CSD LCAP Advisory Committee

April 14, 2022

3:30-5:00 PM

https://bit.ly/3rt0e6e

"Exploring Infinite Possibilities for Learning"

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

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Agenda

- Welcome
- Budget Overview
- Educational Partners Engagement
- School Site Team Breakouts
- Next Steps
- Comments/Questions

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 for topics that are off agenda.
- Use evidence and data to drive inquiry and support recommendations.

Welcome

With a partner, share one idea or thought for what you would hope for our students to have or experience next year.



Budget Update

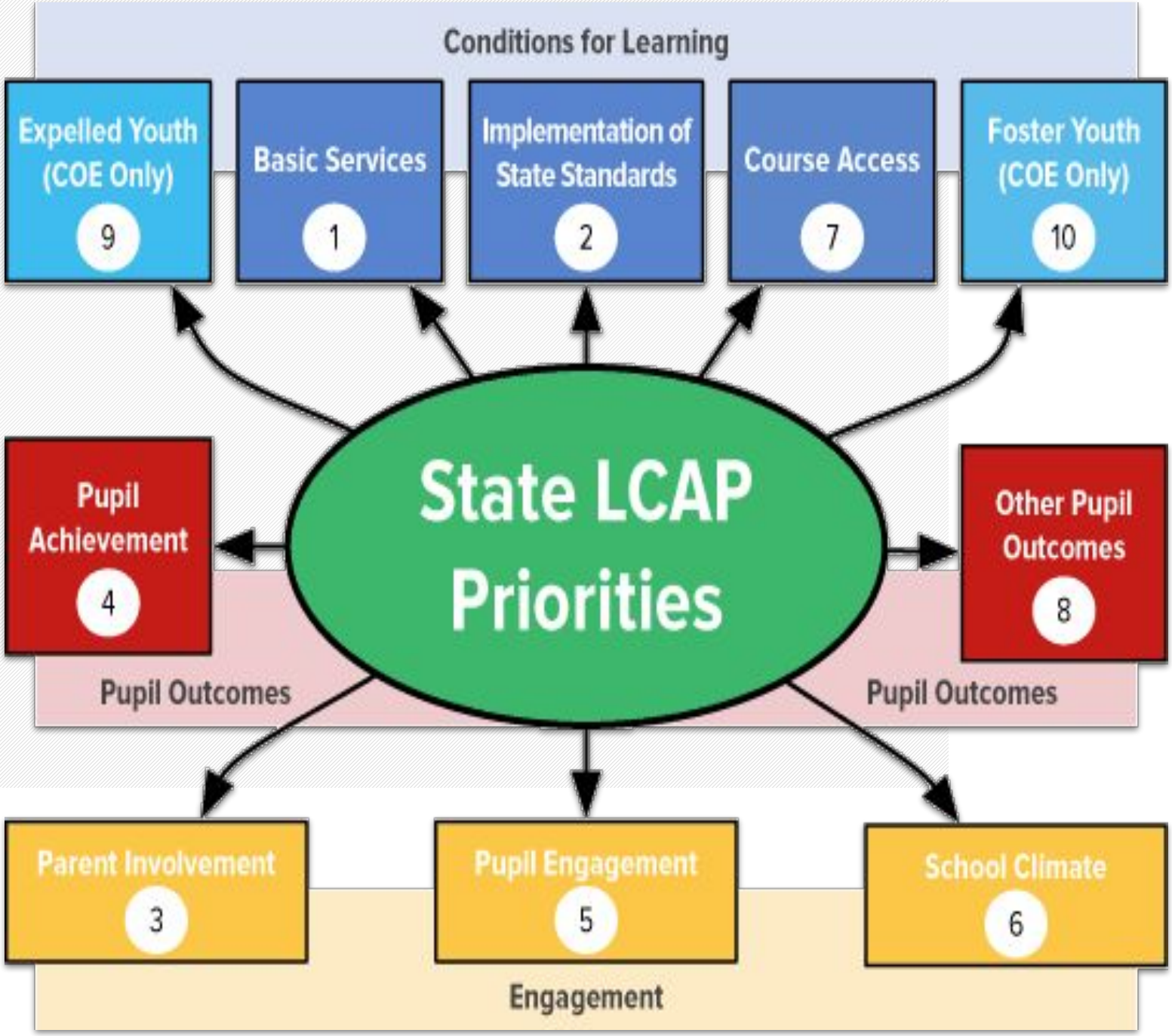
- Expanded Learning Opportunities Program
  - Before/After School Enrichment Learning Opportunities through our Extended Day Care
- Restricted Funds Carryover
  - One-time funds (Balance TBD)
    - Expanded Learning Opportunity Grant
    - Educator Effectiveness Block Grant
    - GEER II
    - ESSER II
    - ESSER III
    - ESSER III Emergency Needs
    - ESSER Learning Loss
  - Categorical Federal Title I, II, III, IV
  - Projected LCFF Supplemental Fund Carryover
- Governor's Proposed Budget 2022-23
  - May Revised TBD




