LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cambrian School District
CDS Code: 43693850000000
School Year: 2023-24
LEA contact information:
Linh Nguyen
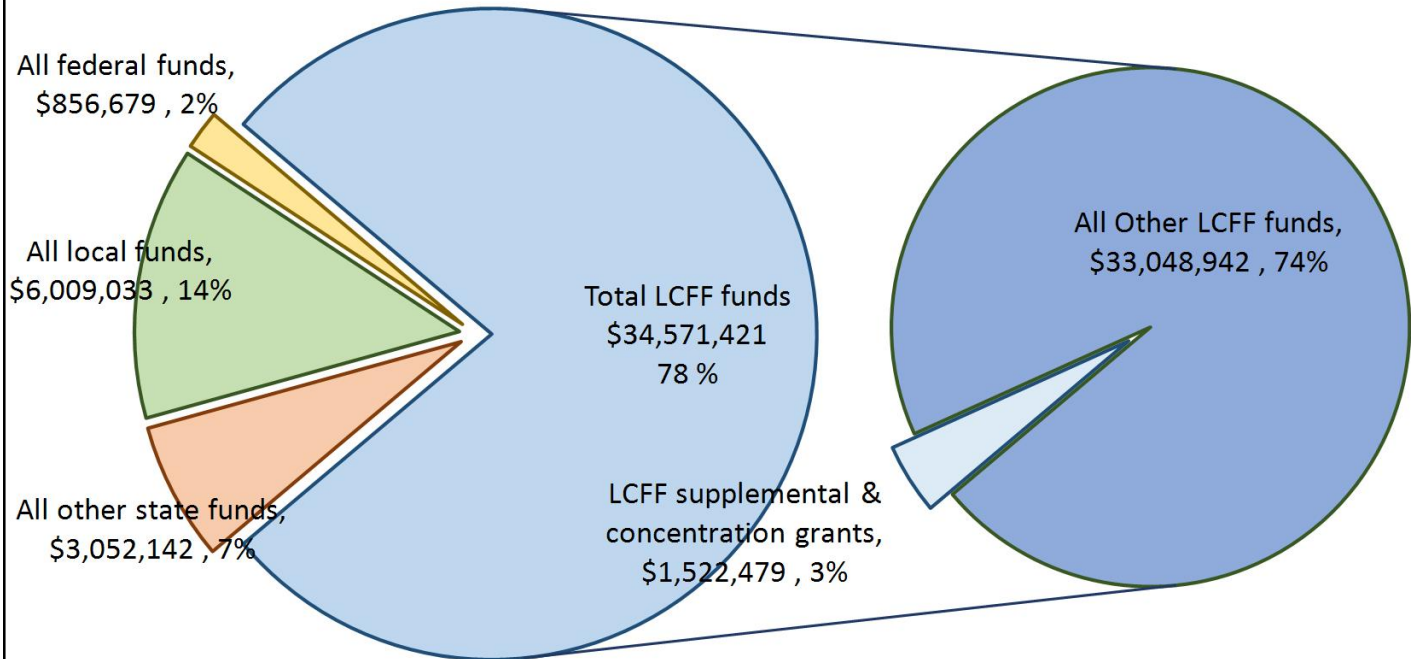Assistant Superintendent of Educational Services
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408-558-4916

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
$856,679 , 2%

All local funds,
$6,009,033 , 14%

All other state funds,
$3,052,142 , 7%

Total LCFF funds
$34,571,421
78 %

LCFF supplemental &
concentration grants,
$1,522,479 , 3%

All Other LCFF funds,
$33,048,942 , 74%

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 $44,489,275, of which $34,571,421 is Local Control Funding Formula (LCFF), $3,052,142 is other state funds, $6,009,033 is local funds, and $856,679 is federal funds. Of the $34,571,421 in LCFF Funds, $1,522,479 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.

Budgeted Expenditures in the LCAP
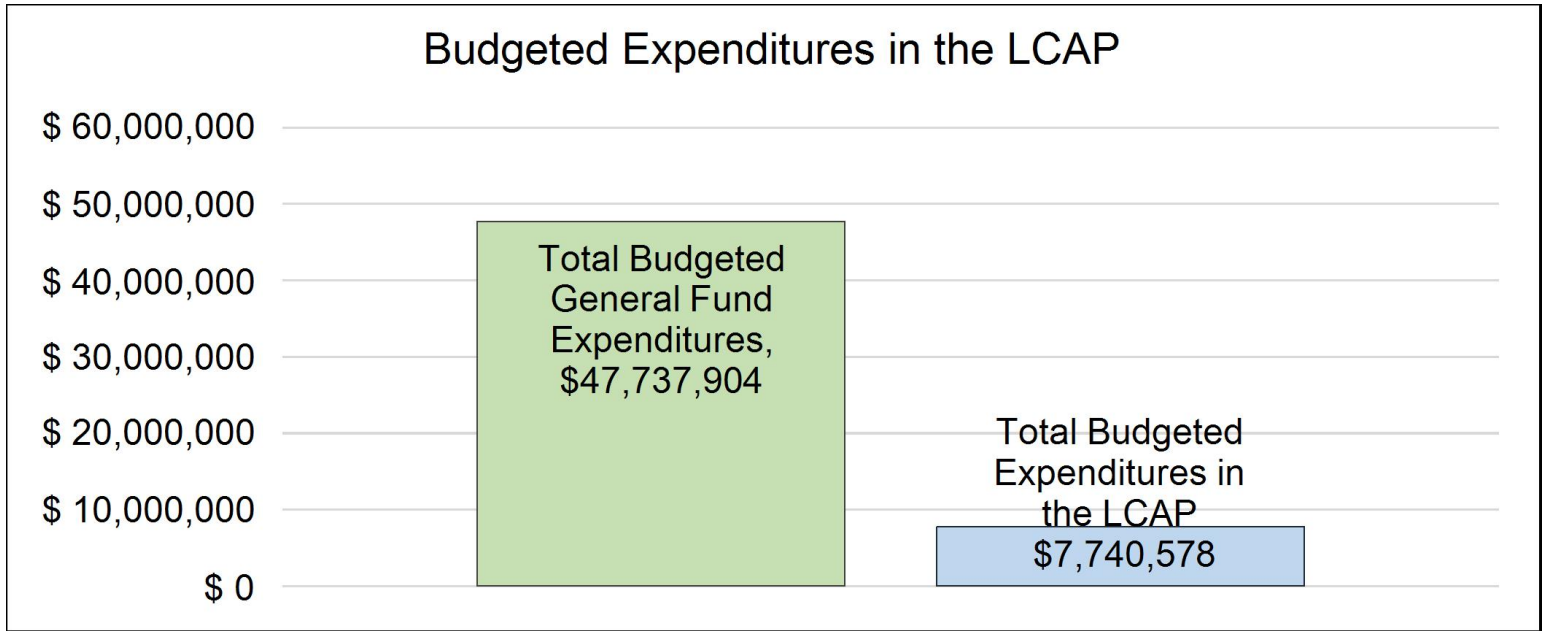
This chart provides a quick summary of how much Cambrian School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cambrian School District plans to spend $47,737,904 for the 2023-24 school year. Of that amount, $7,740,578 is tied to actions/services in the LCAP and $39,997,326 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Cambrian School District plans to spend $47,737,904 for the 2023-24 school year. Of that amount, $7,740,578 is tied to actions/services in the LCAP and $39,997,326 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, 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 2023-24 School Year

In 2023-24, Cambrian School District is projecting it will receive $1,522,479 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 $2,062,718 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,473,362

