

LOCAL CONTROL ACCOUNTABILITY PLAN 2017-18 BOARD UPDATE & INPUT

CAMBRIAN SCHOOL DISTRICT

MAY 4, 2017



Overview

- ❖ Local Control Funding Formula
- ❖ What the Local Control Accountability Plan (LCAP) Must Include
- ❖ State LCAP Priorities
- ❖ LCAP Alignment
- ❖ Reflections for 2016-2017
- ❖ Stakeholder Engagement - LCAP Community Survey Results
- ❖ Priorities for 2017-2018
- ❖ LCAP Goals, Actions, & Services for 2017-2018 for Board Input
- ❖ Next Steps
- ❖ Questions

LOCAL CONTROL FUNDING FORMULA

California schools funding under a model known as Local Control Funding Formula (LCFF)

- ❖ Base funding for all students
- ❖ Supplementary funding allocated according to the number of unduplicated students in the following significant student groups:
 - ❖ Students in poverty
 - ❖ English learners
 - ❖ Foster/Homeless youths
- ❖ Flexibility in spending
 - ❖ Programs or services must be provided in proportion to the funding received

WHAT THE LCAP MUST INCLUDE

Districts and Charters are required to develop a Local Control Accountability (LCAP) to guide priorities in the budget development process

- ❖ Engagement with all stakeholders throughout the entire process
- ❖ Needs identified through data analysis
- ❖ Goals built around eight (8) state priorities
- ❖ Include annual goals for all students and all significant student groups for each of the state and local priorities
- ❖ Alignment with the District's vision, goals, values and the local educational agency plan (LEAP)
- ❖ Specific actions the District will take to achieve the goals
- ❖ Budget support of the plan and goals of the District

STATE EIGHT PRIORITIES

Conditions of Learning

- Basic Services (1)
- Implementation of Standards (2)
- Course Access (7)

Pupil Outcomes

- Student Achievement (4)
- Other Student Outcomes (8)

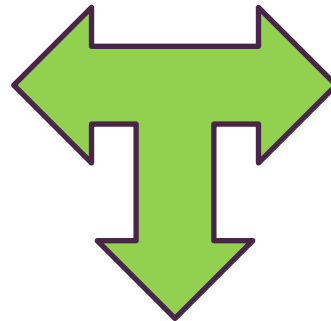
Engagement

- Parent Involvement (3)
- Student Engagement (5)
- School Climate (6)

- Number indicates the state priority

LCAP ALIGNMENT

District Local Control
Accountability Plan
(State)



Local Educational
Agency Plan
(Federal)

*Strategic
Plan*

School Local Control
Accountability Plan
(State & Federal)

*Strategic
Plan*

REFLECTIONS FOR 2016-2017 - Successes

- ❖ Increased CCSS implementation with increasing fidelity per teacher surveys, principals' walkthroughs and teacher evaluation
- ❖ Increased relevant and meaningful professional development opportunities per teacher surveys
- ❖ Increased in learning opportunities for staff in areas of needs per teacher feedback surveys
- ❖ Increased in parent involvement per parent education participation, surveys, and committees
- ❖ Increased student engagement through PBL, integrated learning technology, 21st century learning opportunities within and beyond the school day, including music and art
- ❖ Improved in positive and safe school environment per decrease in office referrals and suspensions
- ❖ Tier II interventions in place, including summer acceleration and Elevate math, at all sites for students who need additional support to reach grade level standards
- ❖ Increased in instructional support and services for classroom teachers in differentiation, assessment, and ongoing professional development
- ❖ Increased in technology devices and integration for students and staff, which include increased use of the Google classroom and chromebooks, as well as education programs to enhance and/or provide additional support.
- ❖ Improved services to sites through the work of the teachers on special assignment

REFLECTIONS 2016-17 - Opportunities for Improvement

- ❖ Develop a clear and consistent RtI framework is needed, including early identification of students in need of additional support
- ❖ Identify and provide Tier II support as early as possible in school year
- ❖ Provide a more balanced professional learning plan that addresses the instructional initiatives and also teachers' specific needs
- ❖ Develop a comprehensive assessment system supported by curriculum for ELA/Literacy and Math
- ❖ Improve our data collection processes and provide staff training
- ❖ Create a short and long term educational technology plan
- ❖ Improve English learner services and support for classroom teachers in implementing designated and integrated ELD to increase EL students proficiency in English and reclassification rate
- ❖ Improve our communication and community engagement processes

STAKEHOLDERS ENGAGEMENT

District Level:

- ❖ Community Conversation on Learning - Fall of 2016
- ❖ District English Language Advisory Committee Meetings (4 meetings)
- ❖ District LCAP Committee (4 meetings)
- ❖ LCAP Community Survey March - April 2017
- ❖ Project Cornerstone Asset Survey September 2016
- ❖ Teacher/Staff Input from Professional Development
- ❖ District Leadership Committees
 - ❖ Instructional Leadership Council (biweekly)
 - ❖ Principals LCAP Collaborative (bimonthly)
 - ❖ Curriculum Leadership Council (5 meetings)
 - ❖ Health Curriculum Task Force
 - ❖ Math Leadership & Adoption Committee (meetings)
 - ❖ PBIS Leadership Team (3 meetings)
 - ❖ GLAD Trainers

School Sites Level:

- ❖ School Site Council Meetings (bimonthly)
- ❖ English Learner Advisory Committee Meetings
- ❖ Principal's Coffees
- ❖ Staff Meetings



Analysis of LCAP Community Survey

Analysis of the Current 2016-17 Community LCAP Survey Results (April 2017)

Engagement in LCAP Survey

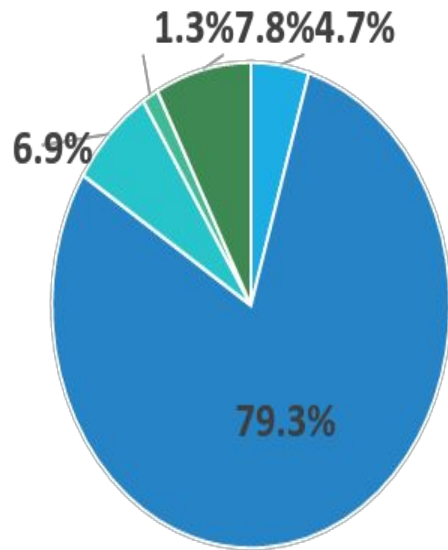
Overall	Total Responses	Percent	By Site	Total Responses	Percent
Students	291	29.8%	Bagby	150	14.4%
Staff	143	14.6%	Fammatre	147	14.1%
Parents	524	53.6%	Farnham	110	10.5%
Community Members	20	2.0%	Sartorette	133	12.8%
			Steindorf	161	15.4%
			Price	342	32.8%
Total	978	100%	Total	*1043	100%

* Number of responses is higher because some individuals are associated with more than one site.

