



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cambrian School District

CDS Code: 43693850000000

School Year: 2022-23

LEA contact information:

Linh Nguyen

Assistant Superintendent of Educational Services

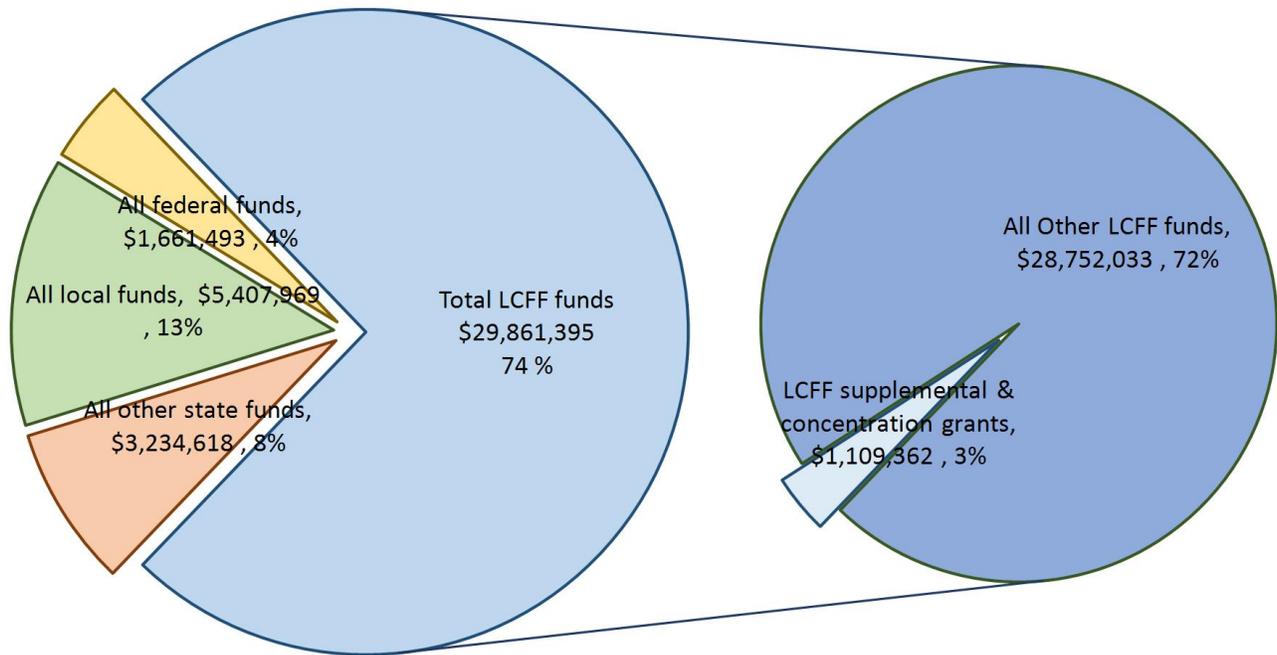
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408-558-4916

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

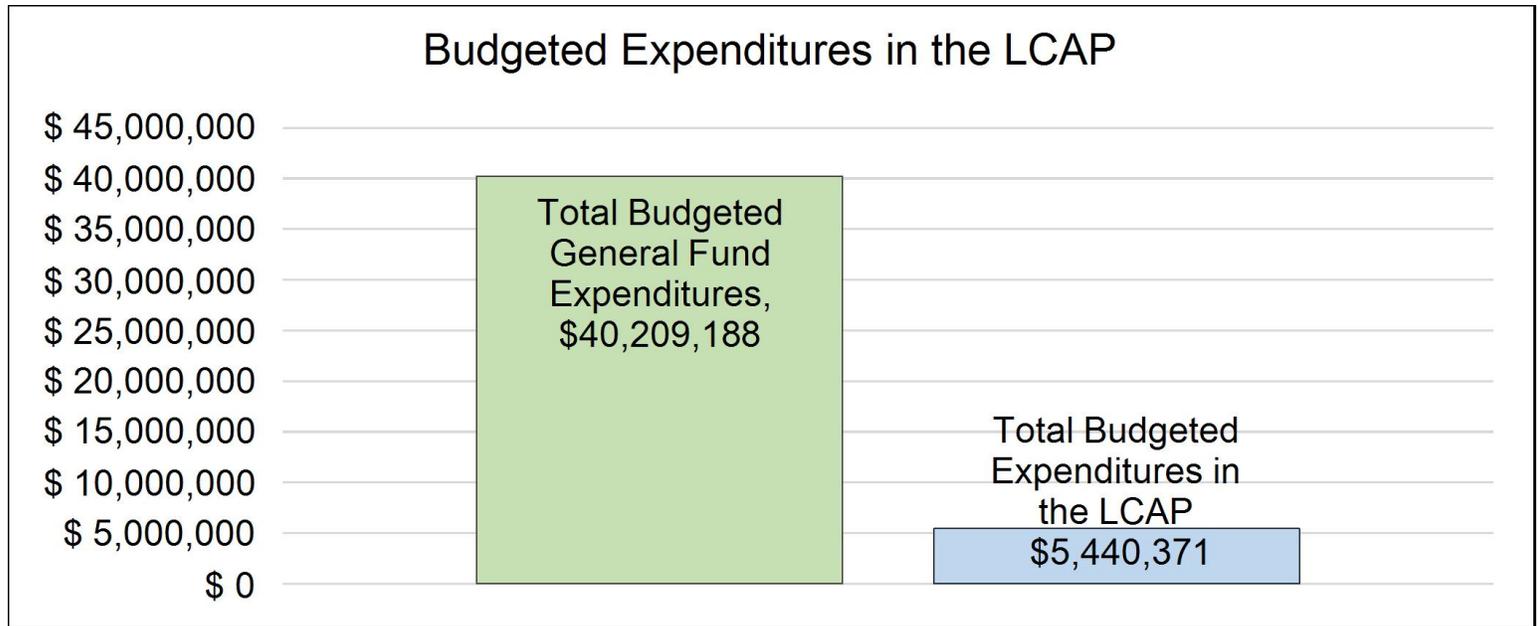


This chart shows the total general purpose revenue Cambrian School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cambrian School District is \$40,165,475, of which \$29,861,395 is Local Control Funding Formula (LCFF), \$3,234,618 is other state funds, \$5,407,969 is local funds, and \$1,661,493 is federal funds. Of the \$29,861,395 in LCFF Funds, \$1,109,362 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cambrian School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cambrian School District plans to spend \$40,209,188 for the 2022-23 school year. Of that amount, \$5,440,371 is tied to actions/services in the LCAP and \$34,768,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

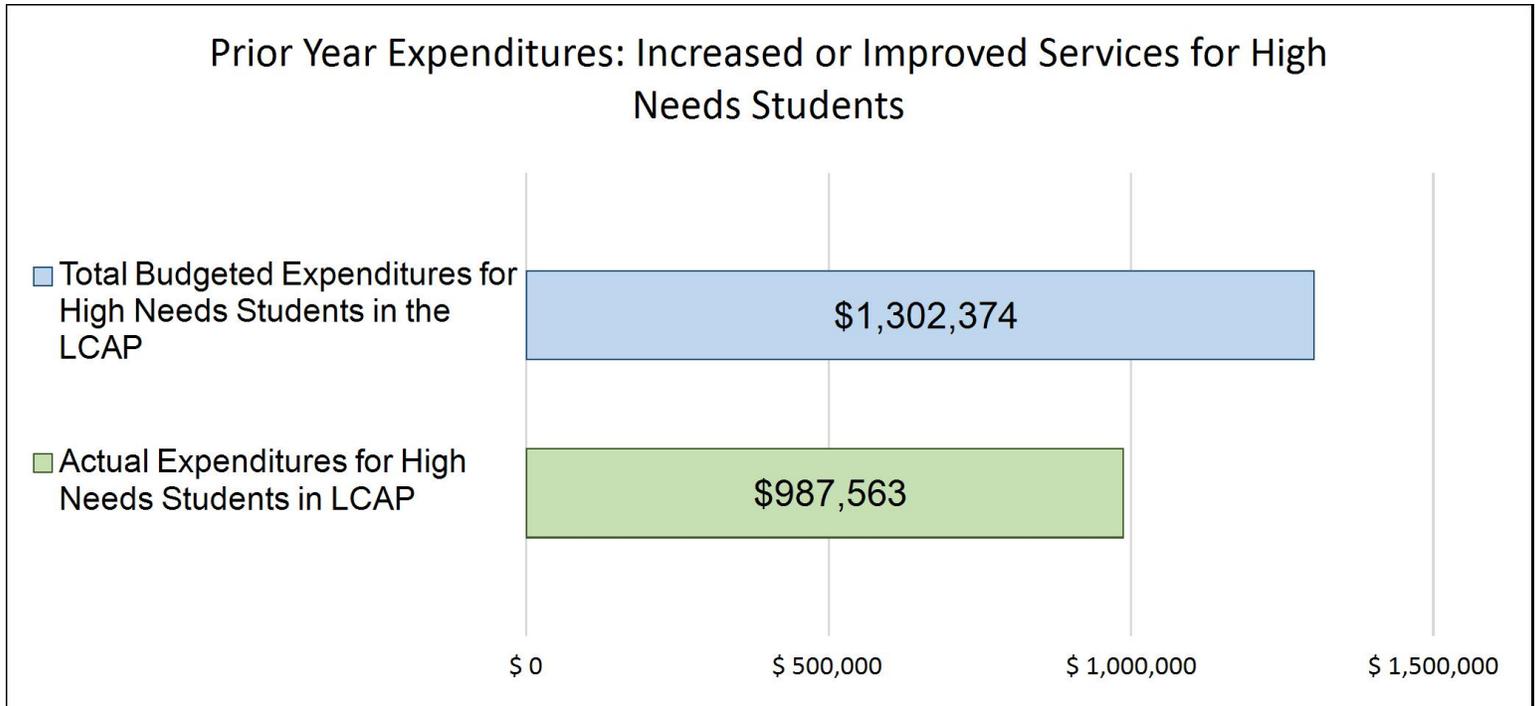
The Cambrian School District has deep roots in our corner of the Silicon Valley community dating back more than 100 years. In that time, our district has become established as the bedrock of the Cambrian neighborhood, as generations of students have come to learn, grow, explore, and form lasting relationships in our classrooms. Our commitment to 21st-century innovative instructional practices and programs is designed to prepare our students to thrive in high school, college, and career. With that, the general operating expenditures that allow us to run these programs encompass the expenditures not included in this plan. This would include Administrative, Certificated, and Classified salaries for staffing, Special Education programs, core curriculum, supplemental materials and general supplies, technology needs and utilities, maintenance, and custodial needs. All of these items are the backbone on which we operate our exemplary programs and support the social-emotional and instructional needs of all our students at Cambrian.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Cambrian School District is projecting it will receive \$1,109,362 based on the enrollment of foster youth, English learner, and low-income students. Cambrian School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cambrian School District plans to spend \$1,473,362 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Cambrian School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cambrian School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Cambrian School District's LCAP budgeted \$1,302,374 for planned actions to increase or improve services for high needs students. Cambrian School District actually spent \$987,563 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-314,811 had the following impact on Cambrian School District's ability to increase or improve services for high needs students:

Actions and services to increase or improve services for high needs were implemented in 2021-22. However, due to factors related to the impact of COVID-19, although the district were providing in-person learning since the beginning of the year, the district was not able to implement all planned actions and services. These factors were mainly related to staffing shortages and use of additional one-time funding sources for learning loss and COVID-19 impacts on teaching and learning instead of using all of the LCFF Supplemental Fund and Federal Title I, II, and III funding sources. The one-time funding sources included the ELO-Grant, additional ESSER III, and the Educator Effectiveness Funding Block Grant, all of which has specific expenditures end of life timeline the district must adhere to. The overall increased/improved services for high needs students were not impacted because services were delivered to students who met the district criteria for needing supplemental or extended day support.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided Cambrian School District with an allocation of ESSER III funds in the approximate amount of \$649,694 and Educator Effectiveness Block Grant Fund (EEF) funding in the amount of \$592,038 since the 2021-22 LCAP was approved. The Cambrian School District values our community educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education staff, District English Learner Advisory Committee (DELAC), bargaining units, and our LCAP Advisory Committee (which includes certificate, classified, parents, and administrators representatives from all of our six school sites and the district office). 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 the LCAP development and implementation process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CSD does not receive a concentration grant or the concentration grant add-on. Our enrollment of students who are low-income, English learners, and/or foster youth is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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.

In March 2021, the American Rescue Plan (ARP) was signed into law. ARP dedicated \$122 billion to the Elementary and Secondary School Education Relief (ESSER) Fund. This grant is known as ESSER III. The intent and purpose of ESSER III are to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

CSD's ESSER III allocation is \$649,694. CSD's plan for ESSER III funds includes allocations to support families who are in need of an independent study virtual program option, interventions, SEL support, technology, parent engagement, professional development, and COVID-19 related safety measures. CSD is required by statute to set aside 20 percent of its total ESSER III allocation (\$129,939) to address learning recovery. ESSER III funds can be used to cover expenses incurred from March 13, 2020, through September 30, 2024. CSD's Educator Effectiveness Block Grant Fund (EEF) is \$592,038. CSD's plan for the EEBG funds EEF will be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff over the. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26 fiscal years. These one-time or short-term funds are supplemental to CSD's budget and will be used to address the impact COVID-19 has had and continues to have on the district and schools.

The district utilized community input gathered during the development of the 2021-22 LCAP and the ELO-G Plan in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation. The district's process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, local surveys for students, parents/guardians, community members, and staff (classified and certificated). All students in grades 3-8 participate in a survey each year to provide input on school climate. The district maintains a District LCAP Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators, teachers, classified staff, and parent representatives who also represent each school site council and English learner advisory council. The District English Learner Advisory Committee (DELAC), which is comprised of a majority of parents of students who are English Learners, also meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services, and actions to meet the needs of English Learners (academic and social-

emotional). Both the LCAP Advisory Committee and DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant students, and foster or homeless students. Members consider the perspectives and insights as they make recommendations on programs, services, and actions. Therefore, the parents and staff fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID-19 pandemic, utilizing those perspectives and insights as they give input and make recommendations. Parents/Guardians from all sites also participate in local surveys each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey. The District Instructional Leadership Council meets regularly throughout the school year. At these meetings, the administrative team regularly discusses and conducts analyses of the district's student achievement data, school climate data, and data showing the students' social-emotional needs. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students as they strategically plan for student success.

