



Cambrian School District
Local Control Accountability Plan 2017-2018
Executive Summary

INTRODUCTION

Each school district must engage parents, educators, employees and the community to establish their Local Control Accountability Plan (LCAP). The plan describes the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The plan also demonstrates how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

EIGHT STATE PRIORITIES

CONDITIONS OF LEARNING	PUPIL OUTCOMES	ENGAGEMENT
Priority 1: Basic Services Compliance with <i>Williams</i> requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair	Priority 4: Pupil Achievement Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.	Priority 3: Parent Involvement Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
Priority 2: Implementation of State Standards Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.	Priority 8: Other Pupil Outcomes Pupil outcomes, if available, in the subject areas comprising a broad course of study.	Priority 5: Pupil Engagement Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
Priority 7: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.		Priority 6: School Climate School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Cambrian School District LCAP 2017-2018

Cambrian School District (CSD) used various methods of communication in order to engage with our community stakeholders. Staff also conducted an internal review of programs and services. CSD conducted numerous input sessions in order to gather feedback from stakeholders on CSD's existing goals, expected annual measures, and expenditures of the LCAP and to identify any desired revisions to the LCAP. Progress update and consultation meetings included:

- K-8 Instructional Leaders through District Curriculum Leadership Council
- District Local Control Accountability Plan Committee
- District English Learner Advisory Committee Meetings
- Superintendent Faculty Senate Meetings
- Superintendent Home & School Club President Meetings
- School Site Council Meetings
- Site English Learner Advisory Committee Meetings
- School Home & School Clubs Meetings

In addition, district personnel provided updates on a number of programs highlighted in the LCAP. In particular, a focus on key programs funded by new and ongoing investments made in 2016-2017 and provided progress updates on targets and strategies established in the 2016-2017 LCAP.

The District updated and published LCAP updates at Board meetings throughout the year on each LCAP goals, which are use to provide annual progress updates towards LCAP targets. These board updates can be viewed at the following link: <http://www.cambriansd.org/Page/1753>

Over the course of the 2016-2017 school year, Cambrian School District conducted numerous stakeholder information and input meetings. As a result of these meetings and input from the community and surveys, CSD refined our LCAP goals, annual measurable outcomes, proposed actions and services, as well as expenditures to reflect the identified priorities for the 2017-2018 school year.

Stakeholder's Impact on LCAP - Major Key Areas of Great Need

- All students have access to state standards-aligned instructional materials in ELA/Literacy, math and NGSS
- Developed a balanced literacy framework
- Integrate technology in all curriculum areas for both teachers and students
- Differentiated instruction for ALL students
- Closing the achievement gap for ALL students using the Response to Instruction and Intervention framework
- Provide ongoing instructional support, professional development, and resources for teachers to implement rigorous curriculum for ALL students
- Engage more parents and the community at large through communication, parent education, and involvement in districtwide initiatives
- A multilingual and multicultural responsive teaching and learning
- A focus on social emotional learning, including mental health services
- A strong data collection and analysis process
- Improve communication and learning opportunities for our English learner community

Stakeholder's Impact on LCAP - Major Key Areas to Maintain

- Increasing student achievement in all subject areas, especially Math
- Provide teachers more opportunities to learn and implement the state academic standards for all students:
 - Common Core State Standards for ELA/Literacy & Math
 - ELA/ELD Framework
 - Next Generation Science Standards
- Utilizes assessment data to improve rigorous instruction
- Supporting English Learners towards English proficiency and increase reclassification rate
- Increase attendance
- Enhance positive behavior intervention and support with fidelity
 - Comprehensive program on social emotional and social competence
 - Tier 3 programs and services to support students and families with intensive needs
- Ensures facilities are in good repair
- Support for our current technology infrastructure

Based on stakeholder feedback and Board priorities, four overarching goals were developed for 2017-2018. These goals include:

- **Goal 1: High Student Achievement**
Provide high quality and dynamic instruction for all students while preparing them for 21st century college and career readiness.
- **Goal 2: Effective Leadership, Teaching and Learning**
Provide high qualified staff through recruitment, retention and professional development so every student thrives.
- **Goal 3: Positive School Environment, Climate and Culture**
Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
- **Goal 4: Strong Parent and Community Engagement**
Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all student's success in school.

