

# **CSD LCAP ADVISORY COMMITTEE**

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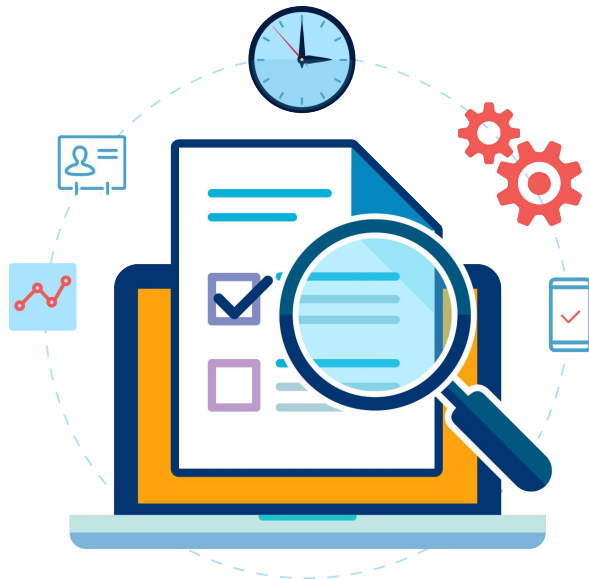
Cambrian School District

February 25, 2019

12:30 – 2:45 pm

**<https://goo.gl/bRgGcZ>**

CSD LCAP  
Advisory  
Committee  
February 26, 2019  
12:30-2:45 pm  
**Overview**



- Quick Updates
- LCAP Changes
- Consolidated App
- Stakeholder's Input Update
- Planning for Goals, Actions & Services for 2019-20

# CSD LCAP 2018-19

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## Tier 2 Programs for Reading & Math

| Site       | Reading (LLI/ASD) | Math (IL/DTM/ASD/EM) | Imagine Learning (ELs) | Total Number of Students | % of Students Serviced |
|------------|-------------------|----------------------|------------------------|--------------------------|------------------------|
| Bagby      | 29                | 42                   | 102                    | 173                      | 34%                    |
| Fammatre   | 36                | 15                   | 114                    | 165                      | 32%                    |
| Farnham    | 34                | 11                   | 127                    | 172                      | 33%                    |
| Sartorette | 42                | 30                   | 145                    | 217                      | 51%                    |
| Steindorf  | 23                | 56                   | 51                     | 130                      | 26%                    |
| Price      | TBD               | TBD                  | 39                     |                          |                        |

# Imagine Learning Language & Literacy

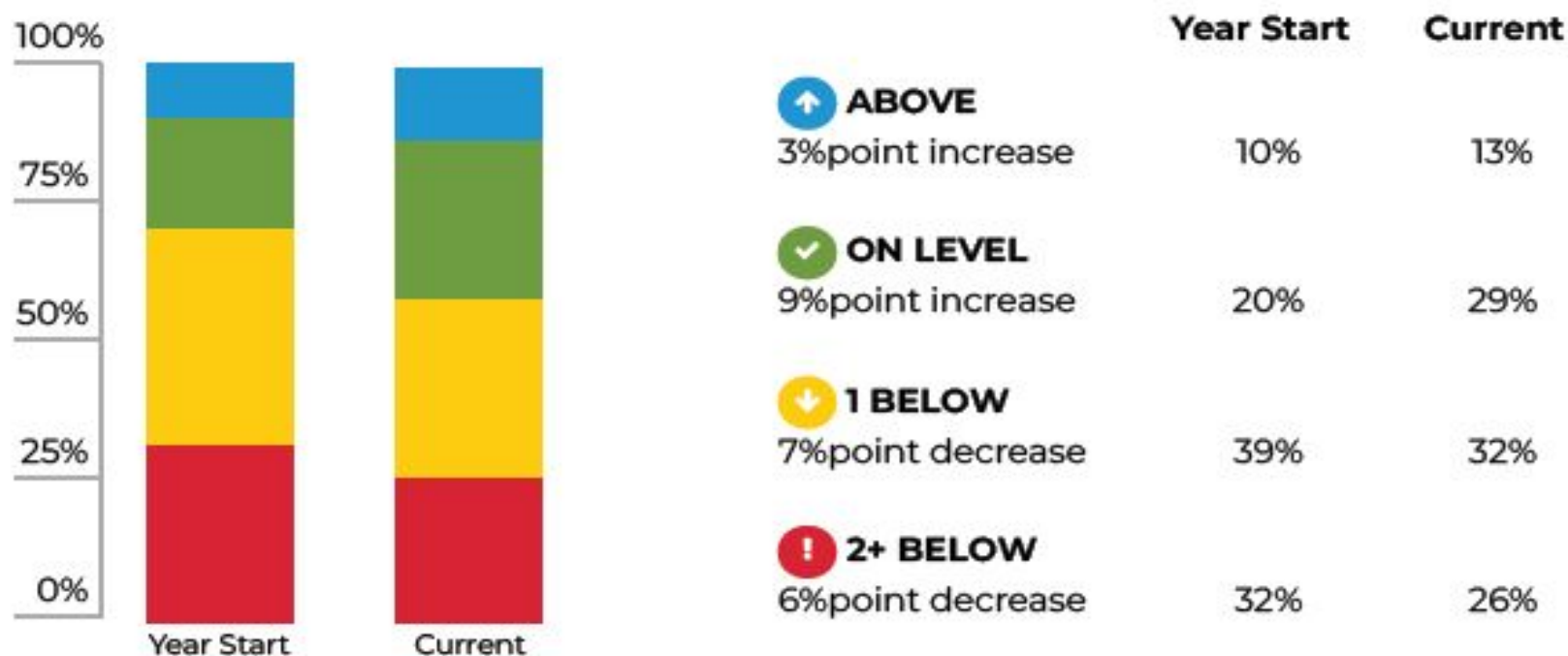
Imagine Language & Literacy, an engaging, digital resource that is research-based and has been proven effective in third-party studies. This report illustrates how your investment in Imagine Language & Literacy is producing student gains, improving academic outcomes, and moving your students toward grade level success. To accurately show student gains, your students must have taken the Benchmark Test or Reading Level Assessment at least twice during the school year. Additionally, student gains depend on adequate student usage.

