

# Local Control Accountability Plan Board Update

October 21, 2021



# Overview

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- Overview of CSD Student Achievement 2020-21
- CSD 2021-22 Local Control Accountability Plan Updates
- LCAP Development Timeline
- Board Discussion/Questions

# Assessing Student Learning with FastBridge Local Assessments

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The State suspended the Smarter Balanced Assessments for English language arts & Math Spring 2020-21 school year.

LEAs were provided the option to assess student learning with local assessment in English language arts & math.

FastBridge aReading	FastBridge aMath
<ul style="list-style-type: none"><li>• Grades 1-8</li><li>• Universal screening</li><li>• Measures broad reading skills</li><li>• Computer adaptive</li><li>• Questions are substantially similar to many state assessments</li><li>• Multiple choice</li><li>• Useful for identifying students at risk for academic delays and to differentiate instruction and progress monitoring</li></ul>	<ul style="list-style-type: none"><li>• Grades 1-8</li><li>• Universal screening</li><li>• Measures broad math skills</li><li>• Computer Adaptive</li><li>• Questions are substantially similar to state assessments</li><li>• Multiple choice</li><li>• Useful for identifying students at risk for academic delays and to differentiate instruction and progress monitoring</li></ul>

# FastBridge Student Scores

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Student scores are categorized according to criterion referenced scores, often called “benchmarks,” which allow you to quickly see how your student is performing relative to their grade level. FastBridge assigns student scores into three categories:

<b>On Track (On/Above &amp; Low Risk)</b>	<b>Some Risk</b>	<b>High Risk</b>
A student listed as On Track have listed skills that meets or exceeds the grade level expectation.	A student listed as Some Risk may need additional support to improve the listed skill(s) and is at some risk of falling behind their peers.	A student listed as High Risk will need additional support to improve the listed skill(s) and are at high risk of falling behind their peers.

# FastBridge aReading Student Performance by Grade Level Spring 2020-21 (Percent of Students)

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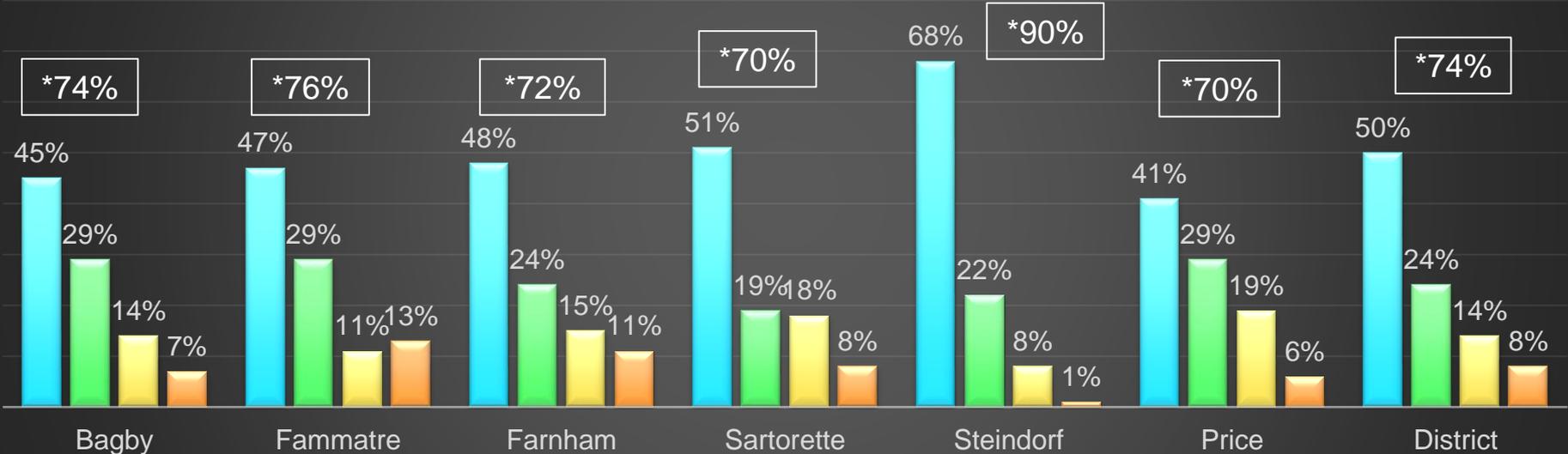
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALL
Number of Students	307	335	332	365	332	339	397	352	2,759
On/Above	50%	52%	55%	50%	49%	46%	57%	38%	50%
Low Risk	18%	21%	25%	23%	21%	32%	21%	34%	24%
Some Risk	13%	14%	9%	16%	20%	12%	12%	16%	14%
High Risk	13%	11%	8%	8%	9%	6%	5%	8%	8%

74% of ALL Students are “On Track” (performed at On or Above and Low Risk categories).

