

LOCAL CONTROL ACCOUNTABILITY PLAN ADVISORY COMMITTEE

November 18, 2019

Educational Services

Cambrian School District

<http://bit.ly/2rXNkS3>



TODAY'S AGENDA

- Welcome and Introductions
- LCAP Update
- Budget Update
- Assessment & Accountability Update
- State & Federal Update
- Site Breakouts
- Next Steps





WHO'S IN THE ROOM?

Cambrian School District

Data is Everywhere

Currently, what's a piece of data from your life that you are monitoring closely? Why?

Eg.,

- Son or daughter's grades
- Commute time
- Exercise minutes/steps
- Phone Screen time
- Hours worked in a day
- Cups of coffee drank in a day
- Something else.....

Find someone not from your table and share your data collection story with them.

CONNECTION'S ACTIVITY



CSD LOCAL CONTROL AND ACCOUNTABILITY PLAN 2019-20 UPDATE

Cambrian School District





*“ The California Way rests on the belief that educators want to excel, trusts them to **improve** when given the proper supports, and provides **local** schools and districts the flexibility to deploy resources so they can improve.”*

Introduction Blueprint for Great Schools 2.0



WHERE AM I IN THE LCAP?



Jamie

- English Speaker
- Gifted academically
- Struggles with anxiety
- Middle Income
- Plays sports



Maria

- English Learner
- Average academically
- Low Income
- Wants to go to college



Leo

- Autistic
- Struggles academically
- Struggle socially
- Artistically gifted



WHAT IS THE PURPOSE OF THE LCAP?



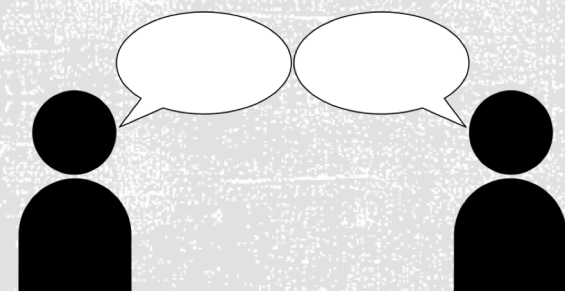
What's the story we want to tell?



What is the current perception of the district and site LCAPs?

What are the implications if it was to become the **driver** for continuous improvement?

TABLE TALK



STAKEHOLDER'S IMPACT ON 2019-20 LCAP DEVELOPMENT

Goal 1	Support for study skills; technology funding; additional Imagine Learning licenses for literacy and math; intervention for Math and SEL; RSP full-time aide; more mainstreaming with support into general ed.; ELA/ELD curriculum; universal screener/Dyslexia screener
Goal 2	Sustainability; tech training on tech basics including navigating through programs, tech etiquette, etc.; high achiever student teacher training (differentiation); differentiated teacher PD by the district and site; SEL coaching for teachers; teacher choice on PD days; ELA/ELD Curriculum, especially training on foundational literacy skills; sustaining PD for GLAD, Writer's Workshop, Eureka math for new teachers
Goal 3	SEL curriculum for elementary & middle school; counseling support/MFT at sites; training on SEL curriculum (Tier 1); support staff, including behavior specialist who can train other support staff; more lessons on the appropriate use of tech for students; digital citizenship run by the district for teachers, students, and parents; update landscaping
Goal 4	Need for district math and technology information night; improved timely communication; resource to content trainers to provide follow-up training for staff; coordinate more resources/training for parents; streamline/prioritize communication; Back to School Night information on technology in the classroom; Parents Information Night on (ELA, Math, Technology, etc.); link technology apps to the school website; Parents Nights organized by the district but hosted by each school site; a page on the district's website organized by grade levels of vetted/recommended apps

Goals, Outcomes & Actions

EXPECTED 2019-20 ACTIONS & EXPENDITURES

Goal 1	Actions/Services	Amount	Target	Status
1.1	Best instructional practices and support for all students (instructional support for staff, Therapeutic Day class, Resource Teacher support)	\$134,000	All	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)	\$1,548,000	All	Modified
1.3	English learner program, services and supplemental materials (Instructional support./coaching; Imagine Learning L&L, Tier II/ELD TOSAs, newcomer services, etc.)	\$445,000	ELs, SED	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 1 on SBAC services, Tier II programs at all sites, extended/additional learning & enrichment opportunities for students, STEM/PBL/Makers/Coding, etc.)	\$1,028,617	All SED FY	Unchanged
	Total	\$3,155,617		

Goals, Outcomes & Actions

EXPECTED 2019-20 ACTIONS & EXPENDITURES

Goal 2	Actions/Services	Amount	Targ et	Status
2.1	Recruit & retain highly qualified staff (BTSA support, recognitions,]	\$35,000	All	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, etc.)	\$231,722	All	Modified
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)	\$65,000	All	Unchanged
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, etc.)	\$269,772	All	Modified
	Total	\$601,544		