☐ Actual Expenditures for High Needs Students in LCAP — $973,362
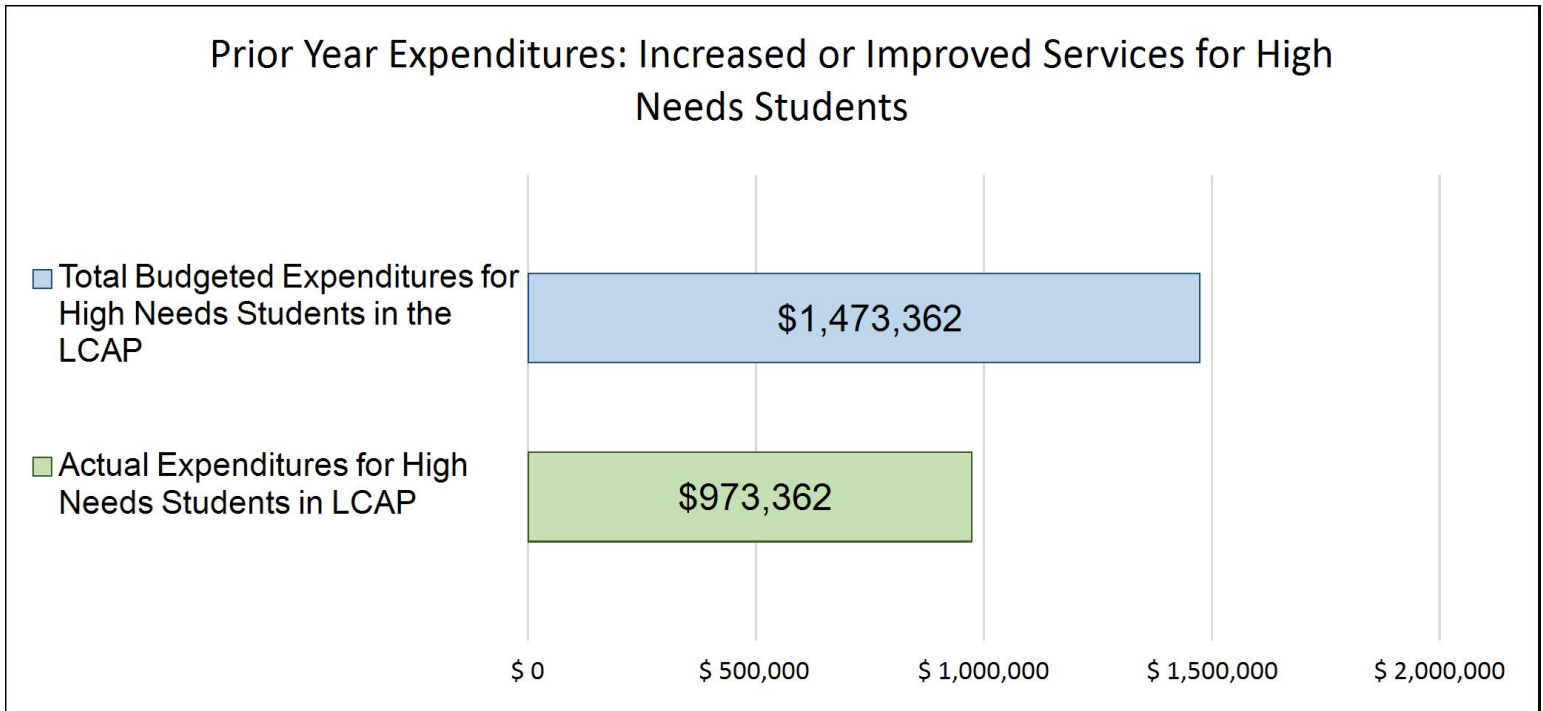
This chart compares what Cambrian School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cambrian School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Cambrian School District's LCAP budgeted $1,473,362 for planned actions to increase or improve services for high needs students. Cambrian School District actually spent $973,362 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-500,000 had the following impact on Cambrian School District's ability to increase or improve services for high needs students:

In 2022-23, Cambrian School District's LCAP budgeted $1,473,362 for planned actions to increase or improve services for high-needs students. Cambrian School District actually spent $973,362 for actions to increase or improve services for high-needs students in 2022-23.

The difference between the budgeted and actual expenditures of $500,000 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 2022-23. However, the impact of COVID-19 continues to be a factor and continues to impact how these supplemental services were implemented. Although the district has been 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 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. These one-time funding sources included ESSER II, ESSER III, GEER, and Educator Effectiveness Funding Block Grant, all of which has specific expenditures and end-of-life timelines 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.

Local Control and 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 [2023-24]

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. 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.

CSD serves approximately 2950 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 a true strength in forging learning communities where all students are challenged, engaged, and celebrated. For the 2022-23 school year, the average class sizes of 21:1 in TK-3 and 27:1 in grades 4-8. Approximately 33% of the district's students are white (non-Hispanic), 28% are Hispanic, 20% are Asian or Pacific Islander, 16% are Two or More Races, 2% are Black or African-American, and the remaining 1% represent other races and ethnic groups. Of the total enrollment, approximately 12% of the district's students are English Learners, 18% are Socio-economically disadvantaged, and 12% are students with special needs who qualify for an 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 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, skills, 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 educational partners, including students, parents, community members, staff, and the Board of Trustees. The draft plan was developed and reviewed by the CSD LCAP Advisory Committee, Curriculum Instruction Assessment Council, and the District English Learner Advisory Committee, and was presented at a Board meeting for the public hearing on June 1, 2023. The draft plan was also made available for public review online. The final 2021-2024 Local Control Accountability Plan for the 2023-24 school year was presented in conjunction with the CSD Budget Overview for Parents and was approved by the Governing Board on June 15, 2023, and submitted to the Santa Clara County Office of Education and the California Department of Education for final review and approval before June 30, 2023.

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 School Dashboard currently lists all charter schools as separate entities, whether affiliated with the 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, including Fammatre School, Farnham School, Sartorette School, and Price Middle School will have its own CA Dashboard data.

The CA School Dashboard is 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. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance

levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit. Therefore, the data is not a complete reflection of the current information on the District and charter schools as a whole. The information can be accessed at the following link: https://www.caschooldashboard.org/#/Home. To see other school site information, simply use the search bar and enter the name of the school site.

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 success:

1. Based on the 2022 CA School Dashboard, the following performance levels were achieved for each site in the Overall Academic Performance Indicator for ELA and Math - Priority 1 & Priority 2
- Bagby School: ELA - "High"; Math - "High"
- Fammatre School: ELA - "High"; Math - "High"
- Farnham School: ELA - "High"; Math - "High"
- Sartorette School: ELA - "High"; Math - "High"
- Steindorf K-8 School: ELA - "Very High"; Math - "Very High"
- Price Middle School: ELA - "High"; Math - "High"

On average, CSD achieved a "High" performance level in ELA/Literacy and Math as indicated by the Academic Indicator on the 2022 CA School Dashboard.

2. Based on the Spring 2022 Smarter Balanced Assessment in English Language Arts/Literacy & Mathematics results, as a district, students in grades 3-8 achieved the following - Priority 1 & Priority 2
- ELA - 69.05% performed at "On/Above" grade-level standards (An increase of 2.43% from Spring 2019)
- Math - 60.28% performed at "On/Above" grade-level standards (A decrease of 3.41% from Spring 2019)

Mandated State assessments were suspended for two consecutive years during the COVID-19 pandemic. Since its suspension, our students' achievements in ELA and Math were maintained throughout the pandemic. We believe that these outcomes are a result of the hard work and efforts of our staff in continuing to provide high-quality instruction and learning, and supplemental support and services throughout the COVID-19 pandemic. The Spring 2022 modified Smarter Balanced Assessment results for students in grades 3-8 are a new baseline for the district to use for future planning.

3. 2022 CA School Dashboard English Learner (EL) Progress Indicator by school site - Priority 1 & Priority 2
- Bagby School: Achieved a "Medium" performance level with 46.9% of ELs making progress toward English language proficiency.
- Fammatre School: Achieved a "Medium" performance level with 54.8% of ELs making progress toward English language proficiency.
- Farnham School: Achieved a "Medium" performance level with 54.8% Els making progress toward English language proficiency.
- Sartorette School: Achieved a "High" performance level with 63.6% of ELs making progress towards English language proficiency.

- Price Middle School: Achieved a "Very High" performance level with 68.3% of ELs making progress toward English language proficiency.
- Steindorf K-8 School: No performance level is available for Steindorf due to the sample size being less than 30. However, 65.0% of ELs enrolled in 2021-22 made progress toward English language proficiency.

On average, CSD achieved a "High" performance ELPI level with 58.9% of English learners making progress toward English language proficiency.

4. 2022-23 CSD Reclassification Rate - Priority 1 & Priority 8

For 2022-23, 46 English learners met the criteria for reclassification to English proficient. EL students who achieved level 4 on the ELPAC and met additional local criteria for reclassification to English proficient were recognized for their achievements. As a district, we achieved a 12% RFEP rate in 2022-23, just 3% shy of our annual goal of 15%. Although we did not hit our target of 15%, we believe that we continue to make positive growth in serving the needs of our English learners with our tier 1 instructional program.

In addition to the CA School Dashboard data, CSD also relies on the use of local performance data, as well as data gathered through our engagement processes with our educational partners throughout the school year. Below is a summary of the data from educational partners' feedback, including staff, parents/guardians, community members, and students.

5. Annual CSD Local Control Accountability Plan Community Input Survey - Priorities 1-8
On the Annual CSD LCAP Community Input Survey that the district administered in Spring 2023, using a scale from 1 - "Not Very Effective", 2 - "Not Effective", 3 - "Effective", and 4 - "Very Effective", all staff, parents/guardians, and community members were asked to rate the level of effectiveness our individual school sites and the Cambrian School District in addressing the 8 State Priorities. The following response rates per the survey are priorities indicated by our educational partners as areas of success. (State priorities that maintained an 85% or higher as "Effective" or "Very Effective").
- 90% - Priority 1: Basic Services
- 89% - Priority 2: Implementation of State Standards
- 87% - Priority 5: Student Engagement
- 88% - Priority 7: Course Access

6. Annual PBIS School Climate Survey - Priority 5 & Priority 6
All of our school sites embraced and utilizes and implements with fidelity Social-Emotional learning throughout the school year. Our community values and believes that students need to have a choice and voice in their learning. We believe that when students are empowered they will be deeply engaged in learning. Based on the annual PBIS School Climate Survey administered to students in grades 3-8, we identified the following areas of strengths (80% or above) that the district, schools, and staff have continued to maintain or improved to support our students' needs:
- 85% - I feel like I do well in school. (An increase of 8% from 2021-22)
- 87% - My school wants me to do well. (A decrease of 1% from 2021-22)
- 86% - My school has clear rules for behavior. (A decrease of 2% from 2021-22)

- 89% - Teachers treat me with respect. (A decrease of 2% from 2021-22)
- 84% - I get along with other students. (An increase of 2% from 2021-22)
- 80% - I feel safe at school. (A decrease of 3% from 2021-22)

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 allocate additional resources to provide supplemental and extended learning time for students who have the largest learning gaps in reading and math.

