
LOCAL CONTROL ACCOUNTABILITY PLAN BOARD UPDATE

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LOCAL CONTROL ACCOUNTABILITY PLAN

- 2019 CA Dashboard Progress Update
- Mid-year LCAP Goals Progress to Date
- Stakeholder Engagement
- New Requirements
- Next Steps

CA SCHOOL DASHBOARD

The screenshot shows the top of the California School Dashboard website. At the top left is the logo, which consists of a rainbow-colored arc with a pencil tip pointing to the right, followed by the text "California School DASHBOARD". To the right of the logo are navigation links: "Home", "About", "State Summary", "Search", "More Information", and "Select Language". Below the navigation is a horizontal strip of six small images showing diverse students and teachers in various classroom settings. Underneath this strip is a purple banner with the text "Explore information about your local school and district." Below the banner are three input fields: "Find School or District", "Near City or County", and a year selector set to "2019". To the right of these fields is a search button with a magnifying glass icon. Below the search fields is a video player area. On the left side of this area, there is a text block: "The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning." On the right side, there is a video player with a play button and the text "Watch a brief video to learn more." Below the video player is a quote: "Let the Conversations Begin". At the bottom of the screenshot is a blue banner with the text: "The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students." Below this text is a graphic showing five rainbow-colored arcs representing performance levels: Red, Orange, Yellow, Green, and Blue. Below the arcs are the labels "LOWEST PERFORMANCE" and "HIGHEST PERFORMANCE". At the bottom of this graphic is a purple button that says "Read More About Accountability".

- Search by school, district, or County
- Comparable statewide data
- Overall and student group data on multiple measures
- Identify strengths & areas for improvement
- Support collective conversations

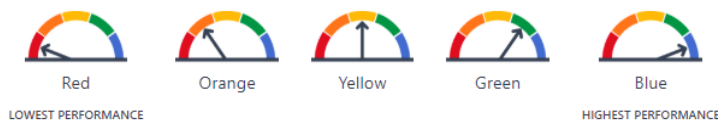
READING THE DASHBOARD

State Indicators

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress (TBD)
- English Language Arts
- Mathematics

Local Indicators

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent Engagement
- Local School Climate
- Access to a course of study



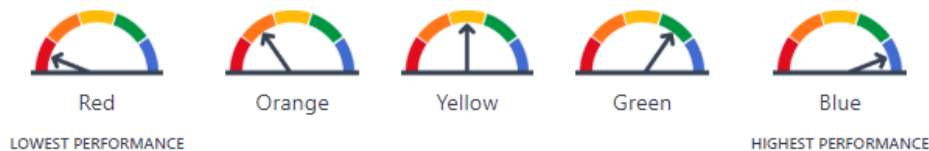
Standard Met

Standard Not Met

**Cambrian Standard Met
for all local indicators**



2019 CSD CA DASHBOARD PROGRESS (STATUS) STATE INDICATORS



Site	Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Bagby	High	Very High	TBD	High	High
Fammatre	Medium	Very High	TBD	High	High
Farnham	Low	Very High	TBD	High	High
Sartorette	Very High	Very High	TBD	Medium	High
Price	Medium	High	TBD	Very High	High
Steindorf	Very High	High	TBD	Very High	Very High

Refer to Appendixes A-F for more detailed CA Dashboard Update for each school site. Information about the Dashboard is also available via CSD website - <https://www.cambriansd.org/Page/2972>

Cambrian (Santa Clara County, CA)

Reporting Year: 2019 ↕

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Green	None	None	Blue	Blue
English Learners	Orange	Blue	None	None	Green	Blue
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Blue	None	None	Green	Green
Students with Disabilities	Green	Yellow	None	None	Yellow	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Green	None	None	Blue	Blue
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Blue	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Green	None	None	Blue	Blue
Two or More Races	Blue	Blue	None	None	Blue	Green