Goals, Outcomes & Actions

EXPECTED 2019-20 ACTIONS & EXPENDITURES

Goal 3	Actions/Services	Amount	Target	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, etc.)	\$824,000	All	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, etc.)	\$9,500	All	Unchanged
3.3	Promote opportunities to maintain or increase attendance rates at all schools. (A2A, Attendance incentives, communication, etc.)	\$21,000	All	Unchanged
3.4	Ensure that school and district facilities are maintained and are safe learning and working environments. (Per CSD Facilities Plan)	NA	All	Unchanged
	Total	\$854,500		

Goals, Outcomes & Actions

EXPECTED 2019-20 ACTIONS & EXPENDITURES

Goal 4	Actions/Services	Amount	Target	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.)	\$140,000	All	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.)	\$40,500	All FY SED ELs	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.)	\$15,000	All	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, DAC/DELAC, etc.)	15,000	All	Unchanged
	Total	\$210,500		

- CDE Moved the adoption to January SBE meeting
- CDE Soliciting more feedback through survey.
- January – LCAP Template Update

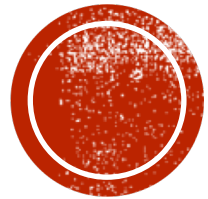
NEW LCAP TEMPLATE REDESIGN



ASSESSMENT & ACCOUNTABILITY

Cambrian School District





CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

Cambrian School District

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

- CAASPP Results 2019: <https://caaspp-elpac.cde.ca.gov/caaspp/Default>
 - Smarter Balanced Assessment (SBA) for ELA/Math
 - California Alternative Assessment (CAA)
 - English Language Proficiency Assessment for California (ELPAC)
 - Not Available – December 2019
 - California Science Test (CAST)
 - Not available - January 2020
- CSD SBA Results – 2019
 - [Board Update – November 7, 2019](#)



SMARTER BALANCED CONTENT EXPLORER

[HTTPS://CONTENTEXPLORER.SMARTERBALANCED.ORG/](https://contentexplorer.smarterbalanced.org/)

Smarter Content Explorer



Explore

Test Development

Support



Welcome Educators!

Assessing the range of knowledge and skills is important for college and career readiness. Use this site to learn how test items connect to academic standards.

[Learn More](#) ↓

Use the tool below to get started

Grade → Subject → Claim

Select a **Grade**

CHOOSE AS MANY AS YOU WANT

3

4

5

6

7

8

HIGH SCHOOL



Test Development

Access assessment blueprints, accessibility guidelines, scoring rubrics, and much more.

[LEARN MORE](#)



CALIFORNIA SCHOOL DASHBOARD

Cambrian School District



WHAT IS THE CA SCHOOL DASHBOARD?


- Provides parents and educators with meaningful information on school and district progress on various indicators.
- An online tool that presents:
 - **Status** (very high to very low)
 - **Change** (improved or declined)
 - **Student Groups** (race/ethnicity and program participation)
- Released annually each December.



LCFF PRIORITIES: STATE AND LOCAL INDICATORS

LCFF Priority	State Indicator	Local Indicator
1. Basic Services		Basic Conditions at School
2. State Standards		Implementation of State Standards
3. Parental Involvement		Parental Involvement/Engagement
4. Pupil Achievement	Academic Indicator English Learner Indicator	
5. Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	
6. School Climate	Suspension Rate Indicator	Local Climate Survey
7. Course Access		Access to a Broad Course of Study
8. Other Pupil Outcomes	College/Career Indicator	
9. Services for Expelled Youth (COE only)		Coordination of Services
10. Services for Foster Youth (COE only)		Coordination of Services

STATE AND LOCAL INDICATORS

6 State Indicators	5 Local Indicators
<p>Reported for all districts, schools, and student groups with sufficient N-size. *N-size is 30 students unless noted.</p>	<p>Reported by the district at the <u>district level</u>. Schools do not submit or receive local indicator information, with exceptions of charters.</p>
<div data-bbox="226 869 776 1198">  <p>RED ORANGE YELLOW</p> <p>GREEN BLUE</p> </div> <p>The performance level (color) is based on current and prior year data.</p>	<p>Districts receive one of three ratings for each of the four local measures:</p> <ul style="list-style-type: none"> • Met • Not Met • Not Met for Two Years



WHAT IS THE CA SCHOOL DASHBOARD?



