

CSD LCAP Advisory Committee

March 25, 2021

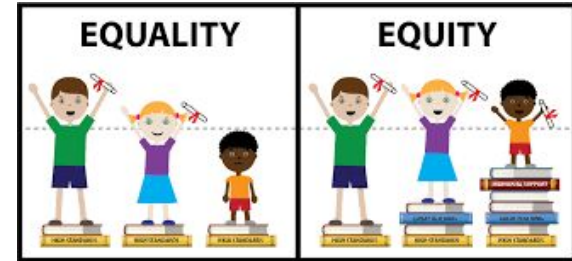


Agenda



- 2 minute Quick Check-in
- Assembly Bill 86 Update & Learning Recovery Plan
- 2019-20 LCAP/2020-21 LCP Annual Update
- CSD Budget 2nd Interim - Penny Timboe, CFO
- CA Dashboard Local Indicators
- LCAP Survey Results
- LCAP/AB86 2021-22 Goals & Actions
- Q&A
- Next Steps

“Operationalize 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

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



LCAP and MTSS Alignment



LCAP
MTSS

Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Conditions of Learning

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.



All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

Engagement

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.



Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

Pupil Outcomes

Student achievement means improving outcomes for all students to ensure student success.



All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.

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

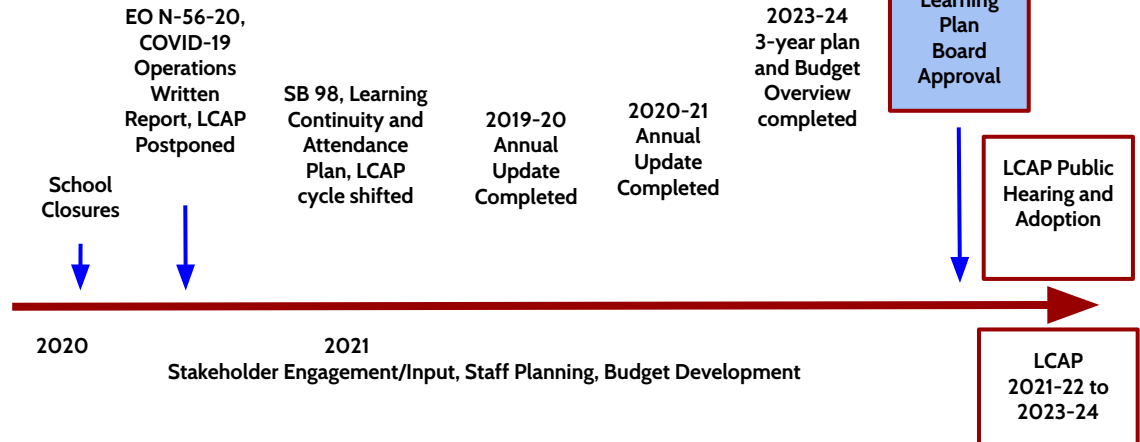
Key Components:

- 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
5.6.21	School Site LCAP Board Presentations
5.20.21	School Site LCAP Board Presentations
5.27.21	Special Board Mtg. for AB86 Plan Board Approval
6.3.21	LCAP & Budget Public Hearing
6.17.21	LCAP & Budget Adoption
6.30.21	Submit LCAP to SCCOE



CSD LCAP 2019-20 Annual Update

Ref: [CSD LCAP 2019-20 Annual
Update Expenditures Report](#)

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1	3,155,617	2,159,404
2	601,494	332,794
3	854,500	508,190
4	210,500	180,336

* On March 13th, Santa Clara County's shelter-in-place order suddenly changed the lives of hundreds of families in the Cambrian School District. In consultation with the County Office of Education and the County Health Department, the Cambrian School District closed all school sites due to COVID-19 on Monday, March 16th, moving to a distance learning model. All school sites were closed through the end of the school year, through June 4, 2020.

