



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
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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.

Steindorf STEAM school is a magnet school located in the Cambrian School District. Our demographics include 483 students, 5.4% Socio-economically disadvantaged, 6.5% English Language Learners, 6.9% special education, and no foster youth at this time. Steindorf emphasizes STEAM (Science, Technology, Engineering, Art, and Math) education through Project-Based Learning and content integration. PBL is an instructional method where students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex problem that features real-world context, tasks, or interests. Students have an opportunity to learn in our Makerspace every week, participate in music class every other week, and art lessons every other week in elementary school. Our middle school students get to explore the Makerspace twice a week and have the opportunity to participate in a variety of electives and clubs. Students of Steindorf consistently engage in learning and innovation skills of creativity, collaboration, critical thinking, and communication. Steindorf has high standards where success for all is expected, supported, and achieved. Our school environment allows for all students to achieve in a variety of ways to meet each child's social and academic goals. Collaboration is evident in all facets of our school community including all stakeholder groups of staff, teachers, parents, and students as well as the broader community working together to create a safe learning environment where failure is part of the process and sparks new opportunities for learning. Learning occurs in a safe, comfortable environment where students feel known, valued, and cared for. Quality teaching is deliberate and by design. Students are supported socially and emotionally in a variety of ways. Positive Behavior Interventions and Supports (PBIS) are implemented throughout the school day. The school rules consist of the Steindorf Expectations: We are caring and respectful. We are responsible decision-makers. We are problem solvers.

Steindorf has strong parent involvement. The HSC board works with the administrator and broader community to plan community and fundraising events to support Steindorf. In addition to planning community events and fundraisers, parents spend many hours volunteering in classrooms. They serve as experts for our PBLs and on panels for our exhibitions, guest teachers for small instruction, and clerical support for daily tasks.

Cambrian is a small school district with a long history of a safe learning environment. We participated in Incident Command Systems ICS training this year. All students and staff participated in lockdown, earthquake, and fire drills. We work closely with our local fire department and police departments to keep our campus safe.

Reflections: Successes

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

Steindorf is most proud of our STEAM implementation through Project-Based Learning. The 2021-22 school year was met with more successes than challenges. In the absence of state data we used local data to determine our successes and needs. We continue to survey our students and parents as well as develop assessments that help monitor our students' growth. Four goals have been identified for focus during the 2021-22 school year. The bullet points are areas identified within the goals. We are dedicated to maintaining a safe environment that supports diversity and student's voice and choice. Families are an integral part of our community and have been extremely supportive and collaborative. We have been able to welcome parents back on campus to support our teachers and our staff. Implementation of Lucy Calkins Readers and Writer's Workshop, Eureka, Second Step, and Habitudes social-emotional curriculum, have all contributed to the successes.

Highlights include:

Goal 1 High Academic Achievement:

Steindorf STEAM School will provide high-quality and dynamic instruction for all students (including English Learners, Socio-economically disadvantaged Students, Foster Youth, and Special Education) while preparing students for 21-century college and career readiness.

Implementation of at least 2 PBLs at each grade level including public exhibitions focusing on Gold Standard quality. Continue MakerSpace time for all students Implementation of NGSS K-8, Implementation of writer's workshop K-8 Focus on K-8 math articulation. We added an art program this year that is funded partly by our HSC and partly by the district. Students in K-8 receive a standards-based art lesson every other week. Students are really enjoying our new guitar ensemble that meets a few times a week in the mornings. We had many students enter academic competitions and achieve high honors. An example of this is two of our eighth grade students scored in the top 1% and 5% in the nation (out of 65,000 students) in the AMC 8 math competition.