Q&A

Engaging Our Educational Partners

Consulting with educational partners to identify successes and needs.


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

LCAP State Priorities

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.

CSD LCAP Community Survey Results Summary

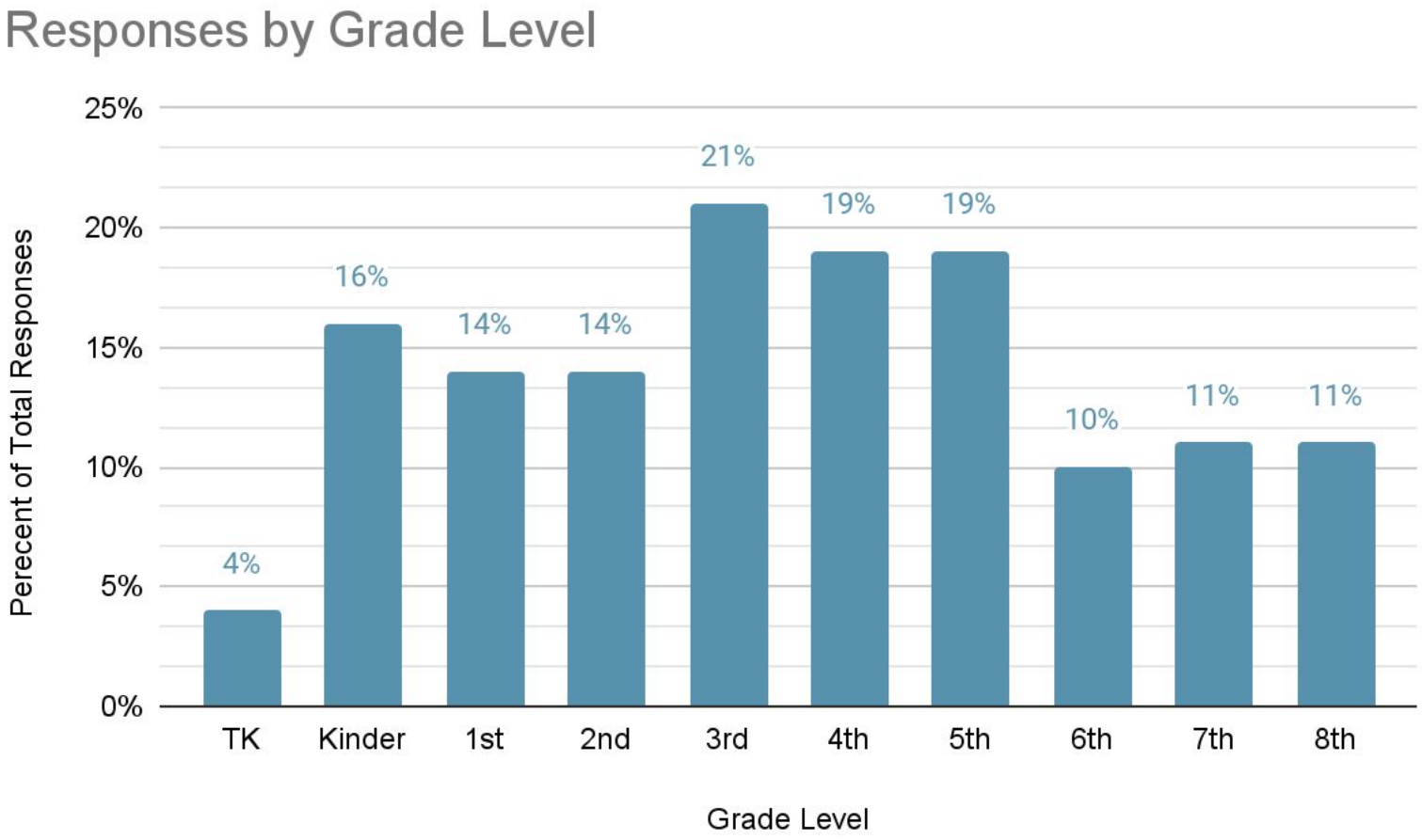
By Roles	% of Total Responses
Parents/ Community Member	79%
Staff	21%
Parents of English Learners	16%
Parents of Students with IEP or 504 Plan	27%
Parents of Foster or Homeless Youth	1%

