



CSD LCAP Advisory Committee

January 27, 2020
12:30-2:45p

<http://bit.ly/2S01RGi>



Agenda

- Welcome & Introductions
 - New LCAP Template
 - Budget Update
 - LCAP Update - How Are Doing?
 - Stakeholders Engagement
 - Needs Assessment
 - Next Steps
-

What is the Local Control Accountability Plan (LCAP)?

The LCAP is intended to be a three-year plan that annually describes the goals, actions, services, and expenditures to support positive student and family outcomes



Who is the LCAP for?



Jaimie

- 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

4 Components of Accountability

LCAP

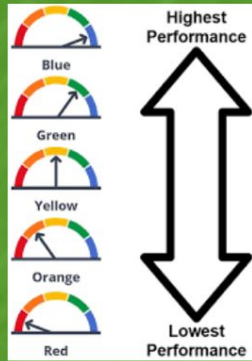
DASHBOARD

Differentiated Assistance

System of Support

[illegible]

13-14



16-17

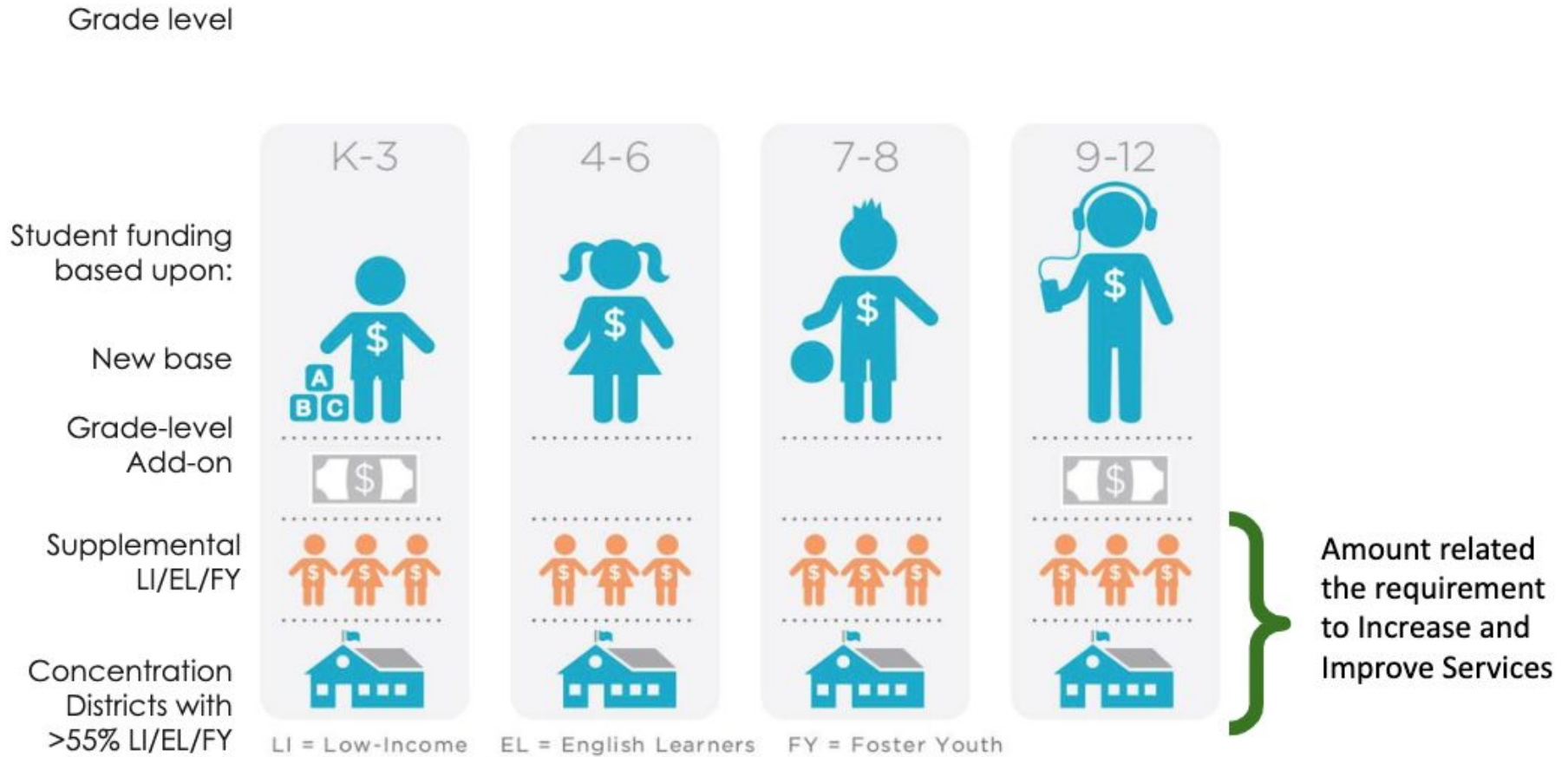


17-18



Now

Local Control Funding Formula



LCAP Template



Approved after much discussion
[SBE Meeting January 8, 2020](#)

