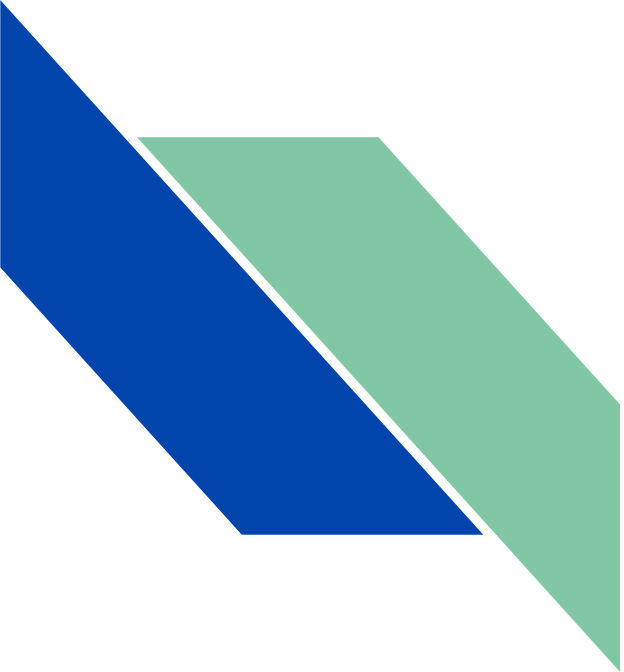
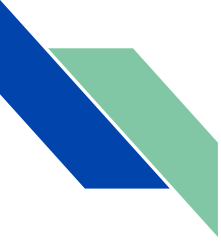


On the left side of the slide, there are two overlapping geometric shapes. The front shape is a dark blue parallelogram, and the back shape is a light green parallelogram. Both are oriented diagonally.

CSD LCAP Advisory Committee

February 11, 2021



Agenda

- Quick Check-in
- LCAP Relaunch
- Team Huddle
- Q&A
- Next Steps
- Closing



Local Control Accountability Plan (LCAP) Overview of Key Components

2021-22 to
2023-24 LCAP

2021-22 to 2023-24 Three-Year Plan

Key Components:

- Executive Summary
- Goals
- Actions/Services and Projected Expenditures
- Aligned Metrics and Targets
- Stakeholder Engagement Overview
- Increased/Improved Services

2019-20 Annual Update (LCAP)

Key Components:

- Analysis/Reflection
- Actual Expenditures
- Metric Outcomes

Resources

- 2019-20 LCAP

2020-21 Annual Update (LCP)

Key Components:

- Analysis/Reflection
- Estimated Expenditures
- Implementation Successes and Challenges
- How lessons learned inform next LCAP

Resources

- 2020-21 LCP

2021-22 LCFF Budget Overview for Parents

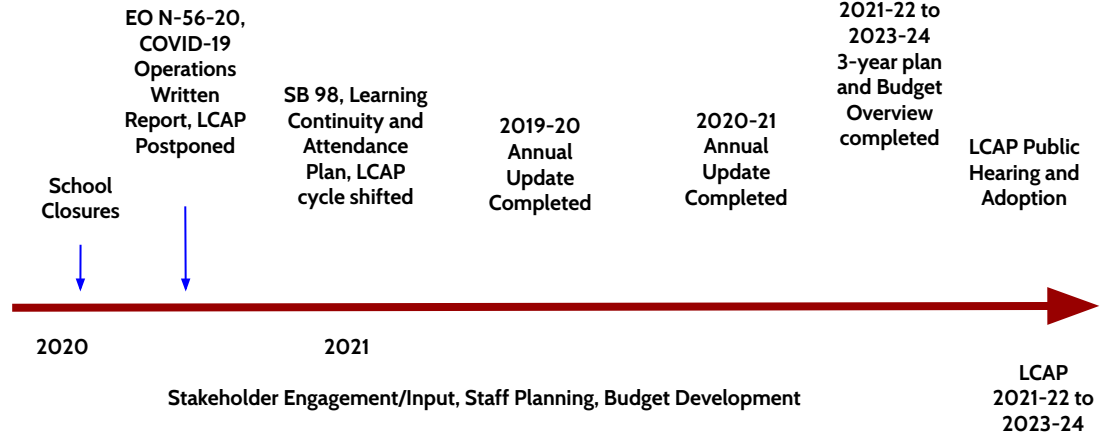
Key Components:

- Key budget amounts
- Detailing of what is not present in LCAP

Resources

- 2020-21 LCFF Budget Overview for Parents

Date	Key LCAP Checkpoints
2.11.21	New LCAP Update
3.25.21	Annual Update & Input Survey Overview
4.22.21	Recommendation Summary & Draft
6.3.21	LCAP & Budget Public Hearing
6.17.21	LCAP & Budget Adoption
6.30.21	Submit LCAP to SCCOE

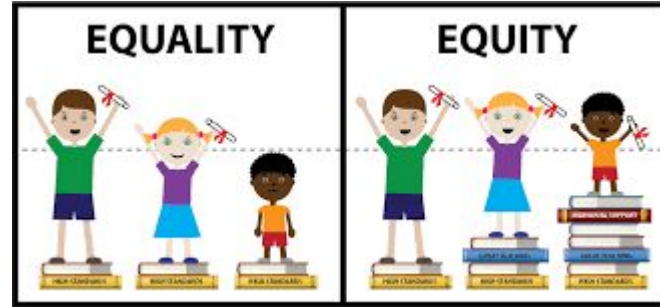


The LCAP is a document
that communicates to
internal and external
stakeholders how the LEA
plans to

Operationalize
Equity

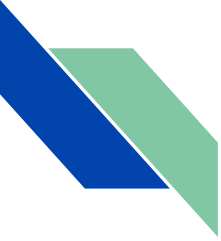


Equity



Equity means:

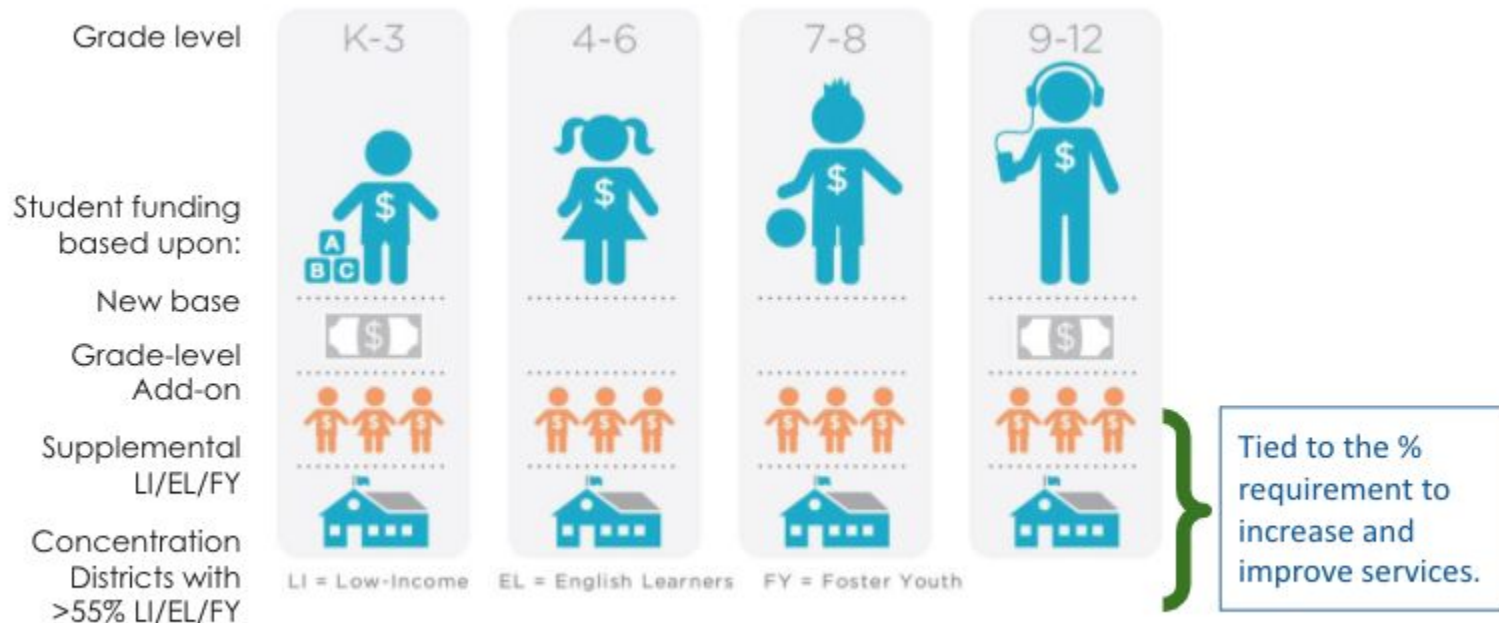
- Promoting just and fair inclusion, and creating the conditions in which each person participates, prospers, and reaches their full potential
- Each child receives what they need, when they need it, to thrive socially and academically
- Removing the predictability of success and failure that is currently correlated with a child's ethnicity, culture, race, or socio-economic status