Metrics/Success Indicators were developed to support progress towards each of these three goals and reflective of the common themes from community input. The plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low-Income Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are tied to the academic data and needs of our students.

LCAP 2017-18 Goal 1 Key Budget Allocations - Districtwide Services

Expected Outcomes:

1. All students in grades 3-8 will increase by 5% in ELA & Math on the Smarter-Balanced Assessment Consortium (SBAC) for ELA/Literacy & Math.
2. Percent of English learners students who improve by 1 CELDT level will improve by 5%
3. English learner Reclassification rate to be English proficient will increase by 2%.
4. All students and all significant student groups will have access to state standards-aligned instructional materials.
5. Grades K-2 and EL students will improve by 5% in reading proficiency as measured Developmental Reading Assessment .
6. K-5 will improve by 5% in writing proficiency as measured by Writing Performance based Assessment.
7. Physical Fitness Test for grades 5 & 7
 - a. Decrease in % of students in Needs Improvement Health Risk for "Aerobic Capacity" and "Body Composition".

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
3.0 FTE additional TOSAs for coaching/PD/Tier II	Ongoing	Targeted	Supplemental, Title I, Title III
Common Core/NGSS aligned instructional materials	Ongoing	All	Base, Supplemental, Lottery, One-Time
English Learner Services	Ongoing	Targeted	Supplemental, Title III
Tier II Interventions, Newcomer Program	Ongoing	Targeted	Base, Supplemental, Title I, Title III
Technology Integration & 21st Century Learning	Ongoing	All	Base, Supplemental
Services for Students with Special Needs	Ongoing	Targeted	Base, Supplemental, Grants
Estimated Expenditures: \$1,072,191			

LCAP 2017-2018 Goal 2 Key Budget Allocations - Districtwide Services

Expected Outcomes:

1. Increase to/or maintain 100% of teachers are appropriately assigned and credentialed in subject areas
2. Increase level of staff satisfaction from per staff feedback surveys for district-wide professional development. - 10% increase
3. Increase participation in voluntary professional development opportunities .

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
New Teacher Support and Training, including BTSA	Ongoing	All	Base, Educator Effectiveness Fund, Title II
Staff Professional Development Training, especially Math, GLAD, NGSS, ELA/ELD, Writer's Workshop	Ongoing	All	Base, Supplemental, One-time Fund
Technology & 21st Century Training and Support	Ongoing	All	Base, Supplemental
Structured collaboration time to use data to guide decision making, Data & Assessment Coordinator	Ongoing	All	Base, Supplemental
Estimated Total Cost: \$390,817			

LCAP 2017-2018 Goal 3 Key Budget Allocations - Districtwide Services

Expected Outcomes:

1. Decrease major office referrals rates by 5% as measured by SWIS
2. Decrease suspensions rates (number of suspensions) as measured by CALPADS report
3. Increase attendance rates to 100% as measured by Average Daily Attendance reports
4. All facilities at 100% compliance as measured by the SARC
5. Maintain the Tiered Fidelity Inventory (TFI) at 90% or above

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Facilities upkeep & maintenance as needed	Ongoing	All	Base, Building Funds, Reserves for Capital Outlay
Providing a safe learning environment through Project Cornerstone Partnership, PBIS, MTSS Frameworks	Ongoing	All	Supplemental, Base, Grants
Mental Health, Counseling Services, and services for students with special needs	Ongoing	Targeted	Base, Supplemental, Title I, Grants
Comprehensive Plan for Social Emotional Learning, including district-wide curriculum	New	All	Base, Supplemental, Title I
Estimated Total Expenditures: \$208,000			

LCAP 2017-2018 Goal 4 Key Budget Allocations - Districtwide Services

Expected Outcomes:

1. Annual District LCAP Community Survey: 50% increase from each prior year.
2. Increase parent involvement in district committees with all school sites/members represented: District LCAP Committee; DELAC; Supt. H&SC President Committee; SELPA
3. Increase parent education/classes and district parent information events per district summary evaluation.
4. Annual DELAC Needs Assessment Survey: 50% increase from each prior year survey.