Template Availability

- eTemplate - week of February 3, 2020
 - Districts access through COEs
 - COEs and Charters access through CDE
- Word/Excel versions will be posted week of February 3, 2020
- DTS Template available February 7



New LCAP **Template**



California School
DASHBOARD



How we are doing?
<https://www.caschooldashboard.>



Red

LOWEST PERFORMANCE



Orange



Yellow



Green



Blue

HIGHEST PERFORMANCE

How Performance Colors Are Determined

Current
Year Data

Current Year Data

minus

Prior Year Data

The Dashboard gives a performance color for every measure. Each performance color looks at both the current year data and the difference between current and prior year data.

Performance Color

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Current year data and how that data varies from the prior year data are represented on a 5x5 grid. The grid layout will vary for each measure. The performance level, or color, is determined by the point at which the two data levels intersect. In the example shown, the district has current year data that falls into the “high” category. When we compare that data with the prior year, we find that the district maintained this level. “High level” and “maintained” meet on the five-by-five grid for an overall performance level of green. Performance levels go from Red, which is the lowest, to Blue, which is the highest. Every school and district in California has a goal of trying to get green on all measures.

California School Dashboard, 2019

School Name, City and County	Career and College Readiness Indicator	Chronic Absenteeism Rate	Suspension Rates	English Lang. Arts Performance	Math Performance	High School Graduation Rate
Sartorette Charter Cambrian Santa Clara County	†					†
Cambrian Santa Clara County	†					†
Steindorf STEAM K-8 Magnet Cambrian Santa Clara County	†					†
Bagby Elementary Cambrian Santa Clara County	†					†
Fammatre Elementary Cambrian Santa Clara County	†					†
Price Charter Middle Cambrian Santa Clara County	†					†
Farnham Charter Cambrian Santa Clara County	†					†

School Name, City and County	Career and College Readiness Indicator	Chronic Absenteeism Rate	Suspension Rates	English Lang. Arts Performance	Math Performance	High School Graduation Rate
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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

English Language Arts Indicator - 2019

[View other reports for this District](#)

Filter by Student Groups:

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

CDS CODE	Name	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method	Did not test 10% of students
43693850000000	Cambrian	Blue	Very High	Increased	56.5	9	617		616		47.4					N
43693850133439	Steindorf STEAM K-8 Magnet	Blue	Very High	Increased	81.3	14.4	358		328		66.9					N
43693856046411	Bagby Elementary	Green	High	Maintained	27.2	-1.5	243		277		28.7					N

English Language Arts Indicator - 2019

[View other reports for this District](#)

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43693856046411	Bagby Elementary	Green	High	Maintained	27.2	-1.5	243		277		28.7					N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.

English Language Arts Indicator - 2019

[View other reports for this District](#)

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method	Did not test 10% of students
All Students	Blue	Very High	Increased	56.5	9	617		616		47.4					N
English Learners	Green	High	Increased	40.9	13.2	103		112		27.7					N
Homeless	None					1		1							N
Socioeconomically Disadvantaged	Green	Medium	Increased	0.2	7.4	65		73		-7.2					N
Students with Disabilities	Yellow	Low	Increased Significantly	-20.3	23.9	100		99		-44.2					N
African American	None	High	Increased Significantly	19.4	19.1	13		16		0.3		-0.25			N
American Indian or Alaska Native	None					3		3							N
Asian	Blue	Very High	Increased	89.4	11.9	136		128		77.5					N
Filipino	None	Very High	Increased Significantly	55.7	40.5	15		11		15.3					N
Hispanic	Blue	High	Increased Significantly	15.9	24.6	113		110		-8.7					N
Native Hawaiian or Pacific Islander	None					2		0							N
White	Blue	Very High	Increased	60.4	3.4	279		297		57					N
Two or More Races	Blue	Very High	Increased	66.2	6.2	48		51		60					N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.