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.

Based on a review of performance on the state and local indicators measured by the California School Dashboard, local data, and a review of input from our educational partners, the district has identified the following areas of need:

1. Based on the Spring 2022 Smarter Balanced Assessment results for ELA/Literacy and Math, our significant student groups, specifically English Learners, Socio-economically Disadvantaged, and Students with Disabilities continue to achieve significantly low levels of performance compared to their counterparts. The following information is a summary of their achievement levels compared to their counterpart by significant student groups for ELA & Math.

English Language Arts/Literacy (Percent of students who achieved a Level 3 or 4 on the Spring 2022 Smarter Balanced Assessment):
- English Learners: 20.62% compared to Non-English Learners: 74.21% (a difference of 53.59%)
- Socio-economically Disadvantaged: 37.28% compared to Non-Socio-economically Disadvantaged: 74.17% (a difference of 36.89%)
- Students with Disabilities: 26.73% compared Non-Students with Disabilities: 74.16% (a difference of 47.43%)

Mathematics (Percent of students who achieved a Level 3 or 4 on the Spring 2022 Smarter Balanced Assessment):
- English Learners: 19.80% compared to Non-English Learners: 64.89% (a difference of 45.09%)
- Socio-economically Disadvantaged: 25.27% compared to Non-Socio-economically Disadvantaged: 65.92% (a difference of 40.65%)
- Students with Disabilities: 28.57% compared Non-Students with Disabilities: 64.09% (a difference of 35.52%)

The district recognizes that these academic indicators are significant achievement gaps that are part of education systems and that we must address them with a sense of urgency. The district will continue to focus all our efforts on operationalizing equity and inclusion through the Multi-tiered System of Support (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.

2. According to the 2022 CA School Dashboard data, five of our six school sites were identified as needing Additional Targeted Support and Improvement (ATSI) for Chronic Absenteeism for specific student groups. The following information summarizes which school sites and which subgroups were identified:
- Bagby School: Socio-economically Disadvantaged & Students with Disabilities
- Fammatre School: Students with Disabilities
- Farnham School: Students with Disabilities
- Sartorette School: Students with Disabilities
- Price Middle School: Students with Disabilities

Chronic absenteeism is an area of concern and needs for all of our students, especially students from low-income households and students with special needs. The negative impact of COVID-19 impacted all of our students, however, these identified student groups were disproportionately affected even more. The district will make every effort to review, adjust and improve our programs and services to ensure that all students, particularly low-income and students with special needs, are supported and are able to attend school on a regular basis.

3. Based on CDE's review of the district's Special Education program for the 2019-20, 2020-21, and 2021-22 school years, Cambrian was identified for Intensive Level 1 for Significant Disproportionality, specifically for Students with Disabilities who are Hispanic. The term "significant disproportionality" is used to describe the widespread trend of students of certain racial and ethnic groups being identified for special education, placed in more restrictive educational settings, and disciplined at markedly higher rates than their peers. As such, the district will be working with all of our educational partners to collect, review, and analyze all relevant data to address, improve, and monitor the processes, programs, and services for all students, particularly students who are identified as Hispanic.

4. According to Annual CSD LCAP Community Input Survey that the district administered in Spring 2023, using a scale from 1 - "Not Very Effective", 2 - "Not Effective", 3 - "Effective", and 4 - "Very Effective", all staff, parents/guardians, and community members were asked to rate the level of effectiveness our individual school sites and the Cambrian School District in addressing the 8 State Priorities. The district strongly considered these priorities as areas for improvement (less than 85%) in the 2023-24 school year. Further analyses and reviews of the data and input from parents and staff regarding these state priorities will be needed to better understand the specific needs.
- 80% - Priority 3: Parent Involvement
- 81% - Priority 4: Implementation of State Standards
- 81% - Priority 6: School Climate

- 81% - Priority 8: Other Student Outcomes

5. 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. The following are areas of need (less than 80%) per the Annual PBIS School Climate Survey (percent of total responses from students in grades 3-8). These areas of focus for the district and school sites to consider and further analyze to better meet the needs of students.
- 73% - I like school. (A decrease of 11% from 2021-22)
- 67% - Behavior in class allows the teacher to teach. (A decrease of 13% from 2021-22)
- 60% - Good behavior is noticed at my school. (A decrease of 13% from 2021-21)
- 69% - Students treat each other well. (A decrease of 4% from 2021-22)
- 79% - There is an adult who will help me if I need it. (A decrease of 5% from 2021-22)

6. Multilingual Learner Parent Input Survey,
The district makes every effort to provide our multilingual parents and community to give input and feedback on our English Learner programs and services. We have established English Learner Advisory Committees at all school sites as well as a District English Learner Advisory Committee that meets 5 times each year to review and provide input on our English Learner Program. Each year, the district also seeks input from our parents through our needs assessment survey. The following are areas of need for us to consider, as indicated by our Annual Multilingual Learner Parent Survey responses. These are specific areas that the district will be adjusting to better serve our English learners.
- Additional extended school day programs, like homework support after school, are a high need for their students, especially for newcomers.
- Additional ELD class beyond what is being provided in the core program, is needed to support and develop their students' English language skills.
- Low-cost tutoring and on-campus and extracurricular activities and sports for their students.
- Support for language services.
- There is some interest in exploring options for bilingual programs.

Additionally, 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 continue to see Disproportionality for EL learners identified with SLD. Additionally, the district is in Program Improvement Review 18-19 (PIR) for preschool LRE, discipline, LRE for SWD, and CAASPP ELA and Math Achievement.

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.

For the 2023-2024 school year, the district and its schools will continue 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 coaching and instructional support to staff as well as provide supplemental instruction and Tier II interventions at all sites. Supplemental instruction and tier 2 intervention programs will be focused on reading and mathematics. Additional social-emotional learning services, including general education behavior specialist support and additional school counseling, will also be provided that are principally targeted at students who are identified as English learners, low-income students, Foster/Homeless Youth, and also support students who are identified as needing 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 believes and will continue to implement systems that will assist our schools to ensure a positive school climate with strong social-emotional learning complements. Research has demonstrated that these 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 all staff and sites in addressing these areas of need.

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 2023-24 LCAP 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 2023-24 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 Supplemental Targeted Instruction & Intervention
1.2 Summer Supplemental Targeted Instruction & Intervention Program
1.3 State Standards-aligned Supplemental Texts, Instructional Materials, and Resources.
1.4 Core Program Texts, Instructional Materials, and Resources
1.5 Supplemental Targeted Services for Unduplicated Students
1.6 Expanded Learning Opportunities-Program
1.7 Instructional Specialists
1.8 Educational Technology Tools, Support & Infrastructure
1.9 Additional Administrator Support Focus on Targeted Instruction at Middle School
1.10 Expand District Art Program
1.11 Additional Support for Elementary Physical Education Program
1.12 Supporting a Comprehensive Assessment Plan
1.13 Expansion of the Transitional Kindergarten Program
1.14 Implement the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services to address Significant Disproportionality

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 Provide Ongoing Professional Development and Learning for All Staff
2.2 Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support (PLC)
2.3 New Teacher & Administrator Support
2.4 Provide Educational Technology Professional Development Opportunities for Staff
2.5 Equitable Services for Private Schools for PD

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 Coordination of Student Support Services
3.2 Counseling and Mental Health Services
3.3 Lunchtime SEL Structured Activities Support
3.4 School Nurse & Additional Office Health Clerk Support
3.5 Foster/Homeless Youth Supplemental Services
3.6 Supporting PBIS Implementation
3.7 Additional Administrator Support for School Climate & Extended Day Enrichment Programs at Middle School

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 Parent Involvement, Education & Support
4.2 Enrollment/Family Engagement & Support Specialist
4.3 Community and Staff Engagement & Communication
4.4 English Learners Language 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.

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 educational partners 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.

The Cambrian School District (CSD) used various methods of communication in order to engage with our educational partners throughout the 2022-23 school year. The District 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 educational partners in order to gather feedback. Progress updates and consultation meetings with different educational partners 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)

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 in person during the 2022-23 school year on the following dates. Teachers were released from 11:30 - 3:30.

- September 20, 2022

- October 27, 2022
- January 10, 2023
- April 18, 2023

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 2022-23 school year and was able to meet one time in person from 3:30-5 pm. 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 2022-23:

- December 13, 2022
- January 17, 2023
- February 14, 2023
- March 21, 2023
- May 9, 2023 (In-person)

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. 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 DELAC met in 2022-23. All meetings were conducted via Zoom.

- Friday, December 9, 2022; 9:30 - 11:00 am
- Friday, January 13, 2023; 9:30 - 11:00 am
- Friday, February 10, 2023; 9:30 - 11:00 am
- Friday, May 5, 2023; 9:30 -11:00 am (in-person)

In addition, the district conducted numerous surveys with specific target audiences to get a deeper understanding of needs. The following input surveys were conducted and their target audiences during the 2022-23 school year:
- Annual Multilingual Parent Input Survey for English Learners conducted in the month of February 2023.

- Annual CSD Local Control Accountability Plan Community Input Survey conducted from March 3 - 31, 2023.
- School Climate Surveys for Students in Grades 3-8 conducted by the school sites from March through April 2023.
- Parent Engagement Surveys conducted by each school site in March - April 2023.
- The SELPA LCAP consultation occurred on May 26, 2023.

Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the ILC, CIA Council, CSD LCAP Advisory Committee, and DELAC, to inform the development of the Local Control Accountability Plan for 2023-2024. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year.

Adoption of the 2023-24 Local Control Accountability Plan:
- A DRAFT of the 2023-24 LCAP was posted on the district website prior to the Board meeting on June 1, 2023, for public review and comments. A link included in the Board agenda was posted 72 hours prior to the meeting.
- A Public Hearing of the 2023-24 LCAP took place on June 1, 2023.
- The 2023-24 LCAP was adopted by the CSD Board of Trustees on June 15, 2023
- The 2023-24 LCAP was submitted to the Santa Clara County Office of Education before June 30, 2023, for further review.

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:

Based on consultations with 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 need:
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 with structured collaboration time for high-quality assessment and progress monitoring to improve student outcomes.

Priority 5: Student Engagement - Providing students with engaging programs and coursework 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. Address and measure student wellness, including mental and physical health, and its impact on attendance and learning.
3. Increase, improve, and/or expand current and new learning and enrichment opportunities before and after school, and during intersessions.

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. Address mental health services and support (e.g., counseling services at all sites, behavior therapists to support general education, school psychologists' support, etc.)
3. Ensure a safe school environment for emotional, social, and physical well-being. (e.g., by including school nurses; addressing internet and social media safety)

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.

Educational partners were also asked to provide feedback and respond to the following question, using a rating scale of 1-4, with 4 - "very effective", 3 - "effective", 2 - "not effective", and 1 - "not very effective"
"How effective are the Cambrian School District and our schools doing in addressing the State's Eight LCAP Priorities?".
The percentage of responses represents the total responses as being ""effective or very effective" in implementing the 8 State Priorities:

90% - Priority 1
89% - Priority 2
80% - Priority 3
81% - Priorities 4 & 8
88% - Priority 5
81% - Priority 6
88% - Priority 7

District English Learner Advisory Committee (DELAC) & Annual Multilingual Learner Parent Input Survey
Based on consultations with DELAC and results from the Annual Multilingual Learner Parent Survey that the district administered in Spring 2023, 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:

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.

Students Annual PBIS School Climate Survey
Our students' voice is an essential part of the district's education plan. We believe in empowering and engaging students in their own learning. Students need support to learn how to use their voice, whether to advocate for themselves, express their opinions, or stand up for a friend. As such, the district administered the annual PBIS School Climate Survey in Spring 2023 to all students in grades 3-8. This year 1879 students responded to the survey, with a 99% participation rate. This survey has been administered every school year since 2018. 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:

73% - I like school.
85% - I feel like I do well in school.
87% - My school wants me to do well.
86% - My school has clear rules for behavior.
89% - Teachers treat me with respect.
67% - Behavior in class allows the teacher to teach.
60% - Good behavior is noticed at my school.
84% - I get along with other students.
80% - I feel safe at school.
69% - Students treat each other well.
79% - There is an adult who will help me if I need it.

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 May 26, 2023.

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 2022-23 school year provided the district identified reoccurring themes for consideration when we developed the 2021-24 CSD LCAP for the 2023-24 school year. These themes are reflected in the goals, actions, services, and expected measurable outcomes identified on subsequent pages of the 2023-24 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 Educational Partners' Input
The CSD LCAP goals, actions, and services for the 2023-24 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.
- Priority focus on Tier I ELD instruction & Special Education
- To address Federal & State Accountability for Significant Disproportionality
- Provide core & supplemental curriculum & instructional materials aligned to state standards
- Services principally serving UPP in Reading, Math, & ELD Support
- 5.5 FTEs Instructional Specialist (TK-8)
- 0.50 FTE Assistant Principal primarily focused on Tier 1 instruction and targeted support at the middle school level
- 2.0 FTEs Art Teacher positions (TK-8)
- 2.0 FTEs Art Paraeducators (TK-8)
- 1.0 FTE Paraeducator to support elementary PE (TK-5)
- Expand our Extended Day programs and services (TK-8)
- Provide 2023 targeted summer programs (1-6)
- Increase educational technology tools in (TK-2)
- Adopt NGSS Science Curriculum (TK-8)
- Continue the expansion of Transitional Kindergarten (TK)
- Maintain a Comprehensive Assessment Plan

Goal 2: Effective Leadership, Teaching, and Learning
CSD will provide high-quality staff through recruitment, retention, and professional development so every student thrives.
- Hire and retain highly qualified teachers (including compensation)
- BTSA support for New Teachers and Administrators
- 5 Teacher in-service days and summer professional learning opportunities for teachers and instructional leaders throughout and beyond the school year
- Professional Learning Communities (PLCs) model to provide structured time for grade-level collaboration for teachers (Collective efficacy, evidence-based practices, quality assessments for formal and summative assessments)
- Continue the TIMS Initiative, to support the integration of technology in teaching and learning
- Provide 2023 summer professional learning opportunities for staff
- Provide dedicated professional learning opportunities for certificated & classified staff (ELD, GLAD, Equity, Culturally Responsive Teaching, Restorative Practices, Inclusion, Science of Reading, Project-based learning, interventions)

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.
- 0.50 FTE Assistant Principal to support SEL, discipline, and extended day enrichment programs at the middle school level
- Training and implementing Equity & Restorative Practices
- School counseling services at all sites
- 0.50 FTE Enrollment/Family Outreach Specialist
- Provide structured SEL lunchtime support in partnership with Valley Sports
- Increase services for foster & homeless youth
- Increase Integrated health services and supports, including mental health
- Additional behavior support service for the general education classrooms

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.
- Relaunching Website & Parent Communication platform
- Maintain the 0.50 FTE Communications Coordinator
- Continue Language Line for translation services
- Provide different ways for input and involvement in decision-making (such as the "Thought Exchange" platform)
- Increase and provide different parent education and engagement opportunities (Project Cornerstone, Parent Network, Parent Liaison, Parents Teaching Parent)
- Community outreach to families with high needs (Enrollment/Family Outreach 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 tied 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 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.

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	In 2019, CSD 67% of CSD students met or exceeded the standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. The 2021 CAASPP Assessments were waived. CSD Local aReading Assessment was used its place for Spring 2021 to establish a baseline. Spring 2022 CAASPP Data will become our baseline.	Students in grades 3-8 will be participating in a State modified SBA ELA/Literacy form in Spring 2022. All Students: 69.05% performed at "On/Above" grade-level standards English Learners: 20.62% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 37.28% performed at "On/Above" grade-level standards Students w/ Disabilities: 26.73% performed at "On/Above" grade-level standards	The 2022-23 Smarter Balanced Assessment ELA/Literacy will not be available until Fall 2023:		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. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD Fastbridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for the Winter 2020-21 administration period for Grades 2-8: All students: 74% performed at "On/Above" or "Low Risk" at grade-level standards English learners: 32% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 48% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilitiies: 38% performed at "On/Above" or "Low Risk" at grade-level standards	Fastbridge Benchmarks for aReading for Spring 2021-22 administration period for Grades 2-8: All Students: 76% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 29% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 49% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 39% performed at "On/Above" or "Low Risk" at grade-level standards	Fastbridge Benchmarks for aReading for Spring 2022-23 administration period for Grades 2-8: All Students: 77.1% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 27.4% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 57.3% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 41.8% performed at "On/Above" or "Low Risk" at grade-level standards		Increased percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Reading by 3%-5% from the prior year as measured by aReading. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment in Mathematics	In 2019, CSD 67% of CSD students met or exceeded the standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. The 2021 CAASPP Assessments were waived. CSD Local aMath Assessment was used its place for Spring 2021 to establish a baseline. 2022 CAASPP Data will become our baseline.	Students in grades 3-8 will be participating in a State modified SBA Mathematics form in Spring 2022. All Students: 60.28% performed at "On/Above" rade-level standards English Learners: 19.8% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 25.27% performed at "On/Above" grade-level standards Students w/ Disabilities: 28.57% performed at "On/Above" grade-level standards	The 2022-23 Smarter Balanced Assessment Math will not be available until Fall 2023:		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. 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.
CSD Fastbridge aMath End of Year Benchmark	FastBridge Benchmarks for aMath for the Winter 2020-21 administration period: All students:	CSD Fastbridge Benchmarks for aMath for Spring 2021-22 administration period for Grades 2-8:	CSD Fastbridge Benchmarks for aMath for Spring 2022-23 administration period for Grades 2-8:		Increase percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Math by 3%-5% from the prior