# FastBridge aReading Student Performance by School Site Spring 2020-21 (Percent of Students)

6

■ On/Above ■ Low Risk ■ Some Risk ■ High Risk



\*Percent of Students are "On Track" (performed at On/Above or Low Risk categories).

# FastBridge aReading Student Performance by Significant Student Groups Spring 2020-21 (Percent of Students)

7

■ On/Above ■ Low Risk ■ Some Risk ■ High Risk



Percent of Students Who are “On Track” (performed at On/Above or Low Risk categories):

- 29% English Learners
- 44% Socio-economically Disadvantaged
- 32% Students with Disabilities

# FastBridge aMath Student Performance by Grade Level Spring 2020-21 (Percent of Students)

8

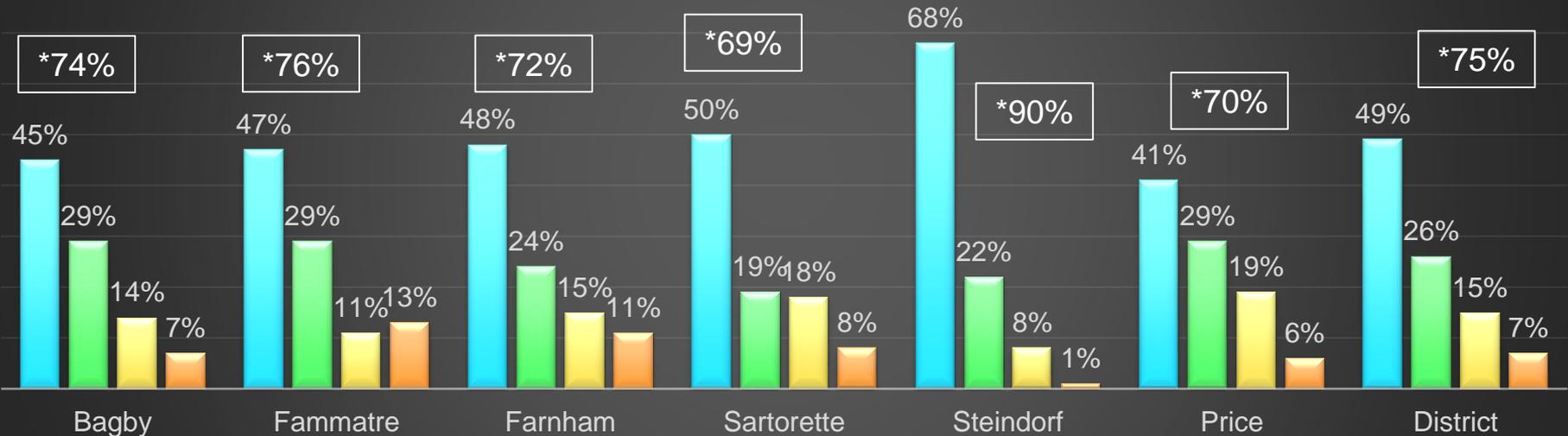
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALL
Number of Students	307	335	332	365	332	339	397	352	2,759
On/Above	61%	57%	55%	43%	41%	42%	41%	52%	49%
Low Risk	13%	20%	22%	34%	27%	33%	35%	18%	26%
Some Risk	11%	12%	13%	13%	20%	18%	15%	19%	15%
High Risk	9%	9%	8%	7%	10%	3%	5%	7%	7%

75% of ALL Students are “On Track” (performed at On or Above and Low Risk categories).