CSD 2nd Interim Budget Update (Penny T, CFO)

- 2nd Interim shows improvement in overall financial picture for Cambrian
 - COLA's (3.84% & 2.98%) provide significant relief in mitigating the impact of declining enrollment
 - Still deficit spending in 1st & 3rd year but at a much lower rate

CSD 2nd Interim Budget Update (Penny T, CFO)

- Revenues for Extended Care Program and Metzler “C” added for 2021-22 and 2022-23 respectively
- Reduction of 11.0 Certificated FTE in 2021-22 related to enrollment
- Additional 3.0 FTE projected for 2022-23

Assembly Bill 86

- **\$6.6 Billion Proposition 98 General Fund**
 - \$2 billion in reopening funds to assist with opening schools for in-person instruction
 - CSD's Estimated Total Allocations = **\$962,871**
 - \$4.6 billion in learning recovery funds
 - CSD's Estimated Total Allocation = **\$2,030,959**
- **Apportionments to LEA's**
 - First apportionment of funds to occur May 15, 2021
 - Second apportionment of funds to occur August 15, 2021
- Plan approved by LEA by **June 1, 2021**
- Must expend funds by **August 31, 2022**

AB86 CSD's Projected Allocation

Site	In-Person Instruction	Homeless	Expanded Learning	Total
Cambrian SD (Bagby & Steindorf)	303,846	n/a	640,893	944,739
Fammatre Charter	147,750	n/a	311,646	459,396
Farnham Charter	136,466	2,000	287,845	426,311
Price Charter	265,526	2,000	560,067	827,593
Sartorette Charter	109,283	n/a	230,508	339,791
Total	962,871	4,000	2,030,959	2,997,830

Board Approved for AB86 Use of Funds for Summer Programs & PD

Actions/Services	Estimated Expenditures
Summer Expanded Learning Opportunities (ESY, Reading, ELD, Virtual/Online Options, other)	\$200K
*Voluntary Summer Professional Development Opportunities for Staff (Equity, GLAD, SEL, Assessment, Curriculum, other)	\$100K
**3 Professional Development Days for 2021-22 School Year (Equity, MTSS, Differentiated Instruction, SEL, Designated/Integrated ELD, other)	\$330K
CSD Expanded Learning Plan for 2021-22 (TBD per Input)	\$2,697,500

*Estimated expenditure is based hourly rate for CSD teachers.

**Estimated expenditure is based on per diem rate for all CSD teachers and PD services.

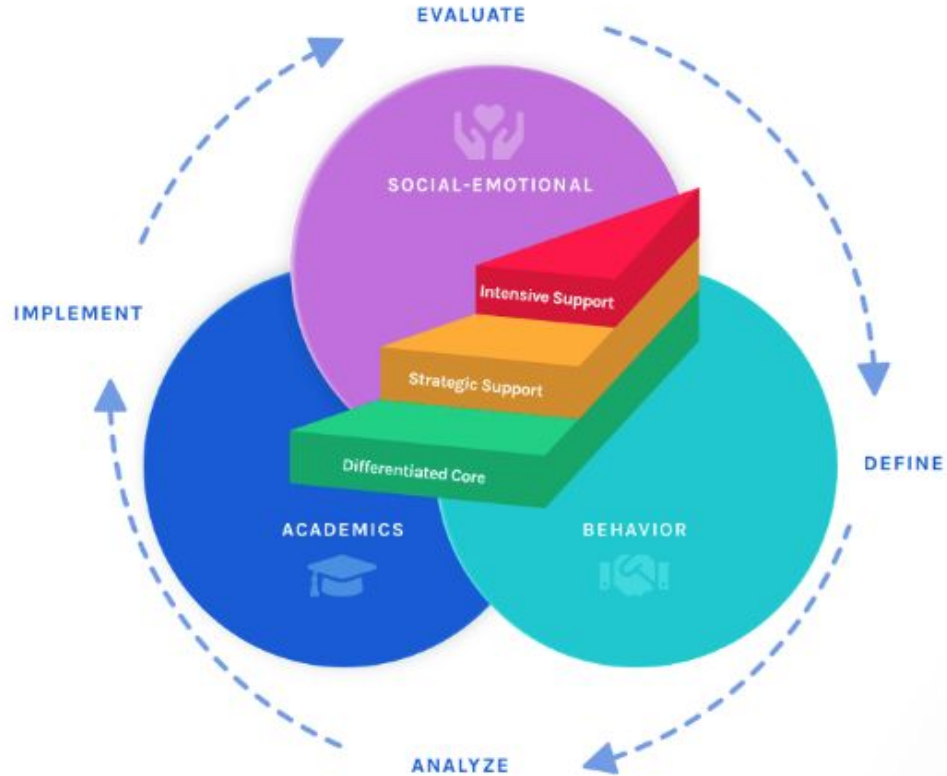
Assembly Bill 86: Expanded Learning Opportunities Grant