*Total from 2015-2016 was 301 survey responses.

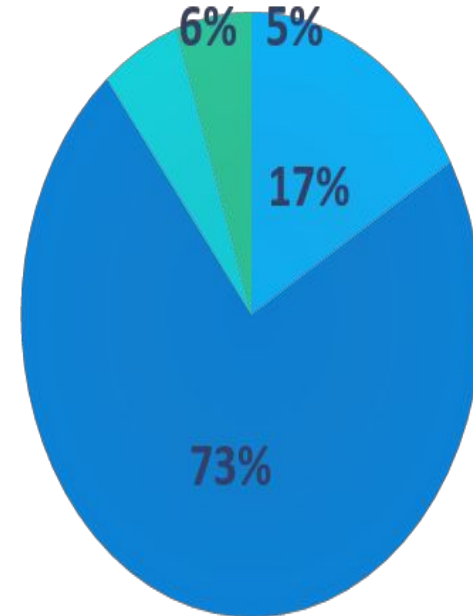
Analysis of Community Survey

FREE & REDUCED LUNCH



4.7% - Yes 79.3% - No
6.9% - NA 1.3% - Decline to State
7.8% - Not Sure

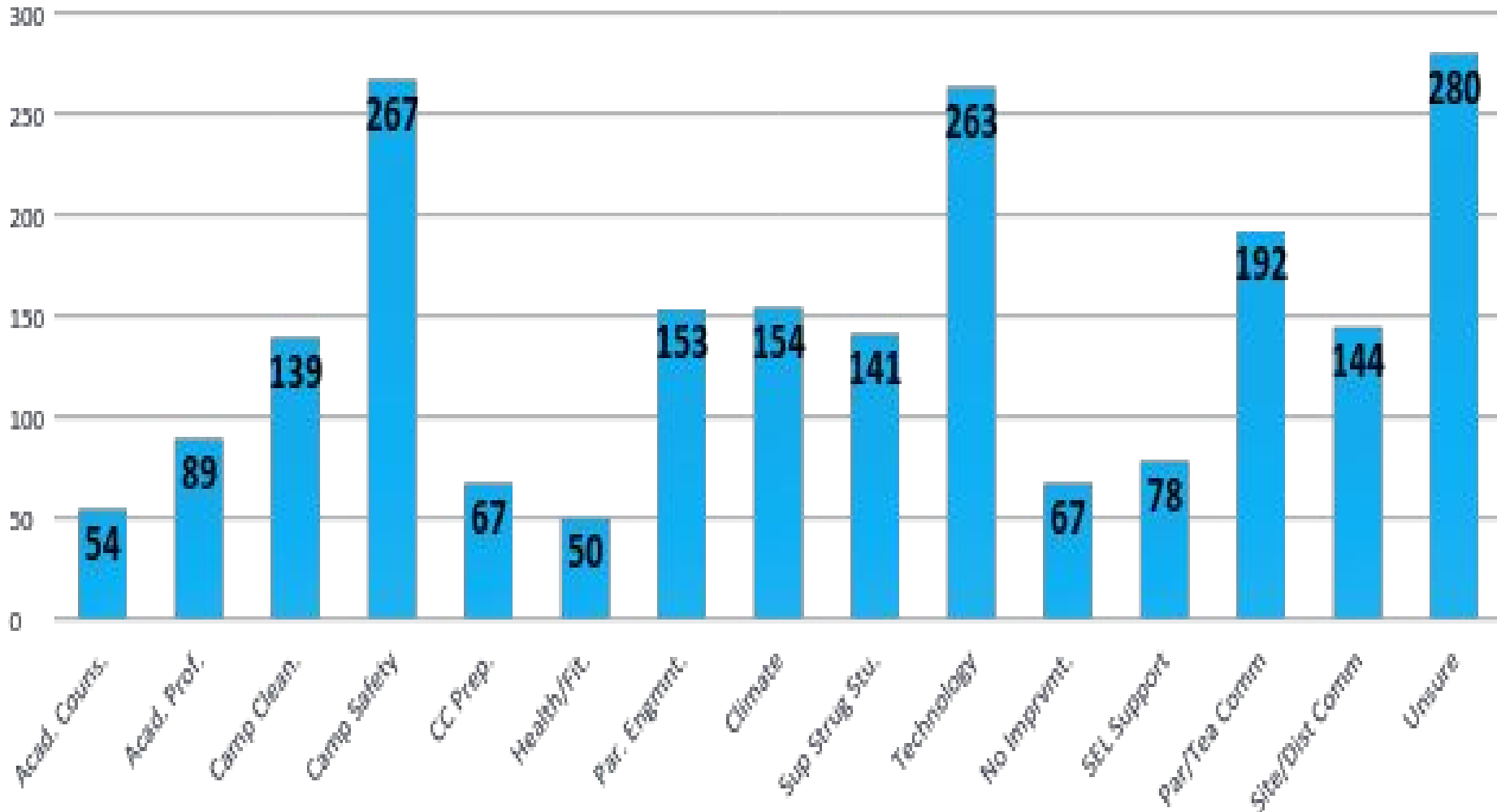
ENGLISH LEARNERS



17% - Yes 73% - No
6% - NA 7.8% - Not Sure

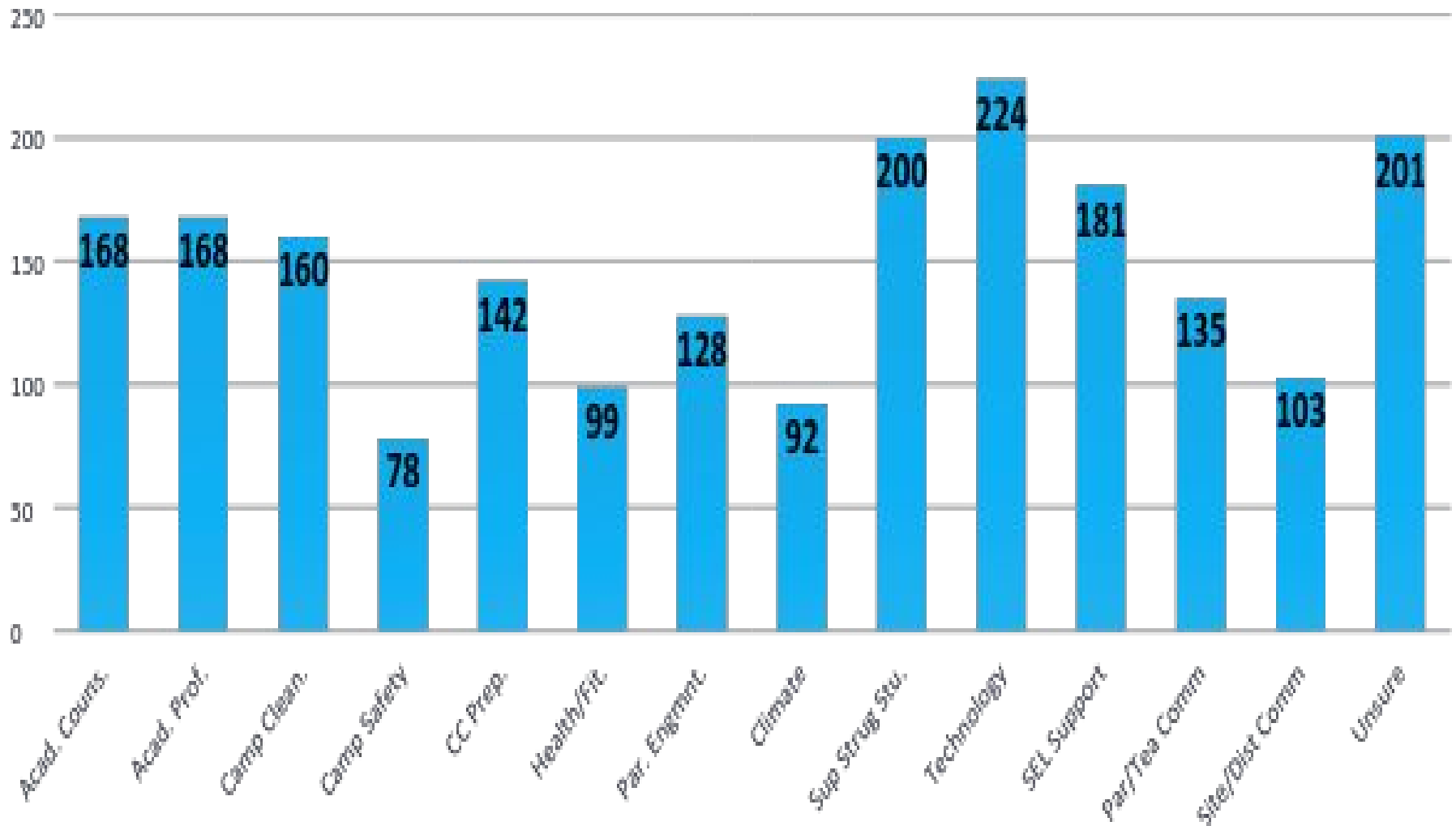
Analysis of Community Survey

1. Which areas do you feel your school has shown improvement over the last year?



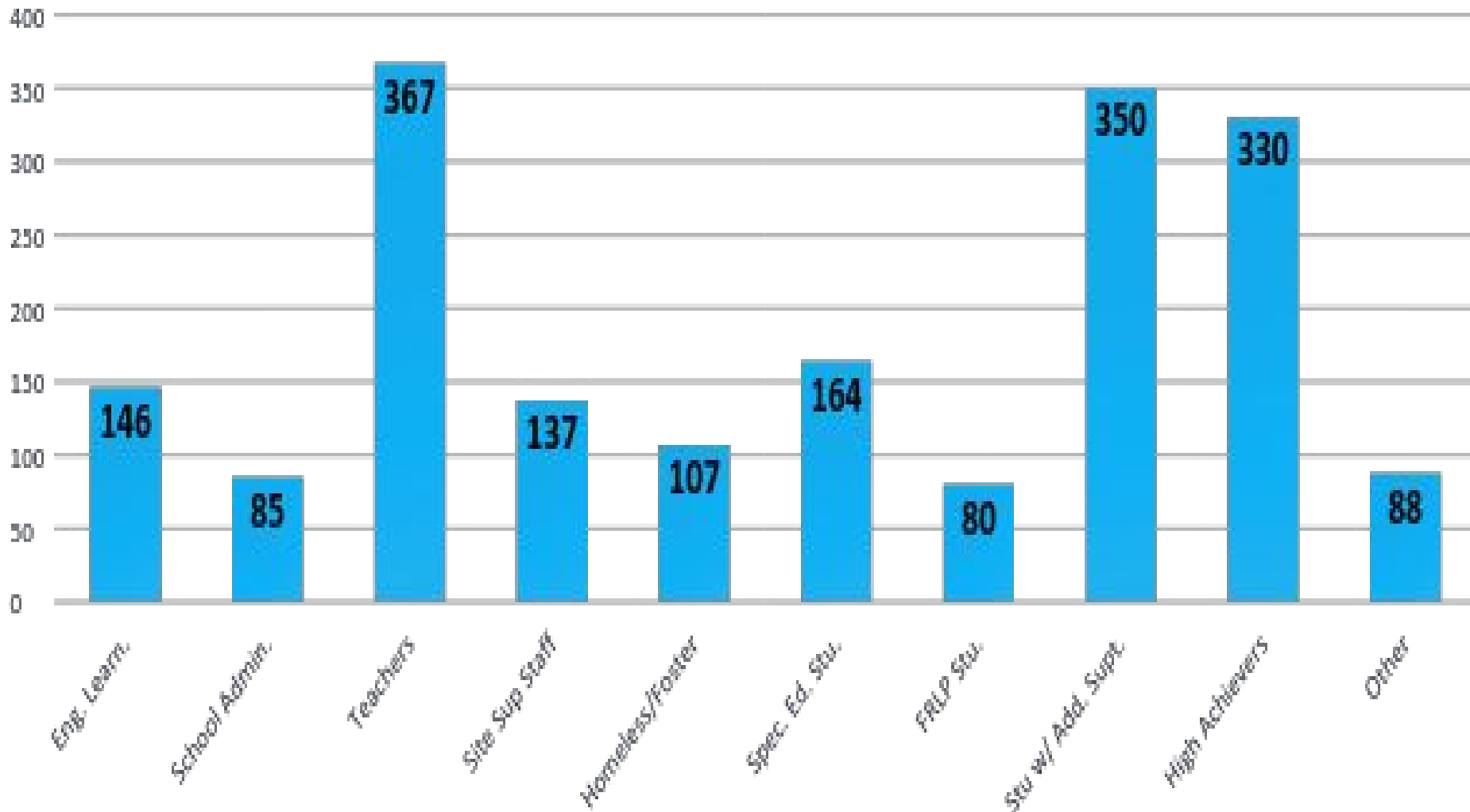
Analysis of Community Survey

2. In which areas do you feel your school needs to improve?



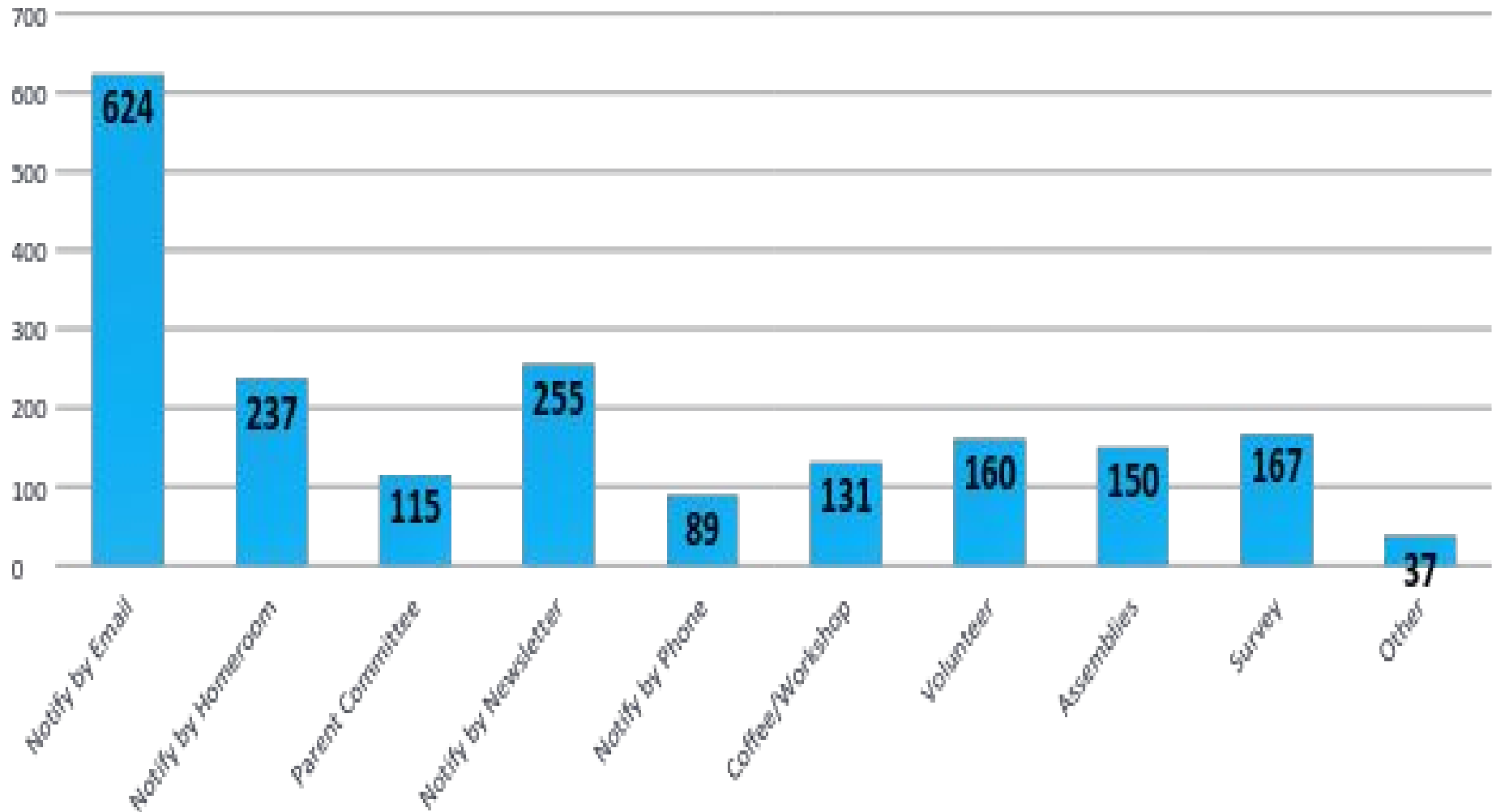
Analysis of Community Survey

3. I feel my school should provide MORE support for:



Analysis of Community Survey

4. How would you like to be informed or engaged in helping to improve our school?



Analysis of Community Survey

What are some successful strategies to support students with additional needs?



Top Common Responses

- Before/During/After School Tutoring
- Teacher training on differentiated instruction and support for students
- Parent involvement, education, and regular communication
- Instructional aides support
- Set & have high expectations for all students
- One-to-one or small group counseling services
- Smaller class sizes
- Enrichment opportunities for high achievers
- Regular and ongoing progress monitoring

Analysis of Community LCAP Survey

What are the greatest challenges our schools/district has to address over the next three years?	Responses
Funding/Enrollment/Class Size/Staffing Need	42
Support for Struggling Students/High Achievers/Enrichment Opportunities	31
State Standards Preparation/Training/Teacher Quality	27
Academic Proficiency	26
Unsure	25
Technology	23
School Climate/Parent Engagement	23
SEL/Special Ed/Counseling	14
Campus Cleanliness/Safety	11
District/Parent/Teacher Communication	6
Health & Wellness	6
Federal/State Accountability	5

**Total
Responses**

239



Analysis of ELAC/DELAC Needs Assessment Survey

Why?