*Cambrian - Bagby & Steindorf CA Dashboard 2019 - Student Group Report



2019-20 LCAP ANNUAL UPDATE

STATUS UPDATE ACTIONS & SERVICES

2019-20 LCAP GOAL I UPDATE

Goal I	Key Actions/Services	Status
1.1	Best instructional practices and support for all students (instructional support for staff, Therapeutic Day class , Resource Teacher support)	Modified
1.2	Access to high quality instructional materials and resources (new ELA/ELD program, consumables, adoption replacements, library services, music, technology infrastructure and support)	Modified
1.3	English learner program, services and supplemental materials (Instructional support./coaching; Imagine Learning, Tier II/ELD TOSAs, newcomer services)	Unchanged
1.4	Tier II interventions for struggling students needing additional services to meet grade level proficiency in state standards and provide enrichment opportunities for acceleration. (Summer Elevate Math, TK support, Tier II/ELD TOSAs, Foster Youth services, target student performing at Level I on SBA services, Tier II programs at all sites, extended/additional learning & enrichment opportunities for students, STEM/PBL/Makers/Coding, etc.	Unchanged

2019-20 LCAP GOAL 2 UPDATE

Goal 2	Actions/Services	Status
2.1	Recruit & retain highly qualified staff (BTSA support, recognitions,]	Unchanged
2.2	Training, time and resources for staff for continuous improvement by implementing best practices and providing professional development for staff. (Alludo, GLAD, Math, Differentiation, ELA/ELD, SVMl resources and PD, MTSS Initial rollout and pilot)	Unchanged
2.3	Access to and mastery of 21st century learning tools, resources and skills for staff and students with integration of instructional technology; provide professional development on integrating 21st century skills, tools and teaching strategies. (Alludo, Ed tech TOSA ; STEAM/PBL/Maker's PD opportunities, PLTW)	Modified
2.4	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards. (Released time and training for PLCs, MTSS PD, Universal Screener, ELPAC testing, Coordinator of data & assessment, assessment & data management tools & resources - Illuminate, ESGI)	Unchanged

2019-20 LCAP GOAL 3 ANNUAL UPDATE

Goal 3	Actions/Services	Status
3.1	Provide and develop programs that support the social, emotional learning and physical well-being of all students and staff. (SEL curriculum & PD, additional counselor and counseling services, district nurse, mental health services, MFTs, pschy. intern , student services program specialist)	Modified
3.2	Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff. (Project Cornerstone, SWIS/CICO, PBIS, Safety Care Training for Staff)	Modified
3.3	Promote opportunities to maintain or increase attendance rates at all schools. (A2A, Attendance incentives, communication)	Unchanged
3.4	Ensure that school and district facilities are maintained and are safe learning and working environments. (Per CSD Facilities Plan)	Unchanged

2019-20 LCAP GOAL 4 ANNUAL UPDATE

Goal 4	Actions/Services	Status
4.1	Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion. (Coordinator of marketing, website maintenance & training, etc.)	Unchanged
4.2	Provide a variety of parent education/classes and district parent information events.(Translation/interpreting services, parent education series, training & workshops, EL parent workshops, extended services for high needs students, etc.)	Unchanged
4.3	Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day. (Enrichment learning opportunities, Initial rollout of Seal of Biliteracy Pathway, etc.)	Unchanged
4.4	Provide opportunities to increase student, staff, parent and community partners participation in schools and district events/activities, advisory committees and task forces. (CIA, LCAP Advisory Committee, ELAC/DELAC)	Unchanged

ELD/TIER II TOSA SYSTEMS OF SUPPORT



ELPAC Testers



TOSAs - Tassia Hegyi, Cindy Ponce, and Chrissy Terwilliger



Teacher and Classroom Support



ELD/TIER II TOSA SYSTEMS OF SUPPORT

- Leveled Literacy Intervention
- Push In Math
- After School Math/ “Do The Math” Intervention program
- Imagine Learning: Language and Literacy and Math
- English Language Development
- ELPAC Training and Testing
- Benchmark and HMH ELD Curriculum Support
- GLAD Strategy Support
- Grade level support at school and team/department planning times
- Coaching cycles for new teachers, and by request
- Content level team/department support with current and newly adopted curriculum
- Plan district and site professional development