Consistent with the adopted expenditure plan, each LEA shall provide a **learning program of supplemental instruction and support** including:

- **Tiered framework** based on **universal, targeted, and intensive and other integrated supports**
- Supports based on **academic and the social-emotional needs of students**
- Engaging learning experiences provided in a **positive school climate**

Multi-tiered Systems of Support (MTSS)

The three tiers of support are stacked resources so they are layered and aligned with each other.



Multi-tiered Systems of Support (MTSS)

- Is a **framework** designed so all students receive the appropriate instruction
- Focuses on **academic, social-emotional and behavioral skills** that students need at their grade level
- Provides the **type of help and the amount of help they need when they need it**

Universal Screening

- Data Review Meetings
- Tier 1, 2, 3
- Progress Monitoring
- Intervention
- Proactive Communication



What is an Intervention?

- An intervention is **anything a school does above and beyond** what all students receive that helps a student succeed in school.
- This additional support can be a **practice, method, strategy and or/program.**

A Focus on Prevention

- Student learning **monitored on a regular basis**
- Focuses on **closing the gap**
- **Eliminates wait to fail** model

There's no intervention program that is a good substitute for Universal High Quality Tier 1 Instruction and Strong Academic Core Program.

Multi-Tiered Systems of Support Based on Needs

Tier 1 - Universal All Students

- **Differentiated** High Quality First Instruction for all students
- **Equitable** Access to Core Program & Enrichment
- **Universal** SEL Programs & Behavioral Supports
- **Universal** Tier 1 Interventions within the core program

Tier 2 - Targeted Some Students

- **Above & Beyond** Core Program
- **Targeted/Intentional** Tier 2 Interventions & Supports **in addition to and aligned** with Tier 1
- Before & After School Programs
- Counseling/Mental Health Services
- Student Study Team Process

Tier 3 - Intensive Few Students

- **Intensive, Individualized** Interventions & Supports in addition to and aligned with with Tier 1 & Tier 2 supports
- Check-in/Check-out
- Student Study Team Process
- Integrated Supports

Draft CSD Expanded Learning Plan - Tier 1

- **Equitable** Access to Core Program & Enrichment Opportunities
 - Standards Aligned Instructional Materials
 - Access to Technology
 - Distance Learning as an option
 - Daily Nutrition
- **Professional Development for Staff**
 - Equity Work
 - Effective Assessment & Progress Monitoring System (CAASPP, CA School Dashboard, Fastbridge & Illuminate)
 - Professional Learning Communities
 - Differentiated High Quality First Instruction
 - Social-Emotional-Learning
- **Summer Professional Learning Opportunities for Staff**
 - GLAD, Universal Tier 1 Interventions, SEL
- **Universal** SEL Programs & Behavioral Supports
 - Enhanced the Schoolwide SEL Program (Second Step/Habitudes)
 - Zones of Regulation
 - PBIS
 - Trauma-informed Practices
- **Universal** Tier 1 Interventions
 - Curriculum Embedded Tier 1 for ELA & Math
 - Intentional Small Group Instruction
 - Integrated & Designated ELD
 - Blended Learning Programs

Draft CSD Expanded Learning Plan - Tier 2

Summer Expanded Learning Programs 2021

- Extended School Year for students with special needs
- Summer Elevate Math for Rising 3-8
- Reading Foundational Skills for Rising 1-2
- Supplemental English Language Development Support for English learners
 - Imagine Learning Language & Literacy (TK-6)
 - Joy School English (K)
 - FastForward Reading (Grades 3-8)

Before & After School Programs 2021-22

- School Learning Hubs
 - Provide homework support
 - Additional ELD support for English learners
 - Access to technology, devices & internet after school hours