The following summarizes the feedback opportunities the district provided to the school community for use on the ESSER III funds:

1. Board of Education Meeting Update on ESSER III Funds - August 5, 2021 (The Board presentation can be reviewed via the following district website: <https://cambrianpublic.ic-board.com/>)
2. CSD ESSER III Stakeholder Survey - September 3, 2021 - September 24, 2021 (A summary of the survey results can be reviewed via the following district website: <https://www.cambriansd.org/Page/3846>)
3. District LCAP Advisory Committee - October 14, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1753>)
4. District English Learner Advisory Committee - October 15, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1105>)
5. Curriculum Instruction Assessment (CIA) Council- October 19, 2021
5. Public Hearing at the Board of Trustees Meeting on October 21, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)

The following summarizes the feedback opportunities the district provided to the school community for use on the Educator Effectiveness Block Grant funds:

1. CSD Educator Effectiveness Fund Faculty and Staff Input Survey - November 24, 2021 - December 7, 2021 (A summary of the survey and priorities for the use of the funds can be referenced per the Board Ppt. on December 7, 2021, via the following district website: <https://www.cambriansd.org/Page/3867>)
2. Public Hearing at the Board of Trustees Meeting on December 7, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)
3. District English Learner Advisory Committee Meeting - December 10, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1105>)
4. Board Approval at the Board of Trustees Meeting on December 16, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)
5. Curriculum Instruction Assessment (CIA) Council - January 11, 2022

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

Strategies for Continuous and Safe In-person Learning:

1. Implementing Health Protocols - The district has regular facilities walk-throughs to monitor and address concerns and work orders. The Facility Inspection Tool (FIT) is completed during an annual inspection conducted by the District reporting any deficiencies. Walk-throughs occur monthly and the Facility Inspection Tool (FIT) is completed annually.

Addressing the Impact of Lost Instructional Time:

1. Interventions and Additional/Extended Learning Opportunities - Student progress in closing learning loss gaps and mastery of standards will be monitored using the district local assessments system, FastBridge. Staff will be provided release time for grade-level collaboration time using the PLC model to review and analyze student data to make informed instructional tier 1 core instruction and additional interventions and support as determined by the data. The FastBridge benchmark and progress monitoring assessments are administered in the Fall, Winter, and Spring as a district-wide screener demonstrating student progress.

2. Independent Study Virtual School Option - Students and parents/guardians participating in the independent study virtual school option must sign a learning agreement. Attendance and student engagement reports are reviewed daily to ensure students are attending class regularly and completing work assigned. Students are also required to participate in live video conferencing weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff. The district has a robust student re-engagement the process when the attendance and engagement reports reveal evidence of truancy. Daily live check-ins and weekly attendance and engagement reports are reviewed each week by the district supervising staff to ensure students are attending classes daily and completing work assigned.

3. Supporting Social-Emotional Learning - Staff will review the following indicators to monitor progress:

*Reduced incidences of major office referrals.

*Reduced Suspensions.

*Reduced Chronic Absenteeism

*Increased Attendance.

*SAEBRS & School Climate Survey

Referrals, Suspensions, Reduced Chronic Absenteeism, and Attendance are monitored on an ongoing basis at the site level with data being reviewed among district-wide administrators monthly. The SAEBRS is administered Fall and the School Climate Survey is administered in the Spring.

Use of Any Remaining Funds:

1. Professional Teacher Inservice Day - Staff will participate in Teacher In-service days training provided in 2022-23. Participation in professional development days will be determined from sign-in forms for each day. Feedback and evaluation surveys for the professional development being provided to teachers and staff on those teacher in-service days will determine how meaningful and effective were the training towards addressing the SEL needs and accelerating learning.
2. Learning First through Technology Innovation Mentors (TIMS) Coaching Program - TIMS Program participants will first participate in professional development to obtain technical expertise as a Google for Education Certified Educator. After establishing this baseline, participants will participate in the Google Certified Coach program. This program is based on the research and studies completed through the Dynamic Learning Project which developed the Impactful Tech Use (ITU) Rubric to measure the effectiveness of technology integration in the classroom. The Google Certified Coach program is designed to be completed over the course of the school year. The curriculum takes approx. 20 hrs to complete and the coaching portfolio is designed to reflect many weeks of working 1:1 with teachers. Coaches invest time in putting together an application that demonstrates mastery of the curriculum and 5-step coaching model. After completing the program, there would be an expectation that our TIMS support the site and district staff as classroom coaches and trainers. TIMS would be given release time when needed to support their colleagues in the classroom and compensated for supporting district professional development events.

The ESSER III Expenditure Plan was approved by the CSD Governing Board on October 21, 2021. Most of the above expenditures will begin in the late winter/spring of 2022. The District has through September 2024 to expend ESSER III funds, which it fully plans to do.

The Elementary and Secondary School Emergency Relief Funding (ESSER III) can be referenced at the following district website:

<https://www.cambriansd.org/Page/3846>

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Cambrian School District's state, local and federal funds for the 2021-22 school year totaled \$41 million. This total included \$8 million dollars in federal relief funds from the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan. Through January 2022, approximately 50% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP Goals:

*Goal 1: High Academic Achievement - CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.

*Goal 2: Effective Leadership, Teaching, and Learning - CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.

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

*Goal 4: Strong Parent and Community Engagement - 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.

The ESSER III Expenditure Plan (adopted 10/21/2021), the Educator Effectiveness Block Grant Plan (adopted 12/0/21) have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

ESSER III

*Strategies for Continuous and Safe In-Person Learning:

1. Implementing Health Protocols Implementing strategies aligned to CDC and Santa Clara County Department of Health guidance on things such as, but not limited to, PPE, sanitation, social distancing, and student cohorts. The district will maintain Inspect, test, maintain, repair, and or upgrade the components of HVAC (heating, ventilation, and air condition) - LCAP, Goal 3, Action 4

*Addressing the Impact of Lost Instructional Time:

1. Interventions and Additional/Extended Learning Opportunities - Additional and/or extended learning time will be provided to support acceleration and intervention of learning for students. Supporting students via one-on-one, small group, and online support with instructional aides and contracted services. - LCAP, Goal 1, Actions 1, 2, 5, 6 & 7

2. Independent Study Virtual School Option - Supporting students and families who are not ready to return to in-person learning because the parent/guardian has determined that their child's safety is at risk due to COVID19. Students who are participating in this virtual school option are receiving high-quality live instruction via video conferencing daily (grades TK-3) and at least weekly (grades 4-8) and daily asynchronous learning provided by a certificated teacher and are supervised by a Cambrian certificated staff member. Students are also participating in weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff. - LCAP, Goal 1, Action 1

3. Supporting Social-Emotional Learning - Supporting students' social-emotional learning with structured activities during recess and/or lunchtime. In partnership with a local organization, all school sites will be provided additional recess and/or lunchtime support with structured physical/sports activities integrated with an SEL curriculum. - LCAP Goal 3, Action 1

*Use of Any Remaining Funds:

1. Professional Teacher Inservice Day - Two (2) teacher In-service days in 2022-23. Training will be focused on supporting students and staff social-emotional learning and mental health. Training will also be focused on supporting staff with high-quality Tier 1 core instruction to address the impact of lost instructional time. - LCAP Goal 2, Actions 1, 2 & 4

2. Learning First through Technology Innovation Mentors (TIMS) Coaching Program - Implementing the Technology Innovation Mentors (TIMS) coaching program. TIMS are mentor teachers available on each campus to support their colleagues with effectively integrating technology into their instructional practice. The focus is on Learning First Through Technology Integration, where technology is a tool to support instructional practices. As such, TIMS will need a foundational level of technology expertise as well as coaching practice. - LCAP Goal 2, Action 5

The ESSER III Expenditure Plan information can be referenced at the following district website:<https://www.cambriansd.org/Page/3846>

EDUCATOR EFFECTIVENESS BLOCK GRANT

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

* Coaching and mentoring, including BTSA support for new teachers and administrators - LCAP Goal 2

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

* Consistent Tier I instructional practices, including Science of Reading, GLAD, and differentiated instruction across all subject areas - LCAP Goal 1 & LCAP Goal 2

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

* MTSS and inclusive teaching practices professional development, including Tier I interventions programs and strategies, Tier II & III supplemental programs services - LCAP Goal 1 & LCAP Goal 2

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

* Social-emotional learning, trauma-informed, and mental health professional development. - LCAP Goal 2 & LCAP Goal 3

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

* PBIS, equity, and cultural proficiency professional development - LCAP Goal 2 & LCAP Goal 3

The Educator Effectiveness Block Grant Plan information can be referenced at the following district website:

<https://www.cambriansd.org/Page/3867>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Cambrian School District has deep roots in our corner of the Silicon Valley community dating back more than 100 years. In that time, our district has become established as the bedrock of the Cambrian neighborhood, as generations of students have come to learn, grow, explore and form lasting relationships in our classrooms. Many of those students have even returned to lead their own classrooms as teachers or support our work as dedicated volunteers. To spend time in a Cambrian school today is to see the best of that long, rich tradition and community spirit. That combined with the commitment to innovative instructional practices and programs that are designed to prepare the "next-generation" students to thrive in high school, college, career, and life.

Currently, CSD serves approximately 3000 students in Transitional Kindergarten through 8th grade across four elementary schools, one K-8 school, and one comprehensive middle school for grades 6-8. We are fortunate to serve a student population that reflects the diversity of Silicon Valley, a diversity that is true strength in forging learning communities where all students are challenged, engaged, and celebrated. For the 2021-22 school year, the average class sizes of 21:1 in TK-3 and 27:1 in grades 4-8. Approximately 34% of the district's students are white (nonHispanic), 27% are Hispanic, 20% are Asian or Pacific Islander, 16% are Two or More Races, and the remaining 3% represent other races and ethnicity groups. Of the total enrollment, approximately 11% of the district's students are English Learners, 15% qualify for the Free & Reduced Lunch Program and 12% are students with special needs who qualify for Individualized Education Plan (IEP) or 504 Plan.

Across all of our schools and grade levels, our staff shares a commitment to excellence and continuous growth. Hallmarks of our approach to teaching and learning include:

- * Seamless integration of California's State Standards and a relentless pursuit of high student achievement.
- * A focus on the "4 Cs": critical thinking, communication, collaboration, and creativity. A Cambrian education is one that ensures students acquire the skills and mindsets necessary to pursue an academic or professional discipline and engage thoughtfully with their community.
- * An unwavering commitment to nurturing the whole child, with innovative programs exposing students to the arts, music, wellness, and technology so that students are free to explore their passions.
- * Ongoing professional learning opportunities to ensure that our world-class staff has the knowledge and resources they need to continue honing their craft as educators.
- * Warm school communities where families and neighbors are welcome and vital participants in student life both in and out of the classroom.

The Local Control Accountability Plan was developed with a great deal of input from school and districtwide stakeholders, including students, parents, community members, staff, and the Board of Trustees. The draft plan was developed and reviewed by the CSD LCAP Advisory Committee, and the District English Learner Advisory Committee, and was presented at a Board meeting for the public hearing on June 2, 2022. The draft plan was also made available for public review online. The final 2021-2024 Local Control Accountability Plan for the 2022-23 school year was presented in conjunction with the CSD Budget Overview for Parents and was approved by the Governing Board on June 16, 2022, and submitted to the Santa Clara County Office of Education and the California Department of Education for final review and approval before June 30, 2022.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

It is important to note that four (4) of the Cambrian School District schools are structured as “dependent charter schools,” which allows us to welcome students throughout our county, not just within our district boundaries. The CA Dashboard currently lists all charter schools as separate entities, whether they are affiliated with a district or not. As a result, a search in the CA Dashboard for “Cambrian School District” only reflects information for Bagby Elementary School and Steindorf K-8 STEAM School combined. Each CSD's charters will have its own CA Dashboard data. The CA School Dashboard's latest information was released in Fall 2019. Due to the pandemic and the suspension of state-mandated assessments in Spring 2020, the CA Dashboard data for Fall 2020 was also suspended. Also, to date, the state has not determined if the Fall 2021 CA Dashboard will be updated. Therefore, the data is not a complete reflection of the current information of the District and charter schools as a whole. To see other school site information, simply use the search bar and enter the name of the school site. The information can be accessed at the following link: <https://www.caschooldashboard.org/#/Home>.

With the suspension of state-mandated testing in Spring 2020 & 2021, as well as the 2020 & 2021 CA School Dashboard, CSD relied on the use of local performance data, student attendance, and student engagement data during the 2022-23 school year to monitor student

progress.

CA School Dashboard Data - Fall 2019 Summary:

Below is the Performance Overview for the district and each school site for each focus area of accountability according to the CA Dashboard from Fall 2019 CA Dashboard, the state accountability site that features reports on multiple measures of school success, including chronic absenteeism rates, suspension rates, English language arts performance, and mathematics performance. The dashboard includes five (5) performance levels that are color-coded, based on a combination of current performance levels and changes over the previous year. The color spectrum ranges from red to orange to yellow to green to blue, with red signifying the lowest performance level and blue the highest. Based on the 2019 CA School Dashboard, the overall academic performance for Cambrian SD (Bagby & Steindorf combined) and our 4 charter school sites (Fammatre, Farnham, Sartorette, and Price MS), the following performance levels were achieved for each site:

- Cambrian SD (Represents only Bagby School & Steindorf K-8): ELA - Blue; Math - Blue
- Bagby School: ELA - Green; Math - Blue
- Fammatre School: ELA - Green; Math - Blue
- Farnham School: ELA - Green; Math - Blue
- Price Middle School: ELA - Green; Math - Green
- Sartorette School: ELA - Yellow; Math - Green
- Steindorf K-8 School: ELA - Blue; Math - Blue

As a district, including all school sites, students achieved the greatest improvement in the area of mathematics on the Smarter Balanced Assessment in 2017-18 with an increase of 7% of students meeting or exceeding state standards going from 56% to 63%. As a result, the district (Bagby & Steindorf), Fammatre & Farnham maintained or achieved the highest performance level of "Blue" and Sartorette and Price maintained the performance level "Green" in mathematics performance. In the area of English language arts performance on the Smarter Balanced Assessment, the district continues to achieve at a higher level compared to the county and state at 67% to 63% to 50%, respectively, of students who met or exceeded standards.