By Site/Location	Percent of Total Responses
Bagby	14%
Fammatre	23%
Farnham	15%
Sartorette	18%
Steindorf K-8	16%
Price MS	25%
District Office	2%



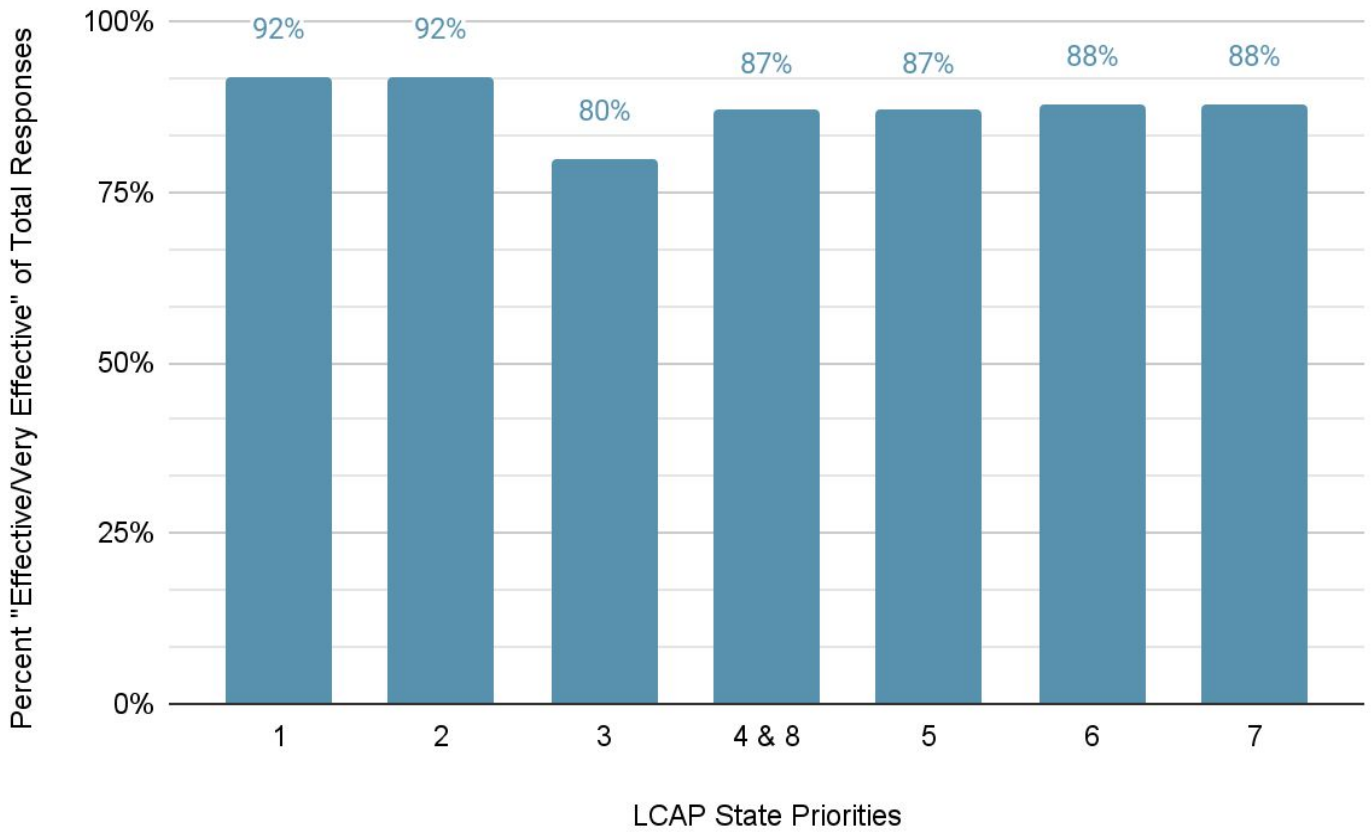
367 Total Responses

CSD LCAP Community Survey Results Summary (Cont.)



