



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Michael Kretsch Principal	kretschm@camabriand.com 408-377-3882

Plan Summary [2022-23]

General Information

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

School Description & Mission:

Bagby Elementary School is a California Distinguished School that values educating the whole child. The staff and community believe in the importance of an education that encompasses 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication), the Arts, CCSS in English/Language Arts and Math, Physical Education, and Social/Emotional Learning. Bagby School serves approximately 460 students in grades TK - 5. Approximately 15.7% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 18.7%. Bagby is located in West San Jose. Its attendance area includes San Jose and parts of Campbell. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home for both General Education and Special Day Classes. We embrace the whole child by celebrating diversity, instilling not only the joy of learning but also allowing the exploration of talents through art and music. Our students are encouraged to be Upstanders and are given opportunities to be responsible citizens. 21st-century skills drive our instructional practices to provide opportunities for students to grow and become critical thinkers, collaborative workers, and creative problem solvers. It is our goal to not only produce students ready for their academic future but also to prepare them to be cooperative and caring members of society. Bagby Staff is committed to conflict resolution and strives to help students develop empathy and the ability to work together to solve social issues. Through the use of technology and high device ratios, Bagby is working to provide increased blended learning opportunities for all students.

School Safety:

The school campus has approximately 30 classrooms along with a cafeteria, school office, and the multi-purpose room is affectionately known as "The Barracuda Tank." The School Safety Plan is updated annually. Staff and students practice responses to a variety of situations through monthly drills. Staff is trained in the Incident Command System so that they are able to respond to disasters during the school day. Bagby underwent a fencing project, so the campus is fully secured during the instructional day. There is a large field that is a hub for the local softball league. Our grounds also house two solar canopy arrays. There are three playground areas for student use during recess. In partnership with the Home and School Club, Bagby was able to update a portion of the large playground in 2015 with a more modern play structure including a climbing wall. Bagby participates in Positive Behavior Interventions and Supports (PBIS) to foster a positive school climate. The PBIS team meets every month to review referral data and make informed decisions about possible responses and train the staff on ways to increase PBIS and reduce referrals. Students are recognized for following the "Bagby Bs-Be Safe, Be Respectful, Be Responsible, Choose Kind" through Bagby Bravos which are announced to the school weekly. Through PBIS, students in Tier 2 behavior intervention called Check-In/Check-Out with another school staff member to encourage and reinforce positive behavior. Bagby's staff values creating an environment that is emotionally, academically, and physically safe. We support the development of Social/Emotional Learning through the implementation of the Second Step curriculum, our Project Cornerstone partnerships, and collaboration with students, teachers, the principal, and parents. Bagby's goal is to reduce bullying of all types (physical, relational, cyber) through communication and collaboration.

Opportunities for Parent Involvement:

Bagby's parents volunteer to meet a variety of needs. The Home and School Club donations provide for assemblies, field trip experiences, and enrichment opportunities. Volunteers help out in the classroom, library, and through programs like Art Vistas, Project Cornerstone, and Maker Space. Parents participate in the school community and share stakeholder input through opportunities like School Site Council, English Learner Advisory Committee (ELAC), Home and School Club meetings, and Principal Coffees. The Home & School Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, Family Movie Nights, Crab Feed, Kindness Pep Rally, Art Shows, and Variety/Talent Show, and Field Day. Parents help in our classes as Arts Vista docents, Project Cornerstone volunteers, Maker Space guides, and with small groups in academics. Students are able to participate in the Mileage Club, run by parent volunteers, three days of the week and participate in supervised sports activities hosted two times a week at lunch recess by Valley Sports Camp. Parents also participate in special events like Back to School Night, Fall Conferences, Music concerts, Open House, parent Reading, Math, and Science nights along with special classroom or grade-level specific events.

Reflections: Successes

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

Since 2018, the Bagby staff has worked strategically to identify underperforming student groups through data analysis and to tailor Tier I (provided to all students) and Tier II (intervention services provided to some students) supports to support all learners. The Spring 2019 SBAC showed significant progress in boosting English Language Arts performance in key demographics (English Learners: +13.9%, Socioeconomically Disadvantaged: +15.6%, Students with Disabilities: +34.5%, Hispanic: +30.8%). In Mathematics on the 2019 SBAC significant gains were also made in particular student subgroups' progress (English Learners: +4.9%, Socioeconomically Disadvantaged: +17.3%, Students with Disabilities: +35.7%, Hispanic: +23.7%). This progress was due first to strategic, high-quality instruction taking place

in the classroom through adopted curricula (Benchmark Advance and Eureka Math). Additionally, the gains are reflective of consistent progress monitoring of students' progression in their acquisition of grade-level standards. Students identified through such monitoring were referred to Tier II services (Leveled Literacy Intervention and/or Math Intervention) for 6-8 week cycles of intensive intervention. Tier II supports assisted many students in making significant progress in both ELA and Math.