Local Student Achievement Data

CSD utilized local assessments, which include the FastBridge Assessment Suite for ELA & Math for All students in grades TK-8. Our local performance data indicates that the majority of our students continued to maintain or exceed grade-level standards during the 2021-2022 school year. A summary of the results is described below:

FastBridge Benchmarks for ELA/Literacy 2021-2022 - Spring 2022 Administration:

- All Students: 49% performed at "On/Above" grade-level standards & 28% performed at "Low Risk" (2223 students in grades 2-8 with scores)
- English Learners: 6% performed at "On/Above" grade-level standards & 23% performed at "Low Risk"(230 EL students in grades 2-8 with scores)
- Socio-Economically Disadvantaged: 21% performed at "On/Above" grade-level standards & 29% performed at "Low Risk" (316 SED students in grades 2-8 with scores)

- Students with Disability: 15% performed at "On/Above" grade-level standards & 24% performed at "Low Risk" (254 SWD students in grades 2-8 with scores)

FastBridge Benchmarks for Mathematics 2021-2022 - Spring 2022 Administration:

- All students: 45% performed at "On/Above" grade-level standards & 30% performed at "Low Risk" (2248 students in grades 2-8 with scores)
- English learners: 17% performed at "On/Above" grade-level standards & 22% performed at "Low Risk" (227 EL students in grades 2-8 with scores)
- Socio-Economically Disadvantaged: 18% performed at "On/Above" grade-level standards & 28% performed at "Low Risk" (321 SED students in grades 2-8 with scores)
- Students with Disability: 17% performed at "On/Above" grade-level standards & 23% performed at "Low Risk"(247 SWD in grades 2-8 with scores)

CA School Dashboard - English Learner Progress Indicator (ELPI)

Based on the 2019 CA School Dashboard Indicator for English Learner Progress Levels, all CSD schools achieved at least a level of "High" or "Very High" in terms of English learners making progress towards English language proficiency per the English Language Proficiency Assessment for California (ELPAC): Very High = 65% or higher; High = 55% to less than 65%; Medium = 45% to less than 55%; Low = 35% to less than 45%; Very Low = Less than 35%

Following is a summary of the overall performance of the district's English learner student group by school site based on the most recent 2019 CA School Dashboard ELPI:

- Bagby School: Achieved a High-performance level with 60.9% making progress toward English language proficiency
- Fammatre School: Achieved a High-performance level with 64.4% making progress toward English language proficiency
- Farnham School: Achieved a Very High-performance level with 68.8% making progress toward English language proficiency
- Sartorette School: Achieved a High-performance level with 59.3% making progress toward English language proficiency
- Price Middle School: Achieved a Very High-performance level with 75.9% making progress toward English language proficiency
- Steindorf K-8 School: Achieved a High-performance level with 63.6% making progress toward English language proficiency

CSD Reclassification Rate

CSD was able to administer the initial and summative ELPAC to 100% of our English learners students throughout the year. While most of the ELPAC testing was completed in person, we had a small number of students that the staff had to assess virtually. This presented some very unique challenges due to factors related to technology, scheduling, and a variety of family situations. Nonetheless, the district persevered and was successful in reaching all students. As such, the district was able to reclassify 56 English learners who met the criteria for reclassification to English proficient, meeting our goal of a 15% RFEP Rate in 2021-22.

District English Learner Advisory Committee (DELAC) & Annual Multilingual Learner Parent Survey

Based on consultations from DELAC and results from the Annual Multilingual Learner Parent Survey that the district administered in Spring 2022, staff and English learner parents, the following are areas where the district recognizes that we need to improve and/or to provide

additional services or support. We had 58 parents who responded to the survey, about half of the number of English learner parents who responded to our survey in the past 3 years. Using the following rating scale, "Yes", "Somewhat", "No", or "I Don't Know", parents were asked to rate their response to each of the following questions.

District English Learner Advisory Committee (DELAC) & Annual Multilingual Learner Parent Survey Areas of Strength (Percent of Responses):

90% - The school has explained why an English learner is required to take the English Language Proficiency Assessment of California (ELPAC).

95% - My student is making significant progress in English language development each year.

93% - My student is making significant academic progress each year.

95% - My student feels academically supported.

98% - My student feels socially supported.

Annual PBIS School Climate Survey

All of our school sites embraced and utilized with fidelity the Social-Emotional Learning program throughout the school year - Second Step for elementary and Habitudes for Middle School as well as continuing to implement the PBIS tools and resources to support the behavior expectations of a positive learning environment for everyone regardless of the challenges presented due to COVID-19. This was very evident throughout the district as an indication of how our students positively responded to the school climate survey that was administered in the Spring of 2022 noted below. This year 1853 students responded to the survey. We believe that students need to have a choice and voice in their learning is very important to empower and engage students in learning. According to the PBIS School Climate Survey, our students identified the following areas of strengths and areas of focus for the district, schools, and staff to develop and/or improve the strategies, programs, and services to better meet the needs of all our students:

Annual PBIS School Climate Survey Areas of Strengths (Percent of Total Response):

84% - I like school (an increase of 8% from 2020-21)

88% - My school wants me to do well (an increase of 2% from 2020-21)

91% - My school has clear rules for behavior (a decrease of 2% from 2020-21)

91% - Teachers treat me with respect. (a decrease of 4% from 2020-21)

82% - I get along with other students. (a decrease of 4% from 2020-21)

83% - I feel safe at school. (a decrease of 4% from 2020-21)

84% - There is an adult who will help me if I need it. (an increase of 3% from 2020-21)

CSD Local Control Accountability Plan Community Input Survey

On the Annual CSD LCAP Community Input Survey that the district administered in Spring 2022, staff and parents were asked to rank in order the top three most important actions, services, and/or resources in addressing the Eight LCAP State Priorities when developing the district Local Control Accountability Plan. Below is a summary of where staff, parents, and community ranked are the top 3 areas of need as they relate to each LCAP State Priorities. In addition, using the scale from 1 - "Not Very Effective", 2 - "Not Effective", 3 - "Effective", and 4 - "Very Effective", respondents were also asked to rate how effective the district and schools are doing in addressing the 8 State Priorities. The

following are ratings from our educational partners from the CSD LCAP Community Input Survey (Percent of Total Respondents for "Effective" and "Very Effective"):

- 92% - Priority 1: Basic Services
- 92% - Priority 2: Implementation of State Standards
- 80% - Priority 3: Parent Involvement
- 87% - Priority 4: Student Achievement
- 87% - Priority 5: Student Engagement
- 88% - Priority 6: School Climate
- 88% - Priority 7: Course Access
- 87% - Priority 8: Other Student Outcomes

Implementation of the state standards and ensuring that all students have access to the standards-aligned instructional materials has been and continues to be a priority. We are proud of the work we have achieved over the last two years in addressing the academic, social-emotional, mental, and physical health needs of students, staff, families, and the community as a whole. We recognize that there still needs to be ongoing work as we continue to welcome students and families back on campus and reimagine teaching and learning at the same time while ensuring safety for everyone. The district will continue to invest in and support all teacher staff by aligning instructional resources, professional development, and assessment tools focused on high-quality best instructional practices. We will continue to focus our efforts and available resources to provide all of our students access to high-quality curriculum and instruction aligned with the state standards. Additional support for counseling and mental health services will be provided at all sites. These essential programs and services provided intensive targeted instruction for our most at-risk students. With the use of one-time funds, LCFF Supplemental Grant, Title I, and Title III funds, the district is able to additionally allocate resources to provide supplemental and extended learning time for students who have the largest learning gaps in reading and math.

COVID-19 continues to present numerous challenges for parent engagement and involvement activities, and traditional in-person meetings throughout the year. However, our schools' and district-sponsored events and activities continued to have large turnouts to our bi-monthly board meetings and public comments. All of our districtwide committees had members from each school site and different stakeholders represented including our Curriculum Instruction and Assessment Council, the District LCAP Advisory Committee, and the District English Learner Advisory Committee. While some of these meetings were done in person, the virtual meeting platform allowed for convenience and easy accessibility to participate from home or wherever they may be for many districtwide meetings and forums throughout the year. In addition, the district has and will continue to make every effort to ensure that staff, parents, and the community at large were kept apprised and up-to-date with the latest information as much as possible.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CSD's focus will be on operationalizing equity with a great 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 1 instruction. Staff will be using the PLC processes to identify students who need additional support and implement Tier 1 interventions within their core classes before students are referred for additional services, such as Tier II or Tier III. This will continue to be a primary focus area for the district and school leaders in training and supporting teachers and administrators to access reliable and usable data to guide decision-making about instruction, programs, and services for students. Based on a review of performance on the state and local indicators measured by the California School Dashboard and a review of input from our educational partners, the district has identified the following areas of need:

2019 CA School Dashboard, the Chronic Absenteeism Indicator by site were as follows:

- CSD (Bagby & Steindorf): All student's performance level was at Blue, with EL & Hispanic Students' performance level at Yellow
- Fammatre Charter: All student's performance level was at Yellow with EL, Hispanic & SED Students' performance level at Orange & Asian at Yellow
- Farnham Charter: All student's performance level was at Orange with SWD, SED & "2 or More Races" students performance level at Orange
- Sartorette Charter: All student's performance level was at Blue with EL student's performance level at Yellow
- Price Middle Charter: All student's performance level was at Yellow with SWD, EL, SED, 2 or More Races, & White student's performance level at Orange

2019 CA School Dashboard, the Suspension Rate by site were as follows:

- CSD (Bagby & Steindorf): All students' performance level at Green w/ SWD students performance level at Yellow, one performance level below
- Fammatre Charter: All students performance level at Blue w/ Hispanic students performance level at Yellow, 2 performance levels below
- Farnham Charter: All students' performance level at Blue w/ SWD performance level at Orange, 3 performance levels below
- Sartorette Charter: All students' performance levels at Blue w/ all other significant student groups' performance levels at Green
- Price Middle Charter: All students' performance level at Green w/ Asian & SWD students performance level at Yellow, one performance level below

Smarter Balanced Assessment 2018-19 (According to the latest state assessment results for ELA/Literacy and Math):

Although results from the Smarter Balanced Assessment in Mathematics for the 2018-2019 school year for all students in grades 3-8 achieved an increase of 7% of students meeting or exceeding state standards going from 56% to 63% and the results for ELA/Literacy was increased by 1% from 66% to 67%, the achievement gap between all students and the District target student groups remains significant as follows:

English learners:

- ELA/Literacy: 17% met or exceeded standards (50% gap from All Students);
- Math: 21% met or exceeded standards (42% gap from All Students)

Socio-Economically Disadvantaged:

- ELA/Literacy: 40% met or exceeded standards (27% gap from All Students);
- Math: 36% met or exceeded standards (27% gap among All Students)

Students with Disabilities:

- ELA/Literacy: 28% met or exceeded standards (39% gap from All Students);
- Math: 30% met or exceeded standards (33% gap from All Students)

Local Assessment - FastBridge Benchmarks for Reading for Spring 2022 :

Although results from the Fastbridge Benchmark Reading in Spring 2022 for "All Students" in grades 2-8 achieved 77% at "On/Above" or at "Low Risk" of meeting grade-level standards, the achievement gap between all students and the district significant student groups is consistent with the CA Smarter Balanced Assessment results in 2019 as follows:

- English learners: 29% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 48% gap from All Students)
- Socio-Economically Disadvantaged: 50% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 27% gap from All Students)
- Students with Disability: 39% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 38% gap from All Students)

Local Assessment - FastBridge Benchmarks for Math Spring 2022:

Although results from the Fastbridge Benchmark Math in Spring 2022 for All students in grades 2-8 achieved 75% at "On/Above" or at "Low Risk" of meeting grade-level standards, the achievement gap between all students and the District target student groups is consistent with the CA Smarter Balanced Assessment results in 2019 as follows:

- English learners: 39% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 48% gap from All Students).
- Socio-Economically Disadvantaged: 46% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 29% gap from All Students)
- Students with Disability: 40% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 35% gap from All Students)

Annual PBIS School Climate Survey

The district administered the annual PBIS School Climate Survey in Spring 2022 to all students in grades 3-8. This year 1853 students responded to the survey. We believe that students need to have a choice and voice in their learning is very important to empower and engage students in learning. According to the PBIS School Climate Survey, our students identified the following areas of focus for the district, schools, and staff to develop and/or improve the strategies, programs, and services to better meet the needs of all our students:

Areas of Focus (Percent of Total Responses):

80% - Behavior in class allow the teacher to teach. (a decrease of 15% from 2020-21)

73% - Students treat each other well. (a decrease of 19% from 2020-21)

77% - I feel like I do well in school. (a decrease of 1% from 2020-21)

73% - Good behavior is noticed at my school. (a decrease of 4% from 2020-21)

We recognize that while most areas of strengths had decreased from the prior year, we recognize that the decreases should not be taken as an indication that our PBIS systems and practices were not in place when students returned to full-time in-person learning this year. Most of our students were learning and interacting in distance learning in 2020-21 and some had never had experience schooling in a normal setting. As students returned to in-person learning in 2021-22, their experiences and perceptions illustrated in the survey results may not truly represent what our students may have experienced had they been experiencing schooling in-person from year to year. The district will continue to focus its efforts to improve in areas of focus with students' responses below 80%.

District English Learner Advisory Committee (DELAC) & Annual Multilingual Learner Parent Survey Areas of Need (Percent of Total Responses to "Yes", or "Somewhat"):

74% - The school has explained how to read the ELPAC report.