- Our ELAC and DELAC committees help with Cambrian School District's support for our EL students
- Helps us make informed decisions on the goals and investments made through the LCAP plan

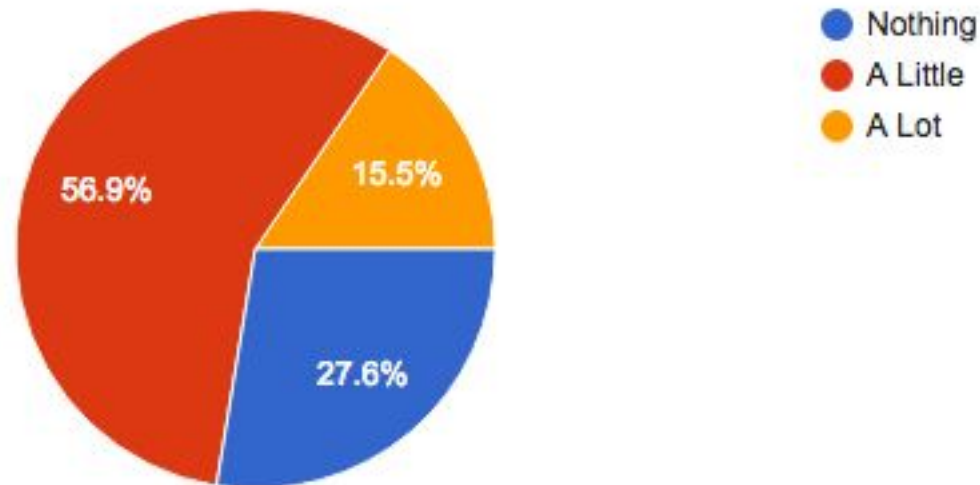
Who?

- All EL students' parents were given the option to complete the online or paper version of the survey (466 EL students)
- 74 responses out of 466
 - 58 responded in English
 - 16 responded in Spanish

ELAC/DELAC Needs Assessment Data

1. How much do you know about the process of English Learner (EL) identification and placement

(58 responses)

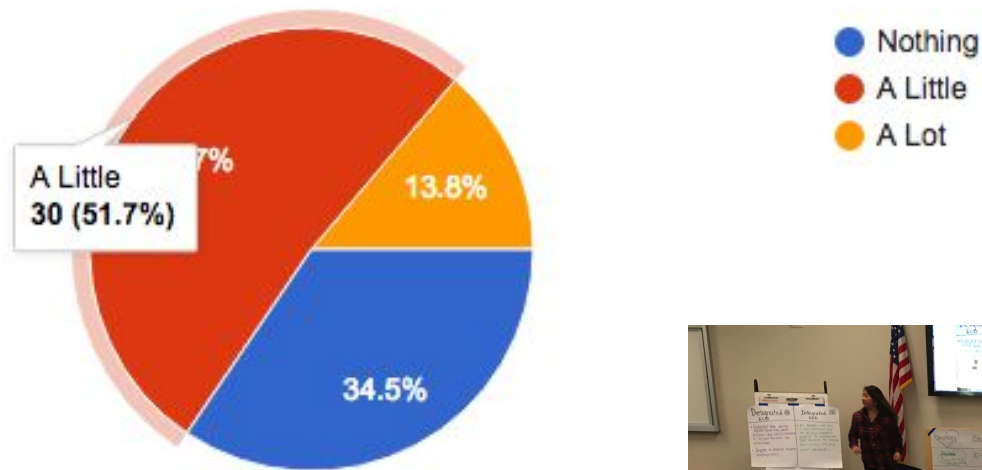


California
English
Language
Development
Test

ELAC/DELAC Needs Assessment Data

2a. How much do you know about the district's academic program- English Language Development (ELD)?

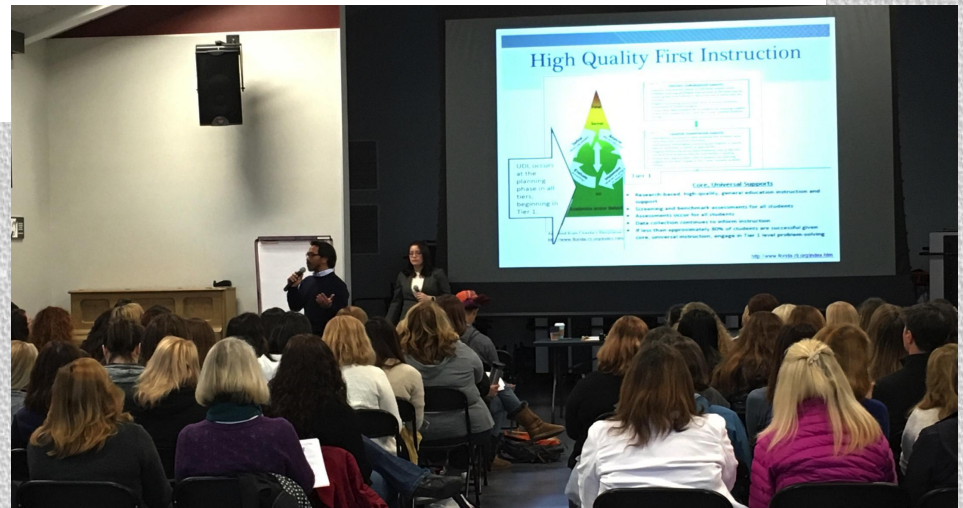
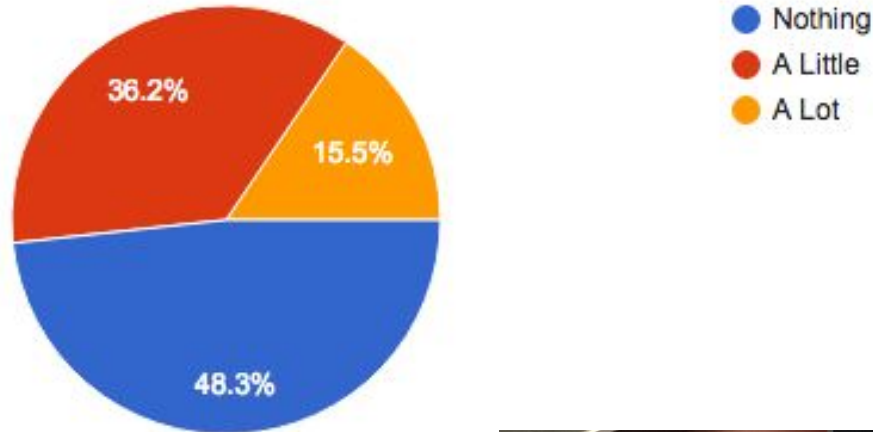
(58 responses)



ELAC/DELAC Needs Assessment Data

2b. How much do you know about the district's academic program- Special Education?

