CSD Local Control Accountability Plan Mid-Year Board Update

January 17, 2023

"Exploring Infinite Possibilities for Learning"

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CSD Local Control Accountability Plan

Operationalize Equity and Inclusion through the Multi-tiered System of Supports

CSD's focus will be on operationalizing Equity and Inclusion with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances.

All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and leaders to access and use reliable data to guide decision-making about instruction, programs, and services for students.

CA School Dashboard
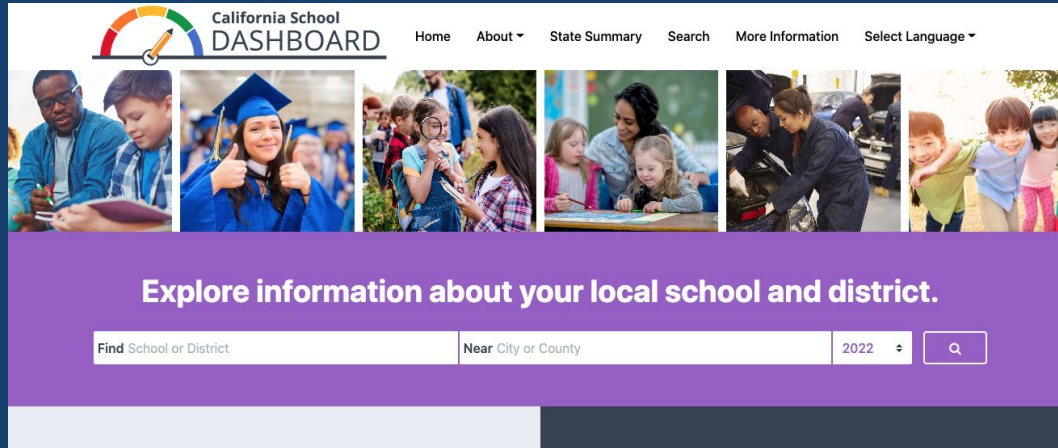
What is the California School Dashboard?

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

CA School Dashboard Performance Levels

Five Performance Levels (Colors)
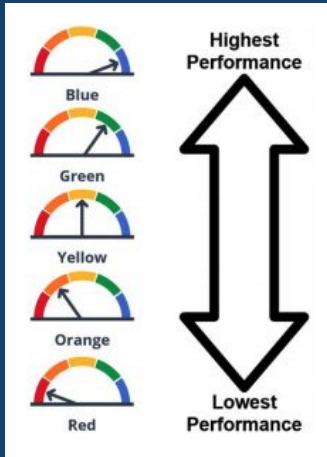
Two years of data (Status and Change) are required to receive a performance level (color):
- **Status**: Current year data
- **Change**: Difference between current and prior year data

Academic Indicator

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

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CA School Dashboard Equity Report

"Equity Report"

The California School Dashboard identifies performance gaps among student groups through its equity reports, which are available for each state measure. These reports shine a light on both the successes and challenges that county offices, districts, and schools are experiencing in addressing disparities.

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	8 Yellow	2 Green	0 Blue

Multiple Measures Addressing Significant Student Groups

- English Learners
- Socioeconomically Disadvantaged Pupils
- Foster Youth
- Homeless Youth
- Students with Disabilities
- Racial/Ethnic Groups, including:
  - African-American
  - American Indian/Native Alaskan
  - Asian
  - Filipino
  - Hispanic/Latino
  - Native Hawaiian/Pacific Islander
  - Two or More Races
  - White

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2022 CA School Dashboard

What indicators were released in December 2022?

- English Learner Progress Indicator
- Academics
- Chronic Absenteeism
- Suspension Rate
- Graduation Rate
- There will be No Color distinction - ONLY Purple!
- 5 Status Levels as represented by "Cell Phone Bars"
- The indicator will only show "STATUS" …no "Change"

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2022 Dashboard State Indicators Status Reports

State Indicator	Data Used for Status
English Language Arts	2021–22 ELA Summative Assessment
English Learner Progress	2020–21 and 2021–22 Summative ELPAC Results
Mathematics	2021–22 Math Summative Assessment
Suspension Rate	2021–22 Suspension Rate
Chronic Absenteeism	2021–22 Chronic Absenteeism Rate
Graduation Rate (HS)	Combined Four- and Five-Year Graduation Rate

2022 CA School Dashboard Results
Status Only

Due to requirements under Assembly Bill 130 (AB 130), the California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels are not reported using colors. Instead, the 2022 Dashboard reported performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures based on the 2021–22 school year data.

