



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Cambrian School District has deep roots in our corner of the Silicon Valley community dating back more than 100 years. In that time, our district has become established as the bedrock of the Cambrian neighborhood, as generations of students have come to learn, grow, explore and form lasting relationships in our classrooms. Many of those students have even returned to lead their own classrooms as teachers or support our work as dedicated volunteers. To spend time in a Cambrian school today is to see the best of that long, rich tradition and community spirit. That combined with the 21st-century commitment to innovative instructional practices and programs that are designed to prepare our students to thrive in high school, college and career.

Currently, CSD serves approximately 3,150 students in Transitional Kindergarten through 8th grade across four elementary schools, one K-8 school, and one comprehensive middle school. We are fortunate to serve a student population that reflects the diversity of Silicon Valley, a diversity that is true strength in forging learning communities where all students are challenged, engaged, and celebrated. Our district enrollment in 2020-21 was 3142 students in grades TK-8. The average class sizes of 21:1 in TK-3 and 27:1 in grades 4-8. Approximately 42% of the district's students are white (nonHispanic), 22% are Hispanic, 20% are Asian or Pacific Islander and the remaining 16% represent other ethnic groups. Of the total enrollment, approximately 12% of the district's students are English Learners, 14% qualify for the Free & Reduced Lunch Program and 14% are students with special needs who qualify for Individualized Education Plan (IEP) or 504 Plan.

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

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

On March 13, 2020, Cambrian SD joined with school districts throughout California and the country, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure has had a tremendous impact on our community. Some if not most of our students and their families rely on our schools, not only for childcare, meals, internet access, and education, but also for essential resources such as mental health services, connections to local resources, and for the community through after-school programs, sports, and clubs. While Cambrian SD quickly pivoted to an emergency distance learning plan, the community felt a sense of loss as the daily face-to-face interactions that we relied on to build relationships were cut short. Throughout school closure, Cambrian remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services.

On Friday, July 17th, the Governor issued guidance for re-opening schools. The guidance states that school districts residing in counties listed on the state COVID-19 monitoring list cannot offer in-person instruction until the county is off the list for 14 days. This guidance meant that Cambrian SD continued into the fall of 2020 in a 100% distance-learning format. This change in how we offer instruction and services to students deeply impacted all stakeholders. In January 2021 we were able to bring individuals and small groups back for instruction and in March we implemented a hybrid instructional program where students were able to receive in-person instruction in small cohorts two days a week and receive the remainder of their instruction through distance learning. Finally, in April, we were able to transition to an offering of in-person instruction for 4 days a week for all students as well as continue to provide the yearlong full distance learning option for approximately 700 students in grades TK-8. While our community continues to be resilient, our needs are evolving.

As we met with stakeholders to create this Local Control and Accountability Plan, we were faced with the task of selecting actions and services that would support our students through a variety of instructional program offerings, including distance learning, in-person instruction, and hybrid learning options. We are grateful to our community of staff, students, and parents that have remained committed to the success of our students.

The Local Control Accountability Plan was developed with a great deal of input from school and districtwide stakeholders, including students, parents, community members, staff, and the Board of Trustees. The draft plan was developed and reviewed by the CSD LCAP Advisory Committee, the District English Learner Advisory Committee, and was presented at a Board meeting for public hearing. The draft plan was also made available for public review online. The final LCAP plan for 2021-2024 was presented in conjunction with the CSD Budget and was

approved by the Board on June 17, 2021, and submitted to the Santa Clara County Office of Education and the California Department of Education for final review and approval.

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

Below is the Performance Overview for the district and each school site for each focus area of accountability according to the CA Dashboard from Fall 2019 CA Dashboard, the state accountability site that features reports on multiple measures of school success, including chronic absenteeism rates, suspension rates, English language arts performance, and mathematics performance. The dashboard includes five (5) performance levels that are color-coded, based on a combination of current performance levels and changes over the previous year. The color spectrum ranges from red to orange to yellow to green to blue, with red signifying the lowest performance level and blue the highest.

Based on the 2019 CA School Dashboard, the overall academic performance for Cambrian SD (Bagby & Steindorf combined) our 4 charter school sites (Fammatre, Farnham, Sartorette, and Price MS), the following performance levels achieved for each site on :

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

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

Balanced Assessment, CSD as a whole continues to achieve at a higher level compared to the county and state at 67% to 63% to 50%, respectively, of students met or exceeded standards.

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

English Learner Progress

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

CSD was able to administer the initial and summative ELPAC to 99% of our English learners students throughout the year during distance learning, most of which were done virtually. This also presented some very unique challenges due to factors related to technology, scheduling, and a variety of family situations. Nonetheless, the district persevered and was successful in reaching all students. As such, the district was able to reclassify 82 students (19% RFEP Rate) in 2020-21.

Additionally, due to COVID-19, school closure, and consequently, a suspension of state-mandated testing in Spring 2020 and local testing, the 2020 CA Dashboard was also suspended. As such, CSD relied on the use of local performance data, student attendance, and weekly engagement reports during the school year to monitor student progress. CSD utilized local assessments, which include the ESGI for ELA & Math for TK/K, the FastBridge Benchmarks in ELA & Math for Grades 1-8. Local performance data indicates that the majority of our students continued to maintain or exceed grade-level standards during distance learning. A summary of the results are described below:

According to the Educational Software for Guiding Instruction (ESGI) online one-on-one assessments for Grades TK/K administered in the 2020-21 school year, CSD review of the data indicated the following results focusing on the essentials standards for reading and math:

ESGI Reading Results for the 2020-21 school year: (374 Students)

- Reading Key Ideas: 79% of students' responses were "Correct"
- Letter Sounds: 85% of students' responses were "Correct"
- Letter Identification: 93% of students' responses were "Correct"
- Sight Words: 85% of students' responses were "Correct"

ESGI Math Results for the 2020-21 school year: (374 students)

- One to One Correspondence: 96% of students' responses were "Correct"
- Compares Set: 95% of students' responses were "Correct"
- Counts to 100: 71% of students' responses were "Correct"

- Addition: 91% of students' responses were "Correct"
- Subtraction: 80% of students' responses were "Correct"
- Operation/Algebraic Thinking: 85% of students' responses were "Correct"

According to the FastBridge Benchmarks for ELA/Literacy for the Winter 2020-21 administration period:

- All students: 50% performed at "On/Above" grade-level standards & 24% performed at "Low Risk" (Enrollment of 2,765 students in grades 1-8 (Note: 164 students did not have scores))
- English learners: 12% performed at "On/Above" grade-level standards & 20% performed at "Low Risk"(299 EIs in grades 1-8 (Note: 42 students did not have scores))
- Socio-Economically Disadvantaged: 21% performed at "On/Above" grade-level standards & 27% performed at "Low Risk"(411 SED students in grades 1-8 (Note: 54 students did not have scores))
- Special Ed: 18% performed at "On/Above" grade-level standards & 20% performed at "Low Risk"(86 Students with IEPs in grades 1-8 (Note: 56 students did not have scores))

According to the FastBridge Benchmarks for Mathematics for the Winter 2020-21 administration period:

- All students: 52% performed at "On/Above" grade-level standards & 22% performed at "Low Risk" (Enrollment of 2,765 students in grades 1-8 (Note: 264 students did not have scores))
- English learners: 22% performed at "On/Above" grade-level standards & 23% performed at "Low Risk"(299 EIs in grades 1-8 (Note: 50 students did not have scores))
- Socio-Economically Disadvantaged: 23% performed at "On/Above" grade-level standards & 22% performed at "Low Risk"(411 SED students in grades 1-8 (Note: 81 students did not have scores))
- Special Ed: 21% performed at "On/Above" grade-level standards & 15% performed at "Low Risk"(336 Students with IEPs in grades 1-8 (Note: 65 students did not have scores))

During the 2019-20 school year, the district and its schools 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. With the instructional support and coordination of Tier II interventions from Tier II/ELD Teachers on Special Assignment (TOSAs), all sites were able to implement Tier II intervention programs in reading and mathematics for students who needed additional support.

All of our school sites embraced and utilized with fidelity the Social-Emotional Learning program throughout the school year - Second Step for elementary and Habitudes for Middle School as well as continuing to implement the PBIS tools and resources to support the behavior expectations of a positive learning environment for everyone regardless of the difficulties distance learning and the impacts of COVID-19. This was very evident throughout the district as an indication of how our students positively responded to the school climate survey that was administered in the Spring of 2021 noted below (1728 students from grades 3-8 responded to the survey):

- I like school - 76% (a 6% increase from 2019-20)
- I feel like I do well in school - 78% (no change from 2019-20)

- My school wants me to do well - 86% (a 3% increase from 2019-20)
- My school has clear rules for behavior - 93% (a 5% increase from 2019-20)
- Teachers treat me with respect - 95% (a 7% increase from 2019-20)
- Behavior in class allows the teacher to teach - 95% (a 17% increase from 2019-20)
- Good behavior is noticed at my school - 77% (a 16% increase from 2019-20)
- I get along with other students - 88% (a 6% increase from 2019-20)
- I feel safe at school - 87% (an 8% increase from 2019-20)
- Students treat each other well - 92% (a 24% increase from 2019-20)
- There is an adult who will help me if I need it - 81% (a 3% increase from 2019-20)

Additional support for counseling services was provided at all sites. These essential programs and services provided intensive targeted instruction for our most at-risk students. With the use of Supplemental Grant, Title I, and Title III funds, the district is able to allocate resources to provide additional and extended learning time for students who have the largest learning gaps in reading and math. The TOSAs also provided professional development during staff meetings and on-demand instructional coaching to classroom teachers as needed. As a result, the direct impact of the above actions and services, of the 172 high needs students, 24% of those students were SED and 21% of those students were English learners, received additional instructional support programs & services in reading, math, and ELD support in grades K-5. That represented 15% of our total enrollment in 2020-21. The outcomes and impact of these services and interventions on student achievement and progress were monitored throughout and at the end of the school year. Educational Services and school sites will be providing Board Updates at school board meetings throughout the year and will continue monitoring students' progress. The Tier II/ELD Teachers on Special Assignments (TOSAs) were very instrumental in successfully supporting all school sites during a very difficult year of distance learning. Support included the training and coordination of Tier II intervention programs for reading, math, and ELD support, professional development, instructional coaching, English Language Development including the coordination of ELPAC testing for over 400 English learners students. These challenging tasks through distance learning were difficult, but it provided the TOSAs a great opportunity to interact intimately and be a liaison between the classroom teacher and the families of students our classroom teachers had difficulty reaching out to due to connectivity issues, language barriers, and other situations caused by the pandemic.

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 with the implementation of our ELA/Literacy and Math Curriculums for grades TK-8. We recognize that there still needs to be ongoing professional development. In addition, CSD has been continuing our support of teachers and staff by aligning instructional resources, professional development, and assessment tools focused on the ELA/ELD Framework and the Next Generation Science Standards. The district will continue to place heavy emphasis on Tier I best instructional practices, including but not limited to GLAD, Guided Reading, PBL, differentiated instruction, GRR, cloze reading, Tier I interventions & supports, and designated and integrated ELD. CSD will continue to provide ongoing professional development and instructional support for those areas of instruction through the Multi-tiered System of Supports framework. We will continue to focus our efforts and available resources to provide all of our students access to high-quality curriculum and instruction aligned to the state standards.

The COVID-19 pandemic presented numerous challenges for traditional in-person meetings and also provided the district and our school sites with numerous engagement opportunities throughout the year. More than ever before, we had huge turnouts to our bi-monthly board meetings and public comments. Most, if not all of our districtwide committees had members from each school site and different stakeholders

represented including our Curriculum Instruction and Assessment Council, the District LCAP Advisory Committee, and the District English Learner Advisory Committee. 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 made 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. In that respect, according to the Parent Engagement Survey administered by all of our school sites during Spring 2021, the following highlights reflect the areas of strength from our parent communities in terms of the schools and district's efforts to engage our school community in spite of the challenges the pandemic presented from 677 total responses:

- 86.9% of parents agree that they feel welcomed and valued within our schools.
- 86.0% of parents agree that each family's ethnicity and culture is recognized and respected by school staff.
- 91.7% of parents agree they receive timely school communication in many different ways, such as parent information packets, telephone calls, newsletters, e-mail, Facebook, public meetings, and school/district websites.
- 87.0% of parents agree that school communication with parents is always done in a consistent manner that is available for all parents.
- 87.0% of parents agree that school communication and information are easy to understand and provided in a language parents can understand.
- 84.5% of parents feel that parent volunteers are welcomed and appreciated by school staff.
- 79.3% of parents agree that they are encouraged to communicate to school staff any concerns they may have related to their child's grade/program placement and academic progress.

Additionally, CSD also surveyed our English learner parents to assess the needs with regards to English learner services provided. Following are some highlights of the survey where the District sees as areas of strengths: (111 total respondents)

- 59% of parents responded "Yes" & 25% of parents responded "Somewhat" that the school has explained the process of English learner (EL) identification and academic program placement.
- 69% of parents responded "Yes" & 17% of parents responded "Somewhat" The school has explained why an English learner is required to take the English Language Proficiency Assessment of California (ELPAC)
- 72% of parents responded "Yes" & 19% of parents responded "Somewhat" My student is making significant progress in English language development each year.
- 65% of parents responded "Yes" & 26% of parents responded "Somewhat" My student is making significant academic progress each year.
- 61% of parents responded "Yes" & 30% of parents responded "Somewhat" My student feels academically supported.
- 56% of parents responded "Yes" & 29% of parents responded "Somewhat" My student feels socially supported.