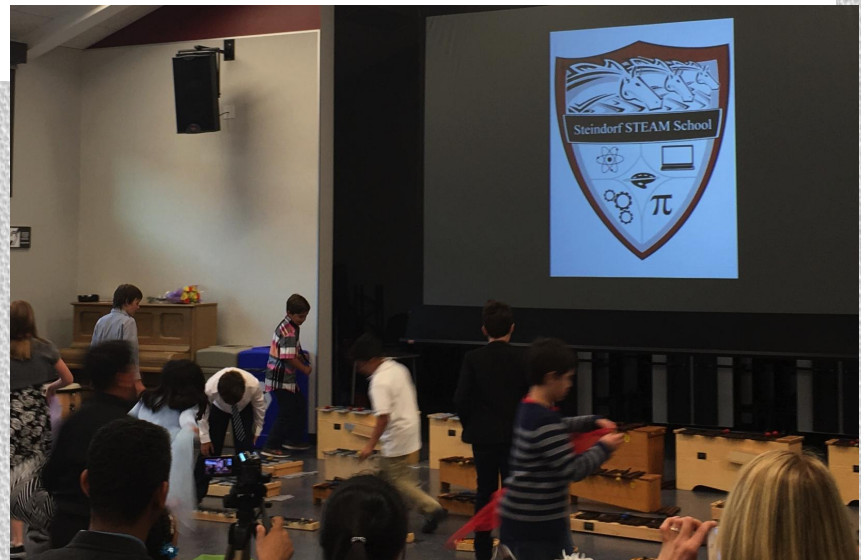
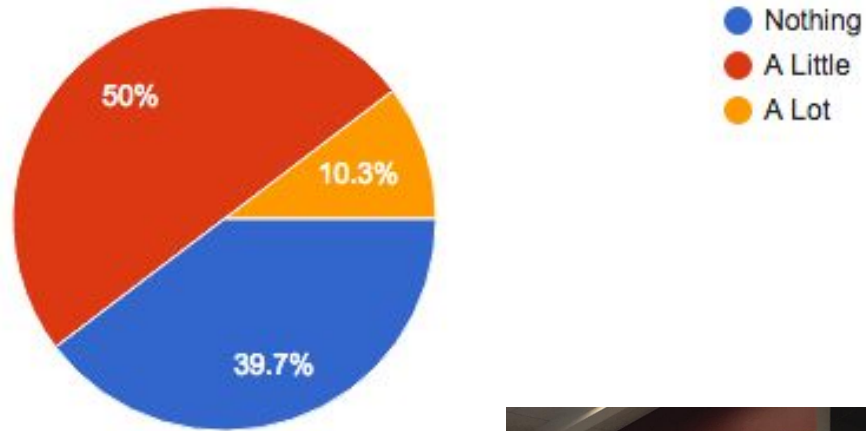
(58 responses)



ELAC/DELAC Needs Assessment Data

2d. How much do you know about the district's academic program- Steindorf S.T.E.A.M. School K-8?

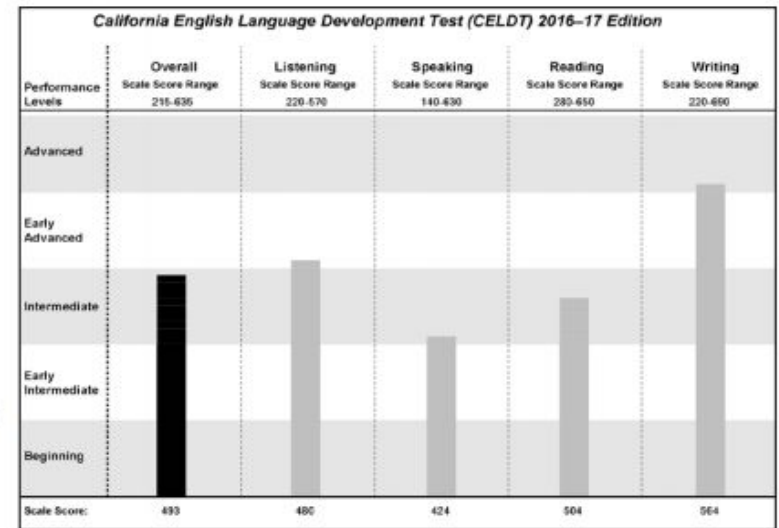
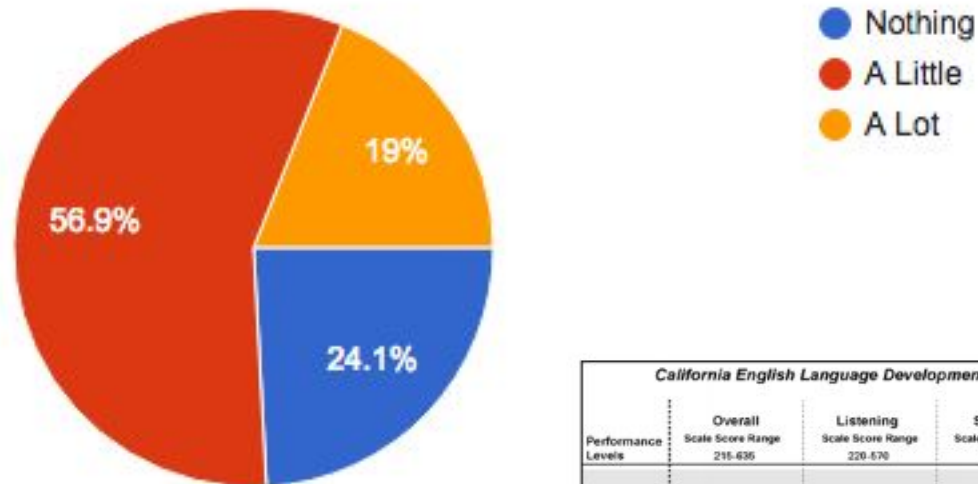
(58 responses)



