



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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>	CAASPP for ELA/Literacy is not available at this time. Baseline will be reestablished when the 2021-22 CAASPP administration results are available.	<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>
4	CSD Fastbridge aReading End of Year Benchmark	<p>FastBridge Benchmarks aReading (Grades 2-8) for the Fall 2021-22 administration period:</p> <p>*Student Participation without Price Middle School</p> <p>All students:</p>	<p>FastBridge Benchmarks for aReading (Gr. 2-8) for the Winter 2021-22 administration period:</p> <p>*Student Participation without Price Middle School</p> <p>All students:</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 measured by aReading.</p> <p>Increased percentage of Significant Student Groups (ELs, SED, SWD) who</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>*78% performed at "On/Above" or "Low Risk" grade-level (1435 students)</p> <p>78% performed at "On/Above" or "Low Risk" grade-level (2218 students)</p> <p>English learners: *35% performed at "On/Above" or "Low Risk" grade-level (142 students)</p> <p>32% performed at "On/Above" or "Low Risk" grade-level (252 students)</p> <p>Socio-Economically Disadvantaged: *50% performed at "On/Above" or "Low Risk" grade-level (173 students)</p> <p>51% performed at "On/Above" or "Low Risk" grade-level (296 students)</p> <p>Students w/ Disabilities: *42% performed at "On/Above" or "Low Risk" grade-level (159 students)</p> <p>40% performed at "On/Above" or "Low Risk" grade-level (260 students)</p>	<p>*79% performed at "On/Above" or "Low Risk" grade-level (1546 students); an increase of 1%</p> <p>English learners: *41% performed at "On/Above" or "Low Risk" grade-level (160 students); an increase of 6%</p> <p>Socio-Economically Disadvantaged: *52% performed at "On/Above" or "Low Risk" grade-level (199 students); an increase of 2%</p> <p>Students w/ Disabilities: *44% performed at "On/Above" or "Low Risk" grade-level (174 students); and increase of 2%</p>	<p>performed at "On/Above" or "Low Risk" grade-level standards in Reading by 6%-10% from the prior year as measured by aReading.</p>
4	Smarter Balanced Assessment in Mathematics	In 2019, CSD 67% of CSD students met or exceeded the standard.	CAASPP for Math is not available at this time. Baseline will be reestablished when the	Increase percentage of All Students who have met or exceeded the standard in Math

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>The 2021 CAASPP Assessments were waived. CSD Local aMath Assessment was used its place for Spring 2021 to establish a baseline.</p> <p>2022 CAASPP Data will become our baseline.</p>	<p>2021-22 CAASPP administration results are available.</p>	<p>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 standard in Math by 6%-10% from the prior year as measured by SBA.</p>
4	CSD Fastbridge aMath End of Year Benchmark	<p>FastBridge Benchmarks aMath (Gr. 2-8) for the Fall 2021-22 administration period:</p> <p>*Student Participation without Price Middle School</p> <p>All students: *80% performed at "On/Above" or "Low Risk" grade-level (1420 students)</p> <p>79% performed at "On/Above" or "Low Risk" grade-level (2243 students)</p> <p>English learners: *52% performed at "On/Above" or "Low Risk" grade-level (139 students)</p> <p>48% performed at "On/Above" or "Low Risk" grade-level (244 students)</p>	<p>FastBridge Benchmarks aMath (Gr. 2-8)for the Winter 2021-22 administration period:</p> <p>*Student Participation without Price Middle School</p> <p>All students: *79% performed at "On/Above" or "Low Risk" grade-level (1471 students); decrease of 1%</p> <p>English learners: *53% performed at "On/Above" or "Low Risk" grade-level (152 students); an increase of 1%</p> <p>Socio-Economically Disadvantaged: *51% performed at "On/Above" or "Low Risk" grade-level (185 students); no change</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>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Socio-Economically Disadvantaged: *51% performed at "On/Above" or "Low Risk" grade-level (171 students)</p> <p>51% performed at "On/Above" or "Low Risk" grade-level (297 students)</p> <p>Students w/ Disabilities: *49% performed at "On/Above" or "Low Risk" grade-level (156 students)</p> <p>45% performed at "On/Above" or "Low Risk" grade-level (263 students)</p>	<p>*49% performed at "On/Above" or "Low Risk" grade-level (165 students); no change</p>	
4	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</p>	<p>2021 CA School Dashboard ELPI is not available at this time. The ELPI will be available in 2022 CA School Dashboard Release.</p>	<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.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>towards English language proficiency</p> <p>Sartorette School: Achieved a High-performance level with 59.3% ELs making progress towards English language proficiency</p> <p>Price Middle School: Achieved a Very High-performance level with 75.9% ELs making progress towards English language proficiency</p> <p>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>		
4	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%.	12 English learners from grades 1-8 were reclassified as English proficient as measured by CSD RFEP Criteria.	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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Access to Standards Aligned Instructional Materials	In 2020-21, 100% of students have access to state standards-aligned instructional materials according to the Williams Report.	100% of students have access to state standards-aligned instructional materials according to the Williams Report.	100% of students have access to state standard-aligned instructional materials.
2	Implementation of state standards for all students.	<p>In 2020-21, state standards were fully implemented as verified by data collection obtained through routine classroom observations.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>For 2020-21, CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.</p>	CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.	<p>State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.</p> <p>Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>CSD's Local Indicator for Priority 2 - Implementation of State Standards will achieve an overall rating of 5.</p>
1	Enable ELs access to CCSS and ELD standards.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.
3	Access to Broad Course	In 2020-21, all students had access to a broad course of	All students have access to a broad course of study that	All students had access to a broad course of study that

