

Review of LCAP, SARC, California School Dashboard, SPSA, LRE and ESSER

Important information for SEDAC Representatives

Conejo Valley Unified School District
Special Education Advisory Council
Chair: Erin Bell

After this presentation, we will be discussing the following questions:

What is the most urgent need for students receiving special education services to access and succeed in the current curriculum at your school site? In terms of learning loss? In terms of unfinished learning?

Thinking about all the urgent needs, What are the top priorities for ESSER dollar spending (And future spending) at the school site and district levels?

In order to have an impactful and meaningful discussion, we must all first understand how it is all connected.

Local Control Accountability Plan (LCAP)

- Local Control Accountability Plan
 - tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes



Each district's LCAP must be built around eight priority areas identified by the California Department of Education:

Access to core services

Implementation of Common Core State Standards

Access to a broad course of study

Student achievement

Other student outcomes

Student engagement

Parent involvement

School climate



Why is the LCAP important?

Even though these priority areas are dictated by the State of California, the specific goals and targets within each area are largely determined by each school district.

In other words, LCAP helps ensure that CVUSD will have more authority to spend precious resources in a way that is better aligned with the needs of the CVUSD community and our students.

Access to LCAP on CVUSD Website

Go to CVUSD website. At the top of the page, go to Quick Links. A drop down menu will appear. Click on Local Control Accountability Plan (LCAP).

<https://www.conejousd.org/LCAP>



LCAP Goal #1

Implement targeted actions and services that support positive student outcomes.

(Student focused)



LCAP Goal #2

Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.

(Internal focused)



LCAP Goal #3

Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes.

(Community focused)



LCAP Goal #4


Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.

(Student and school focused)




School Accountability Report Card (SARC)

Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school.



State law requires that the SARC contain all of the following:

- Demographic data
 - School safety and climate for learning information
 - Academic data
 - School completion rates
 - Class sizes
 - Teacher and staff information
 - Curriculum and instruction descriptions
 - Postsecondary preparation information
 - Fiscal and expenditure data
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SARC

School report cards must be updated annually and published by February 1.

Schools are required to notify all parents about the availability of the SARC and to provide parents with instructions about how the SARC can be obtained both through the Internet (if feasible) and on paper (upon request).

If 15% or more of a school's enrolled students speak a single primary language other than English, state law requires that the SARC also be prepared and made available to these parents in the appropriate primary language.



Why is SARC important?

The data reported in an LCAP is to be consistent with data reported in the SARC.


SARC can be an effective way for a school to report on its progress in achieving goals.

The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Access SARC for CVUSD Schools

<https://www.conejousd.org/SARC-SPSA>

Go to CVUSD website. At the top of the page, go to Quick Links. A drop down menu will appear. Click on School Accountability Report Card (SARC). Then find your school site and click on SARC next to school site name.



California School Dashboard

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.

Even though the most recent Dashboard data is only available for 2019, it's still an important driver and metric for success, and it is a specific part of the SPSA rubric.



Why is the California School Dashboard Important?

- Important metric of success
- Specific part of SPSA Rubric
- Provides a clear visual to student performance
- Provides a clear visual on how different student groups are faring in comparison to others.

Access California School Dashboard for CVUSD

CVUSD Dashboard

<https://www.caschooldashboard.org/reports/56737590000000/2019>


CVUSD Student Groups Report

https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2019&cdc_ode=5673759&scode=&reporttype=schools


NOTE: Due to the pandemic, no one in California has recent state testing data and state law suspended reporting of state and local indicators on the Dashboard. For this year, we will need to look at other measures.



School Plan for Student Achievement (SPSA)


- Purpose of the SPSA is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards.
 - The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.
 - The SPSA serves as the organizer for an individual school's improvement process.
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How is the SPSA written?

- Site principals, staff, leadership team, and parents are actively involved in the process.
 - The school site council is responsible for the development, annual review, and update of this plan.
 - All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.
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SEDAC Representative Job Responsibility

Collaborate with other stakeholders to annually create/update the School Plan For Student Achievement (SPSA)

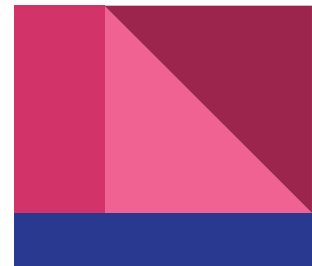
- Review and understand the data for district and school site
 - Review and understand the site plan
 - Your signature is an endorsement of the plan, so please be mindful of the content and quality of the plan and that the plan reflects support for ALL students
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SPSA Monitoring & Accountability Tool

LCAP Goal 1 Implement targeted actions and services that support positive student outcomes.	Evidence in SPSA	Implementation Status				
SPSA clearly articulates, measurable goals for improvement in student achievement?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA clearly articulates strategies/activities for closing the achievement gap?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides adequate actions/services based on identified program gaps and student needs?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides involvement of stakeholders in the creation and monitoring of SPSA.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides adequate actions/services for English Learners in both learning English and gaining access to content?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides adequate actions/services for Students With Disabilities, and addresses the Least Restrictive Environment?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides opportunities for teachers to learn about and effectively implement Universal Design For Learning?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5