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	74% performed at "On/Above" or "Low Risk" at grade-level standards English learners: 45% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 36% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: 75% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 38% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 40% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: % performed at "On/Above" or "Low Risk" at grade-level standards English Learners: % performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 57.3% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: % performed at "On/Above" or "Low Risk" at grade-level standards		year a measured by aMath. 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.
CA Dashboard - English Learner Progress Indicator	2019 CA School Dashboard English Learner Progress Indicator by school site: Bagby School: Achieved a High-performance level with	The ELPI results are for Status Only. 2022 CA School Dashboard English Learner Progress Indicator by school site:	2023 CA School Dashboard English Learner Progress Indicator by school site: TBD - Fall 2023		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	60.9% of ELs making progress towards English language proficiency Fammatre School: Achieved a High-performance level with 64.4% of ELs making progress towards English language proficiency Farnham School: Achieved a Very High-performance level with 68.8% Els making progress towards English language proficiency Sartorette School: Achieved a High-performance level with 59.3% ELs making progress towards English language proficiency Price Middle School: Achieved a Very High-performance level with 75.9% ELs making progress towards	Bagby School: Achieved a "Medium" performance level with 46.9% of ELs are making progress toward English language proficiency. Fammatre School: Achieved a "Medium" performance level with 54.8% of ELs are making progress toward English language proficiency. Farnham School: Achieved a "Medium" performance level with 54.8% Els are making progress towards English language proficiency. Sartorette School: Achieved a "High" performance level with 63.6% of ELs are making progress towards English language proficiency. Price Middle School: Achieved a "Very High" performance			California School Dashboard English Learner Progress Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency Steindorf K-8 School: Achieved a High-performance level with 63.6% ELs making progress towards English language proficiency Due to the COVID-19 pandemic, state law suspended reporting state and local indicators, including EL progress toward English proficiency, on the 2020 Dashboard. 2022 CA Dashboard data will become the baseline.	level with 68.3% of ELs are making progress toward English language proficiency. Steindorf K-8 School: No performance level is available for Steindorf due to the sample size being less than 30. However, 65.% of current ELs are making progress toward English language proficiency.			
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%.	In 2022-23, CSD achieved an RFEP rate of 12%.		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	In 2020-21, 100% of students have access to state standards-aligned instructional materials according to the Williams Report.	In 2021-22, 100% of students have access to state standards-aligned instructional materials according to the Williams Report.	In 2022-23, 100% of students have access to state standard-aligned instructional materials according to the Williams Report.		100% of students have access to state standard-aligned instructional materials.
Implementation of State Standards	In 2020-21, state standards were fully implemented as verified by data collection obtained through routine classroom observations. 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 CSD's Local Indicator for Priority 2 - Implementation of	In 2021-22, state standards were fully implemented as verified by data collection obtained through routine classroom observations. 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 CSD's Local Indicator for Priority 2 - Implementation of	In 2022-23, state standards were fully implemented as verified by data collection obtained through routine classroom observations. 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 CSD's Local Indicator for Priority 2 - Implementation of		State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs. 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 CSD's Local Indicator for Priority 2 - Implementation of State Standards will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State Standards achieved an overall rating of 4.	State Standards achieved an overall rating of 4.	State Standards achieved an overall rating of 4.		achieve an overall rating of 5.
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 received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners received 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.	In 2022-23, 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 schedulesn and course offerings.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Targeted Instruction & Intervention	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 students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$1,039,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Summer Supplemental Targeted Instruction & Intervention Program	Provide summer supplemental instruction and interventions for Summer 2023, which include the GLAD Acceleration Academy for rising 1-3, Summer Elevate Math for rising students in grades 3-6, and a summer virtual learning option using Imagine Learning. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$134,000.00	Yes
1.3	State Standards-aligned Supplemental Texts, Instructional Materials, and Resources.	The district will provide and increase services to support all students with supplemental texts, instructional materials, blended learning programs, access to digital learning platforms, and online learning tools. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$50,000.00	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.	$1,401,003.00	No
1.5	Supplemental Targeted Services for Unduplicated Students	The district will provide supplemental services targeted at ELs, Low-income, & Foster/Homeless Youth. These services includes additional instructional support, assessment, supplemental curriculum and resources above and beyond the base services. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$290,456.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Expanded Learning Opportunities-Program	The district will integrate the Expanded Learning Opportunities Program (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, after-school learning centers, and site-specific enrichment learning opportunities for students in grades TK-6. Per the ELO-Program funding requirement, all students who qualify for free and reduced lunch programs will be able to participate in the programs at no cost based on program capacity.	$925,000.00	No
1.7	Instructional Specialists	The district will provide 5.5 FTE Instructional specialists to support all school sites. The instructional specialist 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. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff. See Instructional Specialist Job Description for more specific roles and responsibilities.	$819,223.00	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 data, technology, digital citizenship, and classroom device management. Funds to support these activities and services are based on the tech plan.	$76,750.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Additional Administrator Support Focus on Targeted Instruction at Middle School	The addition of a 0.5 FTE Assistant Principal position will primarily focus on supporting the implementation of MTSS, high-quality Tier 1 instruction, and supplemental targeted instructional support. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$90,000.00	Yes
1.10	Expand District Art Program	The district will provide additional 2.0 FTE Art teaching positions and 2.0 art paraeducators to support the expansion of the Art program at all sites through the use of Prop 28 funding.	$365,000.00	No
1.11	Additional Support for Elementary Physical Education Program	The district will hire a 1.0 FTE Paraeducator to provide additional instructional support for the elementary PE program at our 4 TK-5 school campuses to decrease the student-to-teacher ratio when PE is being provided at each school each week by grade level. This additional support will allow for more student-to-teacher interaction and class management.	$40,000.00	No
1.12	Supporting a Comprehensive Assessment Plan	The district will continue to work on maintaining and implement a comprehensive assessment system to support universal screening, ongoing progress monitoring of students needing additional support, and support the instructional planning, programming and services through the MTSS framework.	$51,000.00	No
1.13	Expansion of the Transitional Kindergarten Program	The district will continue to expand the transitional kindergarten program by adding additional classrooms, staffing and resources to provide high quality early learning education to include students born between 9/2/2018 - 4/2/2019 are eligible for TK in 2023-2024.	$210,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Implement the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services to address Significant Disproportionality	CSD have been identified as Significantly Disproportionate for our Students with Disability and who are Hispanic. Per CDE requirement, the district will participate in all four steps of the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services. Once identified as Significantly Disproportionate, the district is required to take mandatory actions including, but not limited to, reserving 15 percent of Individuals with Disabilities Education Act (IDEA) funds to develop and implement a Compliance and Improvement Monitoring (CIM) for CCEIS action plan and provide Comprehensive Coordinated Early Intervening Services (CCEIS) services to the identified target population.	$100,000.00	No

Goal Analysis [2022-23]

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 were implemented. However, the district was not able to fully implement all actions and services as planned, particularly actions 1.1, Supplemental Instruction & Intervention During the School Day, 1.6, Expanded Learning Opportunities Program, and 1.9, Independent Study Virtual Learning Options. Although the district and school sites were able to fully implement supplemental instruction and interventions for intervention programs during the school day, we were not able to provide after-school "homework centers" and intervention programs beyond the school. This was mainly related to staffing shortages and the timely implementation of the services. 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 support during the school day. The ELOP funding the district received from the state over the last two years to provide enrichment programs beyond the school day was substantial. However, the district was able to integrate those resources into our existing Extended Day Program, provided additional resources and support to our afterschool district elementary band and choir program, and created an additional intramural sports program at our comprehensive middle school. In addition, the district did not implement the virtual school option due to a lack of interest from families. The district surveyed families at the end of the prior school year and over the summer and only a few families demonstrated interest - 99% of our students returned to in-person instruction in 2022-23.

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 difference between Budgeted Expenditures and Estimated Actual Expenditures for Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for UPP of approximately $500,000 in carryover from our Supplemental outlined in actions 1.1 and 1.9 from the 2022-23 school year. Actions and services to increase or improve services for high needs were implemented in

2022-23. 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 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, additional ESSER III, and the Educator Effectiveness Funding Block Grant, all of which have specific expenditures and end-of-life timelines 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.

The actions and services in Goal 1 were very effective based on student outcomes, staff feedback, and overall implementation. In addition to Tier 1 core instruction, supplemental instruction, and intervention support were provided at all school sites with a focus on reading both in elementary and middle school for students who were identified as needing additional support. The district provided summer programs, including an Acceleration Academy for incoming grades 1-3 students, Elevate Math for incoming grades 3-8 students, and a virtual learning option for all students in grades K-8. These services included services targeted specifically for ELs, Low-income, & Foster/Homeless Youth. However, due to staffing shortages, which impacted the timely implementation of these services, 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 maintained the 2.5 FTE Teachers on Special Assignment (TOSA). The TOSA provided 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 was 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. This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.

The district was able to 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 was also 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-Program funding requirement, all students who qualify for free and reduced lunch programs will be able to participate in the programs at no cost based on space availability. More than a third of our families who have children attending the Cambrian Extended Day Program were able to attend at no cost for the entire year. These programs included intersession and summer camps throughout the year.

In addition, the district was also able to expand our transitional kindergarten program to include younger students born between 9/2/2017 - 2/2/2018 and create TK classrooms that had a student-to-teacher ratio of 12:1. Funding from the state universal preschool fund allowed the district to provide staff training and high-quality instructional materials and resources aligned to the early childhood foundational skills. The district continued to implement the key priorities laid out in our 5-year Tech Plan. These priorities include but are not limited to the effective use of assessment, technology, digital citizenship, and classroom device management. Funds to support these activities and services are based on the tech plan. Educational technology initiatives were fully implemented in accordance with the CSD Technology Plan.

Note 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 state achievement data cannot be fully articulated because state assessment results will not be available until next school year. However, the district's local data, including local assessments and input from the input surveys administered in Spring 2023 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.

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.