Blue



Green



Yellow

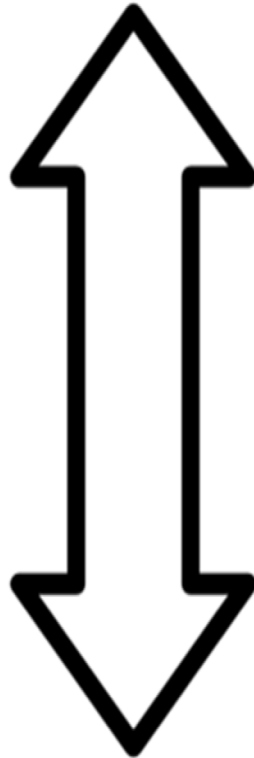


Orange



Red

Highest



Lowest

Performance Colors	Performance Levels
Blue (Highest Performance)	Very High
Green	High
Yellow	Medium
Orange	Low
Red (Lowest Performance)	Very Low



PERFORMANCE LEVEL (COLOR) IS A COMBINATION OF STATUS AND CHANGE

Five Status Levels	Five Change Levels
Very High	Increased Significantly
High	Increased
Medium	Maintained
Low	Declined
Very Low	Declined Significantly



PERFORMANCE LEVEL (COLOR) IS A COMBINATION OF STATUS AND CHANGE

		Change				
Status	Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	Very High	Yellow	Green	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow



**English Language Arts/Literacy Academic Measure Five-by-Five Colored Table
for Grades 3–8**

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Mathematics Academic Indicator Five-by-Five Colored Table for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +35 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High 0 to +34.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -25 points to less than 0 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -25.1 to -95 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -95.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

LEA Suspension: Elementary School District Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 0.5% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1.5% in Current Year	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.5% to 3.0% in Current Year	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6.0% in Current Year	Red	Red	Red	Orange	Yellow

School Suspension: Elementary Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 1.0%)	Declined Significantly from Prior Year (by 1.0% or greater)
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1.0%	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.0% to 3.0%	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6.0%	Red	Red	Red	Orange	Yellow

School Suspension: Middle School Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by greater than 4.0%)	Increased from Prior Year (by 0.3% to 4.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or greater)
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 2.0%	N/A	Yellow	Green	Green	Blue
Medium Greater than 2.0% to 8.0%	Orange	Orange	Yellow	Green	Green
High Greater than 8.0% to 12.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 12.0%	Red	Red	Red	Orange	Yellow

Chronic Absenteeism Measure Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

LOCAL INDICATORS

- Local Indicators must be entered into the Dashboard by November 1, 2019
- Prior to entering the results, they must be presented at a “Regularly Scheduled” board meeting
 - Resources: [CDE Local Indicator Page](#)
 - [Local Indicator Quick Guide](#)

[CSD Local Indicator 2019 Summary](#)





ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

Cambrian School District

ENGLISH LEARNER PROGRESS INDICATOR

- ELPI Status is unique
 - For other state indicators, Status is based on one year of data (current performance).
 - For the ELPI, Status is based on two years of data.
 - Needed to identify students who increase at least one ELPI level or maintain top performance level.
- We only have two years of English Language Proficiency Assessments for California (ELPAC) data
- Only Status will be reported on 2019 Dashboard
- CDE is conducting simulations using results from the ELPAC to determine:
 - Splitting the ELPAC Performance Levels 2 and 3
 - Options for setting Status cut score
- Decisions to made at November SBE meeting



SIX ELPI LEVELS

ELPI Level	Description
ELPI Level 1	ELPAC Summative Assessment Level 1
ELPI Level 2L	ELPAC Summative Assessment Low Level 2
ELPI Level 2H	ELPAC Summative Assessment High Level 2
ELPI Level 3L	ELPAC Summative Assessment Low Level 3
ELPI Level 3H	ELPAC Summative Assessment High Level 3
ELPI Level 4	ELPAC Summative Assessment Level 4



CA DASHBOARD

- CA's accountability and continuous improvement system: <https://www.caschooldashboard.org/>
 - Mobile App:
<https://www.cde.ca.gov/re/mo/cadashboard.asp>
 - 2019 Results – December 2019
 - What Data Will Be Used for for the 2019 Dashboard:
<https://www.cde.ca.gov/ta/ac/cm/documents/whatdataused2019.pdf>
- School Dashboard Additional Reports and Data
 - Access the following reports: the Five-by-Five Placement Reports and the Student Groups Report.
 - <https://www6.cde.ca.gov/californiamodel/>



ADDITIONAL DASHBOARD REPORTS & DATA

School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Participation Rate Report, and the Student Groups Report.

School/District Search for 2018



(1) Select a School or District from Search Results, (2) Choose Report and click Submit:

School/District Results:

-- Select from List -- ▼

Reports:

- ☒ 5x5 Chronic Absenteeism Placement Report (Grades K-8)
- ☐ 5x5 Suspension Rate Placement Report (Grades K-12)
- ☐ 5x5 Graduation Rate Placement Report (Grades 9-12)
- ☐ 5x5 College/Career Placement Report (Grades 9-12)
- ☐ 5x5 English Language Arts Placement Report (Grades 3-8 and 11)
- ☐ 5x5 Mathematics Placement Report (Grades 3-8 and 11)

- ☐ College/Career Measures Report
- ☐ Participation Rate Report
- ☐ Student Group Report
- ☐ District Performance by County 
- ☐ California School Dashboard 



ESSA IDENTIFICATION FOR SUPPORT (SCHOOL LEVEL IDENTIFICATION)