62% - My student is enrolled in an English language development (ELD) program based on his/her language proficiency level.

71% - There is a school expectation for my student to submit quality work.

Our multilingual learner parents also indicated that additional extended school day programs, like homework support after school, are a high need for their students, especially for newcomers. Some of our multilingual learner parents feel that an ELD class is needed each day to help develop their students develop English language skills. Others also suggested low-cost tutoring and on-campus and extracurricular activities and sports for their students.

During the 2021-2022 school year, the district and its schools continued to emphasize and strengthen our Multi-tiered Systems of Support (MTSS) framework to meet the needs of all students and for students who need additional academic and social-emotional learning support. We will continue to align our resources to close the achievement gaps between all significant student groups. The focus of the MTSS framework is literacy, math, and social-emotional learning. The district will be continuing and expanding on the work of Professional Learning Communities processes to use data to make decisions and adjust instructions and program needs. The district will continue to provide TOSA coaching and instructional support to staff as well as coordinate Tier II interventions. All sites will continue to implement Tier II & III intervention programs in reading and mathematics for students who need additional support during and beyond the school day.

As a whole, the district anticipates and will be prepared to address the challenges as they relate to students' social, emotional, and behavioral needs after a year of distance learning and the impacts of the pandemic. The district recognized that a positive school climate and strong social-emotional learning are key factors that impact our students' achievements and successes in school and career readiness. Key actions and strategies will be implemented to provide support, training, and services to support staff and sites in addressing this area of need.

In consultation with the SELPA, CSD developed a SEP (Special Education Plan) related to disproportionality for this year that was approved by the SELPA and the state. CSD recognized that we are continuing to see Disproportionality for EL learners identified with SLD. Additionally, we are in Program Improvement Review 18-19 (PIR) for preschool LRE, discipline, LRE for SWD, and CAASPP ELA and Math Achievement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Multi-Tiered System of Support (MTSS) framework ensures that Cambrian School District and our schools successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade-level peers. The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) aligned to California's Eight State Priorities provide the infrastructure for building a districtwide system of support. MTSS will support CSD to improve the school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at all levels.

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 as needing intensive instruction and services. This will be a high-priority area as well as supporting teachers and school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

The 2021-24 LCAP for the 2022-2023 school year was written after consulting members of our educational partners, including students, parents, staff, and the community across the district. Our educational partners agreed with the District's plan to continue the same four goals that the Cambrian School District included in the previous LCAP. Including the four goals outlined below will allow CSD to continue our focus and efforts in supporting all students, especially those who are English Learners, and low-income students, foster/homeless youth, which represent approximately 20% of our total student population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The CSD LCAP goals, actions, and services for the 2022-2023 school year are highlighted below:

Goal 1: High Academic Achievement

CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.

- 1.1. Providing supplemental instruction & intervention during & beyond the school day
- 1.2. Providing summer programs
- 1.3. Providing supplemental texts, instructional materials, and resources
- 1.4. Continue to invest in core program texts, instructional materials, and resources
- 1.5. Providing additional targeted services for unduplicated student groups
- 1.6. Providing the Expanded Learning Opportunities Programs to more students and families
- 1.7. Continue to provide Tier II/ELD Teachers on Special Assignment to support all sites

- 1.8. Investing and supporting the integration of educational technology tools and infrastructure
- 1.9. Providing Independent Study virtual learning options for students and families

Goal 2: Effective Leadership, Teaching, and Learning

CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.

- 2.1. Providing numerous professional learning opportunities for teachers and classified staff that are based on staff's input and aligned with site and district priorities, including independent learning options, and building leadership capacity
- 2.2. Providing additional staff collaboration time and assessment support for targeted instruction through Professional Learning Communities' processes
- 2.3. Supporting new teachers and administrators with additional training, resources, and support
- 2.4. Continuing to provide additional training and support on educational technology tools and resources, including the TIMS Initiative.

Goal 3: Positive School Environment, Climate, and Culture

CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

- 3.1. Continuing to provide support and coordination of student support services to support the Student Study Team process, improve attendance, and support Homeless/Foster Youth
- 3.2. Providing and maintaining additional counseling services
- 3.3. Providing and maintaining the support for SEL, which includes PBIS, SEL curriculum, and trauma-informed training for staff
- 3.4. Integrated health services and support, including increasing District School Nurse support
- 3.5. Providing targeted Foster/Homeless Youth services

Goal 4: Strong Parent and Community Engagement

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.

- 4.1. Continue to create and provide opportunities for strong community engagement and involvement
- 4.2. Providing targeted family engagement & support, which will include the integration of an enrollment/family support specialist a
- 4.3. Continue to support the 0.5 FTE Communications Coordinator to support strong school/home communication using Blackboard communication tools, enhancing our school and district websites, regular communication through our SMORES Newsletter, and Social Media,
- 4.4. Continue to provide and improve our multilingual services

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No Cambrian schools were identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Cambrian School District (CSD) used various methods of communication in order to engage with our educational partners throughout the 2021-22 school year. The District also conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. The District also conducted numerous input sessions with different stakeholder groups in order to gather feedback. Progress updates and consultation meetings with different stakeholder groups including:

- Superintendent Bimonthly Faculty Senate Meetings
- Superintendent Monthly Home & School Club President Meetings
- Instructional Leadership Council (ILC)
- K-8 Instructional Leaders through District Curriculum, Instruction and Assessment Council (CIA Council)
- District Local Control Accountability Plan Advisory Committee
- District English Learner Advisory Committee Meetings (DELAC)
- School Site Staff Meetings
- School Site Council Meetings
- Site English Learner Advisory Committee Meetings
- School Home & School Clubs Meetings
- Principal Coffees
- Special Education Local Plan Area (SELPA)

In addition, the district conducted numerous surveys with specific target audiences to get a deeper understanding of needs. The following are the number of surveys conducted and their target audiences during the 2020-21 school year:

- Multilingual Parent Input Survey for English Learners conducted between February 4 - February 28, 2022
- Local Control Accountability Plan Community Input Survey conducted between February 13 - March 15, 2022
- School Climate Surveys for Students in Grades 3-8 conducted between March 11 - 31, 2022
- Parent Engagement Surveys conducted by each school site in April 2022
- The Parent Interest Survey for Independent Study Virtual School for 2022-23 School Year was conducted in April 2022
- The SELPA LCAP consultation occurred on April 27, 2022.

Input and responses from the surveys were examined, shared, and discussed with districtwide committees, including the ILC, CIA Council, CSD LCAP Advisory Committee, and DELAC, to inform the development of the 2021-24 Local Control Accountability Plan for 2022-2023. Members of each committee had numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. The following summarizes the number of opportunities the committees met in 2021-22.

Curriculum Instruction and Assessment Council (CIA Council)

The council is comprised of teacher leaders and site administrators from all school sites who support the district and provide input on all matters relating to curriculum, instruction, and assessment. The information discussed at these meetings is shared and communicated back

to all staff at each site at staff meetings and email communication which included the agendas and minutes from each meeting. The council met via Zoom on the following days during the 2021-22 school year:

- October 19, 2021
- January 11, 2022
- February 8, 2022
- March 8, 2022
- April 12, 2022

CSD LCAP Advisory Committee

The District LCAP Advisory Committee is comprised of district and site administrators, unit members from both bargaining groups, CDTA and CSEA, as well as parent leader representatives from each school site. This committee reviewed, provided input, and advises the district on the LCAP annual updates and on the development of the new district LCAP each year. The Advisory Committee met via Zoom for most of the 2021-22 school year and was able to meet one time in person. The presentations/agendas and minutes for these meetings can be accessed at the following district website: <https://www.cambriansd.org/Page/1753>. Below is the list of dates when the District LCAP Advisory Committee met in 2021-22:

- October 14, 2021, 3:30-5:00 pm via Zoom
- January 13, 2022, 3:30-5:00 pm via Zoom
- February 10, 2022, 3:30-5:00 pm via Zoom
- April 14, 2022, 3:30-5:00 pm In-person
- May 12, 2022, 3:30-5 pm via Zoom

CSD District English Learner Advisory Committee (DELAC)

The DELAC is comprised of school leaders from the district office, ELAC/School Site Council parent reps from each school site, school administrators from each school, and district ELD/Tier II Teachers on Special Assignment. This committee reviews and provides input and advises the district on developing the District LCAP, the LCAP Federal Addendum, oversight of the Consolidated Application, and services for English learners, low-income students, and Foster/Homeless Youth. The committee met via Zoom on the following days during the 2021-22 school year. Translation services for English learner parents were limited but provided when possible through Language Line. The district made a concerted effort to assure voices were heard from all our educational partners throughout these meetings. The district shared the following information: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals, and the budget for each LCAP goal. The District's proposed goals and actions to provide support and accelerate learning and support the social-emotional well-being of all students were the primary topics at all meetings. The presentations/agendas and minutes for these meetings can be accessed at the following district website: <https://www.cambriansd.org/Page/1105>. Below is the list of dates when DELAC met in 2021-22:

- October 15, 2021, 9-10a via Zoom
- December 10, 2021, 9-10a via Zoom
- March 11, 2022, 9-10a via Zoom
- April 15, 2022, 9-10a In-person
- May 13, 2022, 9-10:30 am via Zoom

Adoption of the 2021-2024 Local Control Accountability Plan for 2022-2023

- A draft of the Local Control Accountability Plan for 2021-24 was made available to stakeholders and made available on the district and schools' websites prior to the Board meeting on June 2, 2022, for public hearing and comments.
- The LCAP was submitted for Cambrian School District Governing Board approval and posted on the District's website. A link included in the Board agenda was posted 72 hours prior to the meeting.
- Public Hearing of the LCAP - June 2, 2022
- The LCAP Board Adoption - June 16, 2022
- Submit to SCCOE - by June 30, 2022

A summary of the feedback provided by specific educational partners.

Engaging and partnering with all our educational partners, especially our underserved students and their families, will continue to be a high priority for the district to ensure that all students meet or exceed grade-level academic achievement and be prepared for the 21st century. The following is a summary of the identified need for the feedback provided by specific educational partners:

CSD LCAP Advisory Committee and CSD Local Control Accountability Plan Community Input Survey Feedback

Based on consultations from the district LCAP Advisory Committee and results from the Annual CSD LCAP Community Input Survey that the district administered in Spring 2022, staff and parents were asked to rank in order the top three most important actions, services, and/or resources in addressing the Eight LCAP State Priorities when developing the district Local Control Accountability Plan. Below is a summary of where staff, parents, and community ranked are the top 3 areas of need as they relate to each LCAP State Priorities:

Priority 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. For LCAP State Priority 1, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Recruit and provide ongoing support and training to retain highly qualified teachers in all subject areas.
2. Maintain school facilities, including libraries, fitness equipment, and playgrounds, to ensure they are in good working order.
3. Ensure that all students have access to current textbooks and relevant materials aligned to the standards.

For Priority 2: Common Core 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. For LCAP State Priority 2, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Provide ongoing teacher and support staff professional development in the state standards and their effective application in the classroom.
2. Ensure that the state standards complement and/or enhance the teaching and learning in the classrooms
3. Provide specialized professional development on the state standards for teachers and support of English learners, students with special needs, and other significant student populations.

Priority 3: Parent Involvement - Efforts by the school district and schools to seek input from all parents, to engage parents in decision-making, as well as promote parent participation in programs that meet the needs of their students and all students. For LCAP State Priority 3, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Provide a variety and numerous opportunities for parent education/workshops & information events, including events in different home languages.
2. Provide regular and accessible communication (e.g., automated phone calls, text messaging, electronic school/district newsletters, website, etc.)
3. Enhance and/or create school and community services and support (e.g., home/school liaison, translation services, etc.)

Priority 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.

Priority 8: Other Student Outcomes - Measuring other important indicators of student performance in all required areas of study. For LCAP State Priority 4 and 8, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Provide and ensure extended/additional learning time is accessible to all students needing additional support (e.g., including high dosage tutoring, before, during, and after school intensive interventions and support)
2. Provide professional development and support for all staff on research-based best instructional practices to improve and/or boost student outcomes.
3. Provide teachers and administrators structured collaboration time for high-quality assessment and progress monitoring to improve student outcomes

Priority 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. For LCAP State Priority 1, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Increase opportunities for students to participate in extracurricular activities offerings (e.g., student clubs, sports, visual and performing arts, etc.)
2. Increase, improve, and/or expand current and new learning and enrichment opportunities before and after school, and during intersessions
3. Address and measure student wellness, including mental and physical health, and its impact on attendance and learning.

Priority 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. For LCAP State Priority 6, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Improve and/or provide more social and emotional learning opportunities for students (recognizing and managing emotions, caring about others, making good decisions, developing positive relationships)
2. Provide more and/or improve accessible extra-curricular activities for all students (e.g., sports, clubs, visual and performing arts, enrichment activities, etc.)
3. Address mental health services and support (e.g, counseling services at all sites, behavior therapists to support general education, school psychologists support, etc.)

Priority 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. For LCAP State Priority 7, staff, parents, and community members ranked the following top 3 most important areas of emphasis:

1. Provide all students access to specialized programs (e.g., art, music, PLTW, World Languages, etc.)
2. Ensure that all students have access to a broad course of study.
3. Provide and/or improve programs and services in core subject areas for students with greater needs such as low-income students, English Language Learners, and foster/homeless youth.

District English Learner Advisory Committee (DELAC) & Annual Multilingual Learner Parent Survey

Based on consultations from DELAC and results from the Annual Multilingual Learner Parent Survey that the district administered in Spring 2022, staff and English learner parents, the following are areas where the district recognizes that we need to improve and/or to provide additional services or support. We had 58 parents who responded to the survey, about half of the number of English learner parents who responded to our survey in the past 3 years. Using the following rating scale, "Yes", "Somewhat", "No", or "I Don't Know", parents were asked to rate their response to each of the following questions. The percentages of responses to "Yes", or "Somewhat" to each question are summarized below:

Areas of Strength (Total response of 80% or more):

- 86% - The school has explained the process of English learner (EL) identification and academic program placement.
- 90% - The school has explained why an English learner is required to take the English Language Proficiency Assessment of California (ELPAC).
- 95% - My student is making significant progress in English language development each year.
- 93% - My student is making significant academic progress each year.
- 95% - My student feels academically supported.
- 98% - My student feels socially supported.
- 89% - I am aware that I can request from my teacher/school to provide language interpretation/translation in my primary language when I need it.

