindorf due to space.

Were there any reported scores to indicate growth from our summer school students last summer?
Students in summer school took a pre and post assessment during the program. We have not yet analyzed the data to see growth into this school year.

Site Team Breakout (30 minutes)

Goal: Use what has been learned to reflect on implications for ongoing discussions, setting of priorities, and providing input/recommendations for consideration.

What have we learned?

- Program planning or implementation status, data/outcomes, and more

What does it mean?

- Thoughts and reflections on what was learned

What comes next?

- Implications for development of priorities and recommendations

Keep running notes of your reflections.

Team Report Out

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A time for site team to share their learning.

Give us your ‘Elevator Pitch’ version.

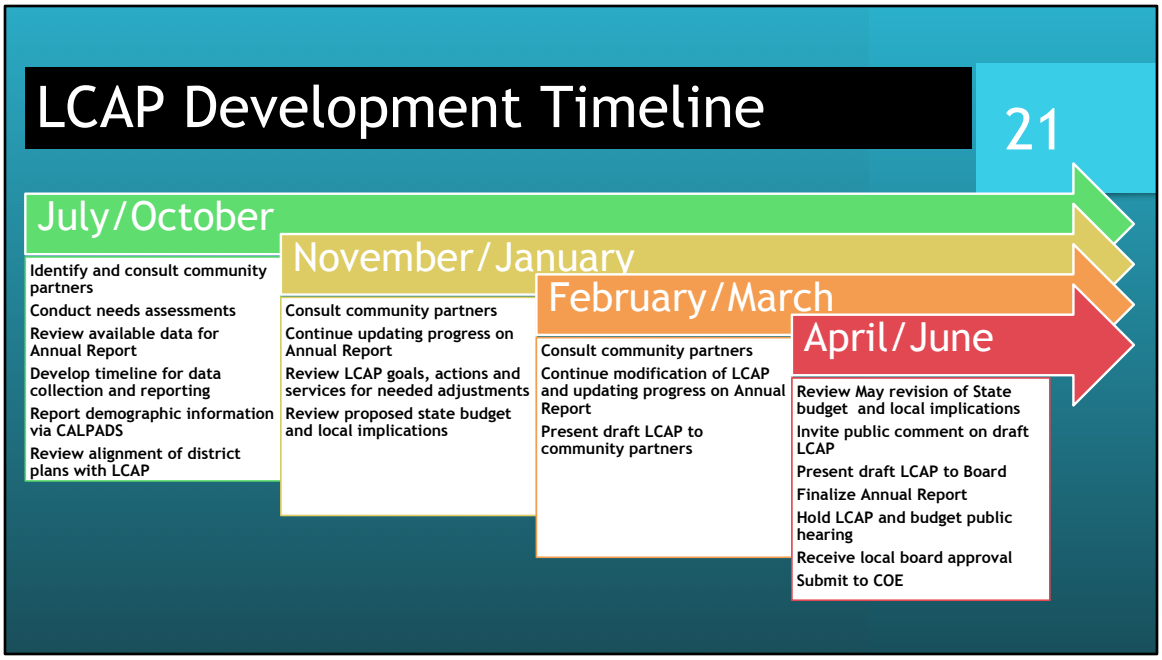
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Notes:
https://docs.google.com/document/d/1D0DBjB2yTjbMmeXYl8xL777vnm60N24NB4v_kZBTtc0/edit?usp=sharing

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We are starting the process to look at next year's plan.
We will give more opportunity for our community partners to share their input.

Next Steps

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- LCAP Mid-year Report
- Budget Update
- Staff & Community LCAP Input Survey for 2022-23
- Parent Engagement Surveys

Next Meeting - February 10

- Calendar invite will be sent out as a reminder to RSVP.

Public Comment

- Click on the following link for additional comments/questions: https://forms.gle/TaR3C4jSgWNria6G6

THANK YOU!

THANK YOU for your continued leadership and advocacy on behalf of CSD students, staff and families!

Linh Nguyen
Assistant Superintendent of Ed Services
nguyenl@cambriansd.com