## Imagine Learning Language & Literacy Mid-Year Report

- 6 Schools
- 121 Staff
- 578 Students

Activities are targeted to develop grade-level literacy, oral vocabulary, and grammar skills. Gains are shown as the percentage of students that move from below-grade level work to on-grade level or above-grade level work.

The percentage of students working above grade level has **increased by 3 percentage points**, and the percentage of students working on grade level has **increased by 9 percentage points**.



# Program Level Gains by School

| Name                  | Students |            |  Above |  On |  1 Below |  2+ Below |     |
|-----------------------|----------|------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----|
| Bagby Elementary      | 92       | Year Start |         | 7%                                                                                     | 20%                                                                                         | 39%                                                                                          | 35% |
|                       |          | Current    |         | 11%                                                                                    | 28%                                                                                         | 36%                                                                                          | 25% |
| Fammatre Elementary   | 111      | Year Start |         | 14%                                                                                    | 23%                                                                                         | 36%                                                                                          | 27% |
|                       |          | Current    |         | 20%                                                                                    | 27%                                                                                         | 33%                                                                                          | 20% |
| Farnham Elementary    | 108      | Year Start |         | 12%                                                                                    | 19%                                                                                         | 44%                                                                                          | 24% |
|                       |          | Current    |         | 17%                                                                                    | 33%                                                                                         | 31%                                                                                          | 19% |
| Price Elementary      | 27       | Year Start |         | 0%                                                                                     | 4%                                                                                          | 4%                                                                                           | 93% |
|                       |          | Current    |        | 0%                                                                                     | 4%                                                                                          | 4%                                                                                           | 93% |
| Sartorette Elementary | 136      | Year Start |       | 9%                                                                                     | 19%                                                                                         | 41%                                                                                          | 31% |
|                       |          | Current    |       | 9%                                                                                     | 32%                                                                                         | 34%                                                                                          | 26% |
| Steindorf Elementary  | 23       | Year Start |       | 4%                                                                                     | 30%                                                                                         | 48%                                                                                          | 17% |
|                       |          | Current    |       | 9%                                                                                     | 30%                                                                                         | 43%                                                                                          | 17% |

# Summer Programs 2019

## Elevate Math

- Incoming 6th, 7th, 8th Graders
- Targeted Students
- Dates: Jun 20 - Jul 18
- Instructional Hours: 8:15 am - 12:15 pm
- Location: TBD
- Staffing TBD

## Extended School Year

- Students with IEP Goals for Extended School Year
- Preschool - 8th Grade
- Dates: Jun 20 - Jul 18
- Instructional Hours: 8:15 am - 12:15 pm
- Location: TBD
- Staffing TBD

## Low Performing Student Block Grant

**The funds can ONLY be used to provide direct services to students meeting the 3 criteria of Level 1 on the SBAC who are not receiving services from special or supplemental funds.** That means we have a small number of students who can qualify for these services. This is very similar to NCLB Program Improvement Supplemental Educational Services (SES).