<u>Comprehensive (CSI)</u>	<u>Targeted (TSI/ATSI)</u>
<ul style="list-style-type: none">• Identified every 3 years• Lowest performing 5% of schools*• HS with grade rate below 67%	<ul style="list-style-type: none">• Identified annually• 1 or more student groups meeting the 5% CSI criteria for 2 or more years.
<p>Additional Targeted Support and Improvement (ATSI) As part of the ESSA requirement, TSI schools will be identified for ATSI every three years along with CSI</p>	



ELIGIBILITY CRITERIA FOR SCHOOL SUPPORT (LOWEST 5%)

Comprehensive Support and Improvement (CSI) combinations based on school level performance

- All **red** indicators
- All **red** but one indicator of **any other color**
- Five or more indicators where **majority** are **red**
- All **red** and **orange** indicators



DASHBOARD NAVIGATOR



search this site

Teaching & Learning ▾

Testing & Accountability ▾

Finance & Grants ▾

Data & Statistics ▾

Specialized Programs ▾

Learning Support ▾

Pro

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support

California School Dashboard and System of Support

California's new accountability and continuous improvement system provides information about how local educational agencies California's diverse student population.

Reports

[California School Dashboard](#)

The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The CA Dashboard Mobile App is now available. The mobile App allows parents and educators an easier way to access their school and district Dashboards, all at their fingertips. Download the [CA Dashboard Mobile App](#) today!

[School Dashboard Additional Reports and Data](#)

Access the following five reports: the Five-by-Five Placement Reports, the College/Career Measures Report, the Participation Rate Report, the Student Groups Report, and the District Performance by County Report

[California School Dashboard Navigator](#)

The California School Dashboard Navigator is an interactive mapping tool for visualizing school and student group performance on a map that displays schools by their color-coded performance level for each of the state indicators and student groups. Users can target their searches by specific geographic areas and refine their searches using a set of interactive charts. Information on how to use the tool is provided in the [Navigator How-To Guide](#) and in the [FAQs](#).

Overview

Parents

Resources

Data Files and Guide

Communications Toolkit

Translations

Videos

FAQs

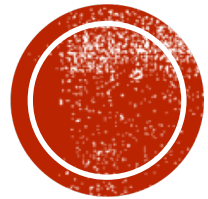
Overview

[The California School Dashboard – Let the Conversation Begin](#)  (Video; 1:53)



STATE & FEDERAL UPDATE





THE CALIFORNIA EDUCATION FOR A GLOBAL ECONOMY INITIATIVE (CA ED.G.E.)

Cambrian School District

The California Education for a Global Economy Initiative

(Proposition 58)



**CA Ed.G.E. Initiative Implementation Handbook for
School Districts and County Offices of Education**

California Department of Education

English Learner Support Division
1430 N Street, Suite 2204
Sacramento, CA 95814



- The purpose of the California Education for a Global Economy (CA Ed.G.E.) Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and evidence-based language programs that prepare them to participate in a global economy.
- California Education Code (EC) Section 300(n)



PARENTAL NOTICE

- LEAs provide all parents or legal guardians with information on the types of language and language acquisition programs, which are provided as part of the **annual notification** discussed in EC sections 48980 and 48981.
- Many districts provide this notification in the form of an annual parent handbook. For students who are enrolling after the beginning of the school year, the CA Ed.G.E. Initiative parental notice is to be **provided upon enrollment**.
- An LEA may decide to provide notice to parents at additional times throughout the year. For example, many LEAs provide an additional notification in January or February to allow parents to choose programs for the following year.
- This provides valuable planning time for LEAs in advance of possible expansion of current programs and the possible implementation of new programs.