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.

Below is the Performance Overview for the district and each school site for each focus area of accountability according to the CA Dashboard from Fall 2019 CA Dashboard, the state accountability site that features reports on multiple measures of school success, including chronic absenteeism rates, suspension rates, English language arts performance, and mathematics performance. The dashboard includes five (5) performance levels that are color-coded, based on a combination of current performance levels and changes over the previous year. The

color spectrum ranges from red to orange to yellow to green to blue, with red signifying the lowest performance level and blue the highest.

Based on a review of performance on the state and local indicators measured by the California School Dashboard, a review of our local assessment tools, and a review of stakeholders' input, Cambrian SD has identified the following areas of need:

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

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

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

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

Although student attendance on average was at 97% during distance learning and when the district moved into the hybrid schedule, student weekly engagement was inconsistent in our Middle School, especially with students who were enrolled in the Virtual School Program all year. As a result, Price Middle School reported 49% of students receiving a "Failing" letter grade in at least one of their core classes. Feedback data from this year's Staff Professional Learning Needs Assessment survey indicated a need to provide additional training, services, support, and curriculum resources to address this need. As a whole, the district anticipates and will be prepared to address the challenges as they relate to students' social, emotional, and behavioral needs after a year of distance learning and the impacts of the pandemic. The district recognized that a positive school climate and strong social-emotional learning are key factors that impact our students' achievements and successes in school and career readiness. Key actions and strategies will be implemented to provide support, training, and services to support staff and sites in addressing this area of need.

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

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

follows:

English learners:

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

Socio-Economically Disadvantaged:

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

Students with Disabilities:

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

According to the FastBridge Benchmarks for ELA/Literacy for the Winter 2020-21 administration period:

Although results from the Fastbridge Benchmark Reading in Winter 2020-21 for All students in grades 1-8 achieving 74% at "On/Above" or at "Low Risk" of meeting grade-level standards, the achievement gap between all students and the District target student groups is significant consistent with the CA Smarter Balanced Assessment results in 2019 as follows:

- English learners: 32% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 42% gap from all students)
- Socio-Economically Disadvantaged: 48% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 26% gap from all students)
- Special Ed: 38% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 36% gap from all students)

According to the FastBridge Benchmarks for Mathematics for the Winter 2020-21 administration period:

Although results from the Fastbridge Benchmark Reading in Winter 2020-21 for All students in grades 1-8 achieving 74% at "On/Above" or at "Low Risk" of meeting grade-level standards, the achievement gap between all students and the District target student groups is significant consistent with the CA Smarter Balanced Assessment results in 2019 as follows:

- English learners: 45% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 29% gap from all students)
- Socio-Economically Disadvantaged: 45% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 29% gap from all students)
- Special Ed: 36% performed at "On/Above" or at "Low Risk" of meeting grade-level standards (a 38% gap from all students)

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

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, tier 1 interventions, and supports are provided to students if needed within their core classes before students are referred for additional services. This will be a major focus area as well as supporting teachers and school sites to access reliable and usable data to guide decision making about instruction, programs, and services for students.

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 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 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.

The 2021-24 LCAP was written after consulting members from each stakeholder group across the district. Our stakeholders 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 22% 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 are as follows:

Goal 1: High Academic Achievement

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

Goal 2: Effective Leadership, Teaching, and Learning

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

Goal 3: Positive School Environment, Climate, and Culture

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

Goal 4: Strong Parent and Community Engagement

- CSD will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

Impact of the COVID-19 Pandemic:

On March 13, 2020, Cambrian SD joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. CSD began the 2020-21 school year in a 100% distance-learning format and has slowly transitioned to a hybrid in-person and distance learning instructional model. Throughout this time, CSD has remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted CSD in several key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and student's academic and social-emotional needs arising from being thrust into both an asynchronous and synchronous style of learning.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families understandably dominated our stakeholder conversations and skewed data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Cambrian School District (CSD) used various methods of communication in order to engage with our community stakeholders throughout the 2020-21 school year. The District also conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. The District also conducted numerous input sessions with different stakeholder groups in order to gather feedback. Progress updates and consultation meetings with different stakeholder groups including:

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

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

- Professional Development Needs Assessment Survey for Staff was conducted between January - February 2021
- DELAC Needs Assessment Survey for EL Parents conducted between February 4 - February 28, 2021
- Local Control Accountability Plan Survey for Parents, Community & Staff conducted between February 13 - March 15, 2021
- School Climate Surveys for Students in Grades 3-8 conducted between March 11 - 31, 2021
- Parent Engagement Surveys conducted by sites between April 2021
- Summer Program 2021 Interest Survey April 2021
- Parent Interest Survey for Distance Learning in 2021-22 School Year was conducted April - May 2021
- CSD Parent Technology Survey was conducted between April 26 - May 7, 2021

This year, due to COVID-19 restrictions and concerns for personal health and safety, survey collection was completed exclusively through electronic means. District and site administrators, teachers, classified staff, and parents were surveyed in the Spring of 2021 per the District LCAP Input Survey. Responses from the surveys were examined to inform the development of the Expanded Learning Opportunities Plan and the Local Control Accountability Plan for 2021-24.

In addition, the District utilized the existing Districtwide Committees' meetings in 2020-21 to provide information and gathered input for the development of the Local Control and Accountability Plan:

- SELPA Consultation - The Special Education Local Plan Area (SELPA) Administrators of California is an association of professional educators organized to present, review, and evaluate major special education issues. CSD met with our SELPA on the following dates in the 2020-21 school year: 12/08/2020; 03/10/2021; May 2021

- Curriculum Instruction and Assessment 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. The council met via Zoom on the following days during the 2020-21 school year: 09/22/2020; 11/10/2020; 02/02/2021; 03/02/2021; 04/13/2021

- District LCAP Advisory Committee 2020-21 Virtual Meetings. This committee included district and site administrators, unit members from both bargaining groups, CDTA and CSEA, as well as parent representatives from each school site. This committee reviews and provides input and advises the district on the LCAP annual updates and on the development of the new LCAP each year. The advisory committee met via Zoom on the following days during the 2020-21 school year: 11/12/2020; 12/01/2020; 01/14/2021; 02/11/2021; 03/25/2021; 05/11/2021. The presentations/agendas and minutes for these meetings can be accessed at the following district website:

<https://www.cambriansd.org/Page/1753>

- District English Learner Advisory Committee (DELAC) 2020-21 Virtual Meetings. DELAC included district leaders, ELAC/School Site parent reps, and 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 the development of the District LCAP, the LCAP Federal Addendum, and all services relating to English learners. The committee met via Zoom on the following days during the 2020-21 school year: 10/09/2020; 12/04/2020; 02/05/2021; 03/05/2021; 04/02/2021; 05/14/2021. The presentations/agendas and minutes for these meetings can be accessed at the following district website: <https://www.cambriansd.org/Page/1105>

Translation services for English learner parents were limited but provided when possible. The district made a concerted effort to assure voices were heard from stakeholders throughout these meetings. The following information was shared by the district: 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 supporting the social-emotional well-being of all students were the primary topics at all meetings.