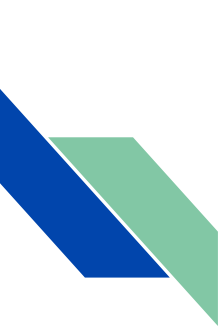


Foundational Principles of the Local Control Funding Formula (LCFF)

- Local Education Agency (LEA)-level improvement based on multiple measures
- Equity
 - Additional funding to address specific identified needs of students who are low income, English learners, and/or foster youth (i.e. unduplicated students)
 - Requirement to Increase or Improve Services in proportion to the increase in funding
- Subsidiarity
 - A principle of social organization that holds that social and political issues should be dealt with at the most immediate level
 - Necessitates transparency and collaboration with the community

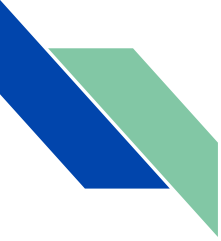
LCFF Funding





Increased or Improved Services

- The LCFF requires an LEA to provide evidence in its LCAP to demonstrate how the LEA plans to increase or improve services for students who are low income, English learners, or foster youth (unduplicated students) as compared to the services provided to all pupils.
- Services must be increased or improved in proportion to the increase in funds apportioned on the basis of the number and concentration of low income, English learners, or foster youth students

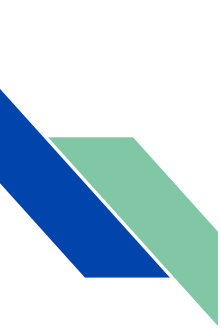


Flexibility to Ensure Student Success

- LCFF provides for an increased level of local flexibility to determine which programs and/or services have the greatest likelihood of ensuring that each student will succeed in relation to each of the eight LCFF state priorities.
- In exchange for this flexibility, the LCFF model requires greater local responsibility for selecting appropriate and effective programs.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]



Requirement to Increase or Improve Services

- The LCFF requires an LEA to provide evidence in its LCAP to demonstrate how the LEA plans to increase or improve services for students who are low income, English learners, or foster youth (unduplicated students) as compared to the services provided to all pupils.
- Services must be increased or improved in proportion to the increase in funds apportioned on the basis of the number and concentration of low income, English learners, or foster youth students



Contributing vs Not Contributing Increased and Improved Services (Needs, Conditions, Circumstances of EL, FY, LI)

EXAMPLE

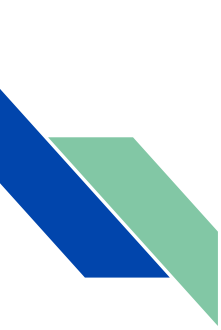
Contributing

A counselor is provided at all elementary schools to support Foster Youth, Homeless, and Low Income students who are being disproportionately referred to the office for behavior concerns

EXAMPLE

Not-Contributing

Students are taught a district adopted Social Emotional Learning Curriculum to help with emotional regulation and improve relationships.

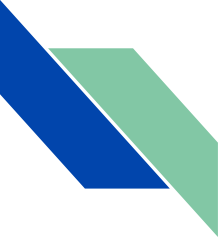


New Requirements to Ensure Equity

Governor's 2021-22 Budget Summary (pg. 71)

- Additional requirements will be added to ensure that LEAs are meeting the requirement to increase or improve services in proportion to the increase in funding
- Not just an explanation of how the requirement will be met; also a demonstration of how the requirement has actually been met

(This will likely be implemented in the 2022-23 LCAP Year)



Not a Spending Requirement

- Spending does not equal increased outcomes for students
- Increasing or improving services requires thoughtful planning that seeks to address specific identified needs of unduplicated students identified based on an analysis of available data and stakeholder input

Through Line

Our Students

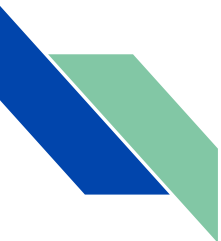
Greatest Needs

Performance Gaps

Stakeholder Input

Goals and Actions

Increased / Improved Services



Shift in Mindset

This requires a mindset shift...