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	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.	2021-22	Yes	LCFF 326563 Other State 493013		\$819,576.00	\$56,260.00
1.2	Summer Programs 2021 & 2022	2021-23	Yes	Other State 180154	Other State 30000	\$210,154.00	\$154,003.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						
1.3	<p>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),</p>	2021-22	No		Other State 123007	\$123,007.00	\$157,220.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	SeeSaw, Kami, Screencastify, TCI, Quaver Music, and Zoom.						
1.4	<p>Core Program Texts, Instructional Materials, and Resources</p> <p>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 not are limited to consumables and license renewal of current adoptions for ELA/ELD & Math.</p>	2021-22	No		LCFF 178000	\$178,000.00	\$167,061.00
1.5	<p>Targeted Additional & Extended Day Services for Unduplicated Students</p> <p>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</p>	2021-22	Yes	LCFF 55000 Other State 240000	LCFF 155000 Other State 110000 Federal 12500	\$572,500.00	\$238,290.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report						
	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.							1.6	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.	2021-22	Yes	LCFF 50000 Local 95000	LCFF 149811 Local 74250 Federal 10000	\$379,061.00	\$52,595.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.)						
1.7	Sonday System for Intensive Reading Intervention - Tier III CSD will purchase and begin the initial implementation of the Sonday System - a comprehensive intensive reading system designed to help educators provide multisensory reading instruction to students from pre-K through 8th-grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement, and highly effective.	2021-24	No	Other State 36000		\$36,000.00	\$41,000.00
1.8	Educational Technology Tools, Support & Infrastructure	2021-22	No		Local 139000	\$139,000.00	\$80,399.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						