| <b>Number of Students at Level 1 in Math or ELA 2018-19<br/>(Excluding Unduplicated Students (EL,SED, FY) &amp; SpEd)</b> |                    |                     |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|
| <b>Grade</b>                                                                                                              | <b>Level 1 ELA</b> | <b>Level 1 Math</b> |
| <b>4th</b>                                                                                                                | 8                  | 6                   |
| <b>5th</b>                                                                                                                | 11                 | 3                   |
| <b>6th</b>                                                                                                                | 10                 | 9                   |
| <b>7th</b>                                                                                                                | 7                  | 13                  |
| <b>8th</b>                                                                                                                | 3                  | 3                   |
| <b>Total</b>                                                                                                              | 39                 | 34                  |

# Changes to the Local Control and Accountability Plan Template

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EFFECTIVE FOR THE 2019-20 LCAP YEAR

# Rationale

At the January 2019 meeting of the State Board of Education (SBE), the California Department of Education (CDE) proposed that the SBE adopt revisions to the Local Control and Accountability Plan and Annual Update (LCAP) Template for the **2019-20 school year to align with the passage of Assembly Bill (AB) 1808 and to address plan approval requirements within the Every Student Succeeds Act (ESSA).**

# Adopted Changes

- Removed Budget Summary from the LCAP Plan Summary
- Added Comprehensive Support and Improvement prompts to the LCAP Plan Summary.
- Made minor conforming changes to the instructions and appendices
- Removed the Increased or Improved Services Prompt from the LCAP Plan Summary
- Replaced most references to the “LCFF Evaluation Rubrics” with “California School Dashboard”

# Not Affected by the Proposed Changes

- LCAP Template Sections:
  - Annual Update
  - Stakeholder Engagement
  - Goals, Actions, and Services
  - Demonstration of Increased or Improved Services for Unduplicated Pupils
- LCAP Federal Addendum Template and process

# Relocated Prompts

| <b>Prior LCAP Budget Summary Prompts</b>                                                                                   | <b>New Budget Overview for Parents Prompts</b>                                                                              |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Total General Fund Budget Expenditures For LCAP Year                                                                       | Data Entry: Total Budgeted General Fund Expenditures                                                                        |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year                              | Data Entry: Total Budgeted Expenditures in the LCAP                                                                         |
| Total Projected LCFF Revenues for LCAP Year                                                                                | Data Entry: Total LCFF Funds                                                                                                |
| A brief description of the activities or programs supported by General Fund expenditures that are not included in the LCAP | Narrative Response: Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP |

Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

[Add text here]

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

[Add text here]

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ [Add amount here]

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

#### DESCRIPTION

#### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ [Add amount here]

## LCFF Budget Overview for Parents: Data Input

|                                      |                                                             |
|--------------------------------------|-------------------------------------------------------------|
| Local Educational Agency (LEA) name: | Example Unified School District                             |
| CDS code:                            | 5555555000000                                               |
| LEA contact information:             | LCAP Contact, (555) 555-5555,<br>LCAPcontact@exampleusd.net |
| Coming LCAP Year:                    | 2019-20                                                     |
| Current LCAP Year                    | 2018-19                                                     |

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

| Projected General Fund Revenue for the 2019-20 LCAP Year |    | Amount      |
|----------------------------------------------------------|----|-------------|
| Total LCFF funds                                         | \$ | 107,662,400 |
| LCFF supplemental & concentration grants                 | \$ | 8,074,680   |
| All other state funds                                    | \$ | 9,420,460   |
| All local funds                                          | \$ | 6,728,000   |
| All federal funds                                        | \$ | 10,766,240  |
| Total Projected Revenue                                  | \$ | 134,578,000 |

| Total Budgeted Expenditures for the 2019-20 LCAP Year       |    | Amount      |
|-------------------------------------------------------------|----|-------------|
| Total Budgeted General Fund Expenditures                    | \$ | 114,500,000 |
| Total Budgeted Expenditures in LCAP                         | \$ | 59,450,000  |
| Total Budgeted Expenditures for High Needs Students in LCAP | \$ | 8,472,610   |
| Expenditures not in the LCAP                                | \$ | 55,050,000  |

| Expenditures for High Needs Students in the 2018-19 LCAP Year   |    | Amount    |
|-----------------------------------------------------------------|----|-----------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 8,975,000 |
| Estimated Actual Expenditures for High Needs Students in LCAP   | \$ | 9,784,580 |



Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

[Add text here]

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

[Add text here]

### Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ [Add amount here]

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

#### DESCRIPTION

#### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ [Add amount here]

### LCFF Budget Overview for Parents: Narrative Response Page

| Required Prompt(s)                                                                                                                                                                                                                                                                                                                                                                 | Response(s)             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.                                                                                                                                                                                                                                                                           | [Provide response here] |
| The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.                                                    | [Provide response here] |
| The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19. | [Provide response here] |

# Every Student Success Act (ESSA) Requirements

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COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)  
PROMPTS IN THE LCAP

# Addition of Comprehensive Support and Improvement (CSI) Prompts

- The ESSA requires that the State Educational Agency (SEA) approve school plans for schools identified for CSI.
  - In California the SBE is the SEA
- To address this requirement the CDE proposed to add three CSI Summary prompts to the Plan Summary section of the LCAP template.