# FastBridge aMath Student Performance by School Site Spring 2020-21 (Percent of Students)

9

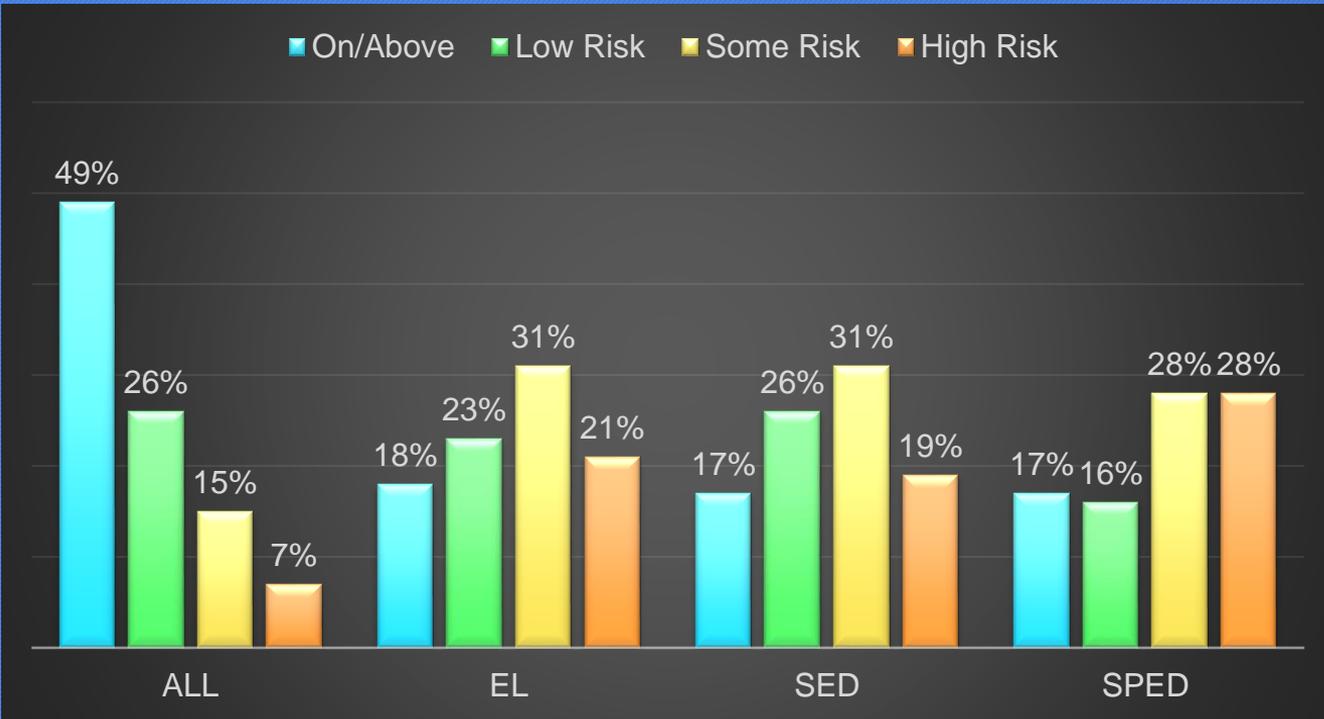
■ On/Above ■ Low Risk ■ Some Risk ■ High Risk



\*Percent of Students are "On Track" (performed at On/Above or Low Risk categories).

# FastBridge aMath Student Performance by Significant Student Groups Spring 2020-21 (Percent of Students)

10



Percent of Students Who are “On Track” (performed at On/Above or Low Risk categories):

- 41% English Learners
- 42% Socio-economically Disadvantaged
- 33% Students with Disabilities

# CSD LCAP 2021-22 Updates



Goals, Metrics, Actions and Services

For more information about the CSD 2021-2022 Local Control  
Accountability Plan

<https://www.cambriansd.org/Page/1753>

“ 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.

”

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



# CSD 2021-2024 LCAP Goals

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**Goal 1: High Student Achievement** - The Cambrian School District and school sites will 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** - The Cambrian School District and school sites will provide highly qualified staff through recruitment, retention, and professional development so every student thrives.

**Goal 3: Positive School Environment, Climate and Culture** - The Cambrian School District and school sites will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

**Goal 4: Strong Parent and Community Engagement** - The Cambrian School District and school sites will 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.

