

# LeCAP Stakeholder Meeting

October 21, 2020



# 2020-21 Background LCFF Budget Overview

- California Education Code (EC) Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the LCAP by July 1 of each year.
- Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year.
- For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report.
- [Linked to LeCAP](#)

# 2020-21 Required Updates

- SB 820 requires the template and instructions to include the following for 2020-21:
- The specific amount of federal funds allocated to the LEA under the Coronavirus Aid, Relief, and Economic Security (CARES) Act.
- Total Budgeted Expenditures in the Learning Continuity and Attendance Plan (LeCAP) and Total Budget Expenditures that Contribute to Increasing or Improving Services for Unduplicated Pupils in the Learning Continuity Plan (LeCAP)

# 2020-21 CARES Act Funding

- CARES Act funds include:
  - Elementary and Secondary School Emergency Relief (ESSER) Funds
  - Learning Loss Mitigation (LLM) Funds
    - LLM Funds include both:
      - Coronavirus Relief (CR) Funds and;
      - Governor's Emergency Education Relief (GEER) Funds

# COVID-Related State and Federal Preliminary Funding

<b>Funding Type</b>	<b>Allocation</b>	<b>Spend By Date</b>
Learning Loss Mitigation Governor's Emergency Education Relief (GEER)	\$148,584	9/30/2022
Learning Loss Mitigation Coronavirus Relief (CR)	\$749,810	12/30/2020
CARES ESSER	\$76,361	9/30/2022
SB117 March 15-June 30, 2020	\$49,384	6/30/2020
Learning Loss Mitigation General Fund (GF)	\$201,586	12/30/2020
<b>Total</b>	<b>\$1,225,725</b>	

# 2020-21 LCFF Budget Overview

- Per CDE, The template for the Budget Overview for Parents is required to contain the following information:
  - The total projected general fund revenue for the current school year as of the date of the first interim report, with the funds broken out as follows:
    - The LCFF revenue, including supplemental and concentration grants
    - All other state funds
    - All local funds
    - All federal funds
    - Federal CARES funds
- School Districts must submit their Budget Overview for Parents along with their First Interim report to their COE for review and approval on or before December 15, 2020.

# LeCAP Focus: Pupil Learning Loss

- All teachers will implement the new K-8 Assessment Calendar. K-8 Formative Assessments will be developed by certificated teachers to monitor student learning, check for understanding, provide individual feedback, differentiate instruction and collect data over time.

# i-Ready Update - Reading

Subject

Reading

School

All Schools

Key

Academic Year

Current Year

Diagnostic

Most Recent

Prior Diagnostic

None

Criterion Referenced

3-Level Placement

Enhanced

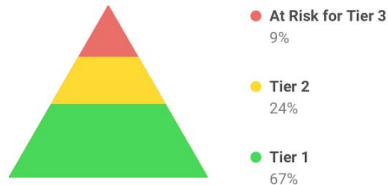
5-Level Placement

Placement Definition

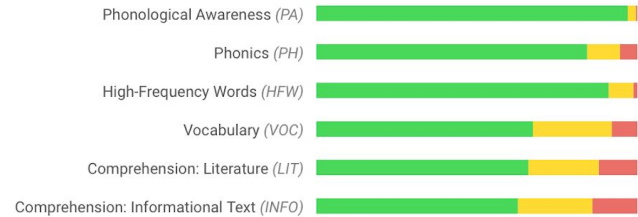
Standard View

Students Assessed/Total: 2,231/2,640

Overall Placement



Placement By Domain



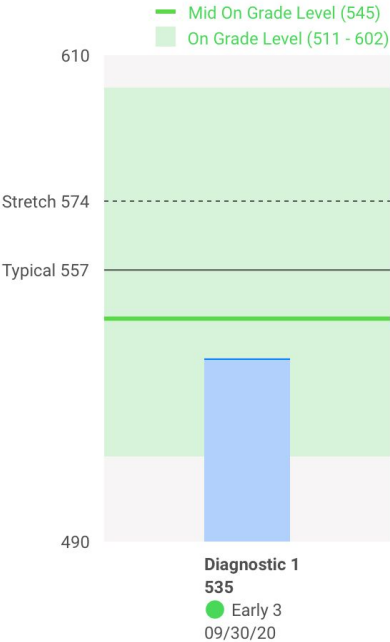


# Individual Student i-Ready goals: Reading

## Diagnostic 1

**Typical Growth**  
 Typical Growth: The average annual growth for a student at this grade and initial placement level. ⓘ

**Stretch Growth**  
 Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels. ⓘ



### Overall

● Early 3 (535)  
 Standard Error +/- 11

Domain	Placement	Can Do & Next Steps
Phonological Awareness*	● Tested Out	↓
Phonics*	● Tested Out	↓
High-Frequency Words*	● Tested Out	↓
Vocabulary	● Early 3	↓
Comprehension: Literature	● Early 3	↓
Comprehension: Informational Text	● Mid 3	↓

\* Foundational Domains

This Diagnostic used to establish Growth Measures.