Local Data: 2021-22

Fastbridge ELA Fall:

1: High Risk: 6 (1.57%)

2: Some Risk: 28 (7.35%)
3: Low Risk: 72 (18.9%)
4: On/Above: 275 (72.18%)

Fastbridge ELA Winter:

1: High Risk: 7 (1.85%)
2: Some Risk: 24 (6.35%)
3: Low Risk: 80 (21.16%)
4: On/Above: 267 (70.63%)

Fastbridge ELA Spring:

1. High Risk: 5 (1.31%)
2. Some Risk: 30 (7.87)
3. Low Risk: 102 (26.77)
4. On/Above: 244 (64.04%)

Fastbridge Math Fall:

1: High Risk: 8 (2.16%)
2: Some Risk: 26 (7.01%)
3: Low Risk: 72 (19.41%)
4: On/Above: 265 (71.43%)

Fastbridge Math Winter

1: High Risk: 4 (1.07%)
2: Some Risk: 30(8.04%)
3: Low Risk: 94(25.2%)
4: On/Above: 245 (65.68)

Fastbridge Math Spring

1. High Risk: 4 (1.09)
2. Some Risk: 33 (9.02)
3. Low Risk: 100 (27.32)
4. On/Above: 229 (62.57)

K-1 students are also performing well. 86% of students scored low or at some risk in reading and 99% in math in the Spring according to Fastbridge Early reading and math! Our students are continuing to demonstrate growth as demonstrated by Fastbridge assessments. 90% of students in grades 2-8 scored Low risk or on/above grade level in both ELA (Areading) and math.

CSD Writing Performance-Based Assessment
Fall 2021-22

- Level 1: 41%
- Level 2: 39%
- Level 3: 16%
- Level 4: 3%

Spring 2021-22

- Level 1: 2%
- Level 2: 21%
- Level 3: 42%
- Level 4: 10%

Students demonstrated tremendous growth over the year in the area of written language based on the district writing prompt and rubric. Level 3 is at grade level and level 4 is above. Students went from 16% to 42% on grade level.

Our Tier 2 intervention program was very successful this year. We had 24 students in LLI this year.

3 exited to RSP

4 exited for other interventions and/or assessment

9 exited on or near grade level!

Goal 2 Effective Leadership, Teaching, and Learning: Steindorf STEAM School will provide highly qualified staff through recruitment, retention, and professional development so every child thrives.

- All new teachers to Steindorf participated in online PBL training through PBL works. Our 4th-grade team participated in responsive classroom training in an effort to train the rest of our staff. Our middle school math teachers attended training with Jo Boaler focusing on how to teach heterogeneous groups in math to support all levels of learners.
- Project-Based Learning, Professional Development, Processes, and Procedures for PLCs to focus on continued student growth.
- All teachers at Steindorf possess credentials appropriate to their position;
- All General Education and most Special Education teachers are GLAD Certified
- ELA, Math, Science and SEL curricula have been used for at least two years and teachers have breadth and depth of experience teaching them. Teacher leaders have provided training to peers on topics like PBL, Guided Reading, and Writer's Workshop.
- Teachers have mastered the usage of digital curriculum and tools to facilitate 21st Century learning (Seesaw, Google Classroom, Nearpod, etc)
- We are extremely fortunate to have so many teacher leads that are experts in different topics. Our teachers led PD over the year focusing on Reader and Writers Workshop, PBL, and GLAD training for our Steindorf staff.
- Many of our teachers also have attended conferences outside of our school. This includes presenting at conferences such as CUE and the California STEAM Symposium.

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

- Continued support of PBIS/MTSS
- Leadership students providing weekly assemblies that focus on community building
- Steindorf behavior expectations, and cultural awareness.
- Our staff is focusing on a staff PBL that is focusing on building and creating our vision and mission for Steindorf.
- Our school is working collaboratively to host our very first school Makerfaire in May. This will be an opportunity for our community to come together and for our students to showcase their PBL projects. There will also be an opportunity for hands-on exploration as well as an art show and music and theater performances.
- We are excited about our new Steindorf Rock band that is performing at our middle school dances.
- Attendance rate during the 2021-22 school year was 97%. Chronically absent students were 18 at a rate of 3.68%. Students want to come to school and we do not have a problem with students being absent. When students are chronically absent, the principal meets with parents to discuss support to get students to school. The principal participated in 21 conferences this year. Improvement was noted in many cases keeping the current average for chronic absenteeism low.

