CSD LCAP Advisory Committee

February 10, 2022

3:30-5:00 PM

https://bit.ly/3rEnzT9

"Exploring Infinite Possibilities for Learning"

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

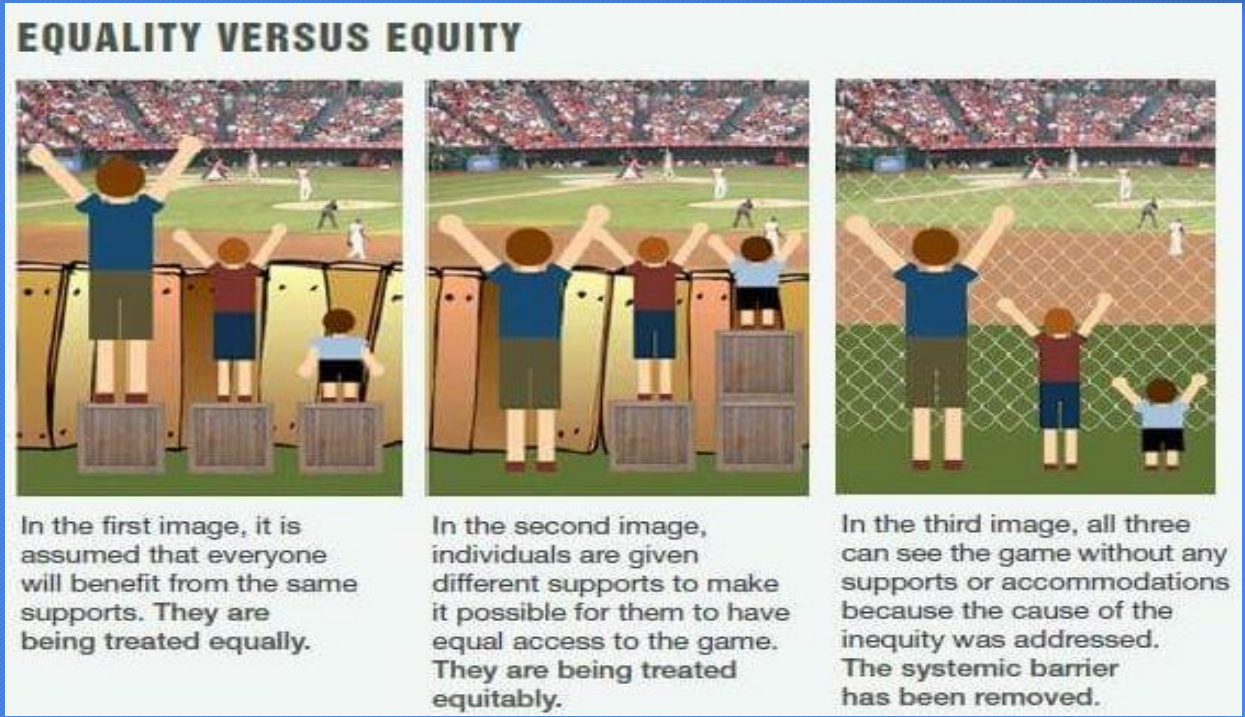
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CSD's focus will be on operationalizing Equity and Inclusion with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances.

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.

“Achieving educational equity is a continuous process of assessment, reflection, and continuous improvement.”



Agenda

- Welcome
- Budget Update - John Pappalardo (CFO)
- LCAP Mid-year Report
- LCAP Supplement to the Annual Update
- Input Surveys to Inform the LCAP for 2022-23
- Site Team Breakouts
- Next Steps
- Public Comment

Group Norms

- Be student focused and trust that everyone comes with a desire to support ALL students.
- Honor, respect, and listen to everyone's voice and perspective.
- 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.
- Use evidence and data to drive inquiry and support recommendations.
- Avoid jargon - spell out acronyms and define technical terms.

Welcome

Using the chat:

Share one idea or thoughts on the following statement.

"Equity is removing the predictability of success or failure that currently correlates with any social or cultural factor."



Budget Update

John Pappalardo - Chief Financial Officer

LCAP Mid-Year Report

Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

LCAP Mid-Year Report

LCAP Mid-year Report

LCAP Supplement to the Annual Update

Site Team Breakout (15 minutes)

Task: Share your LCAP Mid-year Report with your site team

For each goal, review the metrics you used to measure your progress. Questions to consider based on evidence and data.