Over the past three years, Bagby has also seen a significant decline in the number of major student behavior referrals and had zero suspensions during the 2019-2022 school years. Positive Behavioral Interventions and Supports implemented school-wide, in addition to the Second Step Curriculum (SEL) and Zones of Regulation being taught in every classroom, as well as a long-standing partnership with Project Cornerstone has resulted in a positive school environment. 98% of surveyed students reported that they sometimes, often, or always "like school." Additionally, 98% of the Bagby 2021-2022 PBIS Elementary School Climate Survey student respondents reported "feeling safe" sometimes, often, or always. The priority of the school community placed on SEL in our students' return to campus following the Spring 2020-Spring 2021 COVID pandemic, proved successful in creating a learning environment that nurtures student academic and SEL development, while also being a space that students enjoy coming on a daily basis.

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.

Data available from the California Dashboard shows yellow indicators primarily for our Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students based on SBAC results in 2019. While this was an improvement from previous years, additional work on supporting these students is necessary. Since the SBAC was not administered in Spring 2020 or Spring 2021, local CSD Fastbridge assessments Early Reading, Early Math, aReading, and aMath will be utilized to illustrate the present areas of focus for Bagby staff and the support needs of Bagby students.

CSD's local assessments (aReading, aMath, CBMReading, and Writing) show gaps in performance levels between all Bagby students and our students part of our SWD, SED, and Hispanic/Latino subgroups. The results are summarized below:

Early Reading and Early Math results should be interpreted with caution as TK students were given the assessments and CSD has subsequently determined that they were NOT developmentally appropriate for this age group. CSD is awaiting guidance from state regarding appropriate assessments for TK moving forward. However, this particular cohort of students will need to be consistently monitored by Bagby and CSD staff for academic progress as they were the age group likely most impacted by the COVID-19 pandemic and the reduction in access to early childhood education and socialization opportunities that it caused.

Fall 2021 Early Reading (identified high/some risk):

- All assessed Bagby Students-31%, SED-50%, H/L-52%, SWD-59%

Spring 2022 Early Reading (identified high/some risk):

- All assessed Bagby Students-47%, SED-59%, H/L-69%, SWD-66%

Fall 2021 Early Math (identified high/some risk):

- All assessed Bagby Students-28%, SED-40%, H/L-40%, SWD-50%

Spring 2022 Early Math (identified high/some risk):

- All assessed Bagby Students-28%, SED-42%, H/L-42.0%, SWD-40%

Fall 2021 aReading (identified high/some risk):

- All assessed Bagby Students-21%, SED-44%, H/L-57%, SWD-67%

Spring 2022 aReading (identified high/some risk):

- All assessed Bagby Students-19%, SED-31%, H/L-42%, SWD-60%

Fall 2021 aMath (identified high/some risk):

- All assessed Bagby Students assessed-20%, SED-41%, H/L-46%, SWD-42%

Spring 2022 aMath (identified high/some risk):

- All assessed Bagby Students-20%, SED-34%, H/L-43%, SWD-38%

Students with Disabilities (SWD) was another category where the indicator on the CA Dashboard was yellow in ELA. Our Resource Specialist is collaborating with classroom teachers of students on her caseload to address this need and to continue to maximize push-in support when possible. SWD struggle with a variety of aspects of ELA decoding, reading comprehension, writing, and fluency. Individualized Education Plans (IEPs) reflect goals to address these needs. Accommodations were offered for the 2019 SBAC administration and staff will continue to collaborate in better supporting SWD.

Leveled Literacy Intervention (LLI) was provided to 68 students (K-5) for 18 week cycles of reading support.