Based on our needs assessment from student outcomes, staff, and community input, the district will be adding substantial services in the coming year. These services include continuing the additional administration support at Price Middle School (1.9), expanding the TOSA model (renamed as Instructional Specialist) by adding an additional 3.0 FTE to support all sites full-time (1.7), the expansion of the district art program using Prop 28 funds by adding 2.0 FTE Art teaching position and 2.0 FTE art paraeducator (1.10), adding a 1.0 FTE elementary PE paraeducator (1.11), the expansion of extended day programs through ELO-P to include additional after-school enrichment programs at all school sites or districtwide (1.6), continue to expand our TK program to include students born between 9/2/2018 - 4/2/2019 (1.13) and to address our Significant Disproportionality by implementing the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services to address Significant Disproportionality (1.14). These are substantial investments that the district will be provided to ensure that all students have access to the best and highest quality education and support the implementation of the MTSS framework with fidelity.

Additionally, Action 1.1 was restructured from "Supplemental Instruction & Intervention During the School Day " to "Supplemental Targeted Instruction & Intervention" to also include these services that may take place before, during, and after school. Action 1.9 replaces "Independent Study Virtual Learning Options" with Additional Administrator Support Focus on Targeted Instruction at Middle School" because the district will not be offering the virtual school option due to low to no interest from Cambrian families. Additional administrator support is needed to support the implementation of the MTSS framework and targeted instruction for 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
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.	In 2022-23, 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 were 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.	Classrooms walkthroughs were conducted by the District Cabinet leadership team alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal at the conclusion of the walkthroughs. However, no formal data was collected. The Principal Walkthrough Observation Protocol		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
		Formal data was collected. The principal walkthrough will be re-established in the 2022-23 school year with a defined tool to collect data and used as a baseline to evaluate our instructional programs.	and formal data collection will be re-established in the 2023-24 school year with a defined tool to collect data and used as a baseline to evaluate our instructional programs.		
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.	In 2022-23, based on staff evaluation surveys from all the districtwide professional learning days, on average, 71.2% of teachers/staff indicated that the professional learning, training & staff collaboration time 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	2022-23, approximately 70% 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.	instructional coaching or attended and/or presented at a voluntary PD outside of the professional workday, including summer PD offerings.		or attending/presenting a voluntary PD outside of the professional workday from the prior year.
CA Dashboard Local Indicator	NA	NA	NA		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staff Professional Development Plan	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.	$596,985.00	No
2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support (PLC)	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 students identified as English	$76,448.00	No

Action #	Title	Description	Total Funds	Contributing
		learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.		
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.	$50,000.00	No
2.4	Educational Technology Professional Development Opportunities for Staff	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. 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.	$30,000.00	No
2.5	Equitable Services for Private Schools for PD	The Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA) includes Participation by Private School Children and Teachers as defined under Section 1117 and Section 8501, Participation by Private School Children and Teachers (under Uniform Provisions Subpart 1, Private Schools). The district consults with participating non-profit private schools in its attendance area in order to ensure that equitable services are provided for qualifying students attending those schools. St. Francis Cabrini School is the only non-private school that participates in the Title II program.	$5,000.00	No

Goal Analysis [2022-23]

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 20222-23 school year in Goal 2 were fully implemented. There were no substantive differences in planned actions and actual implementation of these 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.

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.

Overall, all actions and services in Goal 2 were fully implemented and effective. The district provided numerous training and professional development for all staff, including teachers, classified, support staff, and administrators throughout the year, including a variety of learning opportunities during the summer break. The training focused on areas of need and also per staff feedback as they relate to high-quality Tier I instruction, Tier I interventions and supports, common core state standards, standards-aligned curriculum, 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 through the PLC process was increased from 3 release days to 6 release days this year. Each grade level team will receive 2 hours each PLC release day for professional learning communities focused on using the data analyses, grade level collaboration, and planning instruction. Feedback from teachers was very positive and the time provided was effectively used for teachers' planned for tier 1 instruction. The district continued using the Illuminate Data System and the Fastbridge Assessment System to support the PLC process. The district also developed a data dashboard that contained all state and local data to support teacher collaboration on the effective use of data. New teachers' and administrators' support and training, including the Beginning Teacher Support and Assistance program, were also provided. The district implemented the Technology and Innovation Fellowship Program (TIMS) 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.

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 continue to 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	For the 2020-21 school year, the 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%	For the 2021-22 school year, as of May 2023, the attendance rate by site: • District: 95.21% • Bagby: 94.61% • Fammatre: 95.03% • Farnham: 94.42%7 • Price: 95.29% • Sartorette: 95.20% • Steindorf: 96.74%	For the 2022-23 school year, as of May 2023, the attendance rate by site: • District - 95.10% • Bagby - 95.14% • Fammatre - 94.40% • Farnham - 94.44% • Sartorette - 95.55% • Price - 95.07% • Steindorf - 96.54%		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%	2022 CA Dashboard Chronic Absenteeism Report for the 2021-22 school year by school site; Bagby School: High (14.1%) Fammatre School: High (13.8%)	2023 CA Dashboard Dashboard Chronic Absenteeism Report for the 2022-23 school will be available December 2023. Bagby School: TBD Fammatre School: TBD Farnham School: TBD		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• EL at 7% & Hispanic at 6.6% Fammatre Charter: 3.7% • EL at 6.7%, Hispanic at 8.3%, SED at 8.6% & Asian at 3.5% Farnham Charter: 5.3% • SWD at 13.7%), SED at 15.6%, & 2 or More Races at 10% Sartorette Charter: 2.5% • EL at 4.5% Price Charter Middle: 4.3% • SWD at 9.1%, EL at 6%, SED at 9.1%, 2 or More races at 5.3%, & White at 5.5%	Farnham School: High (14.6%) Sartorette School: High (13.7%) Steindorf K-8 School: Very Low (2.4%) Price Middle School: High (12.1%) District Average: High (13.8%) All school sites, with the exception of Steindorf K-8 School were idenitfied for Additional Targeted Support for Improvement (ATSI) due high absenteeism rate.	Sartorette School: TBD Steindorf K-8 School: TBD Price Middle School: TBD District Average: TBD		Chronic Absenteeism Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21: While the California School Dashboard did not report on Chronic Absenteeism due to 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: District: 1.15% Baby = 0.52% Fammatre = 0.93% Farnham = 1.04% Price = 1.71% Sartorette = 1.59% Steindorf = 0.21%				
Suspension Rate	2019 CA School Dashboard, the Suspension Rate by site: • CSD (Bagby & Steindorf): 0.6%, w/ SWD (Yellow) • Fammatre Charter: 0.4% w/ Hispanic	2022 CA School Dashboard.Suspension Report for the 2021-22 by School school site: Bagby School: Very Low (0%) Fammatre School: Very Low (0.4%) Farnham School: Very Low (0%)	2023 CA Dashboard Dashboard Suspension Report for the 2022-23 school will be available December 2023. Bagby School: TBD Fammatre School: TBD Farnham School: TBD		Decrease the percentage of students who were suspended overall and for target student groups from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students (Yellow) • Farnham Charter: 0.4% w/ SWD (Orange) • Sartorette Charter: 0.7% • Price Middle Charter: 4% w/ Asian & SWD (Yellow) 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: • Bagby: 0% • Fammatre: 0% • Farnham: 0% • Price: 1.07% • Sartorette: 0% • Steindorf: 0%	Sartorette School: Very Low (0.2%) Steindorf K-8 School: Medium (2%) Price Middle School: Very Low (1%) District Average: Very Low (0.6%)	Sartorette School: TBD Steindorf K-8 School: TBD Price Middle School: TBD District Average: TBD		
Expulsion Rate	In 2020-21, 0 students were expelled.	In 2021-22, 0 students were expelled.	In 2022-23, 0 students were expelled.		Maintain a 0 expulsions in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					middle school program.
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.	According to CALPADS data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 for the 2022-23 school year.		Maintain a 0 dropouts in the middle school program.
SWIS 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. 2021-22 Major Referrals by Location: • Bagby School: 75 • Fammatre School: 5 • Farnham School: 50 • Sartorette School: 24 • Steindorf K-8 School: 58 • Price Middle School: 71	According to SWIS data collected, as of May 2023, for the 2022-23 school year, there have been 252 "major" office referrals reported districtwide. 2022-23 Major Referrals by Location: • Bagby School: 78 • Fammatre School: 6 • Farnham School: 15 • Sartorette School: 29 • Steindorf K-8 School: 76 • Price Middle School: 48		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
PBIS School Climate Survey	In 2020-21, based on the School Climate Survey administered to students in grades 3-8 in the Spring of 2021: • 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", an 8% increase from 2019-20. • 81% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20.	For 2021-22, based on the PBIS School Climate Survey administered to students in grades 3-8 in the Spring of 2022: • 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 4% decrease from 2019-20. • 84% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20. Note: One observation	For 2022-23, based on the PBIS School Climate Survey administered to students in grades 3-8 in the Spring of 2023: • 73% of students informed us that they "like school", a decrease of 11% from 2021-22. • 80% of students informed us that they "feel safe at school", a decrease of 3% from 2021-22. • 79% of students said that "there is an adult who will help me if I need it", a decrease of 5% from 2021-22.		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: "I like school", "I feel safe at school", "I know that there is an adult who will help me if I need it"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		that students said that brought to our attention is the statement when asked about how students perceived "Students treat each other well": • 73% of students reported that they observed "students treat each other well", a 19% decrease from 92% from 2020-21.			
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Based on the FastBirdge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2020-21: Teacher Rating (1670 students assessed): * 0.78% of students (13 students) in	Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2021-22: Teacher Rating (1911 students assessed): * 2.51% of students (48 students) in	Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2022-23: Teacher Rating (1814 students assessed): • 3.2% of students (48		Decrease the number of students identified as "high risk" as defined by the annual Fastbridge SAEBRS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grades 2-8 were identified as "high risk" by their teachers. Student Rating (1670 students self-assessed): * 1.32% of students (22 students) in Grades 2-8 rate themselves as "high risk".	Grades TK-8 were identified as "high risk" by their teachers. Student Rating (2140 students self-assessed): * 1.82% of students (22 students) in Grades 2-8 rate themselves as "high risk".	students) in Grades TK-8 were identified as "high risk" by their teachers. Student Rating (2127 student self-assessed): • 1.36% of students (29 students) in Grades 2-8 rate themselves as "high risk".		
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.	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	$230,348.00	No