# CSI Summary in LCAP

1. Identify the schools within the LEA that have been identified for CSI
2. Describe how the LEA is supporting the identified schools to develop the CSI plans
3. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement

# Schools Identified

- The requirement is to identify to stakeholders those schools eligible to receive CSI.
- Use the common, readily identifiable name for each school.
- Use of such references as a CDS code or other unique identifiers, which are not readily understood by stakeholders, does not meet the requirement.

# Support for Identified Schools

A description of how the LEA supports the development of CSI plans will include:

- A brief description of how the local needs assessment was conducted with the inclusion of stakeholder groups.
- A brief description of how evidence-based interventions were identified and selected.
- A brief description of how resource inequities were identified, which may have been through a needs assessment and/or a review of LEA- and school-level budgets.

# Monitoring and Evaluating Effectiveness

Describe the method/process/plan used by the LEA and school site to collect, organize, and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan.

- The LEA shall identify what it considers to be the data sufficient to evaluate the implementation and effectiveness.
- An LEA's response to this prompt should make clear that the LEA plans to collect what it determines to be data sufficient, to include outcomes from the Dashboard, for this purpose.

# CSI Plan Approval Process

- The School Site Council (SSC) develops the School Plan, which includes CSI planning requirements
- The LEA governing board approves the School Plan
- The LEA summarizes its support of identified schools through the CSI Planning prompts in the LCAP Plan Summary
- The COE approves the LCAP (including CSI Plan Summary)
- The CDE recommends list of approved LCAPs with CSI plans to the SBE for approval

# LCAP Template for 2019-20

Adopted by the  
State Board of  
Education on  
January 9, 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

[Enter LCAP Year]

## Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

[Add LEA Name here]

Contact Name and Title

[Add Contact Name and Title  
here]

Email and Phone

[Add Email and Phone here]

### 2017-20 Plan Summary

#### The Story

Describe the students and community and how the LEA serves them.

[Add text here]

#### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

[Add text here]

#### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in [services](#) for low-income students, English learners, and foster youth have led to improved performance for these students.

#### Greatest Progress

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not

# Single School Districts/Charters

Single school districts (SSDs) and charter schools may utilize the LCAP to meet federal school planning requirements consistent with *Education Code Section 64001*; specifically, planning requirements for a school operating a Title I, Part A schoolwide program (SWP), as well as schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

# LCAP Federal Addendum

- The completed LCAP Federal Addendum (Addendum) to be submitted to the CDE via an online submission portal on or about July 1, 2019.
  - The Addendum must be approved by the LEA's local governing board.
  - [CSD Federal Addendum](#)
- Applicable Program Offices at CDE will review submitted Addenda and work with LEAs to ensure that responses address ESSA requirements.
- Information on the Addendum may be found at <https://www.cde.ca.gov/re/lc/>

# Changes to LCAP Template

## Annual Update – what is required

- A review of any changes in the applicability of the goals
- A review of the progress toward the goals
- An assessment of the effectiveness of the specific actions ... toward achieving the goals
- A description of changes to the specific actions **and related expenditures** the [LEA] will make as a result of the review and assessment.
- An update on progress implementing the specific actions in the current fiscal year, including estimated actual expenditures for the specific actions.

# Changes to LCAP Template

What is new and/or different:

- One or more summary tables listing and describing the budgeted expenditures for the **ensuing fiscal year** that will serve including expenditures ...that will serve unduplicated pupils, ... and pupils redesignated as fluent English proficient. The summary table or tables shall include both of the following:

# Changes to LCAP Template

- The total overall expenditures for all specific actions included in the [LCAP], broken down by personnel and non-personnel expenditures.
- The subtotals of expenditures for each specific action included in the [LCAP] broken down into the following categories:
  - (i) Funds apportioned under the local control funding formula pursuant to Section 42238.02.
  - (ii) All other state funds.
  - (iii) All local funds.
  - (iv) All federal funds.