# Goal 1 - High Student Achievement Metrics

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#	Metric	Baseline	End of Year Goal
1	Smarter Balanced Assessment in ELA & Math Gr. 3-8	Spring 2020-21 CAASPP Waived No Baseline	Spring 2021-22 CAASPP Baseline 2022-23
2a	Fastbridge earlyReading Gr. TK-1: % (Total # of students w/ scores) at on/Above & Low Risk	ALL:67% (of 598); EL: 63%(of 100);SED:48%(of 84); SWD:44%(of 39)	ALL:72% EL:71%; SED:56%; SWD:52%
2b	Fastbridge aReading Gr. 2-8: % (Total # of students w/ scores) at On/Above & Low Risk	ALL:78% (of 2236); EL:35%(of 265); SED:50%(of 295); SWD:41% (of 244)	ALL:83%; EL:43% ; SED:58%; SWD:49%
3a	Fastbridge earlyMath Gr. TK-1: % (Total # of students w/ scores) at On/Above & Low Risk	ALL:73%(of 596); EL:77% (of 58); SED:54%(of 83); SWD 44%(of 49)	ALL:77%; EL:85%; SED:53%; SWD:52%
3b	Fastbridge aMath Gr. 2-8: % (Total # of students w/ scores) at On/Above & Low Risk	ALL:79%(of 2262); EL:50%(of 255); SED:50%(of 292); SWD:46%(of 248)	ALL:84%; EL:59%; SED:58%; SWD:54%

# Goal 1 - High Student Achievement Metrics (Cont.)

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#	Metric	Baseline	End of Year Goal
4	English Learner Progress Indicator (ELPI) - CA School Dashboard	ELPI TBD - December	65% or Higher of ELs making progress towards English language proficiency.
5	English Learner Reclassification Rate	19% (82 ELs)	15% or More (58 ELs)
6	Implementation of State Standards	Full Implementation	Full Implementation and Sustaining
7	Designated/Integrated ELD	All ELs receive designated and integrated ELD in core instruction.	All ELs will have received designated and integrated ELD in core instruction.
8	Access to State Standards Aligned Instructional Materials	All students have access to state standards aligned instructional materials.	All students will have had access to state standards aligned instructional materials.
9	Access to Broad Course of Study	All students have access to a broad course of study.	All students will have had access to a broad course of study.

# Goal 1 Actions & Services

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Action	Title	Total Funds Allocated	Implemented Fully, Partially, or Not Yet
1	Supplemental Instruction, Intervention and Support	\$819,576	Partially
2	Summer Programs 2021 & 2022	\$210,154	Partially
3	Supplemental Texts, Instructional Materials, and Resources	\$123,007	Fully
4	Core Program Texts, Instructional Materials, and Resources	\$178,000	Fully
5	Targeted Additional & Extended Day Services for Unduplicated Students	\$572,500	Partially
6	Enrichment Learning Opportunities/Extra Curricular Activities	\$379,061	Partially
7	Sunday System for Intensive Reading Intervention - Tier III	\$36,000	Partially
8	Educational Technology Tools, Support & Infrastructure	\$139,000	Fully

# Goal 2 - Effective Leadership, Teaching and Learning Metrics

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#	Metric	Baseline	End of Year Goal
1	Appropriately assigned and fully credentialed teachers.	100% of teachers are appropriately assigned and credentialed in subject areas.	100% of teachers would have been appropriately assigned and credentialed in subject areas.
2	Implementing High-quality Tier I Core instructional practices, including, GLAD, Integrated/Designated ELD & Guided Reading	Classroom Walkthrough Observation Tool will be utilized to established baseline. - TBD	80% of CSD teachers will implement Tier I high-quality instructional practices according to the Classroom Walkthrough Observation Tool.
3	Staff Professional Development/Collaboration Evaluations/Reflections	70% of staff indicated that the professional development, training & staff collaboration were meaningful and effective use of time.	80% or more of staff will indicate that the professional development, training & staff collaboration were meaningful and effective use of time.
4	Voluntary Coaching & Learning Opportunities	20% of staff received some form of instructional coaching or voluntary PD outside of the professional workday.	Increase the percent of staff receiving coaching or voluntary learning opportunities outside of the professional workday.