VERY LOW   LOW   MEDIUM   HIGH   VERY HIGH

2022 CA Dashboard Results by State Indicators by Level by School

State Indicator	Very Low	Low	Medium	High	Very High
English Language Arts (Academic Indicator Description)				Bagby, Fammatre, Farnham, Sartorette, Price MS	Steindorf K-8
English Learner Progress (English Learner Progress Indicator Description)			Bagby, Fammatre, Farnham	Sartorette ES	Price MS
Mathematics (Academic Indicator Description)				Bagby, Fammatre, Farnham, Sartorette, Price MS	Steindorf K-8
Suspension Rate (Suspension Rate Indicator Description)	Bagby, Fammatre, Farnham	Steindorf K-8	Sartorette, Price MS		
Chronic Absenteeism (Chronic Absenteeism Indicator Description)	Steindorf K-8			Bagby, Fammatre, Farnham, Sartorette, Price MS	

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2022 CA School Dashboard Results Summary Reports by School

California School DASHBOARD

- **Bagby School**
- **Fammatre School**
- **Farnham School**
- **Sartorette School**
- **Steindorf K-8 School**
- **Price Middle School**

Local Control Accountability Plan

Cambrian School District

**CSD
Local Control
Accountability Plan**

Mid-Year Update

At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Similarly, at this point in the school year, some LCAP actions some are In Progress, and some have been Completed.

Eight LCAP State Priorities

1. Basic Services — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

2. Implementation of State Standards — Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

3. Parent Involvement — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

4. Student Achievement — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

5. Student Engagement — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

6. School Climate — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

7. Course Access — Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

8. Other Student Outcomes — Measuring other important indicators of student performance in all required areas of study.

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2021-24 CSD LCAP Goals

Goal 1	Goal 2	Goal 3	Goal 4
High Academic Achievement	**Effective Leadership, Teaching and Learning**	**Positive School Environment, Climate and Culture**	**Strong Parent and Community Engagement**
Priorities 1, 2, 4, 7 & 8	**Priorities 1 & 2**	**Priorities 5, 7 & 6**	**Priorities 3 & 6**
CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.	CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.	CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.	CSD will 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.

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Goal 1 High Academic Achievement Actions & Services Update

In Progress

- New Benchmark Phonics Program aligned to the Science of Reading research in gr. K-2
- Tier II Reading Interventions in gr. 1-5 (LLI) & 6-8 (Read 180)
- Tier III Phonics Intervention in grades 1-5
- Eureka Math eQuip for grades 1-5
- Teachers on Special Assignment to Support ELD & Tier II
- After school academic support hubs
- All students have access to educational technology programs and tools
- Next Generation Science Standards Curriculum Adoption Committee and Process
- Implement the Expansion of Transitional Kindergarten
- Implement the Expanded Learning Opportunities Programs through existing Cambrian Extended Care Program

Completed

- 2022 Summer Elevate Math for Gr 3-8
- 2022 Summer Virtual Learning Option for Gr K-8

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Goal 1 High Academic Achievement
State Priorities: 1, 2, 4, 7, & 8 - Metrics

Priority	Metric	Baseline	Mid-Year	End of Year Desired Outcome
1, 2, 4	Smarter Balanced Summative Assessment in ELA	69%	NA	74% or More "Met/Exceeded" Standard
1, 2, 4	Smarter Balanced Summative Assessment in ELA in Math	60%	NA	65% or More "Met/Exceeded" Standard
1, 4, 8	English Learner Progress Indicator	NA	"High" (59%)	"Very High" (65% or more of EL students increased at least one ELPI level or maintained Level 4).
1, 4, 8	Reclassification Fluent English Proficient Rate	13%	12%	15% RFEP
1, 2, 4, 7, 8	LCAP Community Input Survey - Responses in regards to the District's efforts to address the State Priorities 1, 2, 4, 7, & 8.	Total responses were "Effective or Very effective" were 92%, 92%, 87%, 88% & 87%, respectively.	NA	Total responses were "Effective or Very effective" in regards to the district's efforts to address the State Priorities 1, 2, 4, 7, & 8 at 95% or above.
7	Local Indicator for Priority 7: Broad Course of Study	Met	NA	Met

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Goal 2 Effective Leadership, Teaching & Learning Actions & Services Update

In Progress

- Coaching/mentoring support for New Teachers and Administrators
- Mentor Teachers, Monthly Professional Learning Sessions
- Professional learning opportunities for staff during the school year on districtwide PD days and during the extended day
- Professional leadership learning opportunities for site and district administrators and teachers.
- Equity School Leadership, Cultural Proficiency, Fast For Success, MTSS
- Expanding the Professional Learning Communities (PLCs) model to provide structured time for grade level collaboration
- TIMS Initiative, to support the integration of technology in teaching and learning
- Provide dedicated professional learning opportunities for classified staff

Completed

- Provided summer learning opportunities for staff, including classified staff.