2021-2022 Local Student Climate Survey:

- Over 90% of elementary students feel that their school wants them to do well, that there are clear rules for behavior, and teachers treat them with respect. Over 80% feel that good behavior is noticed, they get along with other students, they feel safe at school, students treat each other well, and there is an adult that will help if needed.
- Over 90% of middle school students feel their school has clear rules for behavior and teachers treat them with respect. Over 80% of middle school students feel that they like school, feel they do well in school, and feel the behavior in the class allows the teacher to teach. Over 80% of middle school students report that they like school, that they do well in school, they feel safe at school and that they have an adult on campus that will help them if needed.
- Our support team has had over 34 down from 46 initial and follow-up SST meetings over the year.
- Our counselors provided support for multiple students running over 10 groups this year focusing on topics like impulse control and anxiety and depression. They also pushed in facilitated SEL lessons in classrooms K-8. They also checked in with students needing academic check-ins as well as students needing individual counseling sessions.
- Suspension rates in 2020-2021 were less than 1.02%

Goal 4 Strong Parent and Community Engagement: Steindorf STEAM School 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.

Parent/Family Engagement Survey Results April 2022

- 95 families responded
- A majority of parents reported that they feel welcomed and valued when coming on campus, parents report that their cultures and ethnicities are respected and recognized, they feel that they receive timely communication and it is consistent, and parents feel that communication is easy to understand, volunteers are welcomed and appreciated.

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.

Goal 1: High Student Achievement

We are seeing improvement in our subgroups, however, a gap remains in their performance. Fastbridge ELA Students with disabilities scored 56% on/above or low risk last year and 66% this year. Fastbridge Math students with disabilities scored 61% on/above or low risk and 55% this year. This is a significant decrease. Our goal is to see an increase in scores over the next year to demonstrate growth for both ELA and Math. We purchased a more intensive and evidence-based reading curriculum for our resource program. Next year, we are continuing to implement our PLC groups and working to differentiate and improve working in small groups. As part of our PLCs for next year, our focus will be on math. It will be imperative that we focus on small group instruction to meet the needs of our struggling students. Our focus will be on improving our tier 1 math program for those struggling students. The district will be providing a supplement to our Eureka curriculum that will help assess and identify students who are struggling and provide support lessons for them to work on in a small group.

EL Students: 66% are scoring on level or some risk in reading and 61% in math.

We will continue to integrate GLAD strategies into each classroom to build academic vocabulary. A focus will be on designated ELD in the classroom. That again will start with giving teachers planning time to purposely assign students to small groupings so that work can be accomplished. Utilizing the progress monitoring tools in Fastbridge will be an important step in improving our instruction as well.

Students who are economically disadvantaged are also scoring below their peers.

SED students: 67% scored on level or some risk in reading and 69% in math. It is encouraging that these scores have improved since last year. The focus will again be on improving our Tier I instruction and using data to drive small group instruction k-8. At the start of next year, teachers will receive a list of these students and they will set individual goals and action plans to improve scores and support student learning.

Goal 3 Positive School Climate:

Student School Climate Survey

- We noticed an increase in our elementary students feeling like good behavior was recognized, but the numbers declined in middle school. It is concerning that less than 75% of elementary students feel that they like school or that they do well in school. It is also concerning that 71% of middle school students feel like their school has high expectations. This will be important information to share with staff so we can further investigate this question so we can take the next steps.
- Our goal is to work with our PBIS team to implement reinforcement strategies for students inside and out of the classroom. Admittedly, we struggled to find creative ways to notice good behavior. The next step will be to survey students for ideas that will make them feel like their good behavior is noticed. This year we have been focusing on bringing more of the fun school activities back like assemblies and field trips. I know students really missed these opportunities.

Goal 4 Strong Parent and Community Engagement:

According to the Parent Engagement Survey, parents would like to see more opportunities planned at different times of the day so more parents can get involved. Parents would also like to feel more a part of the decision-making process in deciding on parent education. Parents would also like more information regarding community organizations that can support their child's learning. Overall, parents feel that there is not enough parent volunteers. One parent suggested that the principal includes a "volunteer spotlight" in the newsletter that is similar to the "staff spotlight", this is an excellent idea and it was implemented in the very next newsletter. It has been a slow transition back to having parents back on campus. A focus for next year will be to put out a survey early in the year to parents to see where their interest is in volunteering and what time and days they have available so we can plan activities for when parents are available. We will continue to be very transparent with our communication about what is happening at the HSC meetings. The principal will have a portion of time at the HSC meetings and SSC council specifically to address culturally relevant topics and problem-solve how to get underrepresented members of our population involved in school.