Counseling/Mental Health Services

- Additional counseling services at every site

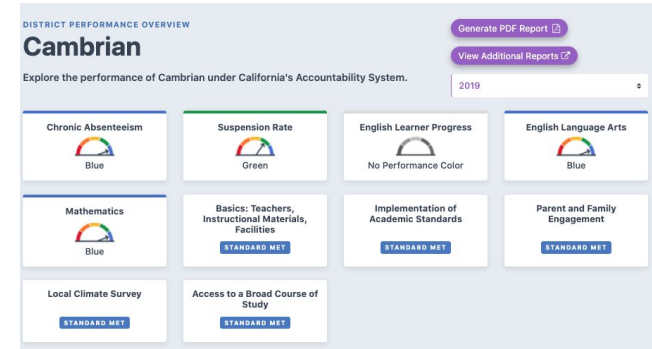
Parent/Community Resources

- Parent education/workshops
- Language support
- Counseling/mental health support

Draft CSD Expanded Learning Plan - Tier 3

- Utilize the Student Study Team Process with fidelity
- Provide Intensive Interventions
 - Leveled Literacy Intervention at all elementary sites
 - Additional Reading Intervention courses for middle school students
 - Extended Day Elevate Math Plus at all school sites
- Other Services
 - Individualized Educational Plan/504 Plan
 - Integrated Support
 - Homeless Youth Services
 - Foster Youth Services

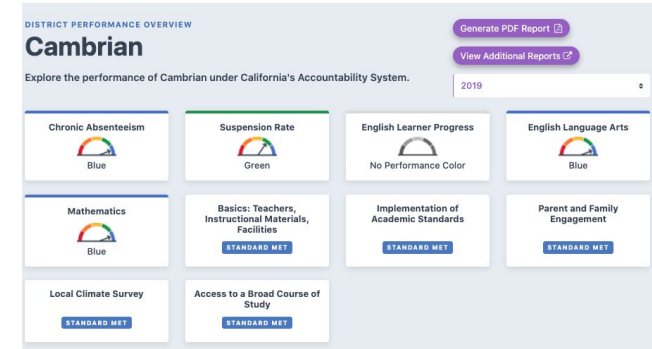
Local Indicators



The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

- Annually measure its progress in meeting the requirements of the specific LCFF priority; and
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Local Indicators



- **Priority 1 - Basic Services** - [SARC Reports](#)
- **Priority 2 - Implementation of Academic State Standards** - Self-Reflection Tool
- **Priority 3 - Parent Engagement** - Summary of findings from school site Parent Engagement Survey and next steps (**Complete by mid-April**).
- **Priority 6 - Local Climate Survey** - Schools will need to administer the School Climate Survey to all students in Grades 3-8 and provide a summary of findings and next steps. (**Complete by mid-April**)
- **Priority 7 - Access to Broad Course of Study** - Identify the local measures/tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study.
 - Review of Master Schedule at Steindorf & Price
 - Review of the Elementary Program



Team Huddle

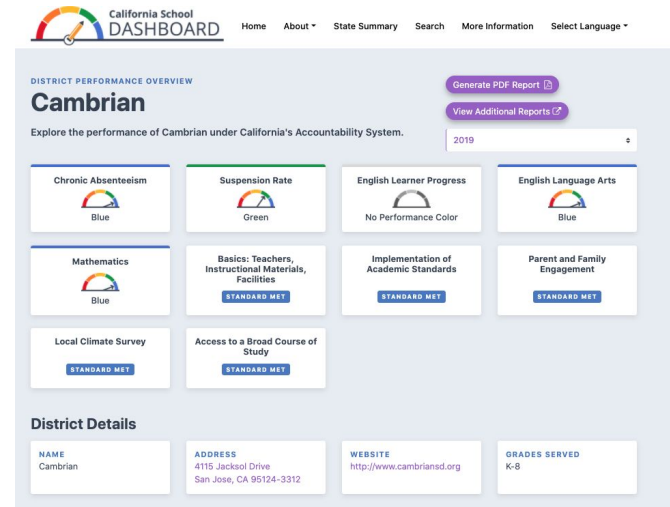
Local Indicators

**Use the following document ([HERE](#)) to
to discuss with your site team.**

Start with the Data: 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



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?