Connecting your School to the California School Dashboard Activity



- [CA Dashboard Exploration for Students with Disabilities \(SWDs\)](#)
- [Connecting your School to the CA School Dashboard](#)

LCAP Needs Assessment for 2020-21



- LCAP Website:
<https://www.cambriansd.org/Page/1753>
 - CSD Local Control Accountability Plan 2019-20
 - ([PDF File](#))
 - CSD LCAP Federal Addendum 2019-20
 - ([PDF File](#))
- [LCAP Needs Assessment for 2020-21](#)



Budget Update

Budget Overview at a Glance

Consolidated Application (ConApp) 2019-20 Update

ESSA Title Program	Program Title/Description	Estimated Program Budget	Actual Budget Allocation	Difference
Title I, Part A	Improving Basic Programs - A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.	\$163,523.00	\$100,819.00	-\$62,704.00
Title II, Part A	Supporting Effective Instruction - PD	\$43,117.00	\$43,117.00	0
Title III	English Learner - Federal program that assists with language instruction for English learners (EL) and immigrant students.	\$52,582.00	\$47,784.00	-\$4,798.00
Title III	Immigrant - Federal program that assists with language instruction for immigrant students.	\$18,601.00	\$18,246.00	-\$355.00
Title IV	Student Support and Academic Enrichment Grant	\$10,000.00	\$12,151.00	+\$2,151.00
Total Reduction				-\$65,706.00

BUILDING THE 2020-2023 LCAP PLAN

Stakeholder and Community Engagement

Response to Auditors Reports

EdSource

HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS



TOPICS

COMMENTARIES

PROJECTS

AUDIO & VIDEO

DATA

PUBLICATIONS

ABOUT EDSOURCE

California governor joins those wanting to hold school districts more accountable for spending

Proposed budget addresses criticisms by State Auditor Elaine Howle.