LCAP Highlights

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

This LCAP will provide an overview of our priorities for the next school years and beyond. It will include our successes and areas that need improvement. Data will be provided from the Fastbridge Universal Screeners aReading and aMath. There is a focus on supporting the teachers with effective professional development in PBL, Makerspace integration, GLAD strategies, Reader's and Writer's Workshop, guided reading, intervention supports, and equity for all students. It also includes survey feedback from key stakeholders including students, staff, families, and the greater community.

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.

Steindorf was not identified for comprehensive support and improvement for the 2021-2022 school year.

Support for Identified Schools

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

Steindorf was not identified for comprehensive support and improvement for the 2021-2022 school year.

Monitoring and Evaluating Effectiveness

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

Steindorf was not identified for comprehensive support and improvement for the 2021-2022 school year.

Engaging Educational Partners

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

Site: Steindorf STEAM School

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available on our website.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff in May 2022 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- f. Parent survey developed and issued to parents in February 2022. Multiple emails and written reminders were sent out. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meetings during the February and March timeframe.
- g. Parent engagement survey was sent to parents to determine actions for State Priority 3. We had 95 responses.
- h. Students in grades 3-8 filled out a school climate survey to determine their feelings toward school.
- i. Students, staff, and parents participated in the start, stop and continue discussions on what they like about Steindorf and want to see continue, as well as what they would like to change or add.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC:

Step 1. Inform and educate all stakeholder groups of the LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey was summarized and shared with our community and stakeholders in forums such as Home and

School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey

Step 4. Review the draft LCAP for 2021-2022 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

A summary of the feedback provided by specific educational partners.

Local Control Accountability Plan Survey:
Start, Stop, Continue Feedback:

Parents:

Would like to see a variety of clubs on campus including chess, foreign language, student-run newsletter, Science Olympiad, dance class and debate club. They would like to see student government, milage club, homework center, art program, PBLs that focus on community service, talent show, family dance, new chickens, field trips, and campus clean-ups with families to continue. Other new ideas include a parent database with parent skills and talents. partnering with local agencies to offer our support and volunteer hours, LGTBQ resources, and have students adopt an area to weed and maintain spelling bee. They would like to stop fundraisers that single kids out or are cost-prohibitive to families.

Teachers:

Start: music every week, let students play on the playground in the morning, designated eating areas for K-5 and patio for MS, staff eating together more consistently, more yard duty at recess, agenda ahead of time for staff meetings, welcome committee/buddy for new teachers, grade level lunches provided by parents to teachers, a welcome event for incoming 6th-grade families in the spring-social (morning coffee-meet and greet with middle school teachers, better landscaping-too many weeds, new website design, finish developing our mission and

vision statements, singing pop songs at assembly, improving communication between parents and teachers, Derek only at Steindorf-not splitting schools, student recognition at DO, take a poll modifying student of the week (shield recognition at assembly), rebuild closer alignment with parents, clear communication during meeting and follow through with action items. Stop: Morning safety patrol, need more yard duty, the amount of litter on campus, bad cafeteria food. Continue: months of fun, art program, assemblies outdoors, monthly lunches for sunshine, in-house sub, buddy program, covid weekly testing.

Students:

Middle school start: gym, better cafeteria food, lockers, gaming class, a variety of new sports clubs, better computers, let people listen to music on the phone when working, open the library at lunch at brunch and lunch, more trees, locker rooms, more security for our school, more PE, healthy snacks, food making and baking class, more clubs during innovation, fix the doors in the bathrooms, clay during art, foreign language, woodshop, lots of ideas for clubs, raises for teachers, administrators, and staff, honors for graduation, more open to talking about LGTBQ on a normal basis. Stop: elective wheel, Newsela, expired milk, bad food, spending money on free shirts. Continue: art, maker lab, PE rock, band, food science elective, STEAM TV, Ukulele, Leadership, music production

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

Stakeholder input obtained during the 2020-2021 LCAP Survey, School Climate Survey, Parent Engagement Survey, Principal Coffee Meetings, Staff, SSC, and HSC Meetings that influenced the LCAP are summarized below.