Adoption of the Local Control Accountability Plan for 2021-24

- A draft of the Local Control Accountability Plan for 2021-24 was made available to stakeholders and made available on the district and schools' websites prior to the Board meeting on June 3, 2021, for public hearing and comments.

- The LCAP was submitted for Cambrian School District Governing Board approval and posted on the District's website and a link included in the Board agenda posted 72 hours prior to the meeting.

- Public Hearing of the LCAP - June 3, 2021

- The LCAP Board Adoption – June 17, 2021

- Submit to SCCOE -- June 18, 2021

A summary of the feedback provided by specific stakeholder groups.

The following is a summary of the identified need of the feedback provided by specific stakeholder groups:

According to the Staff Professional Development Needs Survey in Winter 2021, staff identified the following as areas of need for 2021-22:

- Providing social-emotional support for students and staff,
- Training for including trauma-informed instruction, self-regulation for kids and adults, integrating SEL into everyday instruction,
- Additional collaboration & articulation time across the district by site, grade level, and departments
- Training for GLAD strategies, tier I interventions & supports, technology integration, Maker, PBL, NGSS, challenging students who need enrichment
- Training and support for special education staff, including instructional aides, specialists, and assessments
- Addressing learning loss, anti-racist teaching, and working with parents
- Support for English language learners in the classroom
- Training for new teachers on existing programs.

According to the LCAP Survey in Spring 2021, staff and parents were asked to rate the top priorities for the district to emphasize and allocate resources and services to address those priorities. The following is a summary of where staff, parent, and community feel are the top 3 areas of focus as they relate to the 8 State Priorities:

Priority 1: Basic Services

1. Teacher recruitment, selection, and support
2. Access to textbooks teaching materials and technology (including infrastructure and devices)
3. Technology (wiring and internet speed at school sites, etc.)

Priority 2: Common Core Standards

1. Additional/extended learning opportunities (e.g. reading and math intervention, before or after school academic support, summer school...)
2. Technology Support (Access to devices, internet access, blended learning programs)
3. Common core aligned instructional materials/Professional staff development for common core

Priority 3: Parent Involvement

1. School family communication (emails, texts, newsletters, automated phone calls, etc.)
2. Support for parent focus groups and organizations (e.g. English Learner Advisory Committee, Home and School Club...)
3. School community support and connection (e.g. translation services, communication accessible in multiple languages)

Priority 4, 7, 8: Student Achievement

1. More student enrichment offerings (e.g. languages, comp sci, music, maker space)
2. More academic support for struggling students
3. Stronger academic programs (ie., what students are receiving during the school day)

Priority 5: Student Engagement

1. More academic support that meets students individual needs
2. Increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/STEAM)
3. Connecting students to community resources (eg., mentors, internships, businesses, etc.)/More extended learning opportunities (before and after school programs)

Priority 6: School Climate

1. Social and emotional learning
2. Positive culture programs (Project Cornerstone, restorative justice, PBIS, social justice, bullying prevention)
3. Mental health services (counseling, etc.)

According to the annual Student School Climate Survey, the following areas of focus will be of emphasis for staff to develop and create strategies, programs, and services to improve:

- 76% of students indicated they like school. Although this was an increase of 6% increase from 2019-20, staff feels it is an area of need improvement if we are to improve student achievement.
- 78% feel like they do well in school. There no improvement in this particular area.

CSD will continue to focus our efforts to improve on those areas. 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 Parent Engagement Survey administered by all of our school sites during Spring 2021, there were 677 total responses from parents. The following highlights reflect the areas of greatest need for improvement in terms of the schools and district's efforts to engage our school community.

- 65.0% of parents feel that school activities are planned at different times of the day and week to provide all parents a chance to participate.
- 65.4% of parents agree that they are considered an important part of the decision-making process for developing the school's parent education program.
- 64.4 % of parents agree that they are included in making decisions related to the educational placement and progress of their child.
- 66.3% of parents agree that the school provides opportunities for parents and community partners to become more involved in school activities.

According to the annual Parent Technology Survey, parents provided the following comments and concerns regarding the integration of technology in our schools

- The amount of screentime is a major concern for parents
- Filtering/monitoring of websites (eg., Youtube)
- Impact of tech on social/emotional and developmental appropriateness
- Measuring how is effective is the educational technology for learning

According to the English Learner Program Needs Assessment Survey, the following are areas where the district recognizes that we need to improve and/or to provide additional services or support.

- 29% of EL parents indicated that they don't know what the district's criteria for English learner reclassification to Fluent English Proficient (RFEP)
- 29% of EL parents indicated that they don't know what English Language Development (ELD) programs offered to English Learners.
- 68% of parents who responded are interested in attending workshops to support my student academically.
- 53% of parents who responded are interested in support for parent home language focus groups and parent organizations.
- English learners also indicated that additional extended school day programs, like homework support after school, are a high need for their students, especially for newcomers.

Engaging and partnering with our community and families, especially our underserved families, will also be a key strategy to ensure all students meet or exceed grade-level standards.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder consultation and input meetings and surveys in the Cambrian School District identified reoccurring themes. These themes are reflected in the goals, actions, services, and expected measurable outcomes identified on subsequent pages of the CSD Local Control Accountability Plan (LCAP). CSD 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 stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right direction.