# Individual Student i-Ready goals: Math

## Diagnostic 1

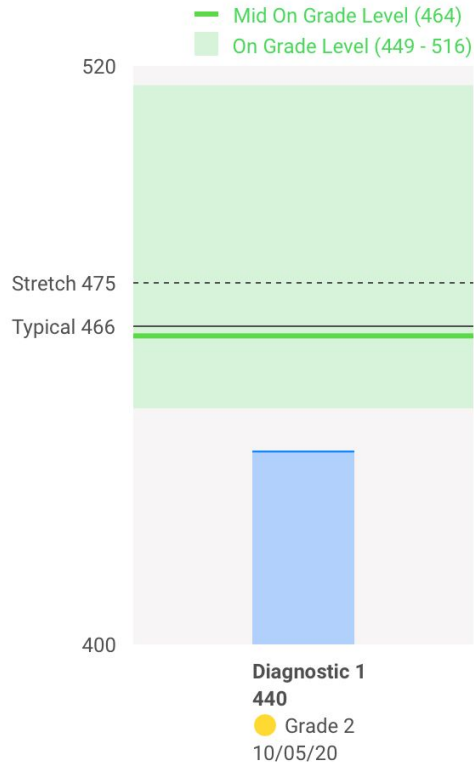
### Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.



### Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



### Overall

Grade 2 (440)  
Standard Error +/- 6

Domain	Placement	Can Do & Next Steps
Number and Operations	● Early 3	↓
Algebra and Algebraic Thinking	● Grade 2	↓
Measurement and Data	● Early 3	↓
Geometry	● Grade 2	↓

# Personalized Instruction Summary: Math

Showing 5 of 5

Alerts	Domain	Level	Lesson	Passed	Score	Lesson Time-on-Task
	GEO	Late 2	<a href="#">Divide Shapes Into Three Equal Parts</a>	-	-	2m
	GEO	Mid 2	<a href="#">Practice: Recognize Shapes</a>	Passed	67%	13m
	GEO	Mid 2	<a href="#">Recognize and Draw Shapes</a>	Passed	88%	19m
	ALG	Late 2	<a href="#">Add Using Arrays</a>	Passed	88%	16m
	ALG	Mid 2	<a href="#">Solve Two-Step Problems</a>	Passed	100%	27m

# i-Ready Update - Math

Subject

Math

School

All Schools

Academic Year

Current Year

Diagnostic

Most Recent

Prior Diagnostic

None

Criterion Referenced

3-Level Placement

Enhanced

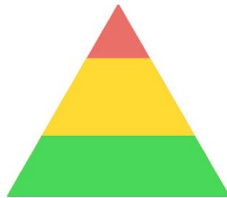
5-Level Placement

Placement

Standard View

Students Assessed/Total: 2,107/2,639

Overall Placement



At Risk for Tier 3

8%

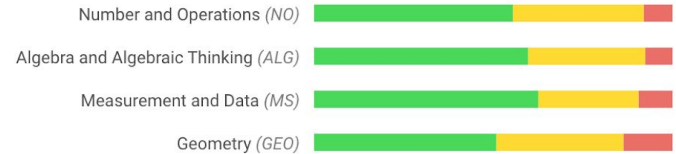
Tier 2

39%

Tier 1

52%

Placement By Domain



## Breakout

In relation to mitigating Pupil Learning Loss, how will this new data assessment tool support targeted instruction and feedback for our students?

# LeCAP Focus: Increased or Improved Services for English Learners

Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students

## English Language Development Specialists

- Targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction.
- Utilizing the i-Ready platform, ELD specialists can identify key areas of English Language Development that require additional instruction and practice.
- Utilize the ELD components of the i-Ready platform and track student progress toward targeted skills.
- Liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work.
- Regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

# ELPAC update from ELD Specialists





## Breakout

Our next session will address how we are monitoring and supporting mental health and social and emotional well-being of pupils and staff during the school year, including professional development and resources provided to address trauma and other COVID-19 impacts. What questions do you have?

# Meet our ELD Specialists



Lindsay Lauzon  
ELD Coordinator



Monica Malmquist  
K-5 ELD Specialist



Lynne Henderson  
6th - 8th ELD  
Instructional  
Specialist



Rachel Hudson  
6th-8th ELD Teacher

# Upcoming Meetings

- **LeCAP Stakeholder Meetings**
  - November 18, 3:30-4:30 pm
  - December 9, 3:30-4:30 pm
- **LeCAP Student Meetings**
  - October 28, 3:30-4:30 pm
  - December 2, 3:30-4:30 pm
  
- **Board Meeting**
  - November 12, 6:00 pm
  - December 14, 6:00 pm