Priority 1: Basic Services

Our stakeholders identified the following areas of the highest importance to focus on:

1. Teacher recruitment, selection, and support
2. Access to textbooks teaching materials and technology (including infrastructure and devices)
3. Clean, safe, and well-maintained campus

Priority 2: Common Core Standards

1. Additional/extended learning opportunities (e.g. reading and math intervention, before or after school academic support, summer school)
2. Common core aligned instructional materials
3. Next Generation Learning Opportunities (technology, STEM, NGSS, PBL)
4. Engaging learning opportunities that connect to real world
5. Additional supports/differentiated instruction and support to accelerate learning for all students

Priority 3: Parent Involvement

1. Continue consistent school-wide communication (emails, texts, newsletters, automated phone calls, Principal Coffees)
2. Support for parent focus groups and organizations (e.g. English Learner Advisory Committee, Home and School Club)
3. School community support and connection (e.g. translation services, communication accessible in multiple languages)
4. Families want to partner with the school and be a part of the decision-making process in their child's education

Priority 4, 7, 8: Student Achievement

1. Designated, integrated ELD instruction
2. Enrichment offerings (e.g. languages, comp sci, music, maker space)
3. Intervention support for students not meeting grade-level standards

Priority 5: Student Engagement

1. Increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam)
2. Whole child education (music, PE, performing arts, sports, Makerspace)

Priority 6: School Climate

1. Social and emotional support as students transition back to full in-person learning as the top priority for school climate/student engagement
2. Continue to emphasize positive culture programs (Second Step, Project Cornerstone, restorative justice, PBIS, social justice, bullying prevention)
3. Behavior prevention/intervention
4. Provide leadership opportunities and opportunities for students to feel connected to the whole school community

Goals and Actions

Goal

Goal #	Description
1	High Student Achievement: STEAM School will provide high quality and dynamic instruction for all students (including EL, SED, and SpEd) while preparing them for the 21st century, college and career readiness.

An explanation of why the LEA has developed this goal.

In reviewing student assessment data (Fastbridge English Language Arts (ELA) and Math Winter 2022 and SBAC ELA and Math 2018-2019) we identified the need to focus on Tier I instruction to meet the needs of all students. Per 2022 Fastbridge data, in Math 89% and in ELA 86% of students in 1st- 8th grade are meeting or exceeding grade-level standards. For significant student groups Students with Disabilities (SWD) and Hispanic/Latino students and Socioeconomically Disadvantaged Students (SED), the percentage of students meeting or exceeding grade-level standards in both ELA and Math is 52%-71%. If we focus on integrated/designated ELD, language acquisition, differentiated instructional practices at Tier 1 then meeting or exceeding grade-level standards will be achievable for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fastbridge aMath	89% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aMath.	90% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aMath.			98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aMath
Fastbridge aReading	86% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aReading.	91% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aReading.			98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) Fastbridge aMath and aReading.	62% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 49% on Fastbridge aReading.	61% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 63% on Fastbridge aReading.			80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Students with Disabilities (SWD) Fastbridge aMath and aReading.	61% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 46% on Fastbridge aReading.	55% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 67% on Fastbridge aReading.			80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Annual State Smarter Balanced Assessment in ELA/Literacy & Math for All students and by Significant Student Groups (ELs, SED, SWD, Ethnicities)	SBAC 2019 Baseline	TBD			
SED Fastbridge aMath and aReading.	65% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 51% on Fastbridge aReading.	69% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 67% on Fastbridge aReading.			80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
CA Dashboard English Language Proficiency Indicator (ELPI)	64% making progress towards English Language Proficiency per CA Dashboard 2019.	TBD			80% EL students making progress towards English Language proficiency per CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Redesignated Fluent English Proficient	7 EL students Redesignated Fluent English Proficient	6 EL students Redesignated Fluent English Proficient			15% EL students Redesignated Fluent English Proficient
100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator			100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator
District Writing PBA	<ul style="list-style-type: none"> 49% of students K-8 are scoring at a 2-just below grade level on writing assessments 43% of K-8 students are scoring at or above grade level 	<ul style="list-style-type: none"> 28% of students K-8 are scoring at a 2-just below grade level on writing assessments <p>69% of K-8 students are scoring at or above grade level</p>			80% of of K-8 students will be on or above grade level on writing assessment