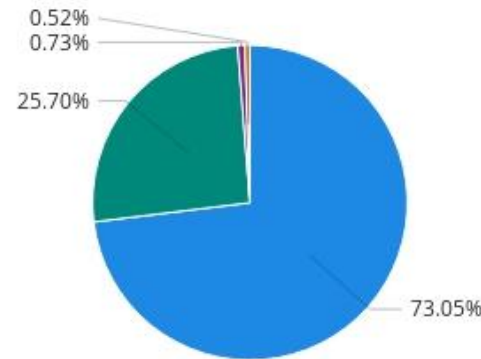
LCAP Survey Results

Responses



Who is Responding

● Parent/Guardian ● Staff ● Other ● Community Member



- 702 Parent/Guardian
- 247 Staff
- 7 Other
- 5 Community Member

Parent Responses 702 Responses

▼ 1



All Parents/Guardians

Parent Responses 213 Responses

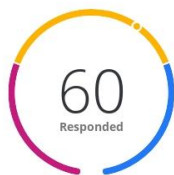
▼ 1



English Learners

Parent Responses 60 Responses

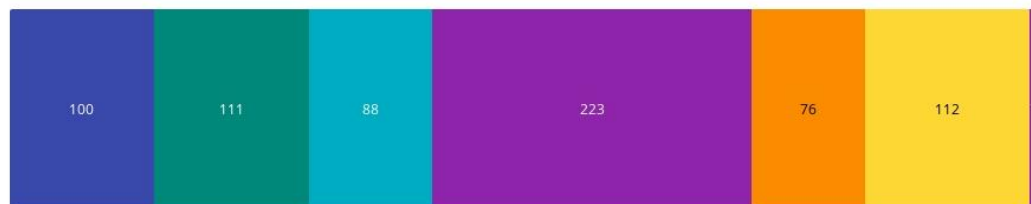
▼ 1



Free & Reduced Lunch

School Association Count 575 Responses

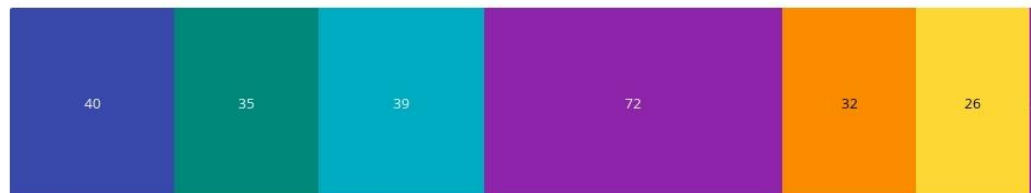
▼ 1



● Bagby School ● Fammatre School ● Farnham School ● Price Middle School ● Sartorette School ● Steindorf K-8 School ● District Office

School Association Count 196 Responses

▼ 1



● Bagby School ● Fammatre School ● Farnham School ● Price Middle School ● Sartorette School ● Steindorf K-8 School ● District Office