1. Are you meeting moving towards your anticipated goals/target?
    - If you are, then you should celebrate and acknowledge the work you and staff are doing to moving towards in achieving your goals/targets?
    - If not, then consider what may the cause or the obstacles that may be getting in the way. Discuss what you may consider they are and how you can work with staff to remove those barriers or factors. Develop a plan of action to address these.
2. Use the following form to record your discussion.

Team Report Out

A time for site team to share their learning.

Give us your ‘Elevator Pitch’ version.

(30 sec - 1 min)



The 2022-2023 LCAP

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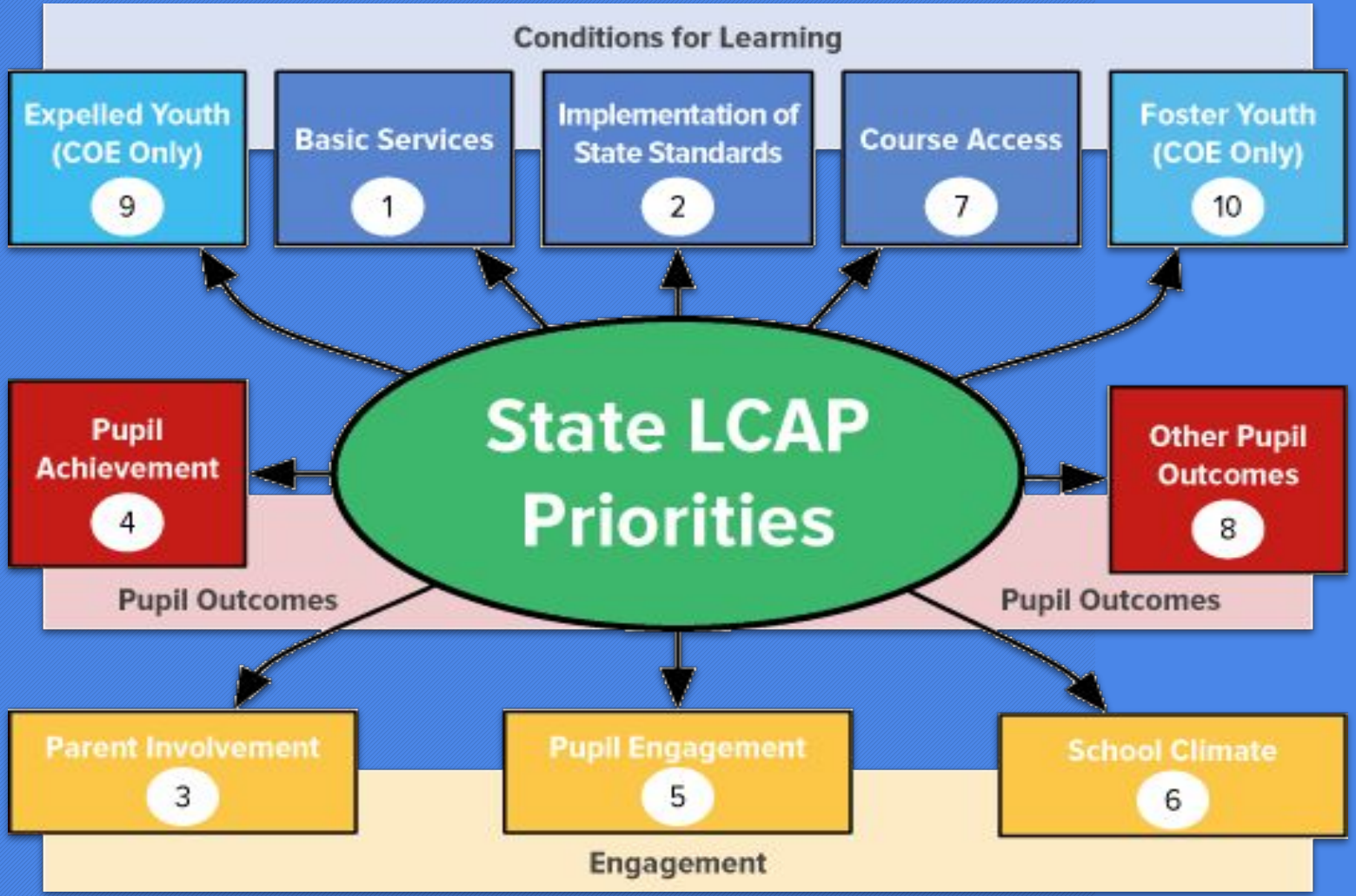
The Foundation, Principles and Requirements for LCFF & LCAP