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reader and Writer's Workshop Implementation	Teachers will utilize and implement best instructional practices with fidelity to support all students in achieving grade-level proficiency in the common core state standards. Readers and Writers Workshop (K-8) Purchase an updated curriculum (Lucy Calkin) in K-2 that incorporated the science of reading and phonics support. Purchase books for classrooms to supplement classroom libraries.	\$5,000.00	No
1.2	Intervention	Implement Tier II interventions for struggling students, including English Learners, SocioEconomically Disadvantaged, and Foster/Homeless Youth, needing additional support to meet grade-level proficiency in common core state standards in ELA/Literacy & Math. LLI /Intervention teachers, Kindergarten Aides	\$30,000.00	Yes
1.3	Administration costs	Administration costs to support student learning -copy machines rentals, postage, supplies, equipment replacement	\$42,000.00	No
1.4	SBAC testing Coordinator	Classified staff member to support teachers and students during SBAC testing	\$500.00	No
1.5	Library Aide	Library aide to organize and check out books and materials to students and teachers to support our PBLs and curriculum in all content areas.	\$15,000.00	No
1.6	ALEKS	Software program to support accelerated math-paid by District	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Art Program		\$6,544.00	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.

There were no substantive differences in planned actions.

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.

There was a material difference between budgeted and estimated expenditures for goal one. Due to COVID funding, the district was able to absorb the costs for our intervention aide and Kinder and First grade aide. That money was absorbed to pay administration costs.

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

We had many successes in goal one initiatives. Our teachers utilized the Handwriting without Tears program that was purchased to boost students ability and joy of writing, our intervention program served 25 students in grade k-3, we were able to fund two kinder aides and one first grade aide to help implement small group instruction, our teachers were able to purchase the books and online resources needed to teach workshop, we used all the money allocated for technology to supplement learning in the classroom, and we utilized our librarian.

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.

More money was allocated for next year for administrative costs due to the fact that 20,000 was not enough for supplies, copier, and other needs related to running the school.

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: Steindorf STEAM School will provide high quality staff through recruitment, retention and professional development so every student thrives.

An explanation of why the LEA has developed this goal.

Input received via LCAP Surveys, SSC, HSC, and Staff meetings emphasized the importance of hiring, retaining, and supporting our teachers and staff. Due to the COVID-19 Pandemic, school-wide community and team-building opportunities for staff have been limited. Additional professional development is needed around MTSS, Designated ELD, GLAD, Differentiated Instruction (ELA and Math), behavior/emotional regulation support for students, PBL and Reader's and Writer's Workshop.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2020	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2021			100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC).
Staff Professional Learning/Collaboration Evaluation Tool	___% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)	__81__% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline established in 2021-22)			90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)Based on principal observations	<u>85</u> % of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)			90% of teachers implementing best Tier 1 instructional practices consistently.
Begin tracking baseline data of Glad Trained Teachers routinely implementing hip pocket strategies	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	80% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)			90% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)
Designated/Integrated ELD	___% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)	80% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)			100% of teachers teach designated integrated ELD.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Release time / professional development opportunities	Training provided to continue our journey to providing Gold Standard PBL (school wide PBL design), Reader's and Writer's training as well as SEL PD opportunities	\$3,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development	Professional development: GLAD refresh training for all GLAD certified teachers-provided by staff	\$0.00	No
2.3	Professional Development	Inquiry/Action Cycle: Structured Grade Level & Team Collaboration to monitor student progress and share best practices/strategies to accelerate progress towards grade-level standards.-Provided by District	\$0.00	No
2.4	Professional Development	Professional Development: Designated/Integrated ELD-Provided by District	\$0.00	Yes
2.5	ACSA Membership	PD opportunities for Administration	\$1,000.00	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.

There were no substantive differences in planned actions.

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.

There were no material differences between budgeted expenditures and actual expenditures.