Areas of Need:

- 74% - The school has explained how to read the ELPAC report.
- 79% - The school has explained my student's English language proficiency level.
- 78% - The school has explained the district's criteria for English learner reclassification to Fluent English Proficient (RFEP).
- 75% - The school has explained the English Language Development (ELD) programs offered to English Learners.
- 76% - The school has explained what intervention programs are provided to support English learners who are not making adequate progress in English-language development and/or have low scores on assessments.
- 62% - My student is enrolled in an English language development (ELD) program based on his/her language proficiency level.
- 71% - There is a school expectation for my student to submit quality work.

Our multilingual learner parents also indicated that additional extended school day programs, like homework support after school, are a high need for their students, especially for newcomers. Some of our multilingual learner parents feel that an ELD class is needed each day to help develop their students develop English language skills. Others also suggested low-cost tutoring and on-campus and extracurricular activities and sports for their students.

Annual PBIS School Climate Survey 2021-22

The district administered the annual PBIS School Climate Survey in Spring 2022 to all students in grades 3-8. This year 1853 students responded to the survey. We believe that students need to have a choice and voice in their learning is very important to empower and engage students in learning. According to the PBIS School Climate Survey, our students identified the following areas of strengths and areas of focus for the district, schools, and staff to develop and/or improve the strategies, programs, and services to better meet the needs of all our students:

Areas of Strengths (Total response of 80% or more):

84% - I like school (an increase of 8% from 2020-21)

88% - My school wants me to do well (an increase of 2% from 2020-21)

91% - My school has clear rules for behavior (a decrease of 2% from 2020-21)

91% - Teachers treat me with respect. (a decrease of 4% from 2020-21)

80% - Behavior in class allow the teacher to teach. (a decrease of 15% from 2020-21)

82% - I get along with other students. (a decrease of 4% from 2020-21)

83% - I feel safe at school. (a decrease of 4% from 2020-21)

84% - There is an adult who will help me if I need it. (an increase of 3% from 2020-21)

Areas of Focus (Total responses less than 80%):

73% - Students treat each other well. (a decrease of 19% from 2020-21)

77% - I feel like I do well in school. (a decrease of 1% from 2020-21)

73% - Good behavior is noticed at my school. (a decrease of 4% from 2020-21)

We recognize that while most areas of strengths had decreased from the prior year, we recognize that the decreases should not be taken as an indication that our PBIS systems and practices were not in place when students returned to full-time in-person learning this year. Most of our students were learning and interacting in distance learning in 2020-21 and some had never had experience schooling in a normal setting. As students returned to in-person learning in 2021-22, their experiences and perceptions illustrated in the survey results may not truly represent what our students may have experienced had they been experiencing schooling in-person from year to year. The district will continue to focus its efforts to improve in areas of focus with students' responses below 80%.

Special Education Local Plan Area (SELPA) Consultation

The Special Education Local Plan Area Administrators of California is an association of professional educators organized to present, review, and evaluate major special education issues. This year, SELPA worked with your district's LCAP team representative and SCCOE's District LCAP Advisory Services Department to fulfill the requirements of Assembly Bill 1808 specific to consultation with the SELPA administrator

prior to consideration of the LCAP by the local board. The SELPA provided consultation to determine, as appropriate, that specific actions for individuals with exceptional needs are included in the LCAP or annual update to the LCAP. The SELPA LCAP consultation occurred on April 27, 2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The district engagement processes with our educational partners through surveys, input, and consultation meetings with districtwide and site committees throughout the 2021-22 school year provided the district identified reoccurring themes for consideration when we developed the 2021-24 CSD LCAP for the 2022-23 school year. These themes are reflected in the goals, actions, services, and expected measurable outcomes identified on subsequent pages of the 2021-23 CSD Local Control Accountability Plan (LCAP). The district refined its LCAP goals, annual measurable outcomes, proposed actions, and services, as well as expenditures to reflect the identified priorities. The four goals of the LCAP were originally created with our educational partners' input. This year, our educational partners' input continues to demonstrate that our efforts are focused in the right direction.

Aspects of the LCAP Influenced by Specific Stakeholder Input

The 2021-24 CSD LCAP goals, actions, and services for the 2022-2023 school year are highlighted below:

Goal 1: High Academic Achievement

CSD will provide high-quality and dynamic instruction for ALL students while preparing them for next-generation college and career readiness.

- Ensure that all students have access to high-quality state standards aligned curriculum (Core & Supplement)
- Supporting the Expansion of TK
- Providing Supplemental/Additional Instructional Support, Interventions, and Services
- Integration of Expanded Learning Opportunities Programs through Extended Day Care
- Providing access to educational technology, including effective use of educational technology for teaching, learning devices, and the Internet

Goal 2: Effective Leadership, Teaching, and Learning

CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.

- Coaching/Mentoring Support
- Providing Professional Learning Opportunities for Teachers, including summer learning opportunities for all staff
- Supporting Professional Learning Communities processes
- Supporting the TIMS Initiative - Integration of Technology
- Continue to utilize the 2.5 FTE Teachers on Special Assignment to Support ELD & Tier II
- Providing professional Learning Opportunities for Classified Staff
- Providing Professional Leadership Learning opportunities for Teachers and Administrators

Goal 3: Positive School Environment, Climate, and Culture

CSD will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

- Coordination of student support services to support the Student Study Team process, improve attendance, and support Homeless/Foster Youth
- Providing additional counseling services
- Supporting strong Social-Emotional Learning resources, which include PBIS, curriculum, and trauma-informed training for staff
- Integrated Health Services and Supports
- Additional District School Nurse support

Goal 4: Strong Parent and Community Engagement

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.

- Supporting strong communication using Blackboard communication tools, enhancing our school and district websites, regular communication through our SMORES Newsletter, and Social Media
- Continue to support the 0.5 FTE Communications Coordinator
- Providing and improving our multilingual services
- Continue and improve our community engagement and involvement opportunities
- Provide additional training and support to district & school site committees, like School Site Council and English Learner Advisory Committee
- Providing a variety of and numerous volunteer opportunities
- Creating, hosting, and providing community events
- Providing parent education options on a variety of topics, including safety, enrichment,
- Engage all members of the community with Multicultural events and community outreach
- Integration of an Enrollment/Family Engagement Specialist

Developed goals, proposed actions, and services, as well as the expected measurable outcomes and budgeted expenditures, are all reflective of the community responses to the survey and from community meetings. The plan also includes specific supports and expenditures for un-duplicated students (Foster Youth, English Learners, and Low-Income students). Programs, services, and aligned expenditures are detailed in subsequent pages and tie to the academic data and needs of our students.

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for next generation college and career readiness.

An explanation of why the LEA has developed this goal.

The Multi-Tiered System of Support (MTSS) framework ensures that Cambrian School District and our schools successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade-level peers. The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) aligned to California's Eight State Priorities provide the infrastructure for building a districtwide system of supports. MTSS will support CSD to improve the school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at all levels.

CSD's focus will be on operationalizing Equity 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 school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics. Specifically, the California School Dashboard Data shows that an achievement gap exists for English learners, Socio-economically Disadvantaged students, Students with Disabilities, and Hispanic students in both ELA/literacy and math. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning.

Goal 1 meets the following state and local priorities:

State Priorities:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Pupil Achievement
- Priority 8: Other Pupil Outcomes

Local Priorities:

- CSD Strategic Plan Goal 1

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment in ELA/Literacy	<p>In 2019, CSD 67% of CSD students met or exceeded the standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>The 2021 CAASPP Assessments were waived. CSD Local aReading Assessment was used its place for Spring 2021 to establish a baseline.</p> <p>Spring 2022 CAASPP Data will become our baseline.</p>	<p>Students in grades 3-8 will be participating in a State modified SBA ELA/Literacy form in Spring 2022.</p> <p>The 2021-22 Smarter Balanced Assessment results will be available in Summer 2022. The district will provide this information once it available upon completion of the assessment.</p>			<p>Increased percentage of All Students who have met or exceeded the standards in ELA/Literacy by 3%-5% from the prior year as measured by the SBA.</p> <p>Increased percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the standard in ELA/Literacy by 6%-10% from the prior year as measured by the SBA.</p>
CSD Fastbridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for the Winter 2020-21 administration period for Grades 2-8:	CSD decided to use the Fastbridge Benchmark data from our Spring 2022 administration period for two reasons - 1) to			Increased percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All students: 74% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>English learners: 32% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Socio-Economically Disadvantaged: 48% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Students w/ Disabilities: 38% performed at "On/Above" or "Low Risk" at grade-level standards</p>	<p>capture all students in grades 2-8 near the end of the year to get a better cumulative assessment of how students performed and 2) to better aligned with the state SBAC end-of-year assessment timeline and comparison. As such for Year 2 & Year 3 outcomes, this measure will be based on the Spring administration period.</p> <p>Fastbridge Benchmarks for aReading for Spring 2021-22 administration period for Grades 2-8:</p> <p>All Students: 76% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>English Learners: 29% performed at "On/Above" or "Low Risk" at grade-level standards</p>			<p>by 3%-5% from the prior year as measured by aReading.</p> <p>Increased percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Reading by 6%-10% from the prior year as measured by aReading.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Socio-Economically Disadvantaged: 49% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Students w/ Disabilities: 39% performed at "On/Above" or "Low Risk" at grade-level standards</p>			
Smarter Balanced Assessment in Mathematics	<p>In 2019, CSD 67% of CSD students met or exceeded the standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>The 2021 CAASPP Assessments were waived. CSD Local aMath Assessment was used its place for Spring 2021 to establish a baseline.</p>	<p>Students in grades 3-8 will be participating in a State modified SBA Mathematics form in Spring 2022.</p> <p>The 2021-22 Smarter Balanced Assessment results will be available in Summer 2022. The district will provide this information once it available upon completion of the assessment.</p>			<p>Increase the percentage of All Students who have met or exceeded the standards in Math by 3%-5% from the prior year as measured by SBA.</p> <p>Increase the percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the standard in Math by 6%-10% from the prior year as measured by SBA.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2022 CAASPP Data will become our baseline.				
CSD Fastbridge aMath End of Year Benchmark	<p>FastBridge Benchmarks for aMath for the Winter 2020-21 administration period:</p> <p>All students: 74% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>English learners: 45% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Students w/ Disabilities: 36% performed at "On/Above" or "Low Risk" at grade-level standards</p>	<p>CSD decided to use the Fastbridge Benchmark data from our Spring 2022 administration period for two reasons - 1) to capture all students in grades 2-8 near the end of the year to get a better cumulative assessment of how students performed and 2) to better align with the state SBAC end-of-year assessment timeline and comparison. As such for Year 2 & Year 3 outcomes, this measure will be based on the Spring administration period.</p> <p>CSD Fastbridge Benchmarks for aMath for Spring 2021-22 administration period for Grades 2-8:</p> <p>All Students:</p>			<p>Increase percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Math by 3%-5% from the prior year as measured by aMath.</p> <p>Increase percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Math by 6%-10% from the prior year as measured by aMath.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>75% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>English Learners: 38% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards</p> <p>Students w/ Disabilities: 40% performed at "On/Above" or "Low Risk" at grade-level standards</p>			
CA Dashboard - English Learner Progress Indicator	<p>2019 CA School Dashboard English Learner Progress by site:</p> <p>Bagby School: Achieved a High-performance level with 60.9% of ELs making progress towards</p>	The 2022 CA School Dashboard English Learner Progress Indicator was suspended.			All CSD school sites will achieve and maintain a "Very High-performance" level with 65% of ELs making progress towards English language proficiency as measured by the California School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English language proficiency</p> <p>Fammatre School: Achieved a High-performance level with 64.4% of ELs making progress towards English language proficiency</p> <p>Farnham School: Achieved a Very High-performance level with 68.8% ELs making progress towards English language proficiency</p> <p>Sartorette School: Achieved a High-performance level with 59.3% ELs making progress towards English language proficiency</p> <p>Price Middle School: Achieved a Very High-performance level with 75.9% ELs making progress towards English language proficiency</p>				<p>Dashboard English Learner Progress Performance Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Steindorf K-8 School: Achieved a High-performance level with 63.6% ELs making progress towards English language proficiency</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2020 Dashboard.</p> <p>2021 data will become the baseline.</p>				
English Learner Reclassification Rate	In 2020-21, 31 English learners from grades 1-8 were reclassified as English proficient as measured by CSD RFEP Criteria. The RFEP rate for 2020-21 was 7%.	In 2021-22, 56 English learners from grades 1-8 were reclassified as English proficient as measured by CSD RFEP Criteria. CSD achieved an RFEP rate of 15%.			CSD English Learner Reclassification met or exceeded the state average as measured by district criteria and maintain an average RFEP Rate of 15-20% annually.
Access to Standards Aligned Instructional Materials	In 2020-21, 100% of students have access to state standards-aligned instructional	In 2021-22, 100% of students have access to state standards-aligned instructional			100% of students have access to state standard-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials according to the Williams Report.	materials according to the Williams Report.			
Implementation of state standards for all students.	<p>In 2020-21, state standards were fully implemented as verified by data collection obtained through routine classroom observations.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>For 2020-21, CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.</p>	<p>In 2021-22, state standards were fully implemented as verified by data collection obtained through routine classroom observations.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>For 2021-22, CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.</p>			<p>State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>CSD's Local Indicator for Priority 2 - Implementation of State Standards will achieve an overall rating of 5.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enable ELs access to CCSS and ELD standards.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.			100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.
Access to Broad Course	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.			All students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instruction & Intervention During the School Day	The district will provide additional and supplemental instruction, interventions, and supports at all school sites to serve students who are struggling to meet or exceed grade-level academic standards. These services include training, program materials, and personnel cost. This action is principally targeted at the significant student groups and will be provided for all students who are identified as needing additional support by staff.	\$768,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Summer Programs	The district will provide summer programs for summer 2022/2023, which include the Summer Elevate Math for rising students in grades 3-8 and a summer virtual learning option using Imagine Learning. This action is principally targeted at the significant student groups and will be provided for all students who are identified as needing additional support by staff.	\$59,000.00	Yes
1.3	Supplemental Texts, Instructional Materials, and Resources	The district will provide and increase services to support all students with additional & supplemental blended learning programs, access to digital learning platforms, and online learning tools including SeeSaw (TK-2), Typing.com (TK-8), Benchmark New Phonics Program (K-2); Phonic Tier 3 Intervention Program (1-5); Eureka Math eQuip Supplement (1-5)	\$100,440.00	No
1.4	Core Program Texts, Instructional Materials, and Resources	The district will provide ongoing funding for sustaining our adopted core curriculum and supplement materials. These are stated standards-aligned curriculum board-approved adoptions and supplemental instructional materials and resources to support the implementation of state common core standards.	\$189,275.00	No
1.5	Targeted Services for Unduplicated Students	The district will provide supplemental services targeted at ELs, Low-income, & Foster/Homeless Youth. This action is principally targeted at the significant student groups and will be provided for all students who are identified as needing additional support by staff.	\$534,000.00	Yes
1.6	Expanded Learning Opportunities Programs	The district will integrate the Expanded Learning Opportunities Programs (ELO-P) state funding for afterschool and summer school enrichment programs and extended care for transitional kindergarten through sixth grade. The ELO-P funding will also be used to support districtwide enrichment programs such as the elementary band and choir program, homework centers, and site-specific enrichment learning opportunities for students in grades TK-6. Per the ELO-	\$1,602,654.00	No