Aspects of the LCAP Influenced by Specific Stakeholder Input:

Goal 1: High Academic Achievement

- A need for additional/extended learning opportunities, including reading, and math intervention, before or after school academic support, and summer school. (Actions #1, 2, 3, 6, 8)
- Technology support, including access to devices, internet access, blended learning programs, wiring, and internet speed, digital citizenship, and 1:1 devices for grades 2-8 (Actions # 6, 9)
- More student enrichment offerings including language programs, coding, accelerated programs, and project-based learning, increase in extra-curricular activities like sports, visual and performing arts, music, and STEAM. (Action #7)
- Stronger academic programs that meet students' individual needs during the day - for high achieving and for students who are struggling. (Actions #4, 5)

Goal 2: Effective Leadership, Teaching, and Learning

- Support for ongoing new teacher support and recruitment of highly qualified teachers, particularly in special education. (Action #3, 4)
- Professional staff development for common core, with an emphasis on Tier I interventions and supports, ELD, special education, and use of data. (Action #1, 5)
- Professional staff development for social-emotional learning. (Actions #1)
- Effective use of technology, digital citizenship, classroom device management (Actions #1, 5)
- Continue Alludo (self-paced professional learning platform) and leveraging in-house expertise (Actions 5)

Goal 3: Positive School Environment, Climate, and Culture

- Connecting students to more community resources like mentors, internships, and businesses. - (Actions #1, 4)
- Focus on Social and emotional learning, mental health services for students, and additional counseling services. (Actions #2, 3)
- Providing a positive school culture using programs like Project Cornerstone, restorative justice, PBIS, social justice, and bullying prevention. (Actions # 1)

Goal 4: Strong Parent and Community Engagement

- Continue to provide strong school-family communication through emails, texts, newsletters, and automated phone calls. (Actions #3)
- Provide support for parent focus groups and organizations. (Actions #1, 4)
- Provide school community support and connection with translation services and ensure that communication is accessible in multiple languages. (Actions #2)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

CSD's focus will be on operationalizing Equity with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances. All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

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

Goal 1 meets the following state and local priorities:

State Priorities:

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

Local Priorities:

- CSD Strategic Plan Goal 1

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment in ELA/Literacy	<p>In 2019, CSD 67% of CSD students met or exceeded the standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>The 2021 CAASPP Assessments were waived. CSD Local aReading Assessment was used its place for Spring 2021 to establish a baseline.</p> <p>2022 CAASPP Data will become our baseline.</p>				<p>Increased percentage of All Students who have met or exceeded the standard in ELA/Literacy by 3%-5% from the prior year as measured by the SBA.</p> <p>Increased percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the standard in ELA/Literacy by 6%-10% from the prior year as measured by the SBA.</p>
CSD Fastbridge aReading End of Year Benchmark	<p>FastBridge Benchmarks for aReading for the Winter 2020-21 administration period:</p> <p>All students: 74% performed at "On/Above" or "Low</p>				<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Risk" grade-level standards</p> <p>English learners: 32% performed at "On/Above" or "Low Risk" grade-level standards</p> <p>Socio-Economically Disadvantaged: 48% performed at "On/Above" or "Low Risk" grade-level standards</p> <p>Students w/ Disabilities: 38% performed at "On/Above" or "Low Risk" grade-level standards</p>				<p>measured by aReading.</p> <p>Increased percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Reading by 6%-10% from the prior year as measured by aReading.</p>
Smarter Balanced Assessment in Mathematics	<p>In 2019, CSD 67% of CSD students met or exceeded the standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>The 2021 CAASPP Assessments were waived. CSD Local</p>				<p>Increase percentage of All Students who have met or exceeded the standard in Math by 3%-5% from the prior year as measured by SBA.</p> <p>Increase percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>aMath Assessment was used its place for Spring 2021 to establish a baseline.</p> <p>2022 CAASPP Data will become our baseline.</p>				<p>standard in Math by 6%-10% from the prior year as measured by SBA.</p>
<p>CSD Fastbridge aMath End of Year Benchmark</p>	<p>FastBridge Benchmarks for aMath for the Winter 2020-21 administration period:</p> <p>All students: 74% performed at "On/Above" or "Low Risk" grade-level standards</p> <p>English learners: 45% performed at "On/Above" or "Low Risk" grade-level standards</p> <p>Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" grade-level standards</p> <p>Students w/ Disabilities:</p>				<p>Increase percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Math by 3%-5% from the prior year a measured by aMath.</p> <p>Increase percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Math by 6%-10% from the prior year as measured by aMath.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	36% performed at "On/Above" or "Low Risk" grade-level standards				
CA Dashboard - English Learner Progress Indicator	<p>2019 CA School Dashboard English Learner Progress by site:</p> <p>Bagby School: Achieved a High-performance level with 60.9% of ELs making progress towards English language proficiency</p> <p>Fammatre School: Achieved a High-performance level with 64.4% of ELs making progress towards English language proficiency</p> <p>Farnham School: Achieved a Very High-performance level with 68.8% ELs making progress towards English language proficiency</p> <p>Sartorette School: Achieved a High-</p>				All CSD school sites will achieve and maintain a "Very High-performance" level with 65% of ELs making progress towards English language proficiency as measured by the California School Dashboard English Learner Progress Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>performance level with 59.3% ELs making progress towards English language proficiency</p> <p>Price Middle School: Achieved a Very High-performance level with 75.9% ELs making progress towards English language proficiency</p> <p>Steindorf K-8 School: Achieved a High-performance level with 63.6% ELs making progress towards English language proficiency</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2020 Dashboard.</p> <p>2021 data will become the baseline.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%.				CSD English Learner Reclassification met or exceeded the state average as measured by district criteria and maintain an average RFEP Rate of 15-20% annually.
Access to Standards Aligned Instructional Materials	In 2020-21, 100% of students have access to state standard-aligned instructional materials according to the Williams Report.				100% of students have access to state standard-aligned instructional materials.
Implementation of state standards for all students.	<p>In 2020-21, state standards were fully implemented as verified by data collection obtained through routine classroom observations.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest)</p> <p>1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;</p>				<p>State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest)</p> <p>1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>For 2020-21, CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.</p>				<p>5 – Full Implementation and Sustainability</p> <p>CSD's Local Indicator for Priority 2 - Implementation of State Standards will achieve an overall rating of 5.</p>
Enable ELs access to CCSS and ELD standards.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.				100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.
Access to Broad Course					All facilities will be maintained in "good or exemplary" repair as rated by the annual accountability report.
Facilities in Good Repair					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Instruction, Intervention and Support	English Learners, Low Income, Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. CSD will continue and provide additional and extended supplemental instruction, interventions, and supports at all school sites to serve students who are struggling to meet or exceed grade-level academic standards. This action is principally targeted for the targeted significant student groups and will be provided for all students who are identified as needing additional support by staff. This action has resulted in increases in achievement on state and local assessments.	\$819,576.00	Yes
2	Summer Programs 2021 & 2022	English Learners, Low Income, Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. CSD will provide summer programs for summer 2021 & 2022, which include the Summer Acceleration Academy for targeted students in grades 1-5, Summer Elevate Math for targeted students in rising grades 3-8, and a Flexible Virtual Independent Learning Option for students in grades 1-7. This action is principally targeted for the significant student groups and will be provided for all students who are identified as needing additional support by staff. This action has resulted in increases in achievement on state and local assessments.	\$210,154.00	Yes
3	Supplemental Texts, Instructional Materials, and Resources	CSD will continue to provide and increase services to support all students with additional & supplemental blended learning programs, access to digital learning platforms, and online learning tools including but not limited to Mystery Science (NGSS), SeeSaw, Kami, Screencastify, TCI, Quaver Music, and Zoom.	\$123,007.00	No
4	Core Program Texts, Instructional Materials, and Resources	The District will continue to provide ongoing support for sustaining our core program state standards-aligned curriculum adoptions and supplemental instructional materials and resources to support the implementation of state common core standards. This will include but	\$178,000.00	No