# Goal 2 Actions & Services

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Action	Title	Total Funds Allocated	Implemented? Fully, Partially, Not Yet
1	Professional Development	\$609,490	Partially
2	Additional Staff Collaboration Time and Assessment	\$90,808	Partially
3	Training for Sonday System Intensive Reading Intervention	\$9,000	Fully
4	BTSA Induction Support for new teachers and administrators	\$30,000	Partially
5	Educational Technology Professional Development Opportunities	\$13,500	Partially
6	Tier II/ELD Teachers on Special Assignment	\$285,000	Fully

# Goal 3 - Positive School Environment, Climate & Culture Metrics

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#	Metric	Baseline	End of Year Goal
1	Attendance Rate	District Average: 94%	Maintain the attendance rate at/above 95%.
2	CA Dashboard Chronic Absenteeism Performance Indicator	New Baseline TBD - December	Decrease Chronic Absenteeism Rate from the prior year for CSD's & and target student groups from the prior year.
3	Suspension Rate	New Baseline TBD - December	Decrease the number of students who were suspended overall and for target student groups from the prior year.
4	Middle School Dropout Rate	0	0
5	Major Office Referrals through SWIS	New Baseline TBD	Decrease the number of Major Office Referrals by site from the prior year.
6	Sense of Safety and School Connectedness via School Climate Survey	<ul style="list-style-type: none"> <li>76% of students "like school"</li> <li>81% said "there is an adult who will help me if I need it"</li> </ul>	90% or above of students reporting "I like school" and said "there is an adult who will help me if I need it".
7	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	New Baseline - December	Decrease the number of students identified as "high risk"
8	Facilities in "Good or Exemplary Repair" as rated by the annual accountability report.	All facilities are maintained in "good or exemplary" repair.	All facilities will be maintained in "good or exemplary" repair.

# Goal 3 Actions & Services

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Action	Title	Total Funds Allocated	Implemented Fully, Partially, or Not Yet
1	Coordination of Student Support Services	\$177,000	Fully
2	Counseling and Mental Health Services	\$469,000	Fully
3	Social-Emotional Learning & Mental Health Curriculum & Resources	\$37,000	Fully
4	Integrated Health Services and Supports	\$350,000	Fully

# Goal 4 - Strong Parent and Community Engagement Metrics

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#	Metric	Baseline	End of Year Goal
1	All Community Partners Representation and Involvement in Districtwide Committees.	All Community Partners fully represented in all districtwide advisory committees.	All Community Partners fully represented in all districtwide advisory committees.
2	CSD Community Engagement Surveys	LCAP Input Survey (1025 Responses) Parent Engagement Survey (677 Responses) EL Needs Assessment Survey (126 responses)	Increase opportunities and participation to provide input from prior year.
3	Communication	All school sites and CSD utilized Blackboard/SMORE and other tools for regular communication.	All school sites and CSD would have utilized Blackboard and other tools for regular communication.
4	Parent Education Opportunities	2020-21: Districtwide parent education 12 opportunities/ events/ activities.	CSD will have offered the same number and variety of parent engagement education workshops, events, activities for all parents, including EL parent classes/workshops, based on needs and feedback from parents.
5	Local Indicator Priority 3 for Parent Engagement	In 2020-21, CSD achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool.	CSD will have maintained an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool.

# Goal 4 Actions & Services

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Action	Title	Total Funds Allocated	Implemented Fully, Partially, or Not Yet
1	Parent Engagement, Support Services, and Supplies	\$20,000	Partially
2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	\$40,000	Partially
3	Parent Communication	\$81,000	Partially
4	Language Line Services	\$25,000	Fully

# The LCAP Development Timeline

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## July/October

- Identify and consult community partners
- Conduct needs assessments
- Review available data for Annual Report
- Develop timeline for data collection and reporting
- Report demographic information via CALPADS
- Review alignment of district plans with LCAP

## November/January

- Consult community partners
- Continue updating progress on Annual Report
- Review LCAP goals, actions and services for needed adjustments
- Review proposed state budget and local implications

## February/March

- Consult community partners
- Continue modification of LCAP and updating progress on Annual Report
- Present draft LCAP to community partners

## April/June

- Consult community partners
- Review May revision of proposed State budget and local implications
- Invite public comment on draft LCAP
- Present draft LCAP to Board
- Respond to comments in writing
- Finalize Annual Report
- Hold LCAP and budget public hearing
- Receive local board approval
- Submit to COE

# Board Discussion/Questions

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