LCAP Highlights

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

Four goals have been identified for focus during 2022-2023:

Goal 1: Bagby School will provide high-quality instruction for all students (including EL, SED, Foster Youth, SWD) while preparing them for 21st Century College and Career Readiness

Highlights:

- Build on teachers' preparedness to effectively utilize student data/assessments in building strategic instructional groups and tracking student progress in particular those in targeted subgroups.
- Training and implementation of math curriculum-Eureka Math: Intervention component of Eureka Math

- Training and implementation of ELD standards to support our EL student population: GLAD Strategies Training/Retraining; ELD component of Benchmark Advance
- Student access to Tier 2 interventions via math and reading and intervention during the school day
- Training and implementation of strategies for the Next Generation Science Standards (NGSS) aligned curriculum for all grade levels
- Staff training/retraining on Project Based Learning Implementation

Goal 2: Bagby School will provide highly qualified staff through recruitment, retention, and professional development

Highlights:

- 100% of teachers are fully credentialed and properly assigned
- Combination of whole group and more individualized professional development (GLAD, Eureka Math, Designated/Integrated ELD, NGSS, Social-Emotional Development, Tier 1 instructional best practices)
- Professional development to support teachers' preparedness to effectively utilize student data/formative assessments in building strategic instructional groups and tracking student progress.
- Multiple Teacher leadership opportunities provided
- Staff recognized and celebrated in a variety of ways

Goal 3: Bagby School will provide a responsive and orderly environment in which students feel safe academically, emotionally, and physically to pursue their achievement

Highlights:

- Continue to recognize positive student decision making, behavior, and growth through weekly Bagby Bravos announcements and honor students of the month in whole school assemblies
- Continue to implement the Second Step curriculum and Project Cornerstone to support students' social-emotional development.
- Continue to implement an attendance monitoring system, Attention to Attendance, to maintain low levels of truancies and absenteeism
- Increase the number of staff able to serve as Check-In/Check-Out coaches
- Continue to provide an increase in school-based counseling-individual and group based on staff referrals
- Provide counselor lead presentations and facilitated discussions on social and emotional topics

Goal 4: Bagby School will involve parents, families, and community stakeholders as partners in the education of all students

Highlights:

- Continue to increase multi-language (and closed-captioned) communication to families through multiple avenues: text, email, newsletter, videos
- Increase attendance at Principal Coffees, Home and School Club, and ELAC by diversifying times of meetings providing additional supports if needed (ie. translators).
- Provide parent education in school academics through the district and school events
- Continue to partner with Bagby's HSC and family volunteers to support community events, and organize or support Project Cornerstone, Maker's Space, and Art Vistas.

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.

Bagby Elementary was not identified for CSI in 2021-2022.

Support for Identified Schools

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

Bagby Elementary was not identified for CSI in 2021-2022.

Monitoring and Evaluating Effectiveness

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

Bagby Elementary was not identified for CSI in 2021-2022.

Engaging Educational Partners

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

At the school site level:

School Site Council/English Learner Advisory Committee (SSC/ELAC) was involved in the development of the LCAP including feedback and suggestions. (List the dates you met)

The LCAP is in alignment with the LEA Plan-LCAP priorities English Language Advisory Committee (ELAC): Reviewed data related to EL students and provided input for LCAP.

It is important in the Cambrian SD that we offer ample opportunities for teachers, parents, and the community to participate in providing opportunities to include all stakeholder groups in the process. Having multiple opportunities ensured that all educational partners had ample and various opportunities to provide feedback and input. Informational meetings for the Bagby and Cambrian communities to understand the purpose of the LCAP, the current LCAP, and how the budget aligns with what is stated in the LCAP. These took place during SSC and ELAC meetings, staff meetings, as well as district-level LCAP and DELAC advisory committee meetings. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. At staff meetings, grade-level teams gave input on LCAP goals and provided guidance for actions. Additionally, students completed the PBIS School Climate Survey, and families were provided an opportunity to complete the Bagby Family Engagement Survey. Data from both of these surveys informed 2022-2023 LCAP goals, actions, and resulting expenditures.

A summary of the feedback provided by specific educational partners.

The responses and input were varied. Here are the primary trends that seemed common to many of our educational partners:

- Continued support for our significant student groups who are not meeting standards: EL, SED, and SWD.
- Support for teachers in professional development around GLAD Strategies, school day intervention support (Tier I and Tier II) for both reading and math, and an understanding of NGSS and how to support it in the classroom.
- Bagby 3rd-5th graders completed a school climate survey.
- Area of focus: Use of Kelvin survey software to take pulse checks in hopes of effectively identifying students who responded that "They never feel safe"-2% and 3% who said there isn't "an adult at my school who will help me when I need it."
- Staff and parent volunteers will continue to support students in SEL development, Project Cornerstone Lessons and school-wide messaging around "Growth Mindset."
- Staff requested Starting Arts Drama return of Starting Arts Drama Workshop six-week series that each class participated in during the 2021-2022 school year. Home and School Club donations will continue to fund these programs and all Bagby students will participate during the school day.
- Staff requested supervised sports activities organization continue to support at lunch recess with student exposure to a diversity of sports and support with fair play
- Family feedback included increasing parent volunteer opportunities (after COVID limitations are removed), streamlining district and site communications, increasing parent engagement opportunities, and diversifying the times of such opportunities.

- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on data analysis and planning of strategic instruction
- Teachers were satisfied with Nugent Counseling Services but are requesting an expansion of available service days and service models in order to support more students post-COVID. The counselor worked in a very collaborative manner with the administration and teachers. Referrals were handled quickly and students were served effectively. Bagby has had five counselors in past three years. Bagby will be looking to ensure consistency in the next year with staffing for onsite counseling.
- Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation around all subject areas.
- Teaching staff also requested additional sub-supported release days to support students' assessments-specifically TK-1 assessments.
- Provide data-driven collaboration time for teachers to work on the implementation of data-driven intervention strategies.

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

Students completed the PBIS School Climate Survey and families were provided an opportunity to complete the Bagby Family Engagement Survey. Data from both of these surveys was shared with SSC/ELAC and informed 2022-2023 LCAP goals, actions, and resulting expenditures.

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement

An explanation of why the LEA has developed this goal.

To provide high quality and dynamic instruction for all students while preparing them for "next generation" college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (ELA, Math, and Science) for all students, including significant student groups - 3% increase annually	2019 SBAC Data- ELA <ul style="list-style-type: none"> • SED: 19.4 points below standard • SWD: 19.4 points below standard Math <ul style="list-style-type: none"> • SED: 18.4 points below standard • SWD: 16.8 points below standard • H/L: 5.9 points below standard 	SBAC data will be available during Summer 2022.			Majority of SED and SWD will perform in green or better band on California School Dashboard in Spring 2022, 2023, and 2024 administrations of the ELA & Math SBAC assessments.
Fall 2022, Winter 2023, and Spring 2023 Administrations	Fall 2021 Early Reading (identified high/some risk):	Spring 2022 Early Reading (identified high/some risk):			Elimination of students in significant subgroups identified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of CSD Local Fastbridge Assessments (Early Reading, Early Math, aReading, aMath, and TK appropriate assessments) - 10% annual reduction of students in identified groups testing as high risk or some risk	<ul style="list-style-type: none"> All assessed Bagby Students- 31%, SED- 50%, H/L- 52%, SWD- 59% <p>Fall 2021 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 28%, SED- 40%, H/L- 40%, SWD- 50% <p>Fall 2021 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 21%, SED- 44%, H/L- 57%, SWD- 67% <p>Fall 2021 aMath (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students assessed- 	<ul style="list-style-type: none"> All assessed Bagby Students- 47%, SED- 59%, H/L- 69%, SWD- 66% <p>Spring 2022 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 28%, SED- 42%, H/L- 42.0%, SWD-40% <p>Spring 2022 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 19%, SED- 31%, H/L- 42%, SWD- 60% <p>Spring 2022 aMath (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 20%, SED- 			by local CSD assessments as "high risk."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20%, SED-41%, H/L-46%, SWD-42%	34%, H/L-43%, SWD-38%			
Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.			
English Learner Reclassification Rate	English Learner Reclassification Rate 2021-2022 was %	English Learner Reclassification Rate 2021-2022			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Implementation	Bagby Instructional staff will implement Benchmark Advance and Eureka Math, utilizing all Tier 1 curriculum components.	\$0.00	No
1.2	Access to Adopted Curriculum	All students will have access to common core state standards instructional materials in ELA/Literacy, Math and Science.	\$0.00	No
1.3	Implementation of designated and integrated ELD	District provided PD to instructional staff in order to maximize utilization and implementation of designated and integrated ELD to support all English learners to achieve English proficiency and access state standards	\$0.00	No
1.4	Universal Tier I Interventions & Supports	District (Ed. Services) guided PD to instructional staff focused on grade level data analysis and training on data-driven intervention strategies in order to maximize effectiveness of intervention components of core adopted programs and FastBridge assessments.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Formative, Interim, and Summative Assessments	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards in ELA/Literacy, Math and Science. Staff will employ the following strategies and process to administer, analyze and monitor students' progress using assessment data in meeting the state standards. They include, but are not limited to the following: District FastBridge Benchmark assessments, Illuminate assessments (formative, interim, and summative); Unit of Study writing assessments.	\$0.00	Yes
1.6	Enrichment Opportunities	Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students: Extended STEAM activities, Makers Space, Drama, and Assemblies	\$11,750.00	No
1.7	ELA Tier II Interventions	Provide Tier II ELA Interventions-Levelled Literacy Intervention	\$40,000.00	Yes
1.8	Math Tier II Interventions	Provide Tier II Math Intervention Support	\$30,000.00	Yes
1.9	Progress Monitoring Significant Subgroups	Cycle of inquiry and action/progress monitoring of significant student groups (EL, SWD, SED and Hispanic/Latino) at risk of not meeting grade level standards in ELA and Math	\$4,500.00	Yes
1.10	Next Generation Science Standards-Pilot Science Curricula	Bagby staff will pilot and provide feedback on NGSS aligned Science curricula with goal of adoption.	\$0.00	No
1.11	Library Support Services	Library Technician	\$15,793.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	General Supplies, Equipment, Licensing	General Supplies, Equipment (misc replacements; doc cams, bulbs etc), Copier Lease	\$41,070.00	No
1.13	Testing Coordinator Stipend	Stipend to support state mandated assessments for 3rd-5th grade students	\$750.00	No
1.14	Classroom Aides	3 x Instructional Aides supporting K/Combination Classes and others	\$30,780.00	No
1.15	Instructional Subscriptions	Newsela, Learning A-Z/Raz-Kids, Brainpop	\$10,000.00	No
1.16	Provide Extended day enrichment and support activities	Provide after school support for targeted students in the form of a homework/enrichment center	\$0.00	No
1.17	Afterschool ELD Intervention Support	Targeted Tier II ELD Intervention	\$3,500.00	Yes
1.18	Substitute Supported Assessment Release	Sub release to complete progress monitoring assessments (FastBridge, etc.)	\$9,000.00	No