“Thank you for the information, as always. You keep me apprised of the information I need at a quick glance as well as making yourself available all hours of the day. I also want to thank you both for your continued support for all teachers. Without you there would be so much added to our 'already full' plates. I know I'm not the only one who appreciates you both, and everything you do to help us be the very best teachers we can be for our students. You're the best and we may not always say it, but VERY appreciated!” 13

CONSOLIDATED APPLICATION 2019-20

Title Program	Description	Projected Budget	Actual Budget	Change
Title I	Improving Basic Programs for High Needs Students	\$163,523	\$100,819	- \$62,704
Title II	Supporting Effective Instruction	\$43,117	\$43,117	--
Title III	Services & Programs for English Learners	\$52,582	\$47,784	- \$4,798
Title III	Services & Programs for Immigrant	\$18,601	\$18,246	- \$355
Title IV	Student Support and Academic Enrichment	\$10,00	\$12,151	+ \$2,151
Total		\$287,823	\$222,116	- \$65,707

STAKEHOLDER ENGAGEMENT

Committees Agenda:

- LCFF-LCAP overview
- CA School Dashboard
- Mid-Year update
- Data Walk
 - CUSD Data
 - Dashboard Data
 - Survey Data
- Emerging themes
- Committee input/recommendations

A posted written response is required by the Superintendent to any questions generated during Advisory Group meetings

Stakeholders:

- LCAP Advisory Committee
- District English Learner Advisory Committee
- Bargaining Units
 - Certificated
 - Classified
- Administrators
- Parents
- Students
- SELPA



LCAP STAKEHOLDERS INPUT SURVEYS

Survey	Timeline	Who
• Dual Language Survey	Jan 13-24	All Parents
• ELAC/DELAC Needs Assessment	Jan 27-Feb 12	English Learner Parents
• LCAP Community Survey	Feb 3-28	Parents, Community & Staff
• Staff PD Needs Assessment	Feb 3-28	All Staff
• School Climate Survey	Feb 3-28	Students in Grades 3-8
• BrightBytes	Mar 2-20	Students, Parents, and Staff
• Communication	Mar 2-20	Parents and Staff
• Before/After School	TBD	TBD

NEW REQUIREMENTS

- New LCAP Template for 2020-2023
 - Reduce redundancy and make it shorter in length
 - Transparency - content and format to make information more accessible for parents and other stakeholders.
 - Present information about actions that contribute to increased or improved services for unduplicated pupils & how associated expenditures are being targeted
- Federal Addendum is **NOT** required for submission to CDE
- Local Dashboard Indicator **MUST** be approved in conjunction with LCAP Approval
- Fiscal transparency...Bill AB 1840 signed on September 17, 2018
 - Effective January 31, 2020 - The budget package includes additional requirements to increase fiscal transparency within the LCAP and to the annual update of the plan.

STATE AUDITORS REPORT

Our audit of the funding that the State provides to school districts under the LCFF revealed the following:

- The State's approach to **LCFF has not ensured that funding is benefiting intended student groups and closing achievement gaps.**
- The **State does not explicitly require districts to spend their supplemental and concentration funds on the intended student groups** or to track their spending of those funds.
- Districts **do not always include clear information in their LCAPs regarding their use of supplemental and concentration funds.**
- Policymakers and stakeholders lack adequate information to assess the impact of supplemental and concentration funds on the educational outcomes of the intended student groups.