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

Our teachers were able to participate in a variety of PD opportunities funded partly by our LCAP and partly by HSC funding. Professional development opportunities included two teachers attending a conference on restorative practices in the classroom, 4 new teachers received PBL training through PBLWorks, two teachers trained the other staff on how to integrate NGSS into maker projects and our kinder team attended a conference. We are extremely fortunate that we have so many experts in areas such as workshop, PBL and GLAD that they volunteered their time to work with staff to improve their practices.

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.

There are no changes in goals for this year due to reflections on our prior practice.

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: Steindorf STEAM School will 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.

Students will not learn unless they feel safe in their home and school environment. In the School Climate Survey (April 2021) taken by third through eighth graders, Over 90% of students feel safe during distance learning, students treat each other well, feel safe at school, get along with other students, and teachers treat them with respect, we would like this to continue and approve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Students would like to see good behavior noticed at school	Only 77% of elementary and 78% middle school feel good behavior is noticed.	Only 80% of elementary and 69% middle school feel good behavior is noticed.			90% of students in 3rd-8th grade will report that they feel like good behavior is noticed.
SWIS Major Office Referrals	Less than 1% of students received a Major office referrals in 2020-2021	62 students received a major referral-12%			Maintain less than 1% of students to receive a major office referral
Suspension Rate	0 students suspended in 2020-2021	5 students were suspended 1.02%			Maintain less than 1% of students to be suspended
Chronic Absenteeism Rate	1.2% of our students are chronically absent according to the 2019 California Dashboard	chronic absenteeism 3.68%			Less than 1% of students will be chronically absent according to the California Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities are maintained in good repair as reported in SARC	School Facilities are maintained in good repair as reported in SARC	School Facilities are maintained in good repair as reported in FIT report- Steindorf exemplary			School Facilities are maintained in good repair as reported in SARC and FIT report
School Attendance Rate	98%	97%			Maintain an attendance rate above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Noon Duty Supervision	Supervision for recess and lunch	\$20,000.00	No
3.2	Tier 1 Social Emotional Learning	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons. Online Second Step Curriculum provided by district		No
3.3	Enrichment Opportunities	Art program provided by HSC		No
3.4	After School Sports Program	Classified and Certificated Coaches, uniforms, refs, and memberships-funded by parent donations and HSC		No
3.5	Project Cornerstone	Membership Dues-paid by HSC		
3.6	Health Office Supplies	Provide extra supplies for the health office	\$500.00	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.

The only part of goal three that was not accomplished this year was to have a crossing guard at Foxworthy and Ross avenue. I was not able to find someone that would commit to that area. We instead focused on the crosswalk in our parking lot and staffed it with a volunteer.

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.

The only difference in budgeted and actual expenditures was 2000.00 for crossing guard that was not spent.

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

Our yard duty did a great job keeping our students safe, project cornerstone parents read many books to our students and taught SEL skills, our students reported loving the new art program and look forward to it every week. Our middle school students were very excited to get back to playing sports (the girls team came in first place in both soccer and volleyball), and our health clerk was able to purchase supplies such as band aides and ice packs.

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 only change in our planned goals is to divert some of the funding for these programs to the HSC to cover. My budget is decreased from last year so I am not able to fund using district funds. However, everything in this goal will remain.

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	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.

An explanation of why the LEA has developed this goal.

Strong parent and community engagement is paramount to student success. In our parent engagement survey, parents expressed a strong desire to bring back the community events that were put on hold due to the restrictions surrounding the COVID 19 pandemic.

Parent engagement survey:

- Over 90% of families that responded agree that communication is consistent and timely.
- Over 90% agree that their ethnicity and culture are recognized and respected by staff.
- 99% of Families reported feeling welcome on campus83% agree that parents are encouraged to communicate to school staff any concerns,
- 95% agree that volunteer parents are welcome and appreciated (we love our volunteers!)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in school events, such as Principal's Coffees and HSC meetings.	20% of parents participate in parent coffees, 5% of parents participate in HSC meetings.	This year less than 5% of parents participated principal coffees and HSC meetings.			30% of parents will participate in parent coffees, 10% of parents will attend HSC meetings.
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club, etc.	Steindorf has all positions required filled on all committees. The meeting participation usually consists of sitting Board or committee members only.	Steindorf has all positions required filled on all committees. The meeting participation usually consists of sitting Board or committee members only.			10% increase of parents will attending and participating in HSC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Survey	61 parents responded to survey.	95 parents responded			200 parents or more will respond to parent survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Steindorf Representation on District Committees	Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District committees: District Local Control Accountability Plan Advisory Committee, District English Learner Advisory Committee, Home & School Club President Meetings with the Superintendent	\$0.00	No
4.2	Home Visits	Continue to provide home visits to families to increase the home and school connection.	\$0.00	
4.3	Volunteers	Expand parent volunteer opportunities in the classroom and at school-wide events. Parent volunteer opportunities will be reestablished to help parents partner in their child's education. These programs may include, Project Cornerstone ABC Readers, Art Vista, Garden Adventures, other.	\$0.00	No
4.4	Parent Education	Provide parent education opportunities around supporting students and families social and emotional needs and academic programs	\$0.00	No
4.5	Goal Setting Conferences	Continue to refine goal setting conferences and input process and track attendance.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Classroom Communication	Build site plan around classroom communication best practices/tools to streamline communication with families.	\$0.00	No
4.7	Parent Outreach	Hold focus group meetings with underperforming/underrepresented student group families to better understand & identify areas of support/needs	\$0.00	No
4.8	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Steindorf students- invite them to help plan school-wide PBL	\$0.00	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.

Unfortunately, goal four was not implemented as fully as it should have been. We just started having parent volunteers back on campus half way through the 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.

There was no funding assigned to goal four.

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

We were not as successful in getting more families involved in campus life. However, this was difficult to assess due to COVID protocols. Attendance at parent coffees and HSC meetings continued to be low over the year.

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 goals are staying the same, we just need to focus on carrying out the goals in hopefully a year with out restrictions to having parents on campus and involved.

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)

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
	0.00%	\$0.00	

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, the 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 sections of the Cambrian School District 2021-24 LCAP for 2022-23. 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	\$124,103.00				\$124,103.00	\$72,044.00	\$52,059.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reader and Writer's Workshop Implementation	All Students with Disabilities	\$5,000.00				\$5,000.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.3	Administration costs	All	\$42,000.00				\$42,000.00
1	1.4	SBAC testing Coordinator	All	\$500.00				\$500.00
1	1.5	Library Aide	All	\$15,000.00				\$15,000.00
1	1.6	ALEKS	All					\$0.00
1	1.7	Art Program	All	\$6,544.00				\$6,544.00
2	2.1	Release time / professional development opportunities	English Learners Foster Youth Low Income	\$3,559.00				\$3,559.00
2	2.2	Professional Development	All					\$0.00
2	2.3	Professional Development	All					\$0.00
2	2.4	Professional Development	English Learners					\$0.00
2	2.5	ACSA Membership	All	\$1,000.00				\$1,000.00
3	3.1	Noon Duty Supervision	All	\$20,000.00				\$20,000.00
3	3.2	Tier 1 Social Emotional Learning	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Enrichment Opportunities	All					
3	3.4	After School Sports Program	All					
3	3.5	Project Cornerstone						
3	3.6	Health Office Supplies	All	\$500.00				\$500.00
4	4.1	Steindorf Representation on District Committees	All					\$0.00
4	4.2	Home Visits	English Learners Foster Youth Low Income					\$0.00
4	4.3	Volunteers	All					\$0.00
4	4.4	Parent Education	All					\$0.00
4	4.5	Goal Setting Conferences	All					\$0.00
4	4.6	Classroom Communication	All					\$0.00
4	4.7	Parent Outreach	All					\$0.00
4	4.8	Parent Outreach	All					\$0.00

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
			0.00%		\$33,559.00	0.00%	0.00 %	Total:	\$33,559.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$33,559.00

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	1.2	Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steindorf STEAM School K-8	\$30,000.00	
2	2.1	Release time / professional development opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steindorf STEAM School k-8	\$3,559.00	
2	2.4	Professional Development	Yes	LEA-wide	English Learners	All Schools		
4	4.2	Home Visits			English Learners Foster Youth Low Income			

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on 04/25/2022.

Attested:



Principal, Lisa MacFarland on 05/20/22

SSC Chairperson, Jose Caro on 05/20/22

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