CSD's Effectiveness Addressing the State Priorities

On a scale from 1 - "Not Very Effective", 2 - "Not Effective", 3 - "Effective", and 4 - "Very Effective", rate how effective the district and schools are doing in addressing the 8 State Priorities.



Prioritizing Needs for 2022-23

In your view, please choose the three (3) MOST important resources/services that best support each state priorities for the district and schools to prioritize for the 2022-23 school year.

State Priority 1: Basic Services

Rank Order (% of Total Responses)	MOST Important Resources/Services
1 (86%)	Recruit and provide ongoing support and training to retain highly qualified teachers in all subject areas.
2 (63%)	Maintain school facilities, including libraries, fitness equipment and playgrounds, to ensure they are in good working order.
3 (58%)	Ensure that all students have access to current textbooks and relevant materials aligned to the standards.
4 (38%)	Ensure all our school campuses are welcoming and inviting and foster learning and build a sense of community based on parent experiences.
5 (33%)	Ensure that all students have access to quality learning devices, including access to the Internet inside and outside of school.
6 (19%)	Improve or increase services for foster youth, low-income youth and English learner in the area of basic school services.

State Priority 2: Implementation of State Standards

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (79%)	Provide ongoing teacher and support staff professional development in the state standards and their effective application in the classroom.
2 (73%)	Ensure that the state standards complement and/or enhance the teaching and learning in the classrooms
3 (65%)	Provide specialized professional development on the state standards for teachers and support of English learners, students with special needs, and other significant student populations.
4 (39%)	Provide opportunities for parents to learn, understand and support the implementation of state standards.
5 (34%)	Improve and/or create programs and services that enable English learners to access both the state standards and the English Language Development standards.

State Priority 3: Parent Involvement

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (70%)	Provide a variety and numerous opportunities for parent education/workshops & information events, including events in different home languages.
2 (59%)	Provide regular and accessible communication (e.g., automated phone calls, text messaging, electronic school/district newsletters, website, etc.)
3 (54%)	Enhance and/or create school and community services and support (e.g., home/school liaison, translation services, etc.)
4 (52%)	Provide and/or improve opportunities for parents involvement/engagement about school funding, student outcomes and actions/services developed in the LCAP, including surveys in different home languages.
5 (49%)	Create, enhance and/or provide more opportunities for parents to volunteer.

State Priority 4: Student Achievement & State Priority 8: Other Student Outcomes

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (67%)	Provide and ensure extended/additional learning time is accessible to all students needing additional support (e.g., including high dosage tutoring, before, during and after school intensive interventions and support)
2 (59%)	Provide professional development and support for all staff on research-based best instructional practices to improve and/or boost student outcomes.
3 (51%)	Provide teachers and administrators structured collaboration time for high-quality assessment and progress monitoring to improve student outcomes
4 (44%)	Develop and/or improve ways to empower parents to better support their student's learning in class and from home.
5 (41%)	Develop and/or improve regular communication with parents on how well their students are doing.
6 (38%)	Provide and ensure that all students have access to technology tools for learning (e.g., chromebooks, iPads, blended learning, technology integration, and training)

State Priority 5: Student Engagement

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (82%)	Increase opportunities for students to participate in extracurricular activities offerings (e.g., student clubs, sports, visual and performing arts, etc.)
2 (71%)	Increase, improve, and/or expand current and new learning and enrichment opportunities before and after school, and during intersessions
3 (70%)	Address and measure student wellness, including mental and physical health, and its impact on attendance and learning.
4 (38%)	Establish school programs and incentives for good or improved student attendance.
5 (35%)	Create, increase and/or improve opportunities for students to connect and engage with community resources and services.