# Changes to LCAP Template

One or more summary tables listing and describing the specific actions and budgeted expenditures ... that contribute to ... **increase or improve services for unduplicated pupils ...**

- Specific actions and budgeted expenditures provided to all pupils on a districtwide, countywide, or charter-wide basis.
- Specific actions and budgeted expenditures that are targeted only to one or more unduplicated pupil subgroups.
- Only for school districts and county offices of education that operate more than one school site, specific actions and budgeted expenditures provided to all pupils on a schoolwide basis.

# Changes to LCAP Template

The [LCAP Template] shall, to the greatest extent practicable, **use language that is understandable and accessible to parents**

The state board shall ensure [LEAs] track and report progress annually on all state priorities, including the applicable metrics specified within each state priority

# Changes to LCAP Template

## Instructions:

- May include more technical language
- Shall specify that [LEAs] should prioritize the focus of the goals, specific actions, and related expenditures ... within one or more state priorities
- Shall further specify that [LEAs] should consider its performance on the state and local indicators, including their locally collected and reported data for the local indicators ... included in the Dashboard in determining whether and how to prioritize the goals, specific actions, and related expenditures

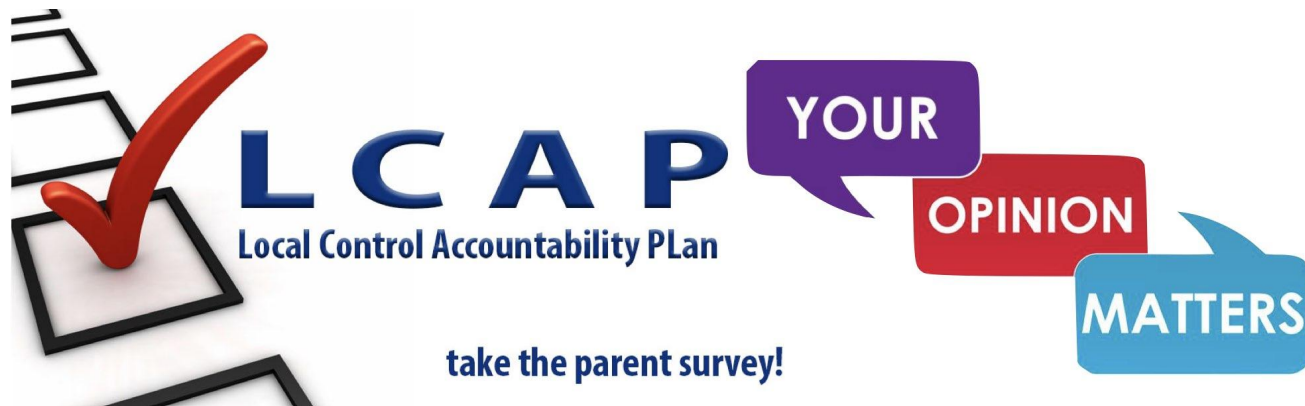
# Changes to LCAP Template

## Instructions:

- Shall specify that [LEAs] that have **a numerically significant English learner pupil subgroup** shall **include specific actions** in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to pupils and professional development activities specific to English learners.

# Stakeholders Engagement Strategy

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



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DAC/DELAC Needs Assessment Survey for 2019-20  
CSD LCAP Community Survey for 2019-20  
CSD Staff PL Needs Assessment Survey for 2019-20  
School Climate Surveys

# 2019-20 LCAP Development Timeline

| What                                      | When                  |
|-------------------------------------------|-----------------------|
| <b>Stakeholder Survey</b>                 | February - March 2019 |
| <b>Analyzing Input</b>                    | March - April 2019    |
| <b>Present Stakeholder Input to Board</b> | April 18, 2019        |
| <b>Write LCAP</b>                         | April - May 2019      |
| <b>Submit Draft LCAP to SCCOE</b>         | May 2019              |
| <b>Public Hearing at Board Meeting</b>    | May 16, 2019          |
| <b>Final Adoption at Board Meeting</b>    | June 6, 2019          |

# Questions/Comments?

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Thank you!

Our Next LCAP Advisory Committee Meeting is  
April 22, 2019  
12:30-2:45 pm

- **Cambrian School District LCAP Website:**  
<https://www.cambriansd.org/Page/1753>
- **CDE LCAP Resources:**  
<https://www.cde.ca.gov/re/lc/>
- **CDE Dashboard Web Page:**  
<https://www.cde.ca.gov/ta/ac/cm/index.asp>
- **EdSource Tool for School Comparison:**  
<https://edsource.org/2018/search-and-compare-data-from-the-california-school-dashboard-2018/605790>