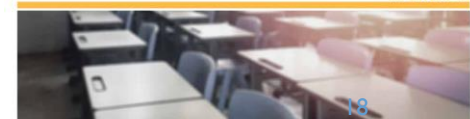


K-12 Local Control Funding

The State's Approach Has Not Ensured That Significant Funding is Benefiting Students as Intended to Close Achievement Gaps

November 2019

REPORT 2019-101



BUDGET OVERVIEW FOR PARENTS

Local Educational Agency (LEA) name:	Amazing Unified School District
CDS code:	30-99944
LEA contact information:	Shirley Hoppelschnook, Ed.D.
Coming LCAP Year:	2020-21
Current LCAP Year	2019-20

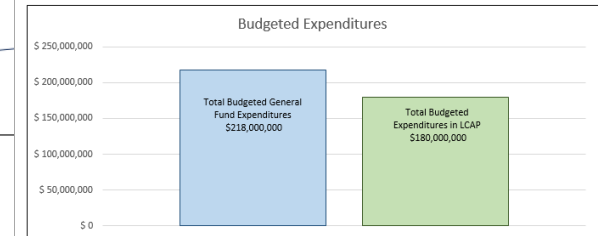
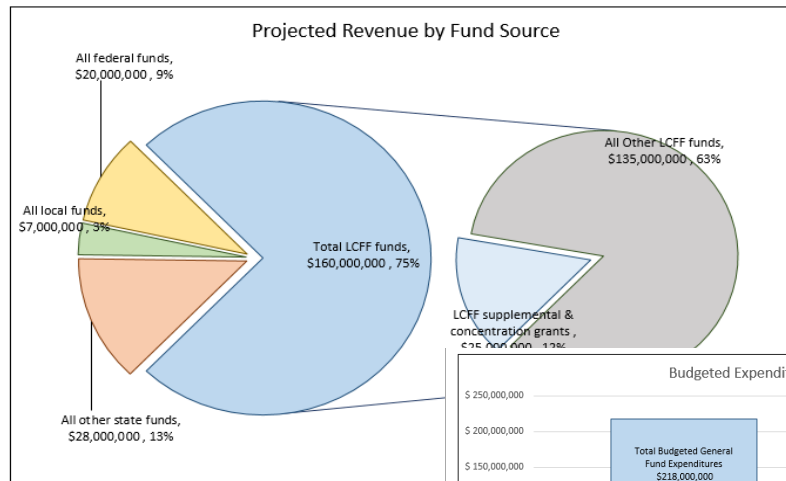
*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2020-21 LCAP Year		Amount
Total LCFF funds	\$	160,000,000
LCFF supplemental & concentration grants	\$	25,000,000
All other state funds	\$	28,000,000
All local funds	\$	7,000,000
All federal funds	\$	20,000,000
Total Projected Revenue	\$	215,000,000

Total Budgeted Expenditures for the 2020-21 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	218,000,000
Total Budgeted Expenditures in LCAP	\$	180,000,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$	22,000,000
Expenditures not in the LCAP	\$	38,000,000

Expenditures for High Needs Students in the 2019-20 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	23,000,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$	20,000,000

Budget Overview for the 2020-21 LCAP Year



This chart provides a quick summary of how much Amazing Unified School District plans to spend for 2020-21. It shows how much of the total is tied to planned actions and services in the LCAP.

Amazing Unified School District plans to spend \$218,000,000.00 for the 2020-21 school year. Of that amount, \$180,000,000.00 is tied to actions/services in the LCAP and \$38,000,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2020-21

In 2020-21, Amazing Unified School District is projecting it will receive \$25,000,000.00 based on the enrollment of foster youth, English learner, and low-income students. Amazing Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Amazing Unified School District plans to spend \$22,000,000.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Expenditures for Increased or Improved Services for High Needs Students per Supplemental Funds clarified!

NEXT STEPS

- February – April, 2020 Stakeholder Engagement & Input
- April 18, 2020 Present Stakeholder Input for Board Discussion
- April – May, 2020 Draft 2020-2023 LCAP Year I; solicit feedback from stakeholder advisory committees (sites & district)
- May – June, 2020 Modify plan based on feedback as needed
- June 4, 2020 Public Hearing on 2019-20 Annual Update, 2020-23 LCAP Year I and Budget at Board Meeting
- June 18, 2020 Board Action on 2019-20 Annual Update, 2020-23 LCAP Year I, Budget, and Local Indicator Progress