Goal Analysis [2021-22]

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

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

Progress was made in establishment of data-driven cycles of inquiry through reintroduction of Professional Learning Community model. Data drove Leveled Literacy Intervention eligibility and systems and structures were improved to facilitate better student progress monitoring.

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.

Math and ELD intervention programs were not implemented during the 2021-2022 school year due to Tier-1 interventions being prioritized. The need for both programs will be reevaluated in Fall 2022 based on Fall 2022 assessment data.

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

Establishment of districtwide assessments over previous years along with robust data interface facilitated effective grade level collaboration and conversations pertaining to student reading progress and selection of Tier-1 classroom interventions.

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.

With this solid PLC foundation and assessment driven progress monitoring, we look to expand the model and further leverage the impact of strategic classroom interventions during the 22-23 school year. Principal and site-TOSA will be evaluating the effectiveness of LLI for student progress during late May 2022 and determining next steps.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	Baseline to be established in 2021-2022	85% of teachers implementing best Tier 1 instructional practices consistently.			100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teachers appropriately assigned	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.			Bagby/CSD will maintain highly effective process for teacher recruitment, selection, and support.
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	Baseline to be established in 2021-2022	80% of teachers/staff indicated that the professional development, training & staff collaboration			90% of teachers/staff indicated that the professional development, training & staff collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		was an effective use of their time.			was an effective use of their time.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruitment and Retention of Staff	Recruit and retain highly qualified staff particularly in Special Education	\$0.00	No
2.2	Professional Development	Provide training, time and resources for staff for continuous improvement by implementing best practices and providing profession development for staff.	\$0.00	No
2.3	Access to 21st Century Tools and Resources	Provide access to and mastery of 21st century learning tools, resources and skills for staff and students with integration of instructional technology; provide professional development on integrating Next Generation skills, tools and teaching strategies.	\$0.00	No
2.4	Assessment and Progress Monitoring	Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade level state standards and implement strategic intervention activities when needed.	\$0.00	No
2.5	Professional Development	Multi-Tiered Systems of Support-Continue to partner with CSD and SCCOE staff in developing districtwide and robust site based MTSS frameworks and systems.	\$0.00	No
2.6	Professional Development	Professional Development-Tier 1 Instruction Differentiation	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Professional Development	Designated & Integrated ELD	\$0.00	Yes
2.8	Professional Development	GLAD Strategies Training	\$0.00	Yes
2.9	Professional Development	Project Based Learning	\$1,000.00	No
2.10	Stuctured Collaboration Time and Support	Structured collaboration time provided to support the progress monitoring of underperforming students, particularly within identified subgroups	\$0.00	Yes
2.11	Teacher Learning Labs	Release time for teachers to collaborate, observe peers, and debrief after	\$2,000.00	No

Goal Analysis [2021-22]

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

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

Build off foundation established during 21-22 school year. As stated previously in Goal #1-to more effectively implement Tier 1 instructional and strategic interventional practices driven by student data.

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.