SPSA Monitoring & Accountability Tool

<u>CA Dashboard Indicators</u>	Evidence in SPSA	Implementation Status				
		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to increase student achievement in ELA, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to increase student achievement in Math, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to reduce chronic absenteeism, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to reduce suspensions, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
If applicable, SPSA implements best-practice approaches to increase graduation rates for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
If applicable, the school implements <i>best-practice approaches</i> to increase college/career readiness.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5



How to access the SPSA Rubric

- School Site Council Guidebook (can be accessed in our SEDAC Shared Google Drive)
- Pages 21-22

<https://drive.google.com/file/d/1ma3adXkRQVr0p9BxoRYIxpcYjUSlivoZ/view?usp=sharing>



Why is SPSA important?

The SPSA is a tool for school sites to prioritize particular programs and strategies that will best serve their students, families, and the community. This is where funding is determined for your school site. This is your opportunity as a parent and as SEDAC representative to give your input for spending at your school site.


Access SPSA for CVUSD Schools

Go to CVUSD website. At the top of the page, go to Quick Links. A drop down menu will appear. Click on School Plan for Student Achievement (SPSA). Then find your school site and click on SPSA next to school site name.

<https://www.conejousd.org/SARC-SPSA>



Least Restrictive Environment (LRE)

- the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers
 - Students receiving special education services are not removed from general education classes unless, even with supplemental aids and services, education in general education classes cannot be achieved satisfactorily
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Agency Name: Conejo Valley Unified (5673759_00) Annual Performance Report

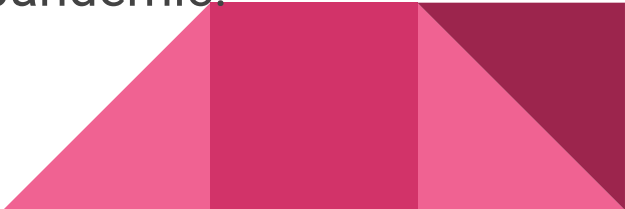
Special Education Local Plan Area: Ventura County (5600)

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	89.4%	>90.0%	No
2	Dropout Rate *	0.5%	≤9.72%	Yes
3	Assessment: ELA Participation	N/A	N/A	N/A
3	Assessment: Math Participation Rate	N/A	N/A	N/A
3	Assessment: ELA Achievement Rate	N/A	N/A	N/A
3	Assessment: Math Achievement Rate	N/A	N/A	N/A
4a	Discipline (>10 days) Rate *	0.46	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	46.1%	≥53.2%	No
5b	LRE Rate: In Regular Class less than 40%	11.8%	≤20.6%	Yes
5c	LRE Rate: Separate Schools	1.3%	≤3.6%	Yes
6a	Preschool LRE: Regular Program	34.4%	>36.9%	No
6b	Preschool LRE: Separate Class	23.0%	<30.4%	Yes
7a	Positive Socio-Emotional Skills Substantially Increased	80.8%	>85.2%	No

Why is LRE important?

LRE is a vital component in the development of a student's IEP. LRE plays a critical role, influencing where a child spends his or her time at school, how services are provided, and the relationships the child develops within the school and community. LRE is personal and individualized to each child and is an important element to IEP team discussions.

Elementary and Secondary School Emergency Relief (ESSER)

- This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.
 - Use of any ESSER funds (ESSER I, ESSER II, or ESSER III) must be in accordance with allowable uses in any of these three federal stimulus acts, and in alignment with the statutory purpose of the program: to prevent, prepare for, or respond to the COVID-19 pandemic.
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ESSER III for Special Education

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.



ESSER III For Special Education continued...

Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.


Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.



ESSER III For Special Education Continued

Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the LEA, including by–


- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance education.
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Why is ESSER important?

It is public funds that are dedicated to supporting the needs of students that developed due to school closures. This funding is a one time opportunity to address learning loss and learning gaps due to the COVID-19 pandemic.

Budget Committee's Duties

The committee's duties may include, but are not necessarily limited to:

1. Making recommendations regarding budget priorities which align with the District's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans
 2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued
 3. Reviewing the clarity and effectiveness of budget documents and communications
 4. Presenting progress reports on the committee's work and a final report of recommendations to the Superintendent or designee and to the Board
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Budget Committee Goals 2021-2022

1. Understand the Local Control Accountability Plan (the “how” trickle down to SPSA), discuss, examine/establish metrics
2. Understand the School Plan for Student Achievement (the “how” addresses SPED, SEL and ELL), discuss, examine/establish metrics
3. Understand District Financial Statements (the “how” to read financial reports), discuss, examine/establish metrics
4. Understand Declining enrollment and its impact

General Agenda overview for this year:

Study and provide feedback for Goals 1-4, understand LCAP feeds SPSA, study and discuss financial reports, discuss declining enrollment, and provide report of the body of work to Board of Education



Questions?