Action #	Title	Description	Total Funds	Contributing
		Program funding requirement, all students who qualify for free and reduced lunch program will be able to participate the programs at no cost based on space availability.		
1.7	Tier II/ELD Teachers on Special Assignment	The district will maintain 2.5 FTE Teachers on Special Assignment (TOSA). The TOSA provides instructional support for teachers and students in the areas of Title I, English Learner (EL), Socio-economically Disadvantaged (SED), and Foster Youth (FY) programs and services at the school site. This includes, but is not limited to, providing coaching for staff; assisting instructional aides (push-in and pull-out support); modeling teaching strategies; English Language Development (ELD) content development and training; coordinating and overseeing the intervention programs; supporting staff with ELD professional development; analyzing data and training staff to work with data to guide instruction; and related duties as assigned.	\$330,000.00	Yes
1.8	Educational Technology Tools, Support & Infrastructure	CSD will continue to move forward with the key priorities laid out in the Tech Plan. These priorities include but are not limited to effective use of assessment, technology, digital citizenship, and classroom device management. Funds to support these activities and services are based on the tech plan.	\$25,000.00	No
1.9	Independent Study Virtual Learning Options	As required by AB130, the district will continue to support students and families who chose the virtual school option due the parent/guardian determination that their child's health and safety is at risk due to COVID-19.	\$25,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, most of the actions and services were implemented and executed this year. Supplemental instruction and intervention support were provided at all school sites with a focus on reading in the primary grades for students who were identified as needing additional support. The district provided summer programs, including an Acceleration Academy for incoming grade 1-3 students, Elevate Math for incoming grades 3-8 students, and a virtual learning option for all students in grades K-8. However, due to the staffing shortages related to COVID-19, the district was not able to maximize the available resources and funding provided by one-time funding sources and LCFF Supplemental Funds. The district continued to invest in core programs and supplemental instructional materials and resources to ensure that all students and teachers have access to high-quality standards-aligned instructional materials, including blended learning programs and curriculum and access to learning devices and the internet. The district purchased and provided training to staff, who worked with special education students in the RSP and SDC, using the Sonday System, to address the reading and language foundations skills deficits. It was the district's intent to train more support staff and to use the Sonday System as a Tier III intervention with general education students who were identified as not making adequate progress with our district Leveled Literacy Intervention. However, due to the shortage of staffing for supplemental support, the district was not able to implement the Sonday System this year and will reconsider the program as an alternative Tier III intervention for the following year.

Additionally, the district and school sites were not able to implement a variety of different enrichment and expanded learning opportunities due to COVID-19 safety restrictions and concerns. Most school schools were not able to provide the planned academic support and enrichment opportunities, including homework centers, coding, STEM, Makerspace, and Math Olympiad. The district was able to implement the elementary choir program in collaboration with Starting Arts and the elementary Band program with the support of the district elementary general music teacher.

Finally, educational technology initiatives were fully implemented in accordance with the CSD Technology Plan. These initiatives included the implementation of Securly, one-to-one devices for all students in grades 2-8, and digital citizenship.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions and services to increase or improve services for high needs were implemented were fully implemented. However, for Action 1.5, due to factors related to the impact of COVID-19, and although the district were providing in-person learning since the beginning of the year, the district was not able to implement all planned actions and services. These services included additional staffing for intervention programs during the school day, after-school "homework centers" and intervention programs beyond the school day. These factors were mainly related to staffing shortages and the use of additional one-time funding sources for learning loss and COVID-19 impacts on teaching and learning instead of using all of the LCFF Supplemental Fund and Federal Title I, II, and III funding sources. The one-time funding sources included the ELO-Grant, and additional ESSER III, all of which has specific expenditures with specific end-of-life timelines that the district

must adhere to. The overall increased/improved services for high-needs students were not impacted because services were delivered to students who met the district criteria for needing supplemental or extended day support.

An explanation of how effective the specific actions were in making progress toward the goal.

At this point in the year as this LCAP is being developed, the overall effectiveness of the actions and services to achieve the articulated goals as measured by the following metrics below cannot be fully articulated due to lack of data availability. However, the district's local data, including local assessments and input from the input surveys administered in Spring 2022 suggests that the actions and services were effective in addressing the state priorities targeted in Goal 1 as measured by the metrics used in the section above. Additionally, the district is proud of that we were able to reclassify 56 English learners students and met our annual target RFEP rate of 15%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Several actions have been modified from last year's LCAP (1.1, 1.2, 1.4, 1.5, 1.7,). For the most part, the actions have not changed. The change in title and description was to provide clarity about the programs and services more transparent for our educational partners. Action 1.6 was added to incorporate the ELO-Programs state funding that the district received this year to provide extended day programs for our students. The district will integrate the Expanded Learning Opportunities Programs (ELO-P) state funding for afterschool and summer school enrichment programs and extended care for transitional kindergarten through sixth grade. These programs are before school, after school, summer, or intersession learning opportunities that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities during the regular school day and school year. Program fees will be waived for students who qualify for free or reduced-price meals. The ELO-P funding will also be used to support districtwide enrichment programs such as the elementary band and choir program, homework centers, and site-specific enrichment learning opportunities for students in grades TK-6.

Action 1.9 is added to specifically address the independent study virtual option that some of our families and students with unique needs may require.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning: Provide high quality staff through recruitment, retention and professional development so every student thrives.

An explanation of why the LEA has developed this goal.

The Multi-Tiered System of Support (MTSS) framework ensures that Cambrian School District and our schools successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade-level peers. The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) aligned to California's Eight State Priorities provide the infrastructure for building a districtwide system of supports. MTSS will support CSD to improve the school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at all levels.

CSD's focus will be on operationalizing Equity 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 school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Effective professional learning focuses on developing the core attributes of an effective teacher and school leader. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. Like teachers, research has shown what a crucial role the school leader has in promoting quality in instruction and creating a society that promotes improved student achievement through better teaching practices.

Goal 2 meets the following state and local priorities:

State Priorities:

- Priority 1: Basic Services (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

Local Priorities:

- CSD Strategic Plan Goal 1 & 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers.	In 2020-21, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.	In 2021-22, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.			100% of teachers will be fully credentialed and appropriately assigned for the pupils they are teaching.
Principal Walkthrough Observation Tool for schoolwide Tier I high-quality instructional practices, including, but not limited to, GLAD, GRR, Guided Reading, Integrated/Designated ELD, etc.	In 2019-20, prior to COVID-19 and school closure, the district and school site leaders were beginning the process of implementing principal walkthroughs and were suspended. The 2021-22 data will be established as the baseline.	Principal Walkthrough Observations was not collected this year. In 2021-22, prior to COVID-19 and school closure, the district and school site leaders were beginning the process of implementing principal walkthroughs and were suspended. However, due to COVID related health concerns, each site principal established their own walkthroughs based on their need and instructional focus.			85% of CSD teachers will implement Tier I high-quality instructional practices according to the Principal Walkthrough Observation Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Formal data was collected.</p> <p>As a district leadership team, principal walkthrough we be reestablished in the 2022-23 school year with a define tool to collect data and used as a baseline to evaluate our instructional programs.</p>			
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	2020-21, based on the total responses from the PD Evaluation Surveys from teachers/staff, 70% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	2021-22, based on the total responses from the PD Evaluation Surveys from teachers/staff, 71.54% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.			Based on the total responses from the PD Evaluation Surveys, at least 90% or more of teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their time.
Voluntary Instructional Coaching & Support and Teachers	2020-21, approximately 20% of teachers received some form of	2021-22, approximately 20% of teachers received some form of			Increase the percent of teachers receiving instructional (cognitive) coaching

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Voluntary PD Attendance	instructional coaching or attended/ presented at a voluntary PD outside of the professional workday.	instructional coaching or attended and/or presented at a voluntary PD outside of the professional workday.			or attending/presenting a voluntary PD outside of the professional workday from the prior year.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Professional Development	The district and school sites will provide training and professional development for all staff, including teachers, classified, support staff, and administrators. The training will focus on areas of need per staff feedback as they relate to high-quality Tier I instruction, Tier I interventions and supports, common core state standards, standards-aligned curriculum and resources, and assessment. Training will be provided during teacher/staff in-service days, early Wednesdays, and paid voluntary time outside of the contract, including summer, and time beyond the normal professional workday.	\$508,000.00	No
2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	The district will provide additional release time for staff collaboration and to learn and implement professional learning community processes. Staff professional development will be focused on supporting students and staff SEL and mental health, and high-quality Tier 1 core instruction to address the impact of the loss of instructional time through PLCs. The district will continue the use of the Illuminate Data System and the Fastbridge Assessment system and develop a data dashboard for teacher collaboration on the effective use of data. This action is principally targeted at high needs students - ELs, low-income, and foster/homeless youth.	\$96,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	New Teacher & Administrator Support	The district will provide new teacher and administrator support and training, including the Beginning Teacher Support and Assistance program. This includes mentor teacher support and coaching for special ed staff.	\$39,000.00	No
2.4	Educational Technology Professional Development Opportunities for Staff	<p>The district will continue to utilize the online professional development platform Alludo (a self-paced professional learning platform) and leverage in-house expertise to provide asynchronous professional development for teachers.</p> <p>The district will continue to support the Technology and Innovation Mentorship Program (TIMS) to develop teacher leaders and create site capacity in order to provide additional support for teachers and professional development focused on technology integration and the impact of educational technology on student outcomes.</p>	\$55,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, all actions and services in Goal 2 were fully implemented and there were no substantive differences in the planned actions and actual implementation of these actions. The district provided training and professional development for all staff, including teachers, classified, support staff, and administrators. The training will focus on areas of need per staff feedback as they relate to high-quality Tier I instruction, Tier I interventions and supports, common core state standards, standards-aligned curriculum and resources, and assessment. The training was provided during teacher/staff in-service days, early Wednesdays, and paid voluntary time outside of the contract, including summer and beyond the normal professional workday. Additional release time for staff collaboration and focus on data cycles of inquiry. Each grade level team will receive 3 half-days for professional learning communities focused on using the data cycle of inquiries. The district will continue using the Illuminate Data System and the Fastbridge Assessment system and develop a data dashboard for teacher collaboration on the effective use of data. The district provided 2 professional staff development days for RSP & SDC teachers along with instructional aides and support staff focused on learning about and implementing the Sonday System curriculum and program. The Sonday System is a comprehensive program designed to help educators provide multisensory reading instruction to students from pre-K through 8th-grade reading levels. New teachers' and administrators' support and training, including the Beginning Teacher Support and Assistance program, were also provided. The district will also pilot a Technology and Innovation Fellowship Program in an effort to create site capacity to

provide additional support for teachers and professional development). The district continued to employ 2.5 FTE Teachers on Special Assignments to provide ongoing training and support services for the district sites. The teachers on special assignment coordinated the Tier II programs and ELD support, instructional coaching, professional development, and community outreach for EL, Low-Income, and Foster/Homeless Youth students in TK-8. Since its inception, this action has resulted in improved teacher efficacy which has, in turn, resulted in the unduplicated student population being able to meet or exceed grade-level academic standards.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions and services were fully implemented. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Our district's data, including evaluations from staff professional development surveys from the districtwide professional learning days throughout the year, self-evaluation tools such as the School Accountability Report Card (SARCs) from all schools, and feedback from the LCAP Community Input surveys indicates that the actions and services were effective in addressing the state priorities targeted in Goal 2 as measured by the metrics used in the section above.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The district will provide additional release time for staff collaboration and to learn and implement professional learning community processes. Staff professional development will be focused on supporting students and staff SEL and mental health, and high-quality Tier 1 core instruction to address the impact of the loss of instructional time through PLCs. The district will continue the use of the Illuminate Data System and the Fastbridge Assessment system and develop a data dashboard for teacher collaboration on the effective use of data. This action is principally targeted at high-needs students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Positive School Environment, Climate and Culture: Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

An explanation of why the LEA has developed this goal.

The Multi-Tiered System of Support (MTSS) framework ensures that Cambrian School District and our schools successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade-level peers. The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) aligned to California's Eight State Priorities provide the infrastructure for building a districtwide system of supports. MTSS will support CSD to improve the school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at all levels.