Funds appropriated for Teacher learning labs and PBL refresher went unspent as focus was on providing stable learning environments during waves of COVID-19, a concerted school wide effort focused on SEL, and establishing PLCs as a regular collaborative process for all instructional team members.

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

During the 2021-2022 school year, CSD and Bagby were able to reestablish PLCs as the structure through which grade level teams discussed student assessment data and determined next instructional steps. This foundation will be critical as Bagby emphasizes data driven

instruction and intervention during the 2022-2023 school year. Instructionally, Bagby teachers will need to prioritize embedded ELD to support english language acquisition.

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.

Present plan is to shift focus away from management of COVID-19 protocols and procedures, remain focused on SEL, and increase grade level collaboration around student progress monitoring and strategic interventions in every class.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	74% of students responded that they always/often "feel like I do well in school."	76% of students responded that they always/often "feel like I do well in school."			90% of students will respond that they always/often "feel like I do well in school," as reported in the School Climate Survey.
SWIS Major Office Referrals	Less than 1% of students received a Major Office referrals in 2020-2021	7.6 % of students received a major office referral in 2021-2022.			Maintain less than 1% of students receive a major office referral by 2023-2024.
Suspension/Expulsion Rate	0 students suspended/0 students expelled in 2020-2021	0 students suspended/0 students expelled during 2021-2022.			Maintain less than 1% of students to be suspended or expelled by 2023-2024
Chronic Absenteeism Rate	3.4% 2019 CaSchoolDashboard Report	14% students were chronically absent during 2021-2022 according to A2A data.			Less than 1% of students will be chronically absent by 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide for/support SEL and Physical	Provide and develop programs that support the social and emotional learning and physical well-being of all students and staff.	\$0.00	Yes
3.2	Support and Train New Staff on PBIS	Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff.		No
3.3	Maintain or Increase attendance rates	Promote opportunities to maintain or increase attendance rates.	\$0.00	Yes
3.4	Maintenance of District Facilities	Ensure that school and district facilities are maintained and are safe learning and working environments.	\$0.00	Yes
3.5	Social Emotional Learning	Continue to implementation of Second Step, Zones of Regulation, Project Cornerstone, and revamp PBIS messaging around campus.	\$2,000.00	No
3.6	Lunchtime Support	Facilitated Lunch Recess Sports Coaching and Supervision	\$10,000.00	No
3.7	Visual Arts Instruction	Art Vistas Program	\$12,000.00	No
3.8	Performing Arts Instruction	Starting Arts Performing Arts	\$10,000.00	No
3.9	Yard/Noon Duty	Supervision for daily recess and lunch	\$39,397.00	No

Goal Analysis [2021-22]

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

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

We experienced higher numbers of office referrals during 21-22 school year than in years past due to students coming to school for first time or returning to campus for first time in 1-2 years as a result of campus closures due to COVID-19. Additionally, we experienced far higher rates of chronic absenteeism due in large part to COVID-19's impact on families.

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.

Budgeted expenditures matched approximate estimates from spring 2021.

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

Additional supervision and lunch time organized physical activities were instrumental in stabilizing recess play environment and activities and gradual reduction over the 21-22 school year in incidents of physical aggression and interpersonal conflicts.

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.

Remain focused on SEL for all students, provide numerous supported/structured opportunities for students to socialize, promote positive conflict resolution skills, and maintain adult supervision ratios for 22-23 school year. Bagby's Barracuda Team (MTSS & PBIS) will relaunch PBIS expectations and messaging throughout campus in August 2022.

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 Family and Community Engagement

An explanation of why the LEA has developed this goal.

To 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD's Family LCAP Survey: Families' prioritization of support for parent focus groups and parent organizations.	Baseline to be established in 2021-22.	Families' prioritization of support for parent focus groups and parent organizations is 55% in district's Parent LCAP Survey.			Increase prioritization of support for parent focus groups and parent organizations to over 75% positive response rate in district's Parent LCAP Survey.
CSD's Family LCAP Survey: Community feels there is a need for school support (translators, school/home liaison).	Baseline to be established in 2021-22.	49% of community feels there is a need for school support (translators, school/home liaison)			Increase percentage of families who feel that school communication and information is easy to understand and provided in a language that families can understand from baseline of 88% of respondents (who agreed) in Family engagement survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bagby Family Engagement Survey: School communication and information is easy to understand and provided in a language families can understand.	90.7% of responding families stated that school communication and information is easy to understand and provided in a language families can understand.	97% of responding families stated that school communication and information is easy to understand and provided in a language families can understand.			99% of responding families state that school communication and information is easy to understand and provided in a language families can understand.
Bagby Family Engagement Survey: Families state feeling welcomed and valued when visiting school.	98% of responding families state feeling welcomed and valued when visiting school.	95% of responding families state feeling welcomed and valued when visiting school.			100% of responding families state that they feel welcomed and valued when visiting campus