INFORMATION TO INCLUDE IN THE INITIATIVE PARENTAL NOTICE

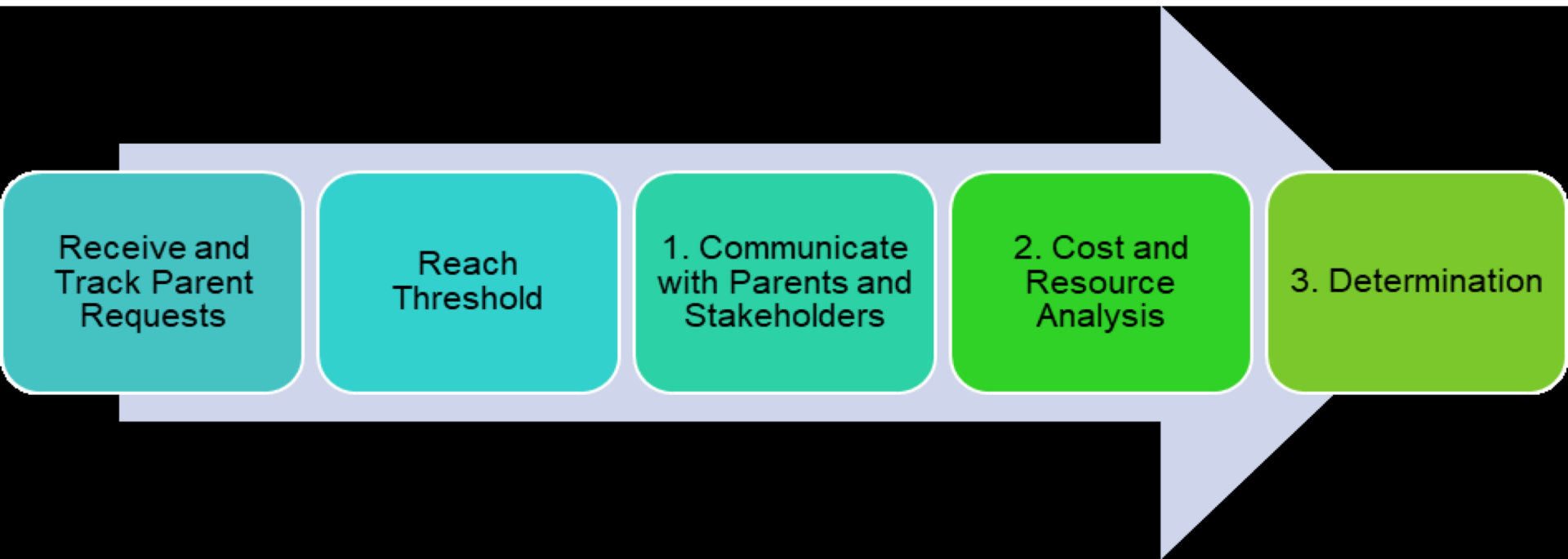
- A description of the process for parents to choose a language or language acquisition program for their child.
- Language acquisition programs:
 - A description of each program (including Structured English Immersion)
 - The language(s) to be taught in addition to English
 - The information required in 5 CCR section 11309(c) (CDE CA Ed.G.E. Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>)
 - A description of the process to request establishment of a language acquisition program not offered at the school
- Language programs:
 - A description of each program
 - The language(s) to be taught
- May include the program goals, methodology used, and evidence of the proposed program's effectiveness



PARENT REQUESTS FOR NEW PROGRAMS

When parents request enrollment of their child in a particular language acquisition or language program, but the program is not currently offered, parents may request that the LEA or school establish a new program. It is important that LEAs define a clear process for schools to be able to receive and respond to these requests from parents and guardians.

Process to respond to parent requests for New Programs:





DUAL LANGUAGE IMMERSION TASK FORCE

Cambrian School District

STRATEGIC PLAN ALIGNMENT



Goal 1 - Next Generation Student: We will provide rigorous, highly engaging learning opportunities that will prepare all students to be successful global learners, contributors and leaders.

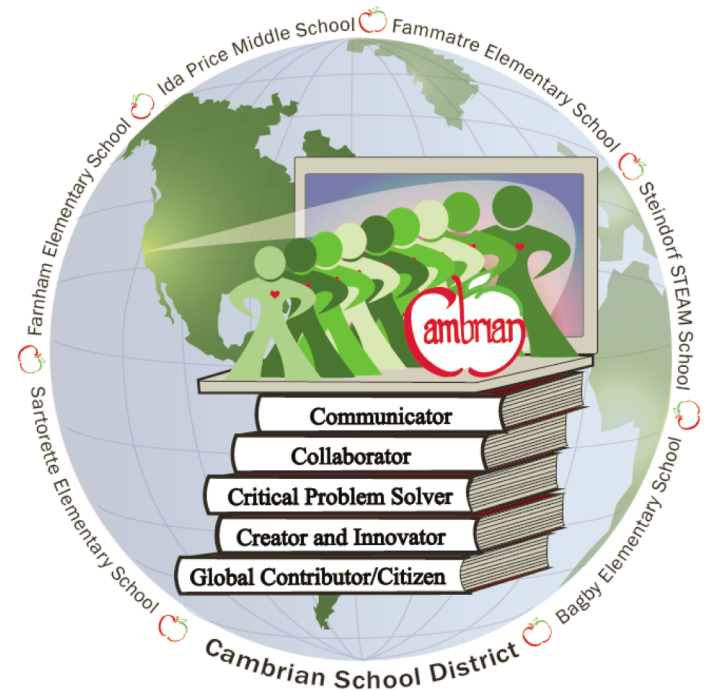


Goal 2 – Student Learning and Achievement: Every student will achieve. We will provide and support engaging, high quality instruction that promotes active learning and achievement for all students. Achievement gaps will be eliminated.



CSD GRADUATE PROFILE

- Cambrian School District has developed a framework for student learning and creating a culture of innovation core competencies.
- Through the development of the Strategic Plan, CSD has come up with a series of long-range goals that align with our district mission to see that our community of learners will have opportunities to “explore infinite possibilities for learning.”