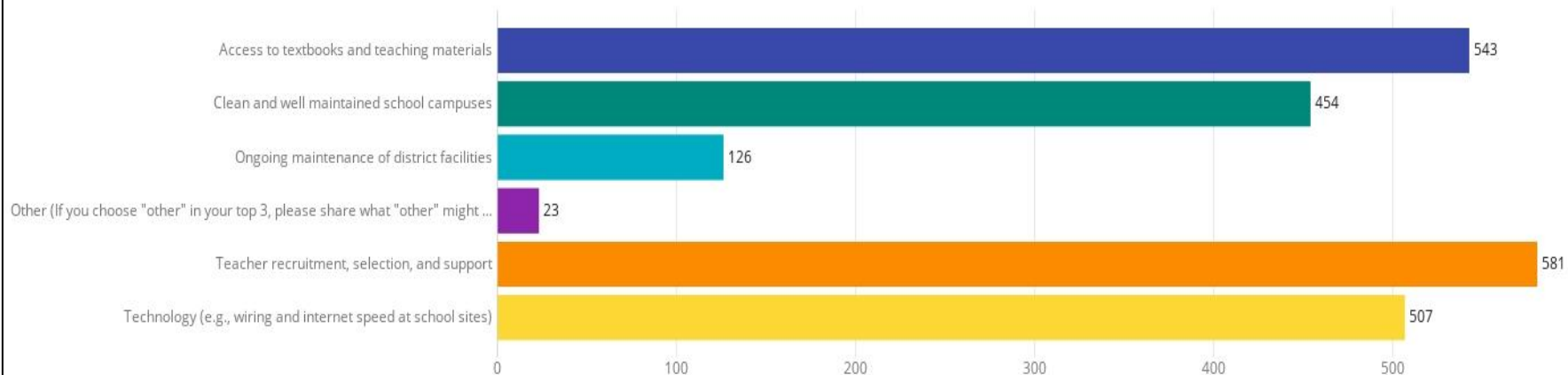
School Association Count 60 Responses

▼ 1

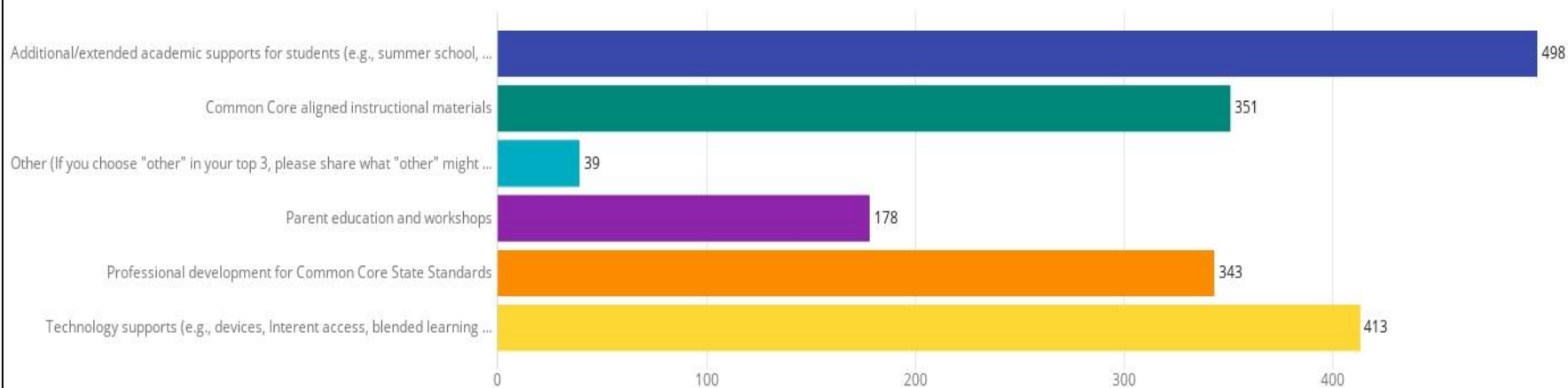


● Bagby School ● Fammatre School ● Farnham School ● Price Middle School ● Sartorette School ● Steindorf K-8 School

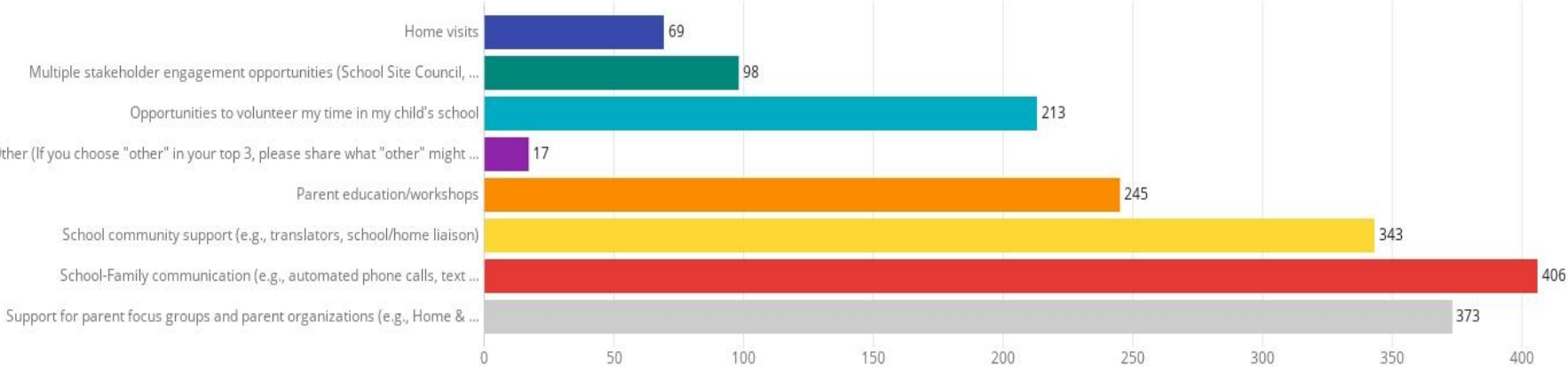
Priority 1: Basic Services ⓘ 749 Responses