LOCAL CONTROL FUNDING
FORMULA

JANUARY 21, 2020

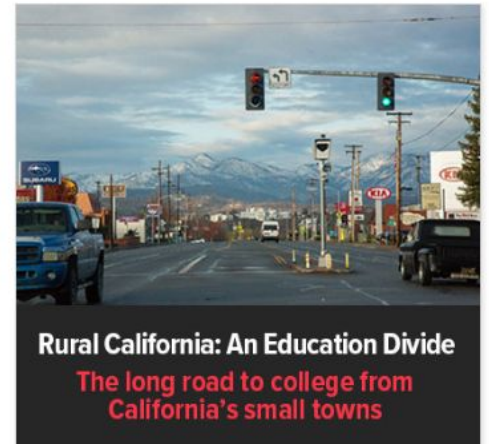


JOHN FENSTERWALD

4 COMMENTS



PHOTO: ALISON YIN/EDSOURCE



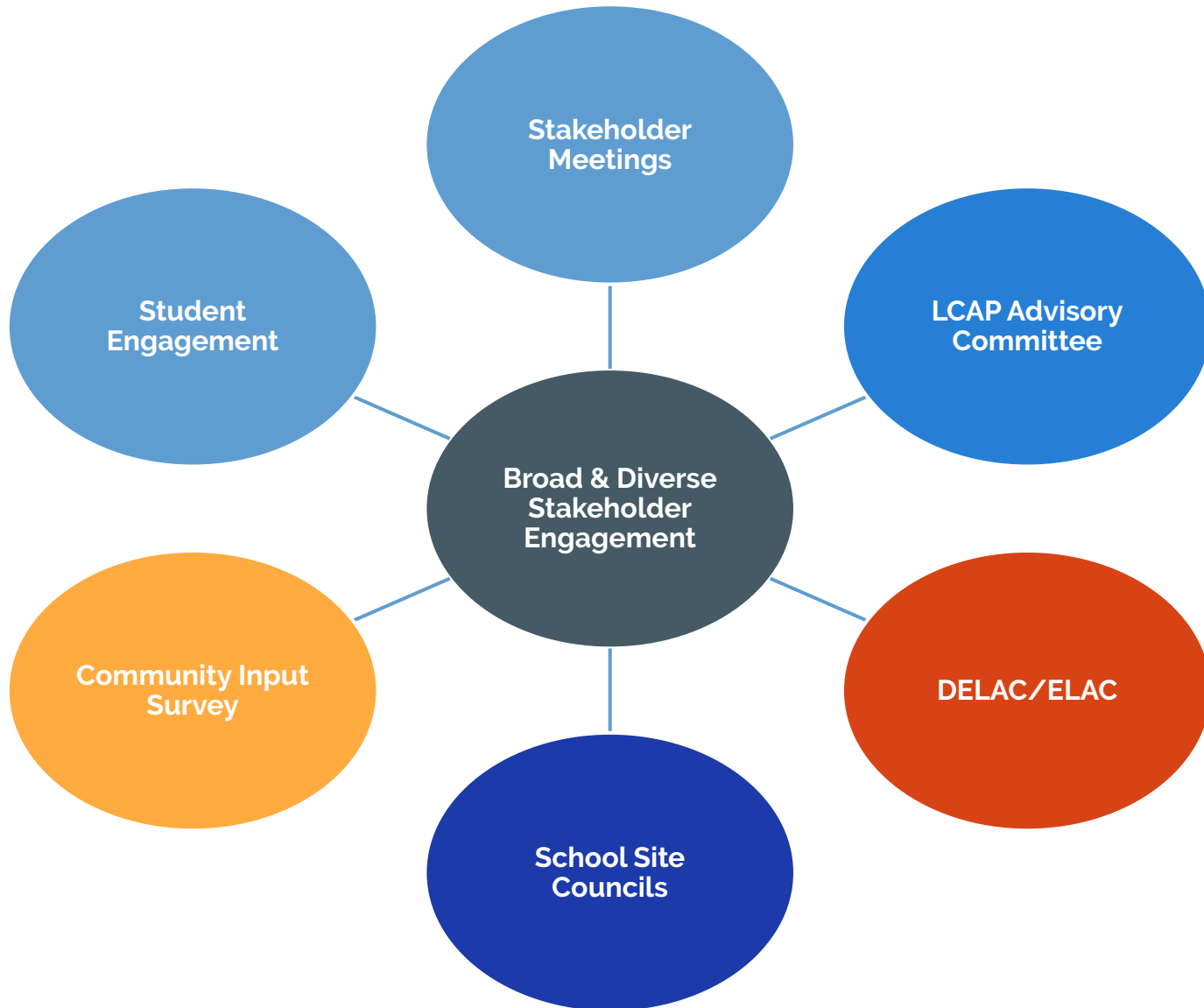
Rural California: An Education Divide

The long road to college from
California's small towns

**Smarter Balanced
CAASPP Scores for 2019**

Five years of data now available for all

LCAP Engagement Plan



Stakeholders Engagement

- LCAP Advisory Committee Meetings
- District ELAC Meetings
- Other Community Input Opportunities
 - LCAP Site Input Meetings
 - Staff Meetings
 - School Site Council/ELAC Meetings
 - Principal Coffees
 - Student Involvement
 - School Climate Surveys
- LCAP Community Survey (February)
- LCAP Updates to the Board
- Communicate Updates on District Website



Stakeholder's Engagement

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

- Advisory Groups:
 - LCAP Parent Advisory Committee
 - DELAC
 - Bargaining Units
 - Certificated and Classified
 - Administrators
 - Parents
 - Students
 - SELPA
-

Stakeholder's Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

*Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with **all statutorily required stakeholder groups** as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.*

A summary of the feedback provided by specific stakeholder groups.

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Stakeholder's Engagement



- LCAP Stakeholders Community Survey - Draft
 - Local Indicator Self Reflection Tool Priority 2: Implementation of State Academic Standards
 - Local Indicator Self Reflection Tool for Priority 3: Parent Engagement
-

Next Steps

Stakeholders Surveys 2019-20

Survey	Suggested Timeline	Who
Dual Language Survey	Jan 13 - 24	All Parents
DELAC Needs Assessment	Jan 27 - Feb 7	English Learner Parents
Local Control Accountability Plan	Feb 3 - 28	Parents, Community & Staff
Staff Professional Development 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

LCAP Development Timeline

What	When
Stakeholder Input	February - March 2020
Analyzing Input	March - April 2020
Present Stakeholder Input to Board	April 18, 2020
Draft LCAP	April - May 2020
Submit Draft LCAP to SCCOE	May 2020
Public Hearing at Board Meeting	June, 2020
Final Adoption at Board Meeting	June , 2020

LCAP 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 **2019-20 Annual Update & 2020-21 LCAP**. The agenda for the Public Hearing must be posted at least 72 hours before the hearing. *(MEETING 1)*
- At the same meeting hold the **public hearing required for the LEA Budget and Budget Overview for Parents**. *(MEETING 1)*
- At a subsequent meeting, the governing board **adopts the 2019-20 Annual Update, 2020-21 LCAP, LEA budget, and the Budget Overview for Parents** *(MEETING 2)*

Santa Clara County Office of Education Approval Process

- After LCAP has been Board approved, submit the final copy to LCAP Advisory Services as soon as possible.
- Final review by SCCOE will be in June/July
- Additional clarification may be required after review.



After SCCOE Approval

After adoption of the LCAP and Budget:

- Approved LCAPs are to be posted on LEA websites and
- District LCAPs and/or links posted on county office websites
- Information about **LCAP requirements** must be included in the annual notification to pupils, parents, guardians, employees, and other interested parties

Ed Code 52065

Advisory Comment Form



LCAP Advisory
Committee Comment
Form - January 27,
2020