THE STATE SEAL OF BILITERACY

Recognition by the
California State
Superintendent of
Public Instruction and
districts and county
offices of education of
students who meet the
criteria for
demonstrating
proficiency in one or
more languages in
addition to English by
high school graduation



ELEMENTARY BILITERACY PATHWAY AWARD CRITERIA

1. Score “Standard Met (3) or Exceeded (4)” on the grade 4 CAASPP in English Language Arts, and
2. Complete 10 hours of appropriate volunteer or community service for community organization(s) that provides opportunities to use the target language or build an awareness and appreciation of the culture, and
3. Submit a reading log documenting at least ten books in a language other than English, and
4. An essay written in a language other than English on “Why are bilingualism and biliteracy important to you, your community, and the world?”

*Awarded at the End of Grade 5.



MIDDLE SCHOOL BILITERACY PATHWAY AWARD CRITERIA

1. Score “Standard Met (3) or Exceeded (4)” on the grade 7 CAASPP in English Language Arts, and
2. Complete 10 hours of appropriate volunteer or community service for community organization(s) that provides opportunities to use the target language or build an awareness and appreciation of the culture, and
3. Submit a reading log documenting at least ten books in a language other than English, and
4. An essay written in a language other than English on “Why are bilingualism and biliteracy important to a work of study or career you may be considering?”

*Awarded at the End of Grade 8



WHAT IS A DUAL LANGUAGE IMMERSION PROGRAM?

- Dual language education programs integrate native English speaking students with native second language speaking students in the same classroom for academic instruction, which is presented in both languages at specific times during the program.
- Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in English and the target language.
- All students learn to read, write, listen, and speak two languages equally well.
- The curriculum of the program is the same as in the general education program. Students usually remain in the program until at least the 5th grade.



WHAT ARE THE GOALS OF A DUAL LANGUAGE PROGRAM?

Students in dual language programs are presented with the social and cognitive benefits of bilingualism. They gain a second language, a broader vocabulary, and multiple views of the world.

- Develop high levels of proficiency in English and the target language
- Achieve grade-level academic performance in English and the target language
- Develop bilingualism, biliteracy, and biculturalism
- Develop positive cross-cultural attitudes and behaviors
- Take advantage of the optimal window of learning a second language during the primary years
- Give students an advantage in high school, college, as well as the workplace of a global economy



CSD DUAL LANGUAGE PROGRAM INTEREST SURVEY

A Dual Language Program has been proposed as one way for our district to explore new learning opportunities to better meet Next Generation learner needs.