Goal 2

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

Rationale

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

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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 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.
2	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.	This work is ongoing and will be evaluated at the end of the school year.	85% of CSD teachers will implement Tier I high-quality instructional practices according to the Principal Walkthrough Observation Tool.
1	Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	2020-21, based on the total responses from the PD Evaluation Surveys from teachers/staff, 70% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	Based on the total responses from the District PD Evaluation Surveys to date, 88% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time with a rating of 4 or 5 on a rating scale of 1-5 with 1 being the least effective and 5 being the most effective.	Based on the total responses from the PD Evaluation Surveys, at least 90% or more of teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their time.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	Voluntary Instructional Coaching & Support and Teachers Voluntary PD Attendance	2020-21, at approximately 20% of teachers received some form of instructional coaching or attended/ presented at a voluntary PD outside of the professional workday.	<p>10 Certificated staff, including teachers on special assignment, participated in the District Curriculum Mapping Collaborative and Assessment Committee over the summer 2021. These teachers, reviewed, collaborated, and revised CSD ELA and Mathematics Curriculum Maps and Comprehensive Assessment Plan for 2021-22 school year.</p> <p>16 teachers voluntary signed up for the online GLAD training module. As of December 2021, 8 teachers have completed the training and are GLAD certified.</p> <p>Our Teachers on Special Assignment are continuing to provide instructional coaching and support for all teachers per voluntary request, especially from new teachers since the beginning of the 2021-22 school year.</p>	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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Professional Development CSD's Professional Development plan will provide training and professional development	2021-2024	No	Other State 560000	Federal 49490	\$609,490.00	\$190,814.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.)</p>						
2.2	<p>Additional Staff Collaboration Time and Assessment CSD will provide additional release time for staff collaboration and focus on data cycles of inquiry.</p>	2021-22	No		LCFF 46808 Other State 50000	\$96,808.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 .						
2.3	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.	2021-24	No		LCFF 5000 Other State 4000	\$9,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>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.</p>	2021-22	No		LCFF 30000	\$30,000.00	\$25,707.00
2.5	<p>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)</p>		No		LCFF 13000	\$13,000.00	\$0
2.6	<p>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</p>	2021-22	Yes		LCFF 285000	\$285,000.00	\$78,539.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	the district sites. Since its inception, this action has resulted in improved teacher efficacy which has, in turn, resulted in the unduplicated student population being able to meet or exceed grade-level academic standards. 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 3

Positive School Environment, Climate and Culture:

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

Rationale

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.

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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

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	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%	CSD's Attendance Rate by Site as of December 2021: <ul style="list-style-type: none"> • District = 95.4% • Bagby = 95.9% • Fammatre = 93.7% • Farnham = 95.2% • Price = 95.4% • Sartorette = 95.3% • Steindorf = 97.0% 	Maintain the District attendance rate at or above 95%.
5	Chronic Absenteeism Rate	2020-21: The chronic absenteeism rate by site were as follows: CSD (Bagby & Steindorf): 1.3% EL at 7% Hispanic at 6.6% Bagby: 2.3% Steindorf: 0.4% Fammatre Charter: 3.7% EL at 6.7% Hispanic at 8.3% SED at 8.6%	CA School Dashboard Information for Chronic Absenteeism Rate is not available at this time. Dashboard data to be released in February 2022. Internal data collected in the Powerschool SIS shows that as of December 2021, the Chronic Absenteeism Rate are as follows: TBD CSD (Bagby & Steindorf) EL = %	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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Asian at 3.5%</p> <p>Farnham Charter: 5.3% SWD at 13.7% SED at 15.6% 2 or More Races at 10%</p> <p>Sartorette Charter: 2.5% EL at 4.5%</p> <p>Price Charter Middle: 4.3% SWD at 9.1%, EL at 6%, SED at 9.1%, 2 or More races at 5.3% White at 5.5%</p>	<p>Hispanic = %</p> <p>Fammatre Charter: TBD EL Hispanic SED Asian</p> <p>Farnham Charter = TBD SWD SED 2 or More Races</p> <p>Sartorette Charter =TBD EL = %</p> <p>Price Charter Middle = TBD SWD = % EL = SED = 2 or More Races = TBD White = %</p> <p>2021-22 CA School Dashboard Information is not available.</p>	
6	Suspension Rate	<p>2019 CA School Dashboard, the Suspension Rate by site were as follows:</p> <p>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%</p>	<p>CA School Dashboard Information for Suspension Rate is not available at this time. Dashboard data to be released in February 2022.</p> <p>Internal data collected in the Powerschool SIS shows that as of December 2021, the Suspension Rate are as follows:</p>	Decrease the number of students who were suspended overall and for target student groups from the prior year's data.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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:</p> <p>Bagby = 0% Fammatre = 0% Farnham = 0% Price = 1.07% Sartorette = 0% Steindorf = 0%</p>	<p>TBD</p> <ul style="list-style-type: none"> • District = % (30 Suspensions) • Bagby = % (0 Suspensions) • Fammatre = % (1 Suspensions) • Farnham = % (0 Suspensions) • Price = % (19 Suspensions) • Sartorette = % (6 Suspensions) • Steindorf = % (4 Suspensions) 	
6	Expulsion Rate	In 2020-21, 0 students were expelled.	As of December 2021, 0 students were expelled.	Maintain a 0 expulsion rate.
5	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.	As of December 2021, there were 0 dropouts reported.	Maintain a 0 dropout rate in the middle school program.
6	Major Office Referrals	<p>In 2019-20, prior to school closure, there were a combined total of 119 major office referrals from all school sites. During the 2020-21 school year, all schools were in distance learning. No major referrals were recorded.</p>	<p>As of December 2021, Major Office Referrals per the SWIS data report by school site:</p> <p>Bagby (55) Fammatre (5) Farnham (20) Price (45) Sartorette (12) Steindorf (28)</p> <p>165 Total Number of Referrals per the SWIS Data Report.</p>	Decrease the number of Major Office Referrals by the sites from the prior year per the annual SWIS data report.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	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) 	TBD in the Spring PBIS School Climate Survey.	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 to the annual School Climate Survey.
6	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 SAEBRS.	Fall 2021-22 administration of the FastBridge SAEBRS: 2.51% (48) of students identified as "high risk" based on the Teacher Ratings for grades K-8. 1.8% (39) of students identified as "high risk" based on the Student Ratings.	Decrease the number of students identified as "high risk" as defined by the annual Fastbridge SAEBRS.
1	Facilities in "Good or Exemplary Repair"	All facilities are maintained in "good or exemplary" repair as rated by the annual accountability report.	All facilities are maintained in "good or exemplary" repair as rated by the annual accountability report.	All facilities will be maintained in "good or exemplary" repair as rated by the annual accountability report.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Coordination of Student Support Services	2021-22	Yes		LCFF 177,000	\$177,000.00	\$35,465.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
3.2	Counseling and Mental Health Services Counseling and mental health services are provided district-wide in order to help support the social-emotional needs of students who are facing difficulties in their lives that are causing them to 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	2021-22	Yes	LCFF 59000	Other State 410000	\$469,000.00	\$177,561