Action #	Title	Description	Total Funds	Contributing
		Team Process to identify and provide additional support for students needing support; Counseling Services, chronic absenteeism and SARB Process, School Safety, MTSS, PBIS, and coordinating additional support services for target students, including EL, SED, Foster/Homeless Youth, and SWD. The district schools that were identified for ATSI to implement the following actions and services to improve attendance rates across all students and for every student group ensuring that no group falls in the lowest status. 1. Develop and implement an Incentive-Based Attendance Program - Students will receive prizes, awards & privileges for attendance. 2. Absence Outreach (SWD) - Case managers will reach out to SWD after an absence to build relationships & address barriers related to regular attendance. 3. Attendance Liaison/Attendance Clerk - Attendance liaison to track transportation usage and to produce weekly attendance reports for targeted student groups. 4. Transportation Services - Contract with transportation services to support regular attendance of SWD, Low Income, Foster & Homeless Youth. 5. Progress Monitor Chronic Absenteeism - a. Identify & Track Implementation/Process and Outcome Measures; b. Identify & Track Anticipated and Actual Expenditures; c. Course Correct as Necessary		
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 at students identified as English learners, low-income, Foster/Homeless Youth, and will be	$482,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided for all students who are identified as needing additional support by staff.		
3.3	Lunchtime SEL Structured Activities Support	Supporting all students' social-emotional learning with structured activities during recess and/or lunchtime. In partnership with Valley Sports, all school sites will be provided additional recess and/or lunchtime support with structured physical/sports activities integrated).	$126,000.00	No
3.4	School Nurse & Additional Office Health Clerk Support	CSD will provide 1.0 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 Supplemental Services	The district will provide additional resources and services for students identified as Foster and/or homeless youth. This support and services that are specific to the needs of Foster/Homeless Youth are determined based on individual needs through a referral process and/or when these students are not making adequate progress academically, socially, or emotionally. Examples are vouchers for transportation between home to school, additional meals during weekends, access to extended day programs, tutoring, access to educational technology devices and the internet, and other family and social services. These services are coordinated through our Ed Services and Student Services. This action is principally targeted at our Foster/Homeless Youth students to support students and families experiencing hardship and homelessness.	$20,000.00	Yes
3.6	Supporting PBIS Implementation	The district will continue to support schools to relaunch and maintain PBIS implementation with fidelity. This action supports collaboration, planning and deliver of a PBIS implementation action plan at each site.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Additional Administrator Support for School Climate & Extended Day Enrichment Programs at Middle School	The district will provide an additional 0.50 FTE Assistant Principal at Price Middle School to support PBIS and school climate and Extended Day Enrichment Programs.	$90,000.00	No

Goal Analysis [2022-23]

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 20222-23 school year in Goal 3 were fully implemented. There were no substantive differences in planned actions and actual implementation of these 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.

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 was successful in providing 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 maintained at all our school sites in anticipation of increased needs when students return to full-time in-person learning due to continued challenges relating to the pandemic. The district provided additional professional development 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 provides training for all elementary staff to support implementation. Our Middle school staff received Restorative Practices training in partnership with the SEEDS organization, as well an additional SEL-focused curriculum from Habitudes. Using one-time ESSER funds, the district provided lunchtime-SEL structured activities support at all sites in partnership with Valley Sports. This specific service supported our schools with structured physical activities during an unstructured time and additional supervision. The district also continued the use of 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.

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

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 district's efforts to reengage and support all students attending 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 continue to 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.

In addition to continuing the actions and services from last year, the district will be increasing a 0.50 FTE site administrator support focus on supporting Tier 1 Instruction, SEL, and extended day programs through the MTSS framework. In addition counseling services will be increased at all sites to provide addtional mental health support, with a minimum of 3 days at the elementary school sites and 5 days for our middle schools. The district will also provide additional behavior specialist support hours to meet the increased need in the general education classrooms.

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.

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
Seek parent engagement, promote parent participation & input per the Annual Parent Engagement Survey All Key Stakeholder Representation and Involvement in Districtwide Committees: District LCAP Advisory Committee; Curriculum, Instruction, and Assessment Council; District English Learner Advisory Committee	2020-21, there were 677 total respondents to the Annual Parent Engagement Survey. All key stakeholders were fully represented in all districtwide committees	In 2021-22, there were 367 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.	In 2022-23, there were 326 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.		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.
Seek English learner parent engagement, promote parent participation & input per the Annual English Learner Needs Assessment Survey.	According to the annual CSD English Learner Program Needs Survey in Winter 2021: • 71% of EL parents indicated that	According to the annual CSD English Learner Program Needs Survey in Spring 2022: • 23% of EL parents indicated that	According to the annual CSD English Learner Program Needs Survey in Spring 2022: • 31% of EL parents indicated that		According to the annual CSD English Learner Program Needs Survey: • 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
	they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 71% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 24% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 31% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.		criteria for English Learner Reclassification to Fluent English Proficient (RFEP). • 100% of EL parents will know what English Language Development programs are offered to English Learners.
Maintain strong parent communication. Parent communication will be measured by regular use of the Blackboard/SMORE communication tool at all school sites.	In 2020-21, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.	In 2021-22, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.	In 2022-23, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents on a weekly basis.		100% of school sites will have utilized the Blackboard/SMORE communication tool to communicate with parents regularly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide Parent Education classes, including English learner parent classes/workshops, for all parents.	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. 2020-21: Districtwide parent education opportunities included the following 12 events/activities: • 5 Webinars on Distance Learning • A Virtual English Learners Parent Support Night • 2 Mental Health	In 2021-22, 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 Districtwide parent education opportunities included the following virtual events/activities held through Zoom: • 2 Workshops for parents and families on independent study virtual school program • 2 English Learners Program Information and Support • 1 Mental Health	In 2022-23, the district provided virtual & in-person parent workshops, seminars, and information events on various relevant topics Districtwide parent education opportunities included the following virtual events/activities held through Zoom: • English Learner Program • Biliteracy Pathway Participation Program • Health Connected Information Webinars on Comprehensive Sexual Health Education for Elementary & Middle School • Project Cornerstone		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Support Webinar • 2 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 5 "Take It Personally" Virtual classes with Project Cornertsone	Support Webinar • 3 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 1 "Take It Personally" Virtual classes with Project Cornerstone	Parents Workshops Series • Community Screenings and discussions of topics addressing online and social media safety as well as mental health and social emtional learning.		
Local Indicator Priority 3 for Parent Engagement	2020-21, CSD achieve an overall rating of 5 out of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.	In 2021-22, The district achieve an overall rating of 5 out of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.	In 2022-23, the district achieve an overall rating of 4 out of 5 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 Involvement, Education & Support	The district and school sites will provide opportunities for parent education and engagement through the coordination & facilitation of site and districtwide committees (SSC, ELAC, LCAP Advisory Committee, DELAC), and continue partnerships to provide parent education workshops with community organizations like Project Cornerstone, Health Connected, SCCOE, and other potential community services.	$30,000.00	Yes
4.2	Enrollment/Family Engagement & Support Specialist	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. 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 experiencing 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.). This action is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff.	$50,000.00	No
4.3	Community and Staff Engagement & Communication	CSD will continue to facilitate parent engagement and provide support services as needed to engage the community and parents. The district and school sites will continue to utilize multiple methods of communication with 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	$146,005.00	No

Action #	Title	Description	Total Funds	Contributing
		FTE Coordinator of Marketing, Communications, and Community Engagement to utilize other communication methods, such as social media. The district will also utilize the "Thought Exchange" platform to enhance community engagement.		
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 focus groups, and hosting a variety of EL parent information meetings and workshops. This action is principally targeted at students identified as English learners and will be provided for all students who are identified as needing additional support by staff.	$25,000.00	Yes

Goal Analysis [2022-23]

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 20222-23 school year in Goal 4 were fully implemented. There were no substantive differences in planned actions and actual implementation of these 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.

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 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, English Learner Parent Information Night, Biliteracy Pathway Participation Award Information webinar, and Imagine Learning Workshop. 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.

The district and all school sites also continue to enjoy 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 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 educational partners 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.