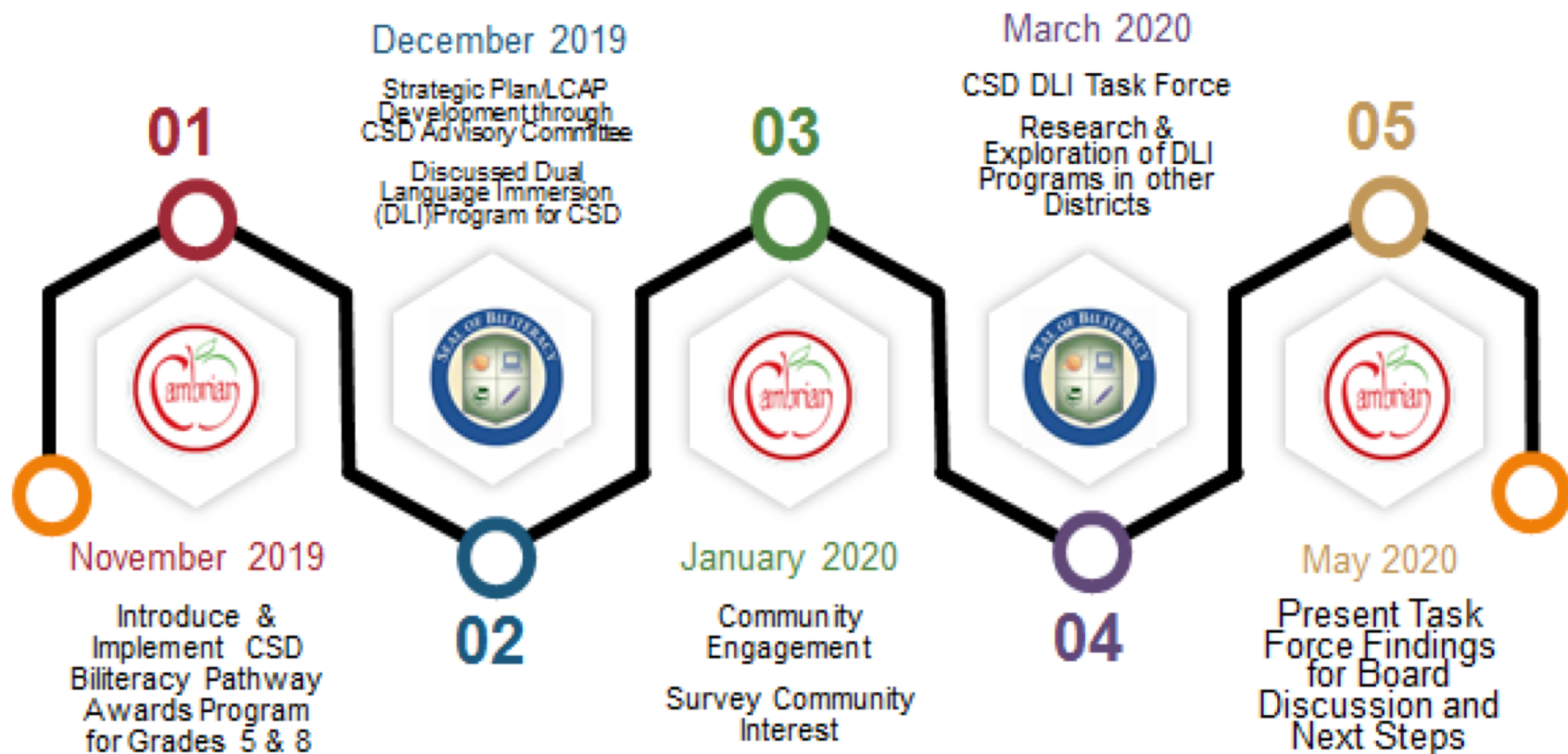


<http://bit.ly/2Xgz5Dw>



BILITERACY PATHWAY PROGRAM TIMELINE

CSD STRATEGIC PLAN



CA EDUCATION FOR A GLOBAL ECONOMY (CA ED.G.E.) IMPLEMENTATION HANDBOOK

- The CA Ed.G.E. Initiative Implementation Handbook provides information and guidance on how LEAs can implement the law. Available at CDE CA Ed.G.E. web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>.
- Link to FAQ:
<https://www.cde.ca.gov/sp/el/er/edgefaq.asp>
- Parents Toolkit to Multilingual Education (English and Spanish) on the CDE Parent Toolkit for Multilingual Education web page at
<https://www.cde.ca.gov/sp/el/er/multilingualtoolkit.asp>.



**LOCAL CONTROL
ACCOUNTABILITY PLAN
EVERY STUDENT SUCCEEDS
ACT (ESSA)
FEDERAL ADDENDUM**

Cambrian School District



LOCAL CONTROL ACCOUNTABILITY PLAN EVERY STUDENT SUCCEEDS ACT (ESSA) FEDERAL ADDENDUM

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

- **TITLE I, PART A** - Improving Basic Programs Operated by State and Local Educational Agencies
- **TITLE II, PART A** - Supporting Effective Instruction
- **TITLE III, PART A** - Language Instruction for English Learners and Immigrant Students
- **TITLE IV, PART A** - Student Support and Academic Enrichment Grants

[CSD LCAP Federal Addendum – Board Approved](#)



LCAP FEDERAL ADDENDUM AND THE CONSOLIDATED APPLICATION TITLE PROGRAM FUNDING 2019-20

- Four federal programs
- District expenditures from these programs funds are linked to the LCAP

Program	Title	Projected 2019-20 Allocation
Title I	ESEA	\$101 K (was \$168K – June)
Title II	Educator Quality	\$43 K
Title III	English Learner Immigrant	\$47 K \$18 K
Title IV	Enrichment	\$10 K



WHAT THE TITLE PROGRAMS FUNDS?

- Academic support – school hours, before/after school, intersession, summer school
- Small group instruction
- Pull out interventions during regular day
- Academic tutoring
- Supplemental learning materials
- Personnel costs for crisis intervention, family support, academic intervention
- Services that address barriers to learning – homelessness, ELs, foster youth, economically disadvantaged students



LCAP ACTIONS AND SERVICES

- 0.5 FTE Teacher on Special Assignment - coordination and facilitation of Title I & Title III programs and services at all elementary sites
- Tier II Programs & Services for ELA and Math at all sites
 - Leveled Literacy Interventions
 - Do the Math Interventions
 - Extended Day Programs for English Learners
 - Instructional Aides for for TK/K Classes districtwide
- Parent Education
- Supplemental Instructional Curriculum & Supplies
- Teacher Professional Development & Coaching
- Additional services for homeless/foster youth as needed



BUDGET UPDATE

Cambrian School District



LCAP BUDGET OVERVIEW FOR PARENTS

Projected General Fund Revenue

- Total LCFF Funds
- LCFF Supplemental & Concentration Grants
- All Other State Funds
- All Local Funds
- All Federal Funds
- Total Projected Revenue