CSD's focus will be on operationalizing Equity 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 school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Goal 3 meets the following state and local priorities:

State Priorities:

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

- CSD Strategic Plan Goals 2, 3 & 5

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	In 2020-21, CSD's Attendance Rate by Site: District: 98.69% Bagby - 98.54% Fammatre - 98.64% Farnham - 98.52% Price - 98.05% Sartorette - 99.01% Steindorf - 99.42%	As of May 2022, for the 2021-22 school year, CSD's Attendance Rate by Site are as follow: District: 95.21% Bagby: 94.61% Fammatre: 95.03% Farnham: 94.42% Price: 95.29% Sartorette: 95.20% Steindorf: 96.74%			Maintain the District attendance rate at or above 95%.
Chronic Absenteeism Rate	According to the CA School Dashboard, prior to school closure in March 2019, the Chronic Absenteeism Rates by site were as follows: CSD (Bagby & Steindorf) * All 2.3% <ul style="list-style-type: none"> EL at 7% & Hispanic at 6.6% Fammatre Charter: 3.7%	CA School Dashboard 2021-22 suspended. As of May 2022, for the 2021-22 school year, based on the internal data collected in the district Powerschool Student Information System, the absenteeism rate by site are as follows: District: All Students - 11.08%			Decrease in Chronic Absenteeism Rate from the prior year for the Cambrian SD's & the four Charter Schools' for All Students and each site's target significant student group, according to the CA School Dashboard Chronic Absenteeism Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> EL at 6.7%, Hispanic at 8.3%, SED at 8.6% & Asian at 3.5% <p>Farnham Charter: 5.3%</p> <ul style="list-style-type: none"> SWD at 13.7%), SED at 15.6%, & 2 or More Races at 10% <p>Sartorette Charter: 2.5%</p> <ul style="list-style-type: none"> EL at 4.5% <p>Price Charter Middle: 4.3%</p> <ul style="list-style-type: none"> SWD at 9.1%, EL at 6%, SED at 9.1%, 2 or More races at 5.3%, & White at 5.5% <p>2020-21: While the California School Dashboard did not report on Chronic Absenteeism due to</p>	<p>CSD (Bagby & Steindorf) All students: 18.62%</p> <p>Fammatre All Students: 11.86%</p> <p>Farnham All Students: 14.07%</p> <p>Sartorette All Students: 12.80%</p> <p>Price Middle School All Students: 10.82%</p> <p>The district will revisit at the end of the school to analyse and provide specific absenteeism rate focused on the student groups for each school site when that data is available this summer.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the state waiver, internal data collected in the Powerschool SIS shows that as of May 2021, the chronic absenteeism rate by school site is as follows:</p> <p>District: 1.15% Baby = 0.52% Fammatre = 0.93% Farnham = 1.04% Price = 1.71% Sartorette = 1.59% Steindorf = 0.21%</p>				
Suspension Rate	<p>2019 CA School Dashboard, the Suspension Rate by site were as follows: CSD (Bagby & Steindorf): 0.6%, w/ SWD (Yellow) Fammatre Charter: 0.4% w/ Hispanic students (Yellow) Farnham Charter: 0.4% w/ SWD (Orange) Sartorette Charter: 0.7% Price Middle Charter: 4% w/ Asian & SWD (Yellow)</p>	<p>CA School Dashboard 2021-22 suspended.</p> <p>As of April 2022, for the 2021-22 school year, based on the internal data collected in the district Powerschool Student Information System, the Suspension Rate by site and each site targeted significant student groups, are as follows:</p> <p>Bagby = 0% Fammatre = 0.20 %</p>			<p>Decrease the number of students who were suspended overall and for target student groups from the prior year's data.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21: Internal data collected in the Powerschool SIS shows that as of May 2021, the Suspension Rate by school as of May 25, 2021, are as follows: Bagby = 0% Fammatre = 0% Farnham = 0% Price = 1.07% Sartorette = 0% Steindorf = 0%	Farnham = 0% Price = 3.17% Sartorette = 0.68% Steindorf = 1.02% District = 1.20%			
Expulsion Rate	In 2020-21, 0 students were expelled.	As of May 2022, 0 students have been expelled.			Maintain a 0 expulsion rate.
Middle School Dropout Rate	According to CalPads data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 in 2019-20.	According to CalPads data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 for the 2021-22 school year as of May 2022.			Maintain a 0 dropout rate in the middle school program.
Major Office Referrals	In 2019-20, prior to school closure, there were a combined total of 119 major office referrals from all school sites.	According to SWIS data collected, as of May 2022, for the 2021-22 school year, there have been 283 "major" office referrals reported districtwide.			Decrease the number of Major Office Referrals by site from the prior year per to the annual SWIS data report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>This represents a 138% increase from the 20219-20 school year when staff last collected major office referrals. (An increase of 164 referrals from the 2019-20 school year).</p> <p>Cambrian School District: 283 Bagby School: 75 Fammatre: 5 Farnham: 50 Sartorette: 24 Steindorf: 58 Price: 71</p>			
<p>School Climate Survey - Sense of Safety and School Connectedness</p>	<p>In 2020-21, based on the School Climate Survey administered to students in grades 3-8 in Spring of 2021:</p> <ul style="list-style-type: none"> * 76% of students informed us that they "like school", a 6% increase from 2019-20. * 87% of students informed us that they "feel safe at school", 	<p>For 2021-22, based on the the School Climate Survey administered to students in grades 3-8 in Spring of 2022:</p> <ul style="list-style-type: none"> * 84% of students informed us that they "like school", an 8% increase from 2019-20. * 83% of students informed us that they "feel safe at school", a 			<p>Based on the the annual School Climate Survey, the percentage of students in grades 3-8 who rresponse to the following statements from the survey will increase to 90% or above:</p> <p>"I like school",</p> <p>"I feel safe at school",</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>an 8% increase from 2019-20.</p> <p>* 81% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20.</p>	<p>4% decrease from 2019-20.</p> <p>* 84% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20.</p> <p>Note: One observation that students said that brought to our attention is the statement when asked about how students perceived "Students treat each other well":</p> <p>* 73% of students reported that they observed "students treat each other well", a 19% decrease from 92% from 2020-21.</p>			<p>"I know that there is an adult who will help me if I need it"</p>
<p>Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)</p>	<p>Based on the FastBirdge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2020-21:</p>	<p>Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2021-22:</p>			<p>Decrease the number of students identified as "high risk" as defined by the annual Fastbridge SAEBRS.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Teacher Rating (1670 students assessed): * 0.78% of students (13 students) in Grades 2-8 were identified as "high risk" by their teachers.</p> <p>Student Rating (1670 students self-assessed): * 1.32% of students (22 students) in Grades 2-8 rate themselves as "high risk".</p>	<p>Teacher Rating (1911 students assessed): * 2.51% of students (48 students) in Grades TK-8 were identified as "high risk" by their teachers.</p> <p>Student Rating (2140 students self-assessed): * 1.82% of students (22 students) in Grades 2-8 rate themselves as "high risk".</p>			
Facilities in "Good or Exemplary Repair"	All facilities are maintained in "good or exemplary" repair as rated by the annual accountability report.	Based on the Annual School Accountability Report Card (SARC), all facilities are maintained in "good or exemplary" repair.			All facilities will be maintained in "good or exemplary" repair as rated by the annual accountability report.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coordination of Student Support Services	Provide and develop programs that support the social, emotional, and physical well-being of all students and staff. These actions include staff identifying, training, and implementing a social-emotional curriculum; providing counseling services; using the Student Study Team Process to identify and provide additional support for students needing additional support; implementing the "Check-in & Check-out" system; and coordinating additional learning support services for	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		target students, including EL, SED, Foster/Homeless Youth, and SWD.		
3.2	Counseling and Mental Health Services	Counseling and mental health services are provided district-wide in order to help support the social-emotional needs of students who are facing difficulties in their lives that are causing them to disengage or struggle at school. Counseling and mental health services will be maintained at current levels at all our school sites in anticipation of increased needs when students return to full-time in-person learning due to a difficult year of distance learning and dealing with the pandemic. Services will be provided through Nugent Counseling Services. This action is principally targeted for high needs students (EL, Low-income, foster youth)	\$410,000.00	Yes
3.3	Supporting Social-Emotional Learning & Mental Health	Supporting all students' social-emotional learning with structured activities during recess and/or lunchtime. In partnership with local organizations, all school sites will be provided additional recess and/or lunchtime support with structured physical/sports activities integrated with our adopted SEL curriculum, Second Step (TK-5) & Habitudes (6-8). The district will purchase the Second Step digital curriculum licenses as an additional resource for staff use and on-demand professional development. The district will continue to support the implementation of the Zone of Regulations program as needed.	\$131,000.00	No
3.4	Health Services and Supports	CSD will provide 1.5 FTE district school nurses and additional health clerk support and training. These integrated supports are dependent on the funds provided through the El Camino Grant.	\$175,000.00	No
3.5	Foster/Homeless Youth Services	The district will provide additional resources and services for students identified as Foster and/or homeless youth. This action is principally targeted at our high needs students to support students and families experiencing hardship and homelessness.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The district provided the services and resources to support the social, emotional, and physical well-being of all students and staff, including ongoing training and supplemental resources for PBIS and Student Study Team processes and procedures. Counseling and mental health services were provided district-wide to support the social-emotional needs of students. Counseling and mental health services were increased at all our school sites in anticipation of increased needs when students return to full-time in-person learning due to a difficult year of distance learning and dealing with the pandemic. The district purchased and trained staff on the use of the Zone of Regulation program, a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities, and provide training for all elementary staff to support implementation. Middle school staff received additional SEL-focused curriculum from Habitudes. The district implementing the Kelvin “Pulse” surveys as a quick way to provide teachers and education leaders with actionable data that allows them to understand where their students and schools are thriving, and what needs work. However, this tool was not implemented until later in Spring 2022 and was not fully utilized by our school sites.

Overall, all actions were fully implemented, however, there were a few substantive differences in planned actions and actual implementation. Due to unforeseen circumstances, the district was able to secure a 1.0 FTE district school nurse and provided additional health clerk support hours throughout the year, but the district was not able to retain the school nurse for the 3rd trimester and was not able to secure the 1.0 FTE Behavior Specialist as planned due to low funding from the El Camino grant. These integrated supports are dependent on the funds provided through the El Camino Grant, which the district has submitted, but will not know whether the total funds will be granted until the 2021-22 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions and services were fully implemented. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Our district's data, including data from the Student PBIS School Climate Survey, FastBirdge SAEBRS, Attendance, SWIS student discipline referral data, and feedback from the LCAP Community Input survey indicates that the actions and services were effective in addressing the mots of the state priorities targeted in Goal 3 as measured by the metrics used in the section above. However, a few areas of concern that the

district did not anticipate was the high chronic absenteeism rate and the increase in the number of major discipline referrals that all of our schools experienced due to challenges as a result of COVID-19. All the districts efforts to reengage and support all students attending to school in person regularly after distance learning and having to navigate the ever changing landscape of rules and regulations due to COVID-19 presented some unique challenges. These will be areas of focus for the district and school sites as we move forward.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The district is hoping to hire an additional .5 FTE district nurse. However, the funding is dependent on the EL Camino Grant which the district applies for every year for our current 1.0 FTE district nurse. These integrated supports are dependent on the funds provided through the El Camino Grant.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	<p>Strong Parent and Community Engagement: 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.</p>

An explanation of why the LEA has developed this goal.

The Multi-Tiered System of Support (MTSS) framework ensures that Cambrian School District and our schools successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade-level peers. The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) aligned to California's Eight State Priorities provide the infrastructure for building a districtwide system of supports. MTSS will support CSD to improve the school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at all levels.

CSD's focus will be on operationalizing Equity 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 school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

Based on state and local assessment data, stakeholder consultation, and other collected data, the district identifies this goal and subsequent actions as priorities for the district. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community members to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the CSD community and promote educational success for their children.

Goal 4 meets the following state and local priorities:

State Priorities:

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

- CSD Strategic Plan Goals 3 & 5

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Seek parent engagement, promote parent participation & input per the Annual Parent Engagement Survey</p> <p>All Key Stakeholder Representation and Involvement in Districtwide Committees: District LCAP Advisory Committee; Curriculum, Instruction, and Assessment Council; District English Learner Advisory Committee; SELPA</p>	<p>2020-21, there were 677 total respondents to the Annual Parent Engagement Survey and all key stakeholders were fully represented in all districtwide committees</p>	<p>There were 367 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.</p>			<p>Increase the number of respondents to the Annual Parent Engagement Survey from the prior year and continue to ensure that all key stakeholders are fully represented in districtwide committees.</p>
<p>Seek English learner parent engagement, promote parent participation & input per the Annual English Learner Needs Assessment Survey.</p>	<p>According to the annual CSD English Learner Program Needs Survey in Winter 2021:</p> <ul style="list-style-type: none"> • 71% of EL parents indicated that 	<p>According to the annual CSD English Learner Program Needs Survey in Spring 2022:</p> <ul style="list-style-type: none"> • 23% of EL parents indicated that 			<p>According to the annual CSD English Learner Program Needs Survey:</p> <ul style="list-style-type: none"> • 100% of EL parents will know what the district’s