Action #	Title	Description	Total Funds	Contributing
		not are limited to consumables and license renewal of current adoptions for ELA/ELD & Math.		
5	Targeted Additional & Extended Day Services for Unduplicated Students	The District will provide additional/extended day programs and services for ELs, Low-income, & Foster/Homeless Youth. This includes additional intervention periods for middle school, targeted ELD support in the elementary sites & middle school, individualized online tutoring service, technology support, after-school learning centers for homework support, and access to the internet. This action is principally targeted for the significant student groups and will be provided for all students who are identified as needing additional support by staff. This action is principally targeted for the significant student groups and will be provided for all students who are identified as needing additional support by staff. This action has resulted in increases in achievement on state and local assessments.	\$572,500.00	Yes
6	Enrichment Learning Opportunities/Extra Curricular Activities	EL, LI, and FY students' lack of access to learning opportunities that enrich their life experiences is one of the major factors that impact their achievements in school. The district and school sites will continue to provide a variety of programs and resources to support enrichment and learning extensions to all students, particularly access for our significant student groups, ELs, LI, & F/HY students. The District believes that these opportunities will support higher academic achievements for these significant student groups. Although this action is principally targeted at ELs, LI, F/HY students, this action will also be provided for all students. These programs and resources may but are not limited to the Seal of Biliteracy Pathway Awards, Coding, Math Olympiad, Art (Art Vista or partnership with other community organizations like Starting arts or Arts4School), elementary music, after school choir & band, Makerspace, afterschool sports, etc.)	\$379,061.00	Yes
7	Sunday System for Intensive Reading Intervention - Tier III	CSD will purchase and begin the initial implementation of the Sunday System - a comprehensive intensive reading system designed to help educators provide multisensory reading instruction to students from	\$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
		pre-K through 8th-grade reading levels. Using proven Orton-Gillingham methods, the Souday System is simple, quick to implement, and highly effective.		
8	Educational Technology Tools, Support & Infrastructure	CSD will continue to move forward with the key priorities from the 3 initiatives laid out in the Tech Plan. These priorities include but are not limited to effective use of technology, digital citizenship, classroom device management; Off-premises cloud-based filtering and auditing; moving to 1:1 Chromebook Grades 2-8.	\$139,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.				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 sites' leaders were beginning the process of implementing principal walkthroughs and was suspended. The 2021-22 data will be established as the baseline.				85% of CSD teachers will implement Tier I high-quality instructional practices according to the Principal Walkthrough Observation Tool.
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				Based on the total responses from the PD Evaluation Surveys, at least 90% or more of teachers/staff will indicate that the professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development, training & staff collaboration was an effective use of their time.				development, training & staff collaboration was an effective use of their time.
Voluntary Instructional Coaching & Support and Teachers Voluntary PD Attendance	2020-21, at approximately 20% of teachers recieved some form of instructional coaching or attended/presented at a voluntary PD outside of the professional workday.				Increase the percent of teachers receiving instructional (cognitive) coaching or attending/presenting a voluntary PD outside of the professional workday from the prior year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	CSD's Professional Development plan will provide training and professional development for all staff, including teachers, classified, support staff, and administrators. The training will focus on areas of needs 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. (Topics will include but will not be limited to equity, designated/integrated ELD, assessment tool and effective progress monitoring, SEL, GLAD, guided reading, learning intentions, teacher clarity, GRR, trauma-informed practices, common core standards, technology integration, MTSS, Tier I interventions & supports, etc.)	\$609,490.00	No

Action #	Title	Description	Total Funds	Contributing
2	Additional Staff Collaboration Time and Assessment	CSD will provide additional release time for staff collaboration and focus on data cycles of inquiry. Each grade level team will receive 3 half-day release for professional learning communities focused on using the data cycle of inquiries. 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 effective use of data .	\$96,808.00	No
3	Training for Sunday System Intensive Reading Intervention	2 days of staff development will be provided to all RSP & SDC teachers along with instructional aides and support staff focused on learning about and implementing the Sunday System - The Sunday System is a comprehensive program designed to help educators provide multisensory reading instruction to students from pre-K through 8th-grade reading levels. Using proven Orton-Gillingham methods, the Sunday System is simple, quick to implement, and highly effective. Release days for the initial training days and follow-up support using early release Wednesdays and districtwide PD days.	\$9,000.00	No
4	BTSA Induction Support for new teachers and administrators	CSD will continue to provide new teacher and administrator support and training, including the Beginning Teacher Support and Assistance program.	\$30,000.00	No
5	Educational Technology Professional Development Opportunities	CSD will continue to utilize the online professional development platform Alludo (self-paced professional learning platform) and leverage in-house expertise to provide asynchronous professional development for teachers. The district will also pilot a Technology and Innovation Fellowship Program in an effort to create site capacity to provide additional support for teachers and professional development)	\$13,000.00	No
6	Tier II/ELD Teachers on Special Assignment	In an effort to increase student academic achievement through improved teacher efficacy, CSD will continue to employ 2.5 Teachers on Special Assignments to provide ongoing training and support services for the district sites. Since its inception, this action has	\$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The TOSAs support school sites with coordination of Tier II programs and ELD support, instructional coaching, professional development, and community outreach for EL, LI, FY students in TK-8.		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

CSD's focus will be on operationalizing Equity with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances. All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and school sites to access and use reliable data to guide decision-making about instruction, programs, and services for students.