Total Budgeted Expenditures

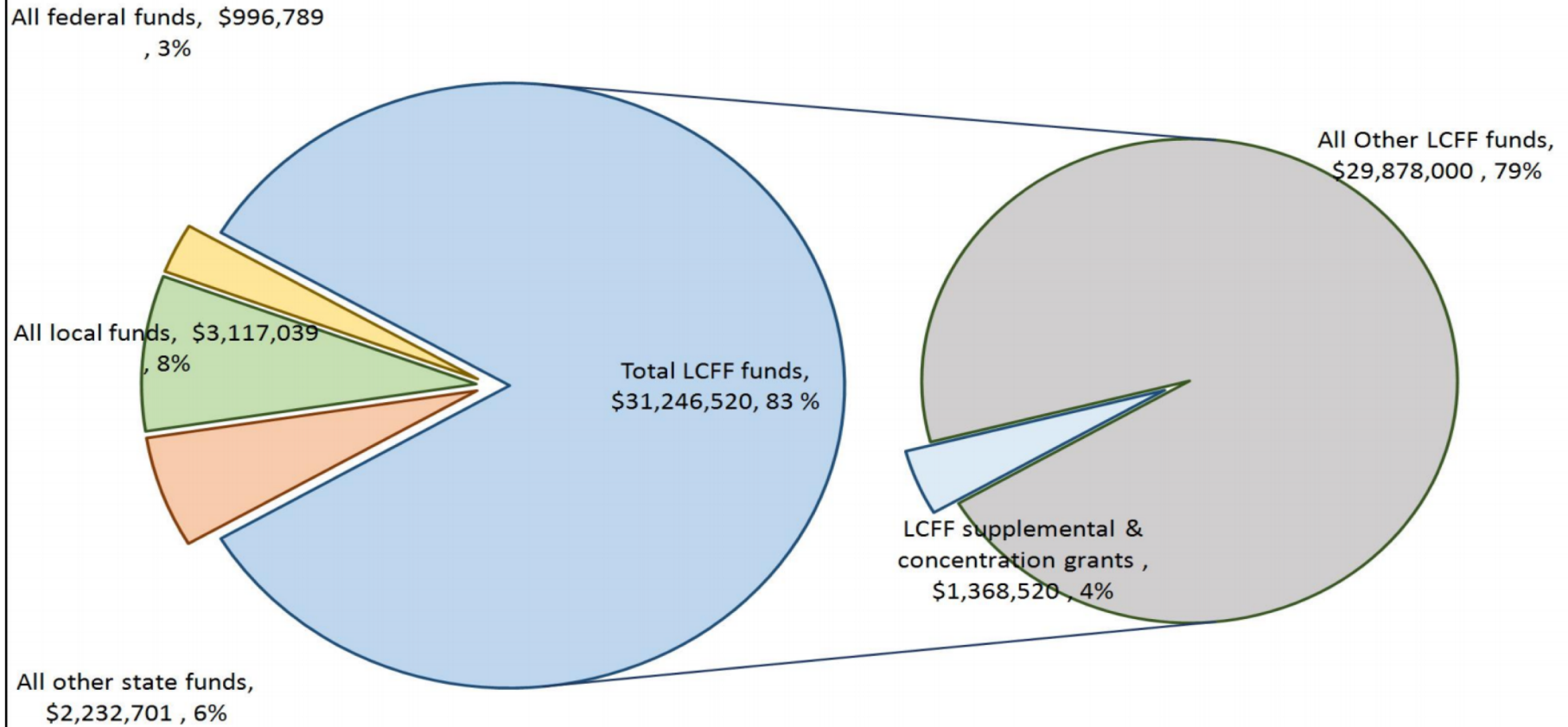
- Total Budgeted General Fund Expenditures
- Total Budgeted Expenditures in LCAP
- Total Budgeted Expenditures for High Needs Students in LCAP
- Expenditures Not in the LCAP

[CSD LCAP 2019-20 Budget Overview for Parents](#)



Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



This chart shows the total general purpose revenue Cambrian School District expects to receive in the coming year from all sources.

The total revenue projected for Cambrian School District is \$37,593,049, of which \$31,246,520 is Local Control Funding Formula (LCFF), \$2,232,701 is other state funds, \$3,117,039 is local funds, and \$996,789 is federal funds. Of the \$31,246,520 in LCFF Funds, \$1,368,520 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



CSD BUDGET 2019-20 UPDATE

Penny Timboe,
CFO





SITE TEAM BREAKOUT

Cambrian School District

LCAP STAKEHOLDER ENGAGEMENT TIMELINE

December - January

- Complete analysis and annual updates upon release of the Dashboard.

January - February

- Bring Update to stakeholders and gather input.

February – March

Work on Goals/Actions/Services for 2020-21 school year.

March - April

- Share the Goals/Actions/Services w/ stakeholders and gather input.

April - June

- Consult with the Board and COE. Final draft to public hearing.

June - July

- Board approval. Submit to COE for review and approval.



WHAT'S NEXT?

- Review available data for Annual Updates
- Develop timeline for data collection and reporting
- Consult stakeholders
- Continue updating progress on Annual Updates
- Review LCAP goals, actions and services for needed adjustments
- Provide updates to the Governing Board
- Review proposed state budget and local implications



Committee Meeting 2019/20:

- November 18, 2019
- January 27, 2020
- February 24, 2020
- March 23, 2020
- April 27, 2020

Thank you!

CLOSING