ELAC/DELAC Needs Assessment Data

3. How much do you know about the California English Language Development Test (CELDT)?

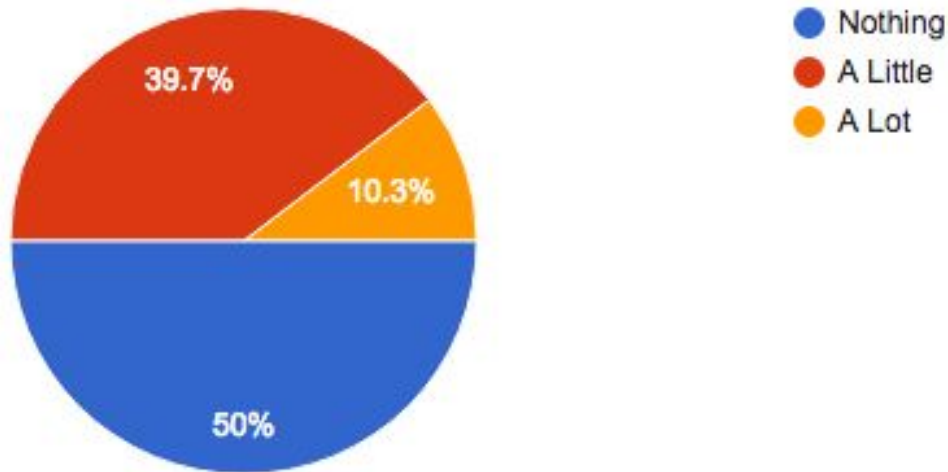
(58 responses)



ELAC/DELAC Needs Assessment Data

4. How much do you know about the process of Reclassification to English proficient?

(58 responses)



Certificate of Achievement

This certificate is hereby presented to

in recognition of the outstanding accomplishment of being Redesignated Fluent English Proficient in the 2015-2016 school year in Cambrian School District.

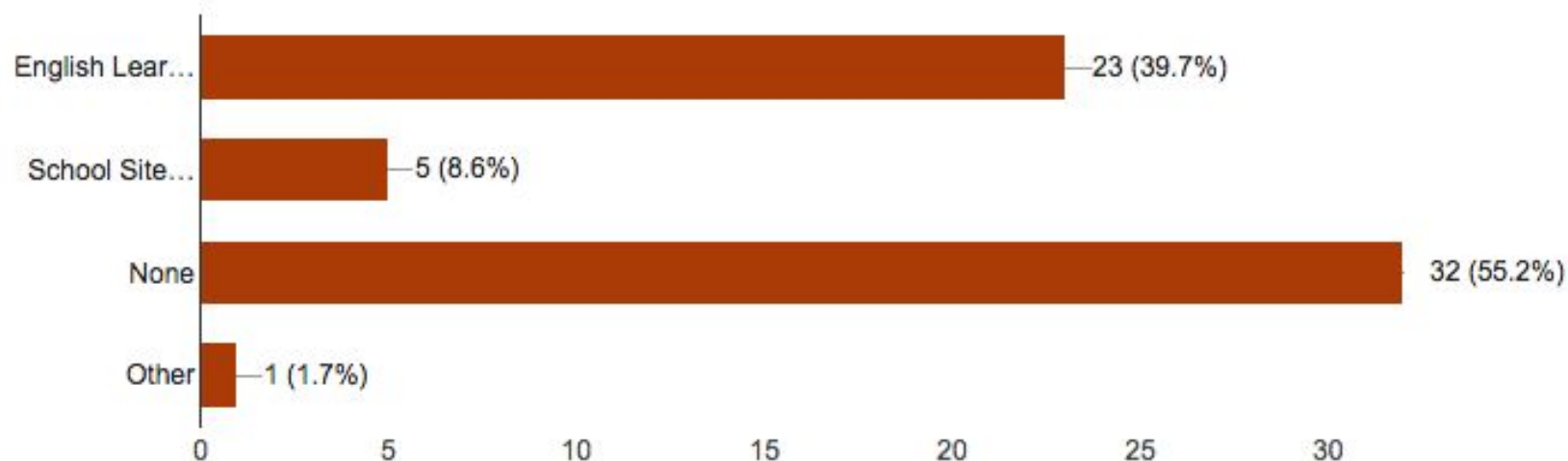


"Exploring Infinite Possibilities for Learning"

ELAC/DELAC Needs Assessment Data

15. Which of the following parent organizations have you provided input on how money is spent to support English Learners? (Check all that apply)

(58 responses)



ELAC/DELAC Needs Assessment Data

16. Comments: Provide other ideas or suggestions you have that might help us improve our English Learner Services.

(58 responses)

- To provide additional staff and resources
- After school learning program for EL students
- More communication for kindergarten parents to help them understand how the EL placement works. More outreach to EL parents during school year.
- Offer strategies designed to support and develop writing skills.
- Encourage the community to cooperate more with the school because I think it is a lot of work for the school by itself.
- It is going great. Whatever is being done is a winning combination; my kids speak good English. I am happy.



LCAP PRIORITIES for 2017-2018

Based on Stakeholder's Engagement

PRIORITIES - KEY AREAS OF NEED

- ❖ All student have access to state standards-aligned instructional materials in ELA/Literacy, math and NGSS
- ❖ 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
- ❖ A strong data collection and analysis process
- ❖ Improve communication and learning opportunities for our English learner community

PRIORITIES - 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



Proposed Goals, Actions, Programs, and Services

Opportunity for Board Input

GOALS FOR 2017-2018

- ❖ **Goal 1:** Provide high quality and dynamic instruction for all students while preparing them for 21st century college and career readiness.
- ❖ **Goal 2:** Provide highly qualified staff through recruitment, retention and professional development so all students thrives.
- ❖ **Goal 3:** Provide a supportive, orderly and purposeful environment so that all students can reach their full academic potential.
- ❖ **Goal 4:** Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