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Promote Communication	Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion.	\$0.00	No
4.2	Provide Family Education	Provide a variety of parent education/classes and district parent information events.	\$0.00	No
4.3	Enrichment Learning Opportunities	Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day.	\$0.00	Yes
4.4	Increase Community Participation	Provide opportunities to increase student, staff, parent and community partners participation in schools and district events/activities, advisory committees and task forces.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Zoom Meetings/Video Recordings	Continue to share community updates through video and offer community meetings or presentations through Zoom (recorded for those not able to attend)	\$0.00	No
4.6	Expand use of Translation Services	Expand staff use of translation services provided by Language Line to support effective family communication.	\$0.00	Yes
4.7	Streamline School/Family Communication	Streamline teacher-family and school-family communications for more effective information sharing	\$0.00	No

Goal Analysis [2021-22]

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

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

Due to COVID, many of the desired family events were paused or limited in scope throughout the 2021-2022 school year. Translation services use has increased substantially across the school in facilitating family communications.

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

There was no substantial difference between budgeted expenditures and estimated actual expenditures.

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

Family communication and engagement remained relatively high despite COVID-19. 95% felt welcomed and valued. 97% felt that school communications with families is always done in a consistent manner that is available for all families. 98% felt that school communication and information is easy to understand.

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.

Bagby families responded in our Engagement Survey that many want more family education nights in 2022-2023.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

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

Required Descriptions

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

For the 2022-23 school year, Cambrian School District has calculated that it will receive \$1,109,362 plus a carryover estimate of \$350,000 for a total of \$1,459,362 for the 2022-23 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$775,000. The remaining supplemental funds' balance of \$684,362 is allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, and differentiated instruction for high-needs students.

2021-22 SUPPLEMENTAL & TITLE PROGRAMS ALLOCATIONS BY SITE:

- Cambrian (Bagby (20% UPP) & Steindorf (11% UPP)) - LCFF Supplemental: \$95,194 & \$55,433, respectively
- Fammatre School (21% UPP) - LCFF Supplemental: \$112,988
- Farnham School (25% UPP) - LCFF Supplemental: \$101,491
- Sartorette School (33% UPP) - LCFF Supplemental: \$96,290; Title I: \$38,153
- Price Middle School (24% UPP) - LCFF Supplemental: \$222,897; Title I: \$38,152
- Educational Services for Districtwide Services (22 UPP)- Supplemental: \$775,000; Title I: \$10,00; Title II: \$44,432 ; Title III LEP: \$46,679 ; Title IV: \$10,000

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students, in addition, and above the core programs for all students. In addition to site-level services, the

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

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

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

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

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

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the 2021-2024 CSD LCAP Goals, Actions & Services sections. The contributing action titles are:

LCAP Goal 1: High Academic Achievement

- 1.1. Supplemental Instruction, Intervention, and Support
- 1.2. Summer Programs (1.2)
- 1.3. Supplemental Test, Instructional Materials, and Resources
- 1.5. Targeted Services for Unduplicated Students
- 1.6. Expanded Learning Opportunities/Extended Care Programs
- 1.7. Tier II/ELD Teachers on Special Assignment

LCAP Goal 2: Effective Leadership, Teaching, and Learning

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

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

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

Goal 4: Strong Parent and Community Engagement

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

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

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

Using the calculation tool provided by the state, the District has calculated that it will receive \$1,109,362 in Supplemental Funds under the Local Control Funding Formula (LCFF) and an estimated \$350,000 carryover from 2021-22. The proportionality percentage to increase or

improve services has been calculated at 5.41%. The district has demonstrated that it has met the 5.41% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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