- away from spending funds on services for students as a compliance exercise...
- and towards meeting the needs of, and improving outcomes for students who are low income, English learners, and/or foster youth...
- based on an analysis of available data and in collaboration with stakeholders

Through Line

Our Students

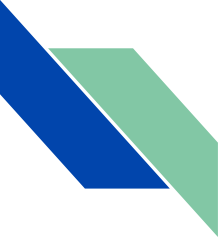
Greatest Needs

Performance Gaps

Stakeholder Input

Goals and Actions

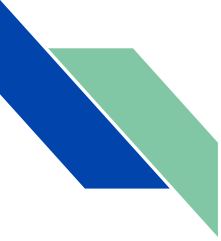
Increased / Improved Services



Reflections: Identified Need

Based on Performance Review, Describe:

- Any State Indicator where performance was “Orange or Red”
- Any local Indicator marked as “Not Met or Not Met for 2 years”
- Any State Indicator for a student group 2 levels below the “All” student group performance
- Locally collected data that demonstrates needs or performance gaps

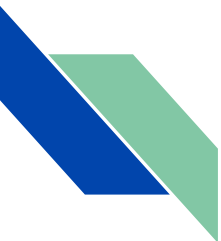


Stakeholder's Engagement

EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, pupils, AND SELPA in developing the LCAP.

Groups to Engage

- Certificated, Classified, Administrators, Parents, Students, SELPA, DELAC, Superintendent's Advisory Group



State Priorities

California's Eight State Priorities

1

Basic Services

- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2

Implementation of State Standards

- Academic content
- Performance standards

3

Parental Involvement

- Efforts to seek parental input in decision making
- Promotion of parent participation

4

Pupil Achievement

- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

5

Pupil Engagement

- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

6

School Climate

- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

7

Course Access

- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

8

Other Pupil Outcomes

- Pupil outcomes in broad course of study

Priority Evaluation Rubric



California School
DASHBOARD

[Home](#)

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[State Summary](#)

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[Select Language](#)

DISTRICT PERFORMANCE OVERVIEW

Cambrian

Explore the performance of Cambrian under California's Accountability System.

[Generate PDF Report](#)

[View Additional Reports](#)

2019

Chronic Absenteeism



Blue

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Blue

Mathematics



Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

District Details

NAME

Cambrian

ADDRESS

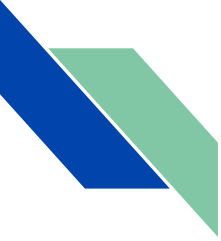
4115 Jacksol Drive
San Jose, CA 95124-3312

WEBSITE

<http://www.cambriansd.org>

GRADES SERVED

K-8



Goals & Actions

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Theory of Action:

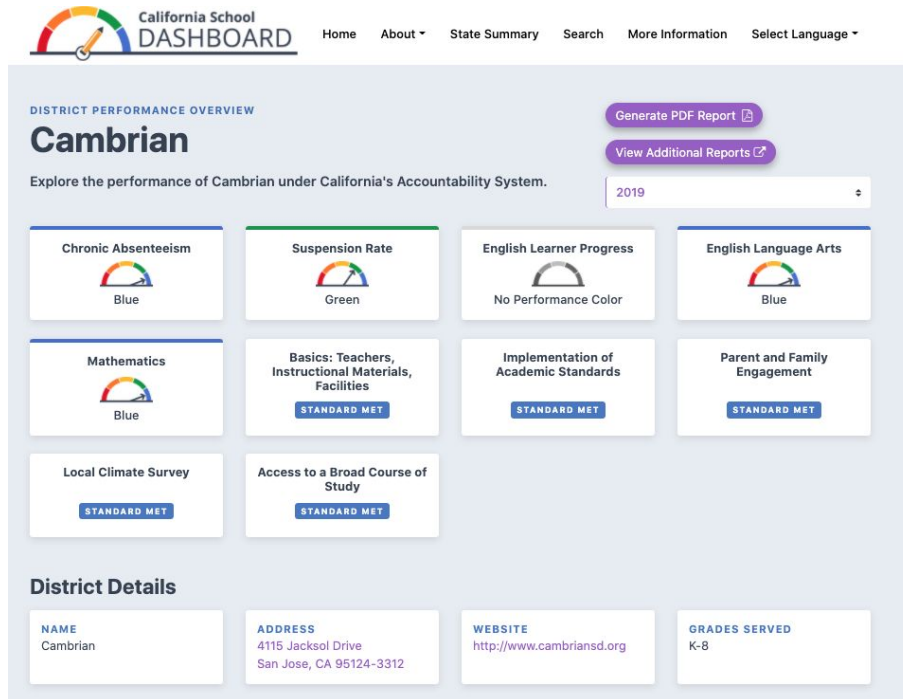
"If we ____ then we impact ____ that will result in ____ because ____."

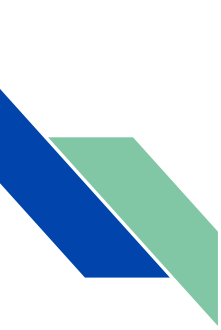
Example:

If we hire a reading intervention teacher, then we impact the students that need tier 2 supports in reading, that will result in students gaining the skills needed to become proficient readers because our data shows that 30% our EL and LI income students are proficient in reading in grades K-5.

Start with Data

(State or Local Data Sources inform the Needs, Conditions, and Circumstances)





Measuring Progress in the Absence of Statewide Data

A note about intent...

In the absence of state and local indicators, LEAs will use available state and local data and stakeholder input...

- ❖ When required metrics are not available, consider the **INTENT** of the required metric and **use one or more local/alternative metrics** that meet this intent in order to establish baselines and desired outcomes

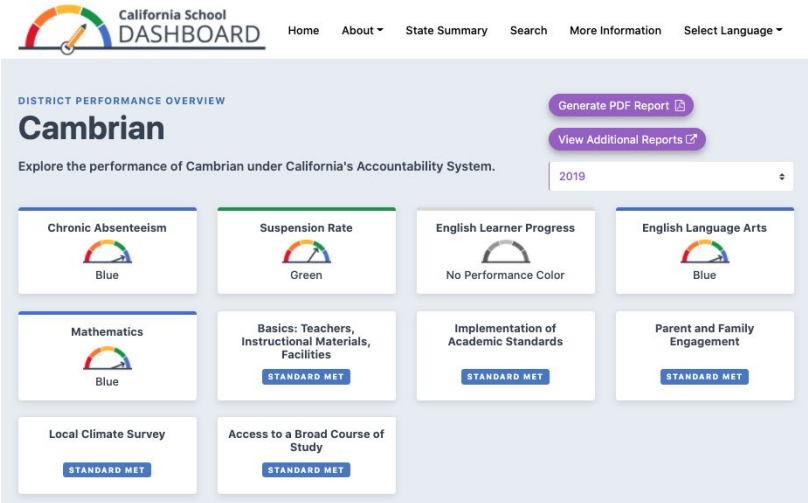
Metrics: Measuring and Reporting Results

Measuring and Reporting Results

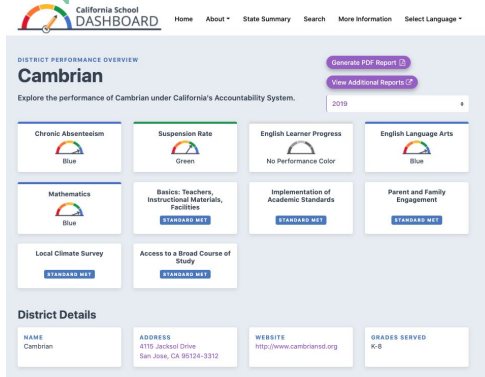
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