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	learning and dealing with the pandemic. Services will be provided through Nugent Counseling Services.						
3.3	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.	2021-22	No		Other State 12000 Local 25000	\$37,000.00	\$25000
3.4	Integrated Health Services and Supports CSD will continue to provide 1.0 FTE district school nurse and additional health clerk support. In	2021-22	Yes	Local 350000		\$350,000.00	\$42,036.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						

Goal 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.

Rationale

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

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	<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>The Annual Parent Engagement Survey will be administered in February 2022.</p> <p>All school sites are fully represented at district level committees for the 2021-22 school year.</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>
5	<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 the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) 	<p>The Annual English Learner Program Needs Assessment Survey will be administered in February 2022.</p>	<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 Learner Reclassification to Fluent English Proficient (RFEP).

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<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. 		<ul style="list-style-type: none"> 100% of EL parents will know what English Language Development programs are offered to English Learners.
5	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 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.
5	Provide Parent Education classes, including English learner parent classes/workshops, for all parents.	<p>In 2020-21, CSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. School sites and district staff pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning.</p> <p>2020-21: Districtwide parent education opportunities included the following 12 events/activities:</p> <ul style="list-style-type: none"> 5 Webinars on Distance Learning A Virtual English Learners Parent Support Night 	<p>in 2021-22, Districtwide parent education opportunities have included the following events/activities:</p> <ul style="list-style-type: none"> Webinar on The Independent Study VSP Webinar on Technology & Internet Safety Virtual English Learners Parent Information Webinar Mental Health Support Webinar 	CSD will have offered a the same number and a variety of parent engagement education workshops/events/activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents.

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

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	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.)	2021-22	No		LCFF 20000	\$20,000.00	\$1,204.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.2	<p>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.)</p>	2021-22	Yes		LCFF 20000 Other State 15000 Federal 5000	\$40,000.00	\$0
4.3	Parent Communication	2021-22	No	LCFF 60000	LCFF 21000	\$81,000.00	\$71,219.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
4.4	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.	2021-22	Yes		LCFF 25000	\$25,000.00	\$2,776.00