Bagby did not and does not receive additional concentration grant funding.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$230,790.00	\$10,000.00	\$34,750.00		\$275,540.00	\$260,790.00	\$14,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum Implementation	All					\$0.00
1	1.2	Access to Adopted Curriculum	All					\$0.00
1	1.3	Implementation of designated and integrated ELD	All					\$0.00
1	1.4	Universal Tier I Interventions & Supports						\$0.00
1	1.5	Formative, Interim, and Summative Assessments						\$0.00
1	1.6	Enrichment Opportunities	All			\$11,750.00		\$11,750.00
1	1.7	ELA Tier II Interventions	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.8	Math Tier II Interventions	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.9	Progress Monitoring Significant Subgroups		\$4,500.00				\$4,500.00
1	1.10	Next Generation Science Standards-Pilot Science Curricula	All					\$0.00
1	1.11	Library Support Services	All	\$15,793.00				\$15,793.00
1	1.12	General Supplies, Equipment, Licensing	All	\$41,070.00				\$41,070.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Testing Coordinator Stipend	All	\$750.00				\$750.00
1	1.14	Classroom Aides	All	\$30,780.00				\$30,780.00
1	1.15	Instructional Subscriptions	All			\$10,000.00		\$10,000.00
1	1.16	Provide Extended day enrichment and support activities	All					\$0.00
1	1.17	Afterschool ELD Intervention Support	English Learners	\$3,500.00				\$3,500.00
1	1.18	Substitute Supported Assessment Release	Targeted TK-1, but NOT limited to All	\$9,000.00				\$9,000.00
2	2.1	Recruitment and Retention of Staff	All					\$0.00
2	2.2	Professional Development	All					\$0.00
2	2.3	Access to 21st Century Tools and Resources	All					\$0.00
2	2.4	Assessment and Progress Monitoring	All					\$0.00
2	2.5	Professional Development	All					\$0.00
2	2.6	Professional Development	All					\$0.00
2	2.7	Professional Development	English Learners					\$0.00
2	2.8	Professional Development	English Learners					\$0.00
2	2.9	Professional Development	All	\$1,000.00				\$1,000.00
2	2.10	Stuctured Collaboration Time and Support	English Learners Foster Youth Low Income					\$0.00
2	2.11	Teacher Learning Labs	All	\$2,000.00				\$2,000.00
3	3.1	Provide for/support SEL and Physical						\$0.00
3	3.2	Support and Train New Staff on PBIS	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Maintain or Increase attendance rates						\$0.00
3	3.4	Maintenance of District Facilities						\$0.00
3	3.5	Social Emotional Learning	All	\$1,000.00		\$1,000.00		\$2,000.00
3	3.6	Lunchtime Support	All	\$10,000.00				\$10,000.00
3	3.7	Visual Arts Instruction	All			\$12,000.00		\$12,000.00
3	3.8	Performing Arts Instruction	All		\$10,000.00			\$10,000.00
3	3.9	Yard/Noon Duty	All	\$39,397.00				\$39,397.00
4	4.1	Promote Communication	All					\$0.00
4	4.2	Provide Family Education	All					\$0.00
4	4.3	Enrichment Learning Opportunities						\$0.00
4	4.4	Increase Community Participation	English Learners	\$2,000.00				\$2,000.00
4	4.5	Zoom Meetings/Video Recordings	All					\$0.00
4	4.6	Expand use of Translation Services	English Learners					\$0.00
4	4.7	Streamline School/Family Communication	All					\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$80,000.00	0.00%		Total:	\$80,000.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$4,500.00
								Schoolwide Total:	\$75,500.00

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	1.4	Universal Tier I Interventions & Supports	Yes	LEA-wide		All Schools		
1	1.5	Formative, Interim, and Summative Assessments	Yes	LEA-wide				
1	1.7	ELA Tier II Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income		\$40,000.00	
1	1.8	Math Tier II Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income		\$30,000.00	
1	1.9	Progress Monitoring Significant Subgroups	Yes	Limited to Unduplicated Student Group(s)			\$4,500.00	
1	1.17	Afterschool ELD Intervention Support	Yes	Schoolwide	English Learners		\$3,500.00	
1	1.18	Substitute Supported Assessment Release				TK-1 (Primarily), 2-5 (as needed)	\$9,000.00	
2	2.7	Professional Development	Yes	LEA-wide	English Learners			

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 (%)
2	2.8	Professional Development	Yes	LEA-wide	English Learners			
2	2.10	Structured Collaboration Time and Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	3.1	Provide for/support SEL and Physical	Yes	LEA-wide				
3	3.3	Maintain or Increase attendance rates	Yes	LEA-wide				
3	3.4	Maintenance of District Facilities	Yes	LEA-wide				
4	4.3	Enrichment Learning Opportunities	Yes	LEA-wide				
4	4.4	Increase Community Participation	Yes	Schoolwide	English Learners		\$2,000.00	
4	4.6	Expand use of Translation Services	Yes	Schoolwide	English Learners			

Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This LCAP was adopted by the SSC at a public meeting on 5.17.22.

Attested:



Principal, Mr. Michael Kretsch on 5/23/22



SSC Chairperson, Missy Smith on 5/23/22