LCAP Metrics Per State Priority

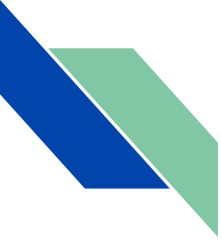
State Priority	Metric	Traditional Data Sources	Alternative Data Sources
Priority 1: Basic Services	Rate of teacher mis-assignments	SARC	SARC
	Access to standards-aligned instructional materials	SARC	SARC May also consider: - Percent of students with a digital device (personal vs. district issued) - Percent of students with internet connectivity - Percent of students accessing online portals and/or learning applications
	Facilities in good repair	SARC	SARC May also consider: - Areas repurposed for primary instruction - COVID 19 cleaning protocols/safety barriers



Guiding Questions from Data



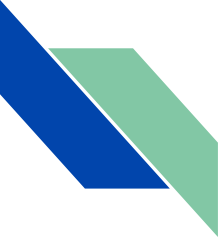
- How are all of our students doing?
- What student groups or indicators do we need to strategically support with programs and services?
- What are the unique needs, conditions, and circumstances of English Learners, Foster Youth, and Low Income students impacting our data?
- What programs and services will we deploy to meet these needs?



Needs, Conditions, and Circumstances

English Learners	Foster Youth	Low Income
Examples: • Designated ELD instruction • Need things translated • They need directions repeated or said in their native language • Their parents can get more involved • Curriculum needs to represent them culture more • They are pulled out of core instruction for support • Does data show academically they are behind in Math, Reading, and Science score?	Examples: • Criteria for placement in Foster care • Sustained trauma • Food, shelter, or resources instability • Academic supports in the home • Impact of mandated services as part of foster care • Transportation needs • Does data show they are academically behind • Does data show additional behavioral or social emotional supports are needed?	Examples: • Food, shelter, or resources instability • Impact of parent education level • Their parents can get more involved • They do not have resources for extra academic or social emotional supports • Does data show additional behavioral or social emotional supports are needed? • Attendance may be impacted for a variety of reasons • Transportation needs • Basic Instructional materials may be needed • Childcare or extended day opportunities

*The examples above are generalizations. Each school site/District should determine these locally by reviewing data and engaging stakeholders



In the template

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

EX:) Supporting Attendance

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal 2, Actions 1, 4, and 5 provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

EX:) Accelerating Reading Achievement

[Provide a similar justification]



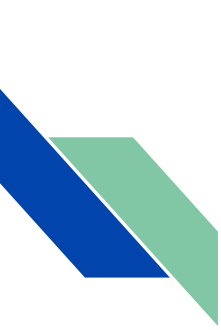
Team Huddle

Use the following document (**HERE**) to follow up on your discussion from our last meeting.



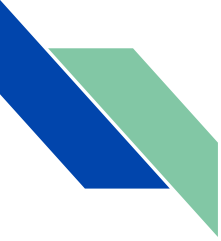


[Additional Comments/Questions](#)



Next Steps

- LCAP Input Survey & Stakeholder's Input for 2021-22
 - [LCAP Survey for 2021-22](#)
 - [EL Needs Assessment Survey for 2021-22](#)
- LCAP Annual Update & Review stakeholders input
- Develop Goals & Actions
- Approval Process



Adoption Requirements

In adopting the LCAP the governing board shall:

- Hold at least one public hearing to solicit recommendations and comments from the public on your 2020-21 Annual Update, & 2021-22 LCAP. The agenda for the Public Hearing must be posted at least 72 hours before the hearing. (June 3, 2021)
- At the same meeting hold the public hearing required for the LEA Budget and Budget Overview for Parents. (June 3, 2021)
- At a subsequent meeting, the governing board adopts the 2020-21 Annual Update, 2021-22 LCAP, LEA Budget, and the Budget Overview for Parents,
- Local Indicators are a non-consent item. (June 17, 2021)

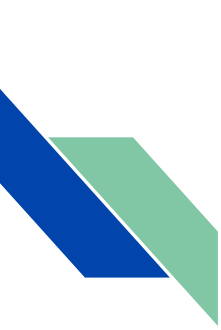
Closing

Next Meeting
Thursday, March 25th
3:30-5p (Virtual)



Thank You!





References

- [Timeline for LCAP 2021-24 Development](#)
- [LCAP Checklist](#)
- [CSD LCAP 2019-20](#)
- [CSD LCP 2020-21](#)
- CSD Local Control Accountability Plan Website:
<https://www.cambriansd.org/Page/1753>