Goal 1 - Actions/Programs/Services	What/How/Who?	Fund/Budget
1.1 Teachers will utilize and implement best instructional practices with fidelity to support all students achieving grade level proficiency in the common core state standards.	A. GLAD (Pre-8) B. Writer's Workshop (TK-6) C. Guided Reading (TK-3) D. Differentiation (Pre-8) E. Direct instruction F. Universal design for learning (UDL) G. Principal Classroom Walkthroughs for implementation	1. LCFF Base 2. LCFF Supplemental
1.2 All students will have access to Common Core State Standards and Next Generation Science Standards instructional materials.	A. Math instructional materials B. NGSS pilot materials C. ELA/Literacy pilot instructional materials	• One-time Fund • LCFF Base • Lottery - Restricted
1.3 Teachers will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	A. Illuminate interim assessments B. Achievement team process C. Instructional rounds D. Effective progress monitoring process E. Student study Team process F. Grade reporting	• LCFF Base • Title II - Teacher Quality • Supplemental
1.4 Teachers will utilize and implement designated and integrated ELD for English Learners.	A. 30 minutes of designated ELD daily B. Integrated ELD throughout the content C. Imagine Learning D. Teacher on Special Assignment to coordinate EL Program (.25 FTE)	• LCFF Supplemental • Title III - LEP

Goal 1 - Actions/Programs/Services	What/How/Who?	Fund/Budget
1.5 Staff will continue to cultivate innovation and empowered teachers and students to integrate/incorporate the arts, personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the integration of technology.	A. Music B. Art Vista C. Project based learning D. Ed Tech Teacher on Special Assignment to provide instructional support, training and tech integration (1.0 FTE) E. Technology Task Force F. Digital literacy & citizenship G. Acceleration/Enrichment Opportunities H. Technology tools & devices I. Blended learning J. Biliteracy pathway (5 & 8) K. World languages	● LCFF Base ● LCFF Supplemental ● Measure H ● Title III LEP ● Home & School Club Funds
1.6 All sites will employ Tier II interventions for struggling students, including English Learners, Socio-Economically Disadvantaged, and Foster/Homeless Youth, needing additional support to meet grade level proficiency in common core state standards in ELA/Literacy & Math.	A. Teachers on Special Assignment to provide ongoing instructional support of coordination of Tier II programs (2.50 FTE) B. Universal screening in ELA/Literacy Math for early identification of struggling students and progress monitoring C. LLI for Tier II reading interventions D. Do the Math for Tier II math intervention E. Other additional/extended learning time, homework clubs, summer school, Elevate F. Teacher on Special Assignment for Title I program coordination (.25 FTE) G. EL Newcomer Services H. Imagine Learning	● LCFF Supplemental ● Title I ● Title III LEP ● Title III Immigrant

Goal 2 - Actions/Programs/Services	What/How/Who	Fund/Budget
2.1 Professional Development for continuous improvement of best practices focus on best practices, common core instructional shifts, Depth of Knowledge, and differentiated instruction.	A. New Math Curriculum B. ELA/ELD Framework C. Digital Citizenship & Literacy D. Project Based Learning E. Special Ed/General Articulation F. Choice PD G. Scope & Sequence/Curriculum mapping H. Universal Design for Learning I. Culturally Responsive Instruction J. Social Emotional Learning	● LCFF Base ● LCFF Supplemental ● Educator Effectiveness ● Title II Teacher Quality
2.2 Establish a structure and culture for continuous improvement through professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify struggling students for additional support.	A. Achievement Teams process B. Peer Observation/Instructional Rounds C. Assessment & Data Analysis D. Shared Leadership E. Multi-tiered Support System (MTSS) F. Student Study Team process G. Principal Classroom Walkthroughs	● LCFF Base ● LCFF Supplemental
2.3 Recruit and retain highly qualified staff, provide opportunities for leadership and growth and ongoing support for all staff, including new teacher support.	A. BTSA B. GLAD Trainers C. Principal/Administrator PD	● LCFF Base ● Educator Effectiveness Fund ● LCFF Supplemental

Goal 3 - Actions/Programs/Services	What/How/Who	Fund/Budget
3.1 All students will be educated in a safe environment that integrates social emotional learning.	A. Second Step SEL Curriculum (Pre-8) B. Project Cornerstone C. Health Education (5 & 7)	• LCFF Supplemental
3.2 Promote opportunities and incentives to maintain or increase attendance rates at all schools.	A. Academic Counseling B. A2A C. SARB process	• LCFF Base • Grants • LCFF Supplemental
3.3 Identify and implement enrichment learning opportunities to engage and meet the interests and abilities of all students.	A. Inclusive teaching B. After school extensions C. Intramural sports during lunch recess D. Maker's Spaces E. Biliteracy pathways F. Consistent process for tech integration G. Diversity Committee H. Library services	• LCCF Base • Home & School Clubs Funds • Grants
3.4 Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe and positive learning and working environment for students and staff.	A. PBIS/CICO A. Mental health counseling support B. Provide noon duty supervision & training C. Crossing Guards D. Digital Citizenship E. ICS (Emergency Preparedness) F. District Nurse	• Lottery Unrestricted Fund • IDEA Funds • LCFF Supplemental • LCFF Base • Grants

Goal 4 - Actions/Programs/Services	What/How/Who	Budget
4.1 The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	A. Back to School Night B. Principal Coffee C. Improve Website D. Newsletters/Email Communication E. CSD Communication tools F. Board policy updates G. Title I Parent Information Night H. English Learner Services	● LCFF Base ● LCFF Supplemental ● Title I ● Grants ● Home & School Club Funds
4.2 Plan and promote opportunities to highlight student successes.	A. Digital Portfolios (Seesaw or Freshgrade) B. Open House C. STEAM Night	● LCFF Supplemental ● Title I
4.3 Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students.	A. Home & School Club B. School Site Council C. ELAC D. DAC/DELAC E. District LCAP Committee F. High Achieving Students Committee G. Parent Support Groups (Special Ed)	● Title I ● Title III LEP ● LCFF Supplemental ● Home & School Club Fund
4.4 Identify and provide opportunities to increase parent participation as partners in their child's education.	A. Interpretation/Translation Services B. Parent Education Series - parenting, digital literacy, technology, neuroscience, other content areas, health education C. Increase parent participation at MS D. Tech Hub (MS) E. Family Literacy Night F. Family Math Night G. Community Liaison	● Title I ● Title III LEP ● LCFF Supplemental

NEXT STEPS

- ❖ Incorporate all stakeholder's input into 2017-18 LCAP Draft
- ❖ Complete draft with budget considerations
- ❖ Share LCAP draft with community via schoolmessenger, district website, school sites and provide opportunities for comments
- ❖ Revise draft and submit to Board of Trustees on June 1, 2017 for public hearing and comment
- ❖ Present final LCAP for Board approval on June 15, 2017
- ❖ Submit Board approved LCAP to Santa Clara County Office of Education for review and approval by June 30, 2017