The Local Control and Accountability Plan

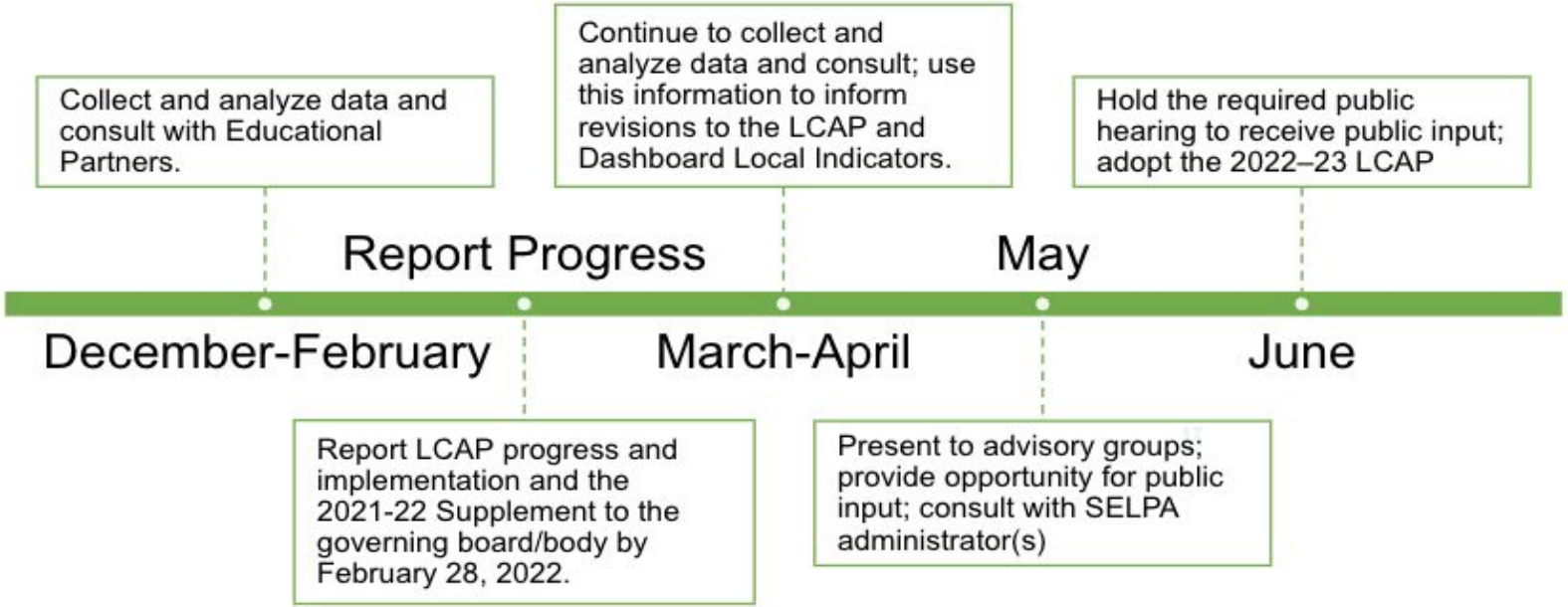
Local educational agencies (LEAs) are required to develop, adopt, and annually update a three-year LCAP using a template adopted by the SBE

The LCAP must include a description of the goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body

The LCAP must include an annual review of the effectiveness of the goals and actions from the prior year


Conditions for Learning
Expelled Youth (COE Only)
9
Basic Services
1
Implementation of State Standards
2
Course Access
7
Foster Youth (COE Only)
10
State LCAP Priorities
Pupil Achievement
4
Other Pupil Outcomes
8
Pupil Outcomes
Pupil Outcomes
Parent Involvement
3
Pupil Engagement
5
School Climate
6
Engagement

CDE Suggested Timeline



LCAP Elements	Explanation
Plan Summary	Brief overview of the demographics of a district. Explanation of CA School Dashboard results. Highlights of the LCAP. Includes information about CSI schools.
Engaging Educational Partners	Describes the process for conferring with the required educational partner groups and articulating the impact of their feedback on the development of the LCAP
Goals, Metrics, Actions	Tells the reader how the district is improving outcomes for all students. Addresses all 8 state priorities and required metrics.
Goal Analysis (Annual Update)	Provides a description of the overall implementation and effectiveness to the goals, explains material differences between budgeted expenditures and estimated actual expenditures from previous year and describes any changes made to the goal in the upcoming year.
Increased and Improved Services *New components	Explains how the district is proportionally increasing or improving services for English Learner, Foster Youth, and Low Income students by the percentage determined by the number of unduplicated students.
Action Tables *New components	Summarizes the budgeted and actual expenditures from all actions and shows which actions are contributing to the increased and improved services requirement.
Budget Overview for Parents	Reports in parent friendly language, the LEA's total general fund budgeted expenditures both in and out of the LCAP including an analysis of actions contributing to the increased and improved services requirement.