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

Goal 3 meets the following state and local priorities:

State Priorities:

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

Local Priorities:

- CSD Strategic Plan Goals 2, 3 & 5

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	In 2020-21, CSD's Attendance Rate by Site: District: 98.69% Bagby - 98.54% Fammatre - 98.64% Farnham - 98.52% Price - 98.05% Sartorette - 99.01% Steindorf - 99.42%				Maintain the District attendance rate at or above 95%.
Chronic Absenteeism Rate	2019-20: Prior to school closure, the chronic absenteeism rate by site were as follows: CSD (Bagby & Steindorf): 2.3% <ul style="list-style-type: none"> EL at 7% & Hispanic at 6.6% Fammatre Charter: 3.7% <ul style="list-style-type: none"> EL at 6.7%, Hispanic at 8.3%, SED at 8.6% & Asian at 3.5% Farnham Charter: 5.3% <ul style="list-style-type: none"> SWD at 13.7%), SED at 15.6%, & 2 				Decrease Chronic Absenteeism Rate from the prior year for CSD's & Charter Schools' and target student groups, according to the CA School Dashboard Chronic Absenteeism Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or More Races at 10%</p> <p>Sartorette Charter: 2.5%</p> <ul style="list-style-type: none"> • EL at 4.5% <p>Price Charter Middle: 4.3%</p> <ul style="list-style-type: none"> • SWD at 9.1%, EL at 6%, SED at 9.1%, 2 or More races at 5.3%, & White at 5.5% <p>2020-21: While the California School Dashboard did not report on Chronic Absenteeism due to the state waiver, internal data collected in the Powerschool SIS shows that as of May 2021, the chronic absenteeism rate by school site is as follows:</p> <p>District: 1.15%</p> <p>Baby = 0.52%</p> <p>Fammatre = 0.93%</p> <p>Farnham = 1.04%</p> <p>Price = 1.71%</p> <p>Sartorette = 1.59%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Steindorf = 0.21%				
Suspension Rate	<p>2019 CA School Dashboard, the Suspension Rate by site were as follows: CSD (Bagby & Steindorf): 0.6%, w/ SWD (Yellow) Fammatre Charter: 0.4% w/ Hispanic students (Yellow) Farnham Charter: 0.4% w/ SWD (Orange) Sartorette Charter: 0.7% Price Middle Charter: 4% w/ Asian & SWD (Yellow)</p> <p>2020-21: Internal data collected in the Powerschool SIS shows that as of May 2021, the Suspension Rate by school as of May 25, 2021, are as follows: Baby = 0% Fammatre = 0% Farnham = 0% Price = 1.07% Sartorette = 0% Steindorf = 0%</p>				Decrease the number 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
Expulsion Rate	In 2020-21, 0 students were expelled.				Maintain a 0 expulsion rate.
Middle School Dropout Rate	According to CalPads data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 in 2019-20.				Maintain a 0 dropout rate in the middle school program.
Major Office Referrals	In 2019-20, prior to school closure, there were a combined total of 119 major office referrals from all school sites.				Decrease the number of Major Office Referrals by site from the prior year per to the annual SWIS data report.
School Climate Survey - Sense of Safety and School Connectedness	In 2020-21, <ul style="list-style-type: none"> • 76% of students "like school", a 6% increase from 2019-20 • 87% "feel safe at school" (an 8% increase from 2019-20) • 81% said "there is an adult who will help me if I need it" (a 3% increase from 2019-20) 				The percentage of students who reported "I like school", "feel safe at school" and said "there is an adult who will help me if I need it" is at or above 90%, according the the annual School Climate Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	In Fall 2020-21, 11.7% of students in Grades 1-8 were identified as "high risk" by the Fastbridge SAEBSRS.				Decrease the number of students identified as "high risk" as defined by the annual Fastbridge SAEBSRS.
					All facilities will be maintained in "good or exemplary" repair as rated by the annual accountability report.

Actions

Action #	Title	Description	Total Funds	Contributing
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 to identify, train and implement social-emotional curriculum; providing counseling services; using the Student Study Team Process to identify and provide additional support for students needing additional support; implement the "Check-in & Check-out" system; and coordinate additional learning support services for target students, including EL, SED, Foster/Homeless Youth, and SWD.	\$177,000.00	Yes
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 disengaged or struggle at school. For the 2021-22 school year, counseling and mental health services will be increased at all our school sites in anticipation of increased needs when students return to full-time in-person learning due to a difficult year of distance learning and dealing	\$469,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the pandemic. Services will be provided through Nugent Counseling Services.		
3	Social-Emotional Learning & Mental Health Curriculum & Resources	CSD will purchase the Zone of Regulation, a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities, and provide training for all elementary staff to support implementation. Middle school staff will receive an additional SEL-focused curriculum from Habitudes and training from Vector Solutions. The district will be implementing the Kelvin "Pulse" surveys as a quick way to provide teachers and education leaders with actionable data that allows them to understand where their students and schools are thriving, and what needs work.	\$37,000.00	No
4	Integrated Health Services and Supports	CSD will continue to provide 1.0 FTE district school nurse and additional health clerk support. In addition, the district is planning to provide a 1.0 FTE Behavior Specialist to provide additional behavior support at all school sites. These integrated supports are dependent on the funds provided through the El Camino Grant, which the district has submitted, but will not know whether the total funds will be granted until the 2021-22 school year.	\$350,000.00	Yes

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
<p>Seek parent engagement, promote parent participation & input per the Annual Parent Engagement Survey</p> <p>All Key Stakeholder Representation and Involvement in Districtwide Committees: District LCAP Advisory Committee; Curriculum, Instruction, and Assessment Council; District English Learner Advisory Committee; SELPA</p>	<p>2020-21, there were 677 total respondents to the Annual Parent Engagement Survey and all key stakeholders were fully represented in all districtwide committees</p>				<p>Increase the number of respondents to the Annual Parent Engagement Survey from the prior year and continue to ensure that all key stakeholders are fully represented in districtwide committees.</p>
<p>Seek English learner parent engagement, promote parent participation & input per the Annual English Learner Needs Assessment Survey.</p>	<p>According to the annual CSD English Learner Program Needs Survey in Winter 2021:</p> <ul style="list-style-type: none"> 71% of EL parents indicated that they don't know what 				<p>According to the annual CSD English Learner Program Needs Survey:</p> <ul style="list-style-type: none"> 100% of EL parents will know what the district's criteria for English