State Priority 6: School Climate

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (68%)	Improve and/or provide more social and emotional learning opportunities for students (recognizing and managing emotions, caring about others, making good decisions, developing positive relationships)
2 (52%)	Provide more and/or improve accessible extra-curricular activities for all students (e.g., sports, clubs, visual and performing arts, enrichment activities, etc.)
3 (50%)	Address mental health services and support (e.g, counseling services at all sites, behavior therapists to support general education, school psychologists support, etc.)
4 (46%)	Provide for physical, nutrition, and wellness services and support (e.g. PE, recess activities, free meals)
5 (45%)	Improve and/or provide more positive school culture learning and experiences for students (e.g., Positive Behavior Interventions and Support (PBIS), restorative justice, cultural relevant teaching)
6 (44%)	Ensure a safe school environment for emotional, social and physical well-being, for example by including school nurse and addressing internet and social media safety)

State Priority 7: Course Access

Rank Order (% of Total Responses)	Most Important Resources/Services
1 (90%)	Provide all students access to specialized programs (e.g., art, music, PLTW, World Languages, etc.)
2 (80%)	Ensure that all students have access to a broad course of study.
3 (65%)	Provide and/or improve programs and services in core subject areas for students with greater needs such as low-income students, English Language Learners and foster/homeless youth.
4 (50%)	Develop and/or improve opportunities for parents to support their student's learning from home.

Student School Climate Survey Results

	2018	2019	2020	2021	2022
Number of Students in Grades 3-8 Surveyed	1879	1841	1837	1728	**1853**
I like school	64%	70%	70%	76%	**84%**
I feel like I do well in school	73%	76%	78%	78%	**77%**
My school wants me to do well	89%	90%	83%	86%	**88%**
My school has clear rules for behavior	89%	89%	88%	93%	**91%**
Teachers treat me with respect	89%	89%	88%	95%	**91%**
Behavior in class allow teacher to teach	na	na	78%	95%	**80%**
Good behavior is noticed at my school	63%	67%	61%	77%	**73%**
I get along with other students	80%	78%	82%	88%	**82%**
I feel safe at school	81%	81%	79%	87%	**83%**
Students treat each other well	69%	64%	68%	92%	**73%**
There is an adult who will help me if I need it	78%	81%	78%	81%	**84%**

Proposed Actions & Services

Proposed LCAP Goal 1 Actions/Services State Priorities: 1, 2, 4 & 8

1. Ensure that all students have access to high-quality state standards aligned curriculum (Core & Supplement)
2. NGSS Curriculum Adoption
3. Expansion of TK
4. Supplemental/Additional Instructional Support, Interventions and Services
5. Expanded Learning Opportunities Programs through Extended Day Care
    a. Includes programs during intersessions and summer; 9 hours
6. Access to Educational Technology, learning devices and Internet

Proposed LCAP Goal 2 Actions/Services State Priorities 1 & 2

1. Coaching/Mentoring Support
2. Professional Learning Opportunities for Teachers
3. Summer Learning Opportunities for Staff
4. Professional Learning Communities
5. TIMS Initiative - Integration of Technology
6. Teachers on Special Assignment to Support ELD & Tier II
7. Professional Learning Opportunities for Classified Staff
8. Professional Leadership Learning opportunities for Teachers and Administrators

Proposed LCAP Goal 3 Actions/Services State Priorities 5 & 6

1. Coordination of Student Support Services
   a. Student Study Team, Attendance, Homeless/Foster Youth
2. Counseling Services
   a. School Counselors
3. Social-Emotional Learning Resources
   a. PBIS, Curriculum, Training
4. Integrated Health Services and Supports
   a. Nurse, Behavior Specialists

Proposed LCAP Goal 4 Actions/Services Priorities 3 & 6

1. Communication
   a. Blackboard, Website, Newsletter, Social Media
   b. Communications Coordinator
   c. Multilingual Services
2. Community Engagement/Involvement Opportunities
   a. District & School Site Committees
   b. Volunteer Opportunities
   c. Community Events
3. Parent Education
   a. Multicultural, Project Cornerstone, Social Media, Safety, Enrichment
4. Community Outreach

Site Team Breakout (15 minutes)



Team Report Out

A time for site team to share their learning.