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Goal 2 Effective Leadership, Teaching, and Learning State Priorities 1 & 2 - Metrics

Priority	Metric	Baseline	Mid-Year	Desired Outcome
1	Highly Qualified Credentialed Teachers Placement	100%	98%	100%
1	Staff Professional Learning Survey - a. *"The PL topic and materials shared was relevant to improving my instruction."* b. *"The PL was an effective use of my time."*	a. NA b. 70% of Staff "Agree" or Strongly Agree"	a. 75% of Staff "Agree" or Strongly Agree" b. 65% of Staff "Agree" or Strongly Agree"	a. 80% or above of staff "Agree" or Strongly Agree" b. 80% or above of staff "Agree" or Strongly Agree"
1	CA Dashboard Local Indicator for Priority 1: Implementation of State Standards	Met	NA	Met
1	School & District Classroom Walkthrough Observations focused on Tier 1 researched-based best instructional practices.	NA	NA	80% of all classroom teachers are implementing Tier 1 researched-based best instructional practices.

Goal 3 Positive School Environment, Climate & Culture Actions & Services Update

In Progress

- ❏ Support the implementation of MTSS Framework
- ❏ Restorative Justice
- ❏ Maintain School Counseling Services at all sites
- ❏ Maintain and improve Social-Emotional Learning resources
- ❏ Increased support for PBIS, Second Step, Zones of Regulations, Habitudes
- ❏ Maintained Integrated Health Services and Supports, including mental health
- ❏ Maintained community partnerships like Care Solace, El Camino Hospital, Harvest Food Bank
- ❏ Increase Nurse and Health Clerk Support
- ❏ 1.5 Nurse and additional hours for health clerks

Completed

- ❏ Enrollment/Family Engagement Specialist
- ❏ Additional behavior support service for the general education classrooms.

Goal 3 Positive School Environment, Climate and Culture State Priorities 5 & 6 - Metrics

Priority	Metric	Baseline	Mid-Year	Desired Outcome
5	Attendance Rate	98.69%	94.74%	95% or Above
5	Chronic Absenteeism Indicator	High (11.9%)	High (14.0%)	Low (5.0% or Less)
6	Major Office Referrals	NA	91	Annual Decrease in the Number of Major Office Referrals by 50%.
6	Suspension Rate Indicator	Low (1.6%)	Low (0.7%)	Very Low (0-0.5%)
5 & 6	LCAP Community Input Survey Responses in regards to the district's efforts to address the State Priorities 5 & 6.	Total responses as "Effective or Very Effective" in regards to the district's efforts to address the State Priorities 5 & 6 were 87% & 88%, respectively.	NA	Total responses as "Effective or Very Effective" in regards to the District's efforts to address the State Priorities 5 & 6 are at 95% or above.
6	Student School Climate Survey - Total student responses to the following questions: a. *"I like school."* b. *"Teachers treat me with respect."* c. *"I feel safe at school."*	a. 84% b. 91% c. 83%	NA	a. 100% b. 100% c. 100%

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Goal 4 Strong Parent & Community Engagement Actions & Services Update

In Progress

- ❑ Provide a variety of regular communication venues including Blackboard, Website, Newsletter, Social Media, email, texts, multi-languages
- ❑ School/home communication, parent teacher conferences, and school/community events
- ❑ Provide opportunities and improve our process for community engagement and involvement
- ❑ District & School Site Committees, Volunteer Opportunities, Community Events
- ❑ Different ways for input and involvement in decision-making
- ❑ Provide and improve parent education opportunities
- ❑ Mental health, Multicultural, Project Cornerstone, Social Media, Safety, Enrichment
- ❑ Increase and/or improve community outreach to families with high needs; eg., Home visits, supporting enrollment processes, and "schooling"
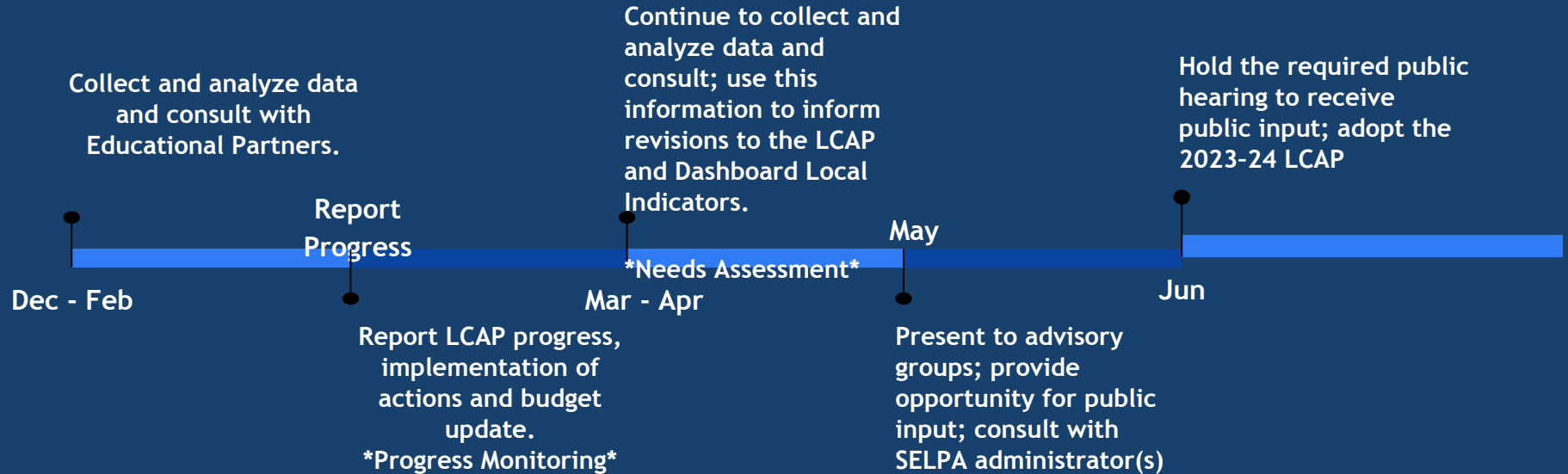
Completed