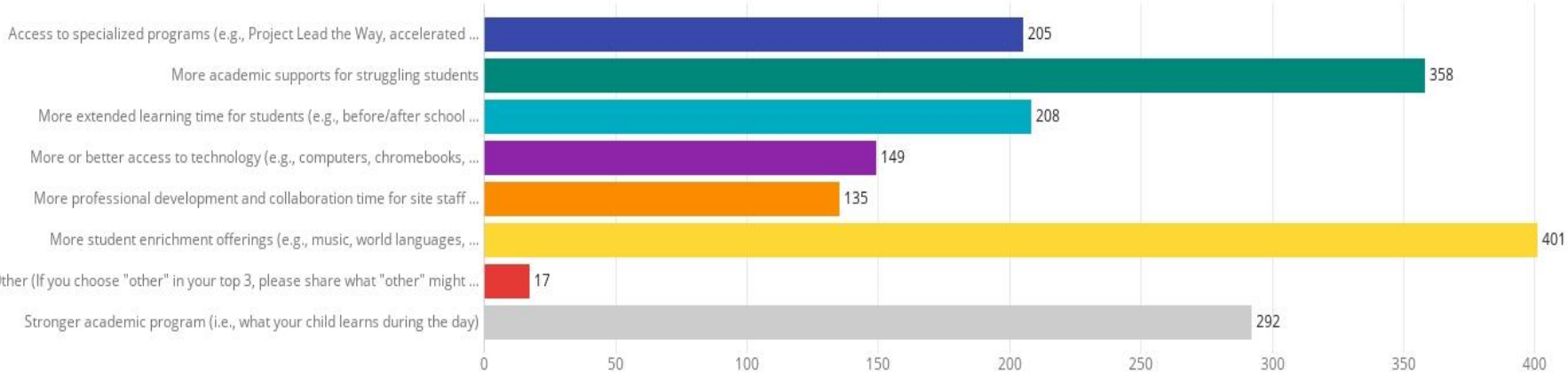
Priority 2: Common Core Standards ⓘ 637 Responses



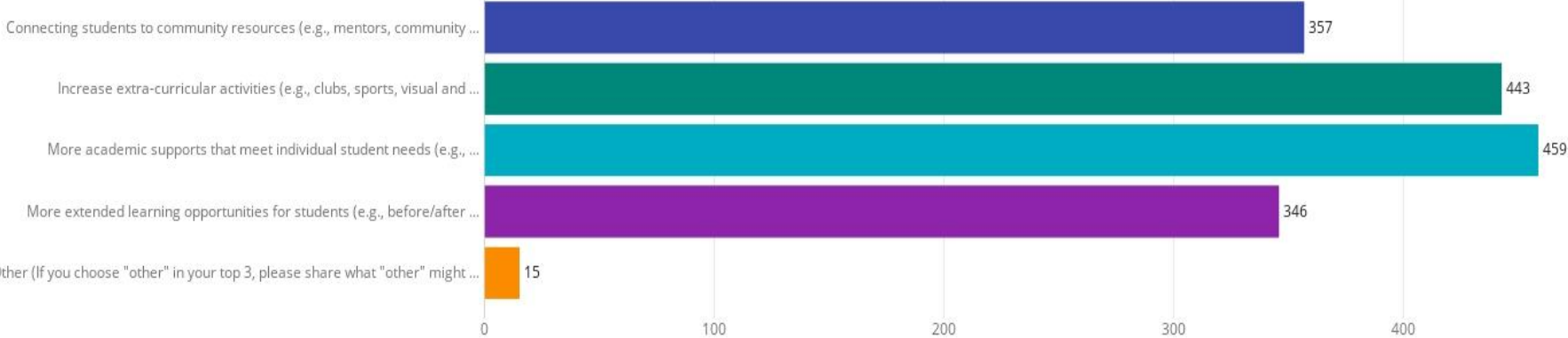
Priority 3: Parent Involvement ⓘ 609 Responses