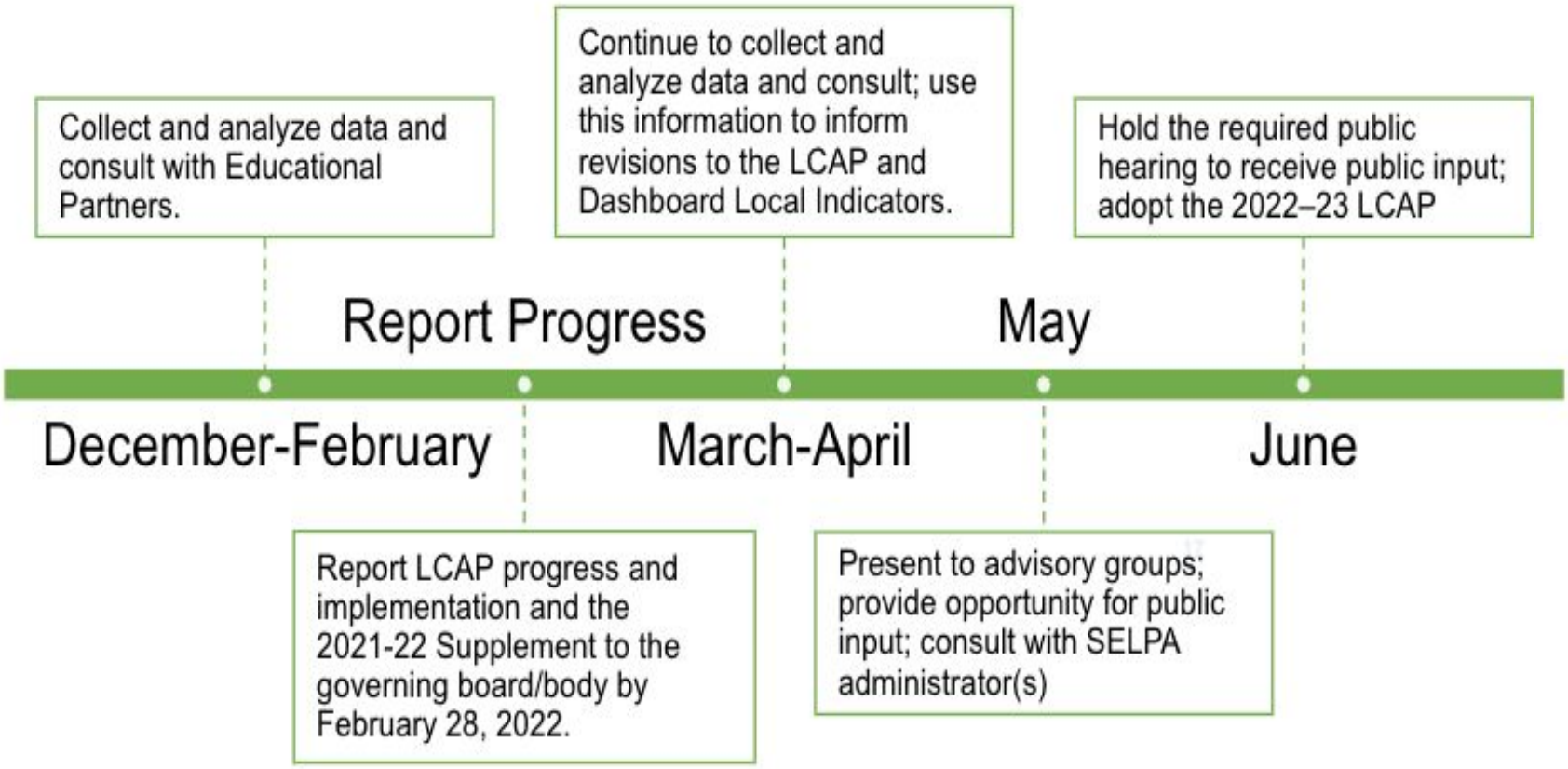
Give us your ‘Elevator Pitch’ version.

(30 sec - 1 min)




Q&A

CDE Suggested Timeline



What's Next?

- Proposed CSD LCAP for 2022-23
- School Sites LCAPs Board Presentations - May 5 & May 19
- CSD LCAP Advisory Committee Input - May 12th Meeting
- Published Proposed CSD LCAP on District Website for Community Input - May 13-27
- Board Input on Proposed LCAP at Public Hearing - June 2nd
- Approve Final CSD LCAP & Budget Overview for Parents at Board Meeting - June 16th
- Submit to Santa Clara County Office of Education for Review and Approval by June 30



Comment/Question

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

THANK YOU!

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

Linh Nguyen
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