- ❑ Maintain the Communications Coordinator
- ❑ Provide and improve/increased Multilingual Services, including Language Line via phone or zoom; in-person

Goal 4 Strong Parent and Community Engagement State Priorities 3 & 6 - Metrics

Priority	Metric	Baseline	Mid-Year	Desired Outcome
3	a. LCAP Community Input Survey Responses in regards to the district's efforts to address the State Priorities 3 & 6. b. Parent Engagement Survey - "The school provides opportunities for parents and community partners to become more involved in school activities." c. CA Dashboard Local Indicator for Priority 3	a. 80% "Effective or Very Effective" b. NA c. Met	a. NA b. NA c. NA	a. 95% "Effective or Very Effective" b. 95% or better responded "Agree" c. Met
6	a. Parent Engagement Survey - "Parents feel welcomed and valued when visiting the school." b. Parent Engagement Survey - "Each family's ethnicity and culture are recognized and respected by school staff."	a. NA b. NA	a. NA b. NA	a. 95% or above responded "Agree" b. 95% or above responded "Agree"
3	Parent Engagement & Education Opportunities	The district provided a numerous parent education opportunities, both new and ongoing, since the throughout of the year.	The district have provided a numerous number of parent education opportunities since the beginning of the year. See Slide	The district provided a numerous parent education opportunities, both new and ongoing, throughout of the year .

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LCAP Development Timeline

Collect and analyze data and consult with Educational Partners.

Continue to collect and analyze data and consult; use this information to inform revisions to the LCAP and Dashboard Local Indicators.

Hold the required public hearing to receive public input; adopt the 2023-24 LCAP

Report Progress

May

Needs Assessment

Dec - Feb

Mar - Apr

Jun

Report LCAP progress, implementation of actions and budget update.
Progress Monitoring

Present to advisory groups; provide opportunity for public input; consult with SELPA administrator(s)

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Educational Partners Engagement Process

The Cambrian School District regularly consults with our educational partners, which consists of families (including those that speak languages other than English and advocate for underserved students), students, school and district administrators (including special education), teachers, principals, school leaders, other educators, school staff, and local bargaining units, for their input and feedback into the direction of the district and the use of federal funds.

Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an ongoing process as a part of LCAP planning.

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Process for Engaging Our Educational Partners

District Level

- LCAP Advisory Committee
- District English Learner Advisory Committee
- Curriculum Instruction Assessment Council
- Instructional Leadership Council Council
- Superintendent Council
- Home & School Club President
- Cambrian Education Foundation
- Special Education Local Plan Area
- Surveys, Surveys, Surveys
- Board Meetings

School Level

- School Site Council
- English Learner Advisory Committee
- Principal/Parent Coffees
- Site Leadership
- Staff Meetings
- Student Council
- Surveys
- Board Updates

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LCAP Community Input Timeline for 2023-24

What	Who	When
Annual LCAP Community Input Survey	Parents & Staff	Mar/Apr
Annual Multilingual Learner Parent Survey	English Learners Parents	Feb
Staff Professional Learning Needs Survey	Staff	Feb
Annual Parent Engagement Survey	Parents	Mar/Apr
Student School Climate Survey	Students in Grades 3-8	Mar/Apr
CSD Communication Survey	Parents & Staff	Apr/May
Draft LCAP for 2023-24 Public Viewing & Comment	Community	June

Board Discussion/Comments