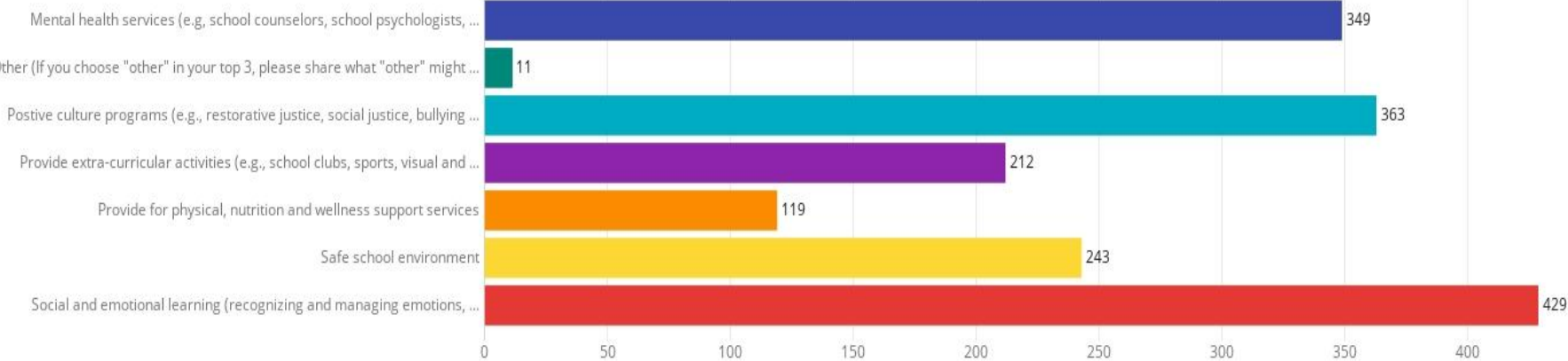
Priorities 4, 7 and 8: Student Achievement ⓘ 576 Responses



Priority 5: Student Engagement ⓘ 569 Responses



Priority 6: School Climate ⓘ 560 Responses



CSD LCAP Goals 2021-22 to 2023-24



Goal 1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for “next generation” college and career readiness.
Goal 2	Effective Leadership, Teaching and Learning: Provide high quality staff through recruitment, retention and professional development so every student thrives.
Goal 3	Positive School Environment, Climate and Culture: Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
Goal 4	Goal 4 - Strong Parent and Community Engagement: Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

Team Huddle

LCAP/AB86 Goals & Actions/Services

Input

Use the following document ([HERE](#)) to discuss with your team and provide input for LCAP/AB86 actions/services.





Additional Comments/Questions
Form March 25.2021

Next Steps

Date	Topic
April	DELAC LCAP & AB86 Input
April 16	CIA Council LCAP & AB86 Input
April 22	Draft LCAP & AB86 for Advisory Committee Input
May 20	School Sites' LCAP Presentation for Board Approval
May 27 (Tentative)	Special Board Meeting for AB86 Learning Recovery Plan Board Approval & Submit to County Office for Review
June 3	LCAP & CSD Budget - Public Hearing
June 17	LCAP, CSD Budget/Budget Overview for Parents Board Adoption & Local Indicators Board Approval
June 30	Submit to County Office for Review

Closing

Next Meeting
Thursday, April 22nd
3:30-5p (Virtual)

Thank You!



References

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