For the 2023-24, the district plans to engage all educational partners in the development of the new 3-year LCAP/Strategic Plan. It is our goal to work alongside with all of our educational partners to ensure a well-devloped LCAP/Strategic Plan that represesnts the distriict needs as well as the voices of our school community. The district plans to relaunch our website and will be utilizing a a new interactive communication and engagement platform (Thought Exchange) to solicit meaningful engagement, as well as contuining to provide opportunities for parents, staff, and community members to get involve through our district and schools' committees. The district will also continue to facilitate parent engagement and support services in order to involve parents in helping to increase academic achievement.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,522,479	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
4.91%	1.45%	$375,185.37	6.36%

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 2023-24 school year, Cambrian School District has calculated that it will receive $1,522,479 plus a carryover estimate of $375,185 for a total of $1,897,664 and the district budgeted $2,062,718 for the 2023-24 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is $900,000. The remaining supplemental funds' balance of $1,122,479 is allocated to school sites for site-level supplemental services principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff. School site-level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, progress monitoring and assessments, and differentiated instruction.

As stated in the LCAP Highlights Section on page 25 of this LCAP, 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 2023-24 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 LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for "Unduplicated" and high-needs students, in addition, to 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 Instructional Specialists 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 "Unduplicated" and high-needs students. Because there is not a large concentration of "Unduplicated" and 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.

Based on the data from CAASPP and the district local data summarized in the "Identified Needs" section of this LCAP on pages 21-24, the primary benefit of these expenditures is principally targeted at students identified as English learners, low-income, Foster/Homeless Youth, and will be provided for all students who are identified as needing additional support by staff. 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;
- Instructional Specialist - 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, 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:

1.1 Supplemental Targeted Instruction & Intervention
1.2 Summer Supplemental Targeted Instruction & Intervention Program
1.5 Supplemental Targeted Services for Unduplicated Students
1.7 Instructional Specialists
1.9 Additional Administrator Support Focus on Targeted Instruction at Middle School
3.2 Counseling and Mental Health Services
3.5 Foster/Homeless Youth Supplemental Services
4.1 Parent Involvement, Education & 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 educational partners. 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 is 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 $1,522,479 plus a carryover estimate of $375,185 for a total of $1,897,664 and the district budgeted $2,062,718 for the 2023-24 Supplemental fund under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 6.36%. The district has demonstrated that it has met the 6.36% 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 it's 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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,656,821.00	$4,697,757.00	$220,000.00	$166,000.00	$7,740,578.00	$4,181,057.00	$3,559,521.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Targeted Instruction & Intervention	English Learners Foster Youth Low Income	$974,717.00			$65,000.00	$1,039,717.00
1	1.2	Summer Supplemental Targeted Instruction & Intervention Program	English Learners Foster Youth Low Income	$34,000.00	$100,000.00			$134,000.00
1	1.3	State Standards-aligned Supplemental Texts, Instructional Materials, and Resources.	All		$50,000.00			$50,000.00
1	1.4	Core Program Texts, Instructional Materials, and Resources	All		$1,401,003.00			$1,401,003.00
1	1.5	Supplemental Targeted Services for Unduplicated Students	English Learners Foster Youth Low Income	$264,456.00			$26,000.00	$290,456.00
1	1.6	Expanded Learning Opportunities-Program	Low-income students All		$900,000.00	$25,000.00		$925,000.00
1	1.7	Instructional Specialists	English Learners Foster Youth Low Income	$384,902.00	$434,321.00			$819,223.00
1	1.8	Educational Technology Tools, Support & Infrastructure	All	$76,750.00				$76,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Additional Administrator Support Focus on Targeted Instruction at Middle School	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
1	1.10	Expand District Art Program	All		$345,000.00	$20,000.00		$365,000.00
1	1.11	Additional Support for Elementary Physical Education Program	All	$40,000.00				$40,000.00
1	1.12	Supporting a Comprehensive Assessment Plan	All	$51,000.00				$51,000.00
1	1.13	Expansion of the Transitional Kindergarten Program	All		$210,000.00			$210,000.00
1	1.14	Implement the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services to address Significant Disproportionality	SWD, Hsipanic Students with Disabilities	$100,000.00				$100,000.00
2	2.1	Maintain Staff Professional Development Plan	All		$561,985.00		$35,000.00	$596,985.00
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support (PLC)	All		$71,448.00		$5,000.00	$76,448.00
2	2.3	New Teacher & Administrator Support	All		$50,000.00			$50,000.00
2	2.4	Educational Technology Professional Development Opportunities for Staff	All		$30,000.00			$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Equitable Services for Private Schools for PD	All				$5,000.00	$5,000.00
3	3.1	Coordination of Student Support Services	All	$180,348.00	$50,000.00			$230,348.00
3	3.2	Counseling and Mental Health Services	English Learners Foster Youth Low Income	$269,643.00	$213,000.00			$482,643.00
3	3.3	Lunchtime SEL Structured Activities Support	All		$126,000.00			$126,000.00
3	3.4	School Nurse & Additional Office Health Clerk Support	All			$175,000.00		$175,000.00
3	3.5	Foster/Homeless Youth Supplemental Services	Foster Youth Low Income				$20,000.00	$20,000.00
3	3.6	Supporting PBIS Implementation	All		$15,000.00			$15,000.00
3	3.7	Additional Administrator Support for School Climate & Extended Day Enrichment Programs at Middle School	All		$90,000.00			$90,000.00
4	4.1	Parent Involvement, Education & Support	English Learners Foster Youth Low Income	$20,000.00			$10,000.00	$30,000.00
4	4.2	Enrollment/Family Engagement & Support Specialist	ELs, SED, and Foster/Homeless Youth All Students with Disabilities		$50,000.00			$50,000.00
4	4.3	Community and Staff Engagement & Communication	All	$146,005.00				$146,005.00
4	4.4	English Learners Language Services	English Learners	$25,000.00				$25,000.00

2023-24 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
30,996,058	1,522,479	4.91%	1.45%	6.36%	$2,062,718.00	0.00%	6.65 %	**Total:**	$2,062,718.00
								LEA-wide Total:	$1,972,718.00
								Limited Total:	$0.00
								Schoolwide Total:	$90,000.00

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 (%)
1	1.1	Supplemental Targeted Instruction & Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$974,717.00	
1	1.2	Summer Supplemental Targeted Instruction & Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$34,000.00	
1	1.5	Supplemental Targeted Services for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$264,456.00	
1	1.7	Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$384,902.00	
1	1.9	Additional Administrator Support Focus on Targeted Instruction at Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	$90,000.00	
3	3.2	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,643.00	

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	3.5	Foster/Homeless Youth Supplemental Services	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.1	Parent Involvement, Education & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.4	English Learners Language Services	Yes	LEA-wide	English Learners	All Schools	$25,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,540,731.00	$4,214,404.00

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 During the School Day	Yes	$768,362.00	268,362
1	1.2	Summer Programs	Yes	$59,000.00	59,000
1	1.3	Supplemental Texts, Instructional Materials, and Resources	No	$100,440.00	100,440
1	1.4	Core Program Texts, Instructional Materials, and Resources	No	$189,275.00	189,275
1	1.5	Targeted Services for Unduplicated Students	Yes	$534,000.00	534,000
1	1.6	Expanded Learning Opportunities Programs	No	$1,602,654.00	801,327
1	1.7	Tier II/ELD Teachers on Special Assignment	Yes	$330,000.00	330,000
1	1.8	Educational Technology Tools, Support & Infrastructure	No	$25,000.00	25,000
1	1.9	Independent Study Virtual Learning Options	No	$25,000.00	0
2	2.1	Staff Professional Development	No	$508,000.00	508,000

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	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	Yes	$96,000.00	96,000
2	2.3	New Teacher & Administrator Support	No	$39,000.00	39,000
2	2.4	Educational Technology Professional Development Opportunities for Staff	No	$55,000.00	55,000
3	3.1	Coordination of Student Support Services	No	$180,000.00	180,000
3	3.2	Counseling and Mental Health Services	Yes	$410,000.00	410,000
3	3.3	Supporting Social-Emotional Learning & Mental Health	No	$131,000.00	131,000
3	3.4	Health Services and Supports	No	$175,000.00	175,000
3	3.5	Foster/Homeless Youth Services	Yes	$35,000.00	35,000
4	4.1	Parent Engagement, Involvement & Support	No	$40,000.00	40,000
4	4.2	Enrollment and Targeted Family Engagement & Support	Yes	$114,000.00	114,000
4	4.3	Home/School Communication & Connection	No	$84,000.00	84,000
4	4.4	English Learners Language Services	Yes	$40,000.00	40,000

2022-23 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)
$1,247,408.00	$1,473,362.00	$973,362.00	$500,000.00	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 During the School Day	Yes	$684,362.00	184,362		
1	1.2	Summer Programs	Yes	$54,000.00	54,000		
1	1.5	Targeted Services for Unduplicated Students	Yes	$275,000.00	275,000		
1	1.7	Tier II/ELD Teachers on Special Assignment	Yes	$330,000.00	330,000		
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support	Yes	$26,000.00	26,000		
3	3.2	Counseling and Mental Health Services	Yes	$59,000.00	59,000		
3	3.5	Foster/Homeless Youth Services	Yes	$15,000.00	15,000		
4	4.2	Enrollment and Targeted Family Engagement & Support	Yes	$10,000.00	10,000		
4	4.4	English Learners Language Services	Yes	$20,000.00	20,000		

2022-23 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)
$25,933,172	$1,247,408.00	.39%	5.20%	$973,362.00	0.00%	3.75%	$375,185.37	1.45%

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:

  o 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o 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).

  o **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.

  o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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).

California Department of Education
January 2022