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>learner parent classes/workshops, for all parents.</p>	<p>due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. School sites and district staff pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning.</p> <p>2020-21: Districtwide parent education opportunities included the following 12 events/activities:</p> <ul style="list-style-type: none"> • 5 Webinars on Distance Learning • A Virtual English Learners Parent Support Night • 2 Mental Health Support Webinar 				<p>engagement education workshops/events/activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 2 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 5 "Take It Personally" Virtual classes with Project Cornertstone 				
Local Indicator Priority 3 for Parent Engagement	2020-21, CSD achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.				2020-21, 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
1	Parent Engagement, Support Services, and Supplies	CSD will continue to facilitate parent engagement, support services, and supplies in order to engage parents in helping to increase academic achievement on state and local assessments for all students. (Coordination & Facilitation of Districtwide Committees, Districtwide Committees, Project Cornerstone, Health Connected, Online Safety, etc.)	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	CSD will continue to facilitate parent engagement, support services, and supplies in order to engage parents in helping to increase academic achievement. This action is principally directed toward unduplicated students. CSD will provide ongoing opportunities for English Learner parents to have meaningful engagement and involvement at the district level to support their children in meeting high academic achievement and experience positive social-emotional well-being. These opportunities will include but are not limited, to a district monthly newsletter dedicated to sharing information about the CSD EL services provided in multiple languages. (DELAC, EL/Title I Parent Workshops/Classes, Facilitating EL Parent Language Focus Groups/Network, Foster/Homeless Youth Services, etc.)	\$40,000.00	Yes
3	Parent Communication	CSD and school sites will continue to provide multiple methods of communication for parents. Blackboard & SMORE Communication systems will be used to facilitate school-to-parent communication. The district will maintain a 0.50 FTE Coordinator of Marketing, Communications and Community Engagement.	\$81,000.00	No
4	Language Line 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.	\$25,000.00	Yes

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.35%	1,168,748

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Using the calculation tool provided by the state, Cambrian School District has calculated that it will receive \$1,168,748 in Supplemental and \$0 Concentration funding under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$645,060. The remaining supplemental funds' balance of \$572,035 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, and professional development on ELD and differentiated instruction for high-needs students.

2021-22 SUPPLEMENTAL & TITLE PROGRAMS ALLOCATIONS BY SITE:

- Bagby School: 23.20% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$85,391)
- Fammatre School: 24.00% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$99,484)
- Farnham School: 24.02% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$86,220)
- Sartorette School: 33.13% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$88,707; Title I: \$38,153)
- Steindorf K-8 School: 4.08% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$0)
- Price Middle School: 25.65% of High Needs Students/Total Site Enrollment - (LCFF Supplemental: \$196,482; Title I: \$38,152)
- Educational Services: 22.35% of High Needs Students/Total District Enrollment - (Supplemental: \$645,060; 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 supports 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 of supplemental instructional materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy;
- 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 Youths is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected targeted students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

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

Goal 1:

Supplemental Instruction, Intervention, and Support (Action 1)
Summer Programs 2021 & 2022 (Action 2)
Targeted Additional & Extended Day Services for Unduplicated Students (Action 5)
Enrichment Learning Opportunities/Extra-Curricular Activities (Action 6)

Goal 2:

Tier II/ELD Teachers on Special Assignment (Action 6)

Goal 3

Coordination of Student Support Services (Action 1)
Counseling and Mental Health Services (Action 2)
Integrated Health Services and Supports (Action 4)

Goal 4

Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils (Action 2)
Language Line Services (Action 4)

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. 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 Washington Unified School District be effective in meeting the LEA 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 LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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 LEA has calculated that it will receive \$1,168,748 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 22.35%. Our LEA has demonstrated that it has met the 22.35% 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,676,182.00	\$2,263,174.00	\$683,250.00	\$76,990.00	\$4,699,596.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,504,730.00	\$2,194,866.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Supplemental Instruction, Intervention and Support	\$326,563.00	\$493,013.00			\$819,576.00
1	2	English Learners Foster Youth Low Income	Summer Programs 2021 & 2022		\$210,154.00			\$210,154.00
1	3	All	Supplemental Texts, Instructional Materials, and Resources		\$123,007.00			\$123,007.00
1	4	All	Core Program Texts, Instructional Materials, and Resources	\$178,000.00				\$178,000.00
1	5	English Learners Foster Youth Low Income	Targeted Additional & Extended Day Services for Unduplicated Students	\$210,000.00	\$350,000.00		\$12,500.00	\$572,500.00
1	6	English Learners Foster Youth	Enrichment Learning Opportunities/Extra Curricular Activities	\$199,811.00		\$169,250.00	\$10,000.00	\$379,061.00
1	7	All Students with Disabilities RSP & SDC students	Sonday System for Intensive Reading Intervention - Tier III		\$36,000.00			\$36,000.00
1	8	All	Educational Technology Tools, Support & Infrastructure			\$139,000.00		\$139,000.00
2	1	All	Professional Development		\$560,000.00		\$49,490.00	\$609,490.00
2	2	All	Additional Staff Collaboration Time and Assessment	\$46,808.00	\$50,000.00			\$96,808.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	Students with Disabilities	Training for Soliday System Intensive Reading Intervention	\$5,000.00	\$4,000.00			\$9,000.00
2	4	All	BTSA Induction Support for new teachers and administrators	\$30,000.00				\$30,000.00
2	5	All	Educational Technology Professional Development Opportunities	\$13,000.00				\$13,000.00
2	6	English Learners Foster Youth Low Income	Tier II/ELD Teachers on Special Assignment	\$285,000.00				\$285,000.00
3	1	English Learners Foster Youth Low Income	Coordination of Student Support Services	\$177,000.00				\$177,000.00
3	2	English Learners Foster Youth Low Income	Counseling and Mental Health Services	\$59,000.00	\$410,000.00			\$469,000.00
3	3	All Students with Disabilities	Social-Emotional Learning & Mental Health Curriculum & Resources		\$12,000.00	\$25,000.00		\$37,000.00
3	4	English Learners Foster Youth Low Income	Integrated Health Services and Supports			\$350,000.00		\$350,000.00
4	1	All	Parent Engagement, Support Services, and Supplies	\$20,000.00				\$20,000.00
4	2	English Learners Foster Youth Low Income	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	\$20,000.00	\$15,000.00		\$5,000.00	\$40,000.00
4	3	All	Parent Communication	\$81,000.00				\$81,000.00
4	4	English Learners	Language Line Services	\$25,000.00				\$25,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,302,374.00	\$3,327,291.00
LEA-wide Total:	\$1,302,374.00	\$3,327,291.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplemental Instruction, Intervention and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$326,563.00	\$819,576.00
1	2	Summer Programs 2021 & 2022	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$210,154.00
1	5	Targeted Additional & Extended Day Services for Unduplicated Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	\$572,500.00
1	6	Enrichment Learning Opportunities/Extra Curricular Activities	LEA-wide	English Learners Foster Youth	All Schools	\$199,811.00	\$379,061.00
2	6	Tier II/ELD Teachers on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,000.00	\$285,000.00
3	1	Coordination of Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,000.00	\$177,000.00
3	2	Counseling and Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,000.00	\$469,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Integrated Health Services and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$350,000.00
4	2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$40,000.00
4	4	Language Line Services	LEA-wide	English Learners	All Schools	\$25,000.00	\$25,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.