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP)</p> <ul style="list-style-type: none"> 71% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners. 	<p>they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP)</p> <ul style="list-style-type: none"> 24% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners. 			<p>criteria for English Learner Reclassification to Fluent English Proficient (RFEP).</p> <ul style="list-style-type: none"> 100% of EL parents will know what English Language Development programs are offered to English Learners.
<p>Maintain strong parent communication. Parent communication will be measured by regular use of Blackboard/SMORE communication tool at all school sites.</p>	<p>In 2020-21, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.</p>	<p>100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.</p>			<p>100% of school sites will have utilized the Blackboard/SMORE communication tool to communicate with parents regularly.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Provide Parent Education classes, including English learner parent classes/workshops, for all parents.</p>	<p>In 2020-21, CSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. School sites and district staff pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning.</p> <p>2020-21: Districtwide parent education opportunities included the following 12 events/activities:</p> <ul style="list-style-type: none"> • 5 Webinars on Distance Learning • A Virtual English Learners Parent Support Night • 2 Mental Health 	<p>CSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. The district and schools offered virtual parent workshops and seminars on various relevant topics</p> <p>Districtwide parent education opportunities included the following virtual events/activities held through Zoom:</p> <ul style="list-style-type: none"> • 2 Workshops for parents and families on independent study virtual school program • 2 English Learners Program Information and Support • 1 Mental Health 			<p>CSD will have offered a the same number and a variety of parent engagement education workshops/events/activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Support Webinar <ul style="list-style-type: none"> • 2 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 5 "Take It Personally" Virtual classes with Project Cornertstone 	Support Webinar <ul style="list-style-type: none"> • 3 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 1 "Take It Personally" Virtual classes with Project Cornerstone 			
Local Indicator Priority 3 for Parent Engagement	2020-21, CSD achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.	The district achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.			CSD will maintain an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement, Involvement & Support	CSD will continue to facilitate parent engagement and provide support services as needed to engage parents in helping to increase academic achievement on state and local assessments for all students. These services include the coordination & facilitation of districtwide	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		committees, partnerships with community organizations like Project Cornerstone, Health Connected, and LitLab, and other community services.		
4.2	Enrollment and Targeted Family Engagement & Support	Beginning 2022-23, through grant funding from the Santa Clara County Office of Education, the district will create a new specialist position that will provide services and support targeted at enrollment and family engagement. The district will continue to facilitate parent engagement and support services in order to engage parents in helping to increase academic achievement. This action is principally directed toward unduplicated students. The district will provide ongoing opportunities for English Learner parents to have meaningful engagement and involvement at the district level to support their children in meeting high academic achievement and experience positive social-emotional well-being. These opportunities will include but are not limited, to a district monthly newsletter dedicated to sharing information about the CSD EL services provided in multiple languages. (DELAC, EL/Title I Parent Workshops/Classes, Facilitating EL Parent Language Focus Groups/Network, Foster/Homeless Youth Services, etc.)	\$114,000.00	Yes
4.3	Home/School Communication & Connection	The district and school sites will continue to utilize multiple methods of communication to parents, staff and the community at large. The district will continue to utilize the Blackboard & SMORE communication system for email, text messaging, and regular districtwide and school newsletters. The district will maintain a 0.50 FTE Coordinator of Marketing, Communications and Community Engagement to utilize other communication methods, such as social media.	\$84,000.00	No
4.4	English Learners Language Services	CSD will continue to use Language Line services to support sites and departments for English Learner parent conferences, meetings, and communication, district support of creating parent heritage language	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus groups, and hosting a variety of EL parent information meetings and workshops.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services for the 20221-22 school in Goal 4 were fully implemented. The district facilitated and promoted various opportunities for parent and community engagement, including parent workshops and additional support services as needed to support all parents in helping to increase academic achievement on the state and local assessments for all students. These activities included the coordination & facilitation of district-wide committees and events coordinated with community partners such as Project Cornerstone, Health Connected, LitLab, and Imagine Learning. The district also facilitated parent engagement and support services specifically targeted at our EL parents. These actions and services were principally directed toward unduplicated students in helping to increase academic achievement and access to core programs, supplemental programs, and other resources. The district also provided ongoing opportunities for English Learner parents to have meaningful engagement and involvement at the district level to support their children in meeting high academic achievement and experiencing positive social-emotional well-being. These opportunities will include but are not limited, to a district quarterly newsletter dedicated to sharing information about the CSD EL services provided in multiple languages. We also continued to use Language Line services to support sites and departments for English Learner parent conferences, meetings, and communication, and district support of creating parent heritage language focus groups. The district hosted a variety of EL parent information meetings and workshops, including the English Learner Program Parent Information Night, Technology, (DELAC, EL/Title I Parent Workshops/Classes, Facilitating EL Parent Language Focus Groups/Network, Foster/Homeless Youth Services, etc.). The district and school sites provided multiple methods of communication for parents. Blackboard & SMORE Communication systems will be used to facilitate school-to-parent communication. The district also maintained a 0.50 FTE Coordinator of Marketing, Communications, and Community Engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions and services were fully implemented. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The district and all sites experienced a high level of parent and community engagement this year. As planned, district and school events, such as Back To School Night, Open House, elementary parent conferences, and numerous site-specific events and activities were all well attended. Each school site also added on other events, which were not normally planned. All of these events were also well attended

including parent involvement in the district and school committees, parent/teacher conferences, and information events. Parent involvement in parent/teacher conferences was high based on teacher feedback. Filling parent positions on ELAC, SSC, and Home and School Club was more of a challenge and took additional effort to recruit parent participants. The school sites also sponsored principal parent coffees, in which the principals discussed their school plans and addressed parents' concerns and needs. The district had many different stakeholders involved in district-wide committees and advisories. Parent participation in parent education and parenting classes. The parent education class through Project Cornerstone was held on a district-wide level and two sessions were provided to better meet the needs of parents at different times of the year and hours.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Beginning 2022-23, through grant funding from the Santa Clara County Office of Education, the district will create a new specialist position that will provide services and support targeted at enrollment and family engagement. The district will continue to facilitate parent engagement and support services in order to engage parents in helping to increase academic achievement. This action is principally directed toward unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,109,362	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.11%	0.39%	\$100,228.00	4.50%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For the 2022-23 school year, Cambrian School District has calculated that it will receive \$1,109,362 plus a carryover estimate of \$202,375 for a total of \$1,311,737 for the 2022-23 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$775,000. The remaining supplemental funds' balance of \$536,737 is allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, and differentiated instruction for high-needs students.

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students, in addition, and above the core programs for all students. In addition to site-level services, the districtwide level services, programs, and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high-needs students. Because there is not a large concentration of high needs students at any one school, the district directly provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of

targeted and high needs students at all sites in order to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students with an excellent program. Improving the overall educational program is augmented with targeted support as described.

Information in the Multi-Tiered Systems of Support, English Language Arts/English Language Development, and Universal Design for Learning frameworks describes the benefits of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase supplemental instructional materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy & Imagine Math;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

The professional development training provided for staff working with English Learners, Socio-Economically Disadvantaged students, and Foster and Homeless Youth is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected targeted students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

LCAP Goal 1: High Academic Achievement

1.1. Supplemental Instruction, Intervention, and Support

1.2. Summer Programs (1.2)

1.3. Supplemental Test, Instructional Materials, and Resources

1.5. Targeted Services for Unduplicated Students

- 1.6. Expanded Learning Opportunities/Extended Care Programs
- 1.7. Tier II/ELD Teachers on Special Assignment

LCAP Goal 2: Effective Leadership, Teaching, and Learning

- 2.2. Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support

LCAP Goal 3: Positive School Climate, Environment, and Culture

- 3.1. Coordination of Student Services
- 3.2. Counseling and Mental Health Services
- 3.4. Health Services and Supports
- 3.5. Foster/Homeless Youth Services

Goal 4: Strong Parent and Community Engagement

- 4.2. Enrollment and Targeted Family Engagement and Support
- 4.4. English Learners Language Services

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. Our English Learners, Low Income, and Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Cambrian School District be effective in meeting the district LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our district. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness. Since its inception, these actions and services have resulted in increased academic achievement and enhanced the learning of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our District has calculated that it will receive \$1,109,362 in Supplemental Funds under the Local Control Funding Formula (LCFF) and an estimated \$202,375 carryover from 2021-22. The proportionality percentage to increase or improve services has been calculated at 4.54%. The district has demonstrated that it has met the 5.41% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the

unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District and its 4 charter schools did not and does not receive additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,852,362.00	\$3,348,369.00	\$175,000.00	\$165,000.00	\$5,540,731.00	\$3,906,813.00	\$1,633,918.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Instruction & Intervention During the School Day	English Learners Foster Youth Low Income	\$684,362.00			\$84,000.00	\$768,362.00
1	1.2	Summer Programs	English Learners Foster Youth Low Income	\$54,000.00	\$5,000.00			\$59,000.00
1	1.3	Supplemental Texts, Instructional Materials, and Resources	All		\$100,440.00			\$100,440.00
1	1.4	Core Program Texts, Instructional Materials, and Resources	All		\$189,275.00			\$189,275.00
1	1.5	Targeted Services for Unduplicated Students	English Learners Foster Youth Low Income	\$275,000.00	\$240,000.00		\$19,000.00	\$534,000.00
1	1.6	Expanded Learning Opportunities Programs	Low-income students All		\$1,592,654.00		\$10,000.00	\$1,602,654.00
1	1.7	Tier II/ELD Teachers on Special Assignment	English Learners Foster Youth Low Income	\$330,000.00				\$330,000.00
1	1.8	Educational Technology Tools, Support & Infrastructure	All	\$25,000.00				\$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Independent Study Virtual Learning Options	All		\$25,000.00			\$25,000.00
2	2.1	Staff Professional Development	All	\$40,000.00	\$440,000.00		\$28,000.00	\$508,000.00
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	English Learners Foster Youth Low Income	\$26,000.00	\$70,000.00			\$96,000.00
2	2.3	New Teacher & Administrator Support	All Students with Disabilities		\$24,000.00		\$15,000.00	\$39,000.00
2	2.4	Educational Technology Professional Development Opportunities for Staff	All	\$30,000.00	\$25,000.00			\$55,000.00
3	3.1	Coordination of Student Support Services	All	\$180,000.00				\$180,000.00
3	3.2	Counseling and Mental Health Services	English Learners Foster Youth Low Income	\$59,000.00	\$351,000.00			\$410,000.00
3	3.3	Supporting Social-Emotional Learning & Mental Health	All Students with Disabilities		\$131,000.00			\$131,000.00
3	3.4	Health Services and Supports	All			\$175,000.00		\$175,000.00
3	3.5	Foster/Homeless Youth Services	Foster Youth Low Income	\$15,000.00	\$15,000.00		\$5,000.00	\$35,000.00
4	4.1	Parent Engagement, Involvement & Support	All	\$20,000.00	\$20,000.00			\$40,000.00
4	4.2	Enrollment and Targeted Family Engagement & Support	English Learners Foster Youth Low Income	\$10,000.00	\$100,000.00		\$4,000.00	\$114,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Home/School Communication & Connection	All	\$84,000.00				\$84,000.00
4	4.4	English Learners Language Services	English Learners	\$20,000.00	\$20,000.00			\$40,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
26,976,572	1,109,362	4.11%	0.39%	4.50%	\$1,473,362.00	0.00%	5.46 %	Total:	\$1,473,362.00
								LEA-wide Total:	\$1,473,362.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Instruction & Intervention During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$684,362.00	
1	1.2	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	
1	1.5	Targeted Services for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	
1	1.7	Tier II/ELD Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,000.00	
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,000.00	
3	3.1	Coordination of Student Support Services				All Schools	\$180,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,000.00	
3	3.5	Foster/Homeless Youth Services	Yes	LEA-wide	Foster Youth Low Income		\$15,000.00	
4	4.2	Enrollment and Targeted Family Engagement & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.4	English Learners Language Services	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,699,596.00	\$4,165,535.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental Instruction, Intervention and Support	Yes	\$819,576.00	\$819,576
1	1.2	Summer Programs 2021 & 2022	Yes	\$210,154.00	\$210,154
1	1.3	Supplemental Texts, Instructional Materials, and Resources	No	\$123,007.00	\$123,007
1	1.4	Core Program Texts, Instructional Materials, and Resources	No	\$178,000.00	\$178,000
1	1.5	Targeted Additional & Extended Day Services for Unduplicated Students	Yes	\$572,500.00	\$222,500
1	1.6	Enrichment Learning Opportunities/Extra Curricular Activities	Yes	\$379,061.00	\$200,000
1	1.7	Sonday System for Intensive Reading Intervention - Tier III	No	\$36,000.00	\$36,000
1	1.8	Educational Technology Tools, Support & Infrastructure	No	\$139,000.00	\$139,000
2	2.1	Professional Development	No	\$609,490.00	\$609,490
2	2.2	Additional Staff Collaboration Time and Assessment	No	\$96,808.00	\$96,808

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Training for Sonday System Intensive Reading Intervention	No	\$9,000.00	\$9,000
2	2.4	BTSA Induction Support for new teachers and administrators	No	\$30,000.00	\$30,000
2	2.5	Educational Technology Professional Development Opportunities	No	\$13,000.00	\$13,000
2	2.6	Tier II/ELD Teachers on Special Assignment	Yes	\$285,000.00	\$285,000
3	3.1	Coordination of Student Support Services	Yes	\$177,000.00	\$177,000
3	3.2	Counseling and Mental Health Services	Yes	\$469,000.00	\$469,000
3	3.3	Social-Emotional Learning & Mental Health Curriculum & Resources	No	\$37,000.00	\$37,000
3	3.4	Integrated Health Services and Supports	Yes	\$350,000.00	\$350,000
4	4.1	Parent Engagement, Support Services, and Supplies	No	\$20,000.00	\$20,000
4	4.2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	Yes	\$40,000.00	\$40,000
4	4.3	Parent Communication	No	\$81,000.00	\$81,000
4	4.4	Language Line Services	Yes	\$25,000.00	\$20,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,087,791	\$1,302,374.00	\$987,563.00	\$314,811.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Instruction, Intervention and Support	Yes	\$326,563.00	326,563		
1	1.2	Summer Programs 2021 & 2022	Yes				
1	1.5	Targeted Additional & Extended Day Services for Unduplicated Students	Yes	\$210,000.00	60,000		
1	1.6	Enrichment Learning Opportunities/Extra Curricular Activities	Yes	\$199,811.00	40,000		
2	2.6	Tier II/ELD Teachers on Special Assignment	Yes	\$285,000.00	285,000		
3	3.1	Coordination of Student Support Services	Yes	\$177,000.00	177,000		
3	3.2	Counseling and Mental Health Services	Yes	\$59,000.00	59,000		
3	3.4	Integrated Health Services and Supports	Yes				
4	4.2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	Yes	\$20,000.00	20,000		
4	4.4	Language Line Services	Yes	\$25,000.00	20,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,617,088	1,087,791	0.00%	4.25%	\$987,563.00	0.00%	3.86%	\$100,228.00	0.39%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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