Requirement to Increase or Improve Services for Foster Youth, English Learners, and Low-Income Students

LEAs are required to demonstrate in the LCAP how they are meeting the requirement to increase or improve services for students who are **low income, English learners, or foster youth** as compared to the services provided to all students.

Services must be increased or improved (Quantitatively/Qualitatively) in proportion to the increase in funding apportioned on the basis of the number and concentration of unduplicated students.

Starting in the 22-23 LCAP, LEAs who are unable to demonstrate that they have increased or improved services by the required percentage (in 2021-22) **are required to carry over the unmet portion of the percentage into the coming year** (2022-23)


Q&A

Engaging Educational Partners

Consulting with educational partners to identify successes and needs.

Engaging Educational Partners

At its November 2021 meeting, the SBE adopted the use of the term “educational partners” as a replacement for the term “stakeholder”.

Moving forward, “educational partners” will be used to refer to groups that LEAs are required to engage with in developing the LCAP.

For school districts and county offices of education (COEs) this includes teachers, principals, administrators, other school personnel, local bargaining units, parents of English Learners (DELAC), SELPA, parents, and students.

For charter schools this includes teachers, principals, administrators, other school personnel, parents of English Learners (DELAC), parents, and students.

CSD Process for Engaging Our Educational Partners

District Level

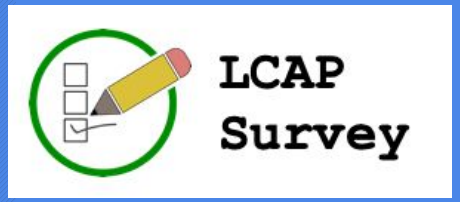
- LCAP Advisory Committee
- District English Learner Advisory Committee
- Curriculum Instruction Assessment Council
- Instructional Leadership Council Council
- Superintendent Council
- Home & School Club President
- Cambrian Education Foundation
- Special Education Local Plan Area
- Surveys, Surveys, Surveys
- Board Meetings

School Level

- School Site Council
- English Learner Advisory Committee
- Principal/Parent Coffees
- Site Leadership
- Staff Meetings
- Student Council
- Surveys
- Board Updates

CSD LCAP Community Input Survey for 2022-23

CSD is gathering community input for the Local Control Accountability Plan (LCAP) for the 2022-23 school year. Our goal is to include all of our educational partners in the planning and the development process on the design and implementation of the district's priorities for the LCAP. Your input and participation is important in this decision-making process.



LCAP Community Input Surveys Timeline

What	Who	When
CSD & Schools LCAP Community Input Survey for 2022-23	Parents/Guardians & Staff	Feb 14 - Mar 7
Staff Professional Learning Needs Assessment Survey for 2022-23	Staff	March/April
Parent Engagement Survey	Parents/Guardians	March/April
Student PBIS School Climate Survey	Students in Grades 3-8	March/April
CSD Communication Survey	Parents/Guardians & Staff	April/May

Site Team Breakout (15 minutes)

Task:

Develop an outline for Site Educational Partners Engagement Process

- Who When and How
- Determine your timeline for consult and surveys
  - SSC, ELAC, Staff, Home & School Club
  - Leadership & Staff
  - Students
  - Parents/Guardians
- Use the following form to record your notes.

Team Report Out

A time for site team to share their learning.

Give us your ‘Elevator Pitch’ version.

(30 sec - 1 min)





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Are our students' voices represented in our LCAP?


Q&A

What's Next?

- Continue to consult with our educational partners and gather input
- Review, analyze and synthesize the input
- Prioritize needs based on input, evidence and data
- Align our resources to meet those priorities and needs
- Develop the DRAFT LCAP for 2022-23

Next LCAP Advisory Committee Meeting

- March 10
- Calendar invite will be sent out as a reminder to RSVP.

Public Comment

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

THANK YOU!

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

Linh Nguyen
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