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Ongoing and open communication among all stakeholders through marketing, communication, and community engagement.	Ongoing	All	Base, Supplemental
Translations Services and Extended Day Support Services	Ongoing	Targeted	Supplemental, Title I, Title III
Parent Education Series and Training	Ongoing	All	Base, Supplemental, Title I, Title III
Parent/Community Advisories/Committees/Information Events	Ongoing	All	Base, Supplemental
Estimated Total Cost: \$125,000			

Site LCAPs Budget Allocations by LCAP Goal

Site	Goal 1	Goal 2	Goal 3	Goal 4	Estimated Expenditures
Bagby ES	\$222,898	\$9,000	\$32,064	\$17,250	\$281,212
Fammatre Charter ES	\$207,000	\$8,000	\$40,988	\$28,500	\$284,488
Farnham Charter ES	\$93,720	\$17,800	\$122,352	\$11,100	\$244,972
Sartorette Charter ES	\$159,000	\$39,000	\$50,000	\$14,500	\$262,500
Price Charter MS	\$361,100	\$10,700	\$124,650	\$14,000	\$510,450
Steindorf STEAM K-8	\$75,500	\$75,000	\$57,719	\$11,000	\$219,219
Districtwide Services	\$1,072,191	\$390,817	\$208,000	\$125,000	\$1,796,008
Total	\$2,191,409	\$550,317	\$635,773	\$221,350	\$3,598,849

Cambrian School District LCAP Budget Summary 2017-18

Description	Amount
CSD Total General Fund Budget Expenditures for LCAP Year	\$36,419,026
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,796,008
General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP	The Cambrian School District's General Fund Budget Expenditures NOT specified or included in this LCAP are the following: • Cambrian School Sites LCAP General Fund Expenditures - \$1,802,841 (For more details on school sites' expenditures, refer to each school site LCAPs) • Certificated & Classified Salaries & Benefits - This includes a 3% increase on certificated and classified salaries that was approved by the Board of Trustees for the 2106-17 school year. (Estimated Expend = 84% of Total Budget) - \$27,883,858 • Maintenance of B&G - \$184,801 • Regular Department Operations - \$196,906 • IT & Educational Technology - \$219,986 • Parcel Tax supporting Elementary Music & PE - \$841,072 • Other Special Education Services - \$2,034,950 • Insurance - \$181,394 • Utilities & Communication - \$561,931 • Other Curriculum Purchases - \$248,310 • Consulting Services - \$232,987 • Rentals - \$233,982

Demonstration of Increased or Improved Services for Unduplicated Students

For CalPADS 2017, Cambrian School District reflects an unduplicated percentage of 3.56%. District's LCFF Estimated Supplemental Grant funding will be \$1,072,600 for FY 2017-18 and \$0 for Concentration Grant funding due to low unduplicated count percentage. The amount of supplemental fund used for district-wide level services is \$261,037. The remaining balance supplemental funds of \$811,563 are allocated to school sites for site level services for unduplicated pupils. See chart below for allocations by site. School sites level services include additional and extended learning time, supplemental instructional materials, and professional development on ELD and differentiated instruction.

In addition, the district intends to provide Instructional Coaches (TOSAs), supplemental materials and technology, and other support services to increase/improve services for unduplicated pupils. Because there is not a large concentration of unduplicated students at any one school, the district provides instructional coaching and support, tier II coordination and implementation, additional instructional technology resources, and professional development for teachers to address the needs of targeted and at-risk students at all sites to give additional learning support to these students as needed.

The primary benefit of the expenditures is for the targeted students, but all students will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted students while providing all students an excellent program. Improving the overall educational program is augmented with targeted supports as described.

District-wide Services:

Information in the new ELA/ELD framework describes the benefit of explicit language instruction for all students to better access the common core, so the EL strategies were shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being expended on actions and services that are principally directed towards unduplicated student groups. These include:

- Professional Learning focus on Differentiated Instructional Strategies for students not achieving grade level standards
- Teacher on Special Assignment - Instructional Coaching
- Purchase of Instructional Supplemental Materials
- Reading and Math Intervention Programs & Services Implementation and Coordination
- Summer School

The professional development on working with English Learners is designated district-wide. All teachers will receive the training on strategies for ELs, even if they don't teach EL students, since the district believes that the EL strategies are effective teaching strategies that will benefit all students.

The amounts listed in the LCAP are estimates, and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for all students and selected students per data review as well as extended learning time will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.