



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided Cambrian School District with an allocation of ESSER III funds in the approximate amount of \$649,694 and Educator Effectiveness Block Grant Fund (EEF) funding in the amount of \$592,038 since the 2021-22 LCAP was approved. The Cambrian School District values our community educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education staff, District English Learner Advisory Committee (DELAC), bargaining units, and our LCAP Advisory Committee (which includes certificate, classified, parents, and administrators representatives from all of our six school sites and the district office). Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an ongoing process as a part of the LCAP development and implementation process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CSD does not receive a concentration grant or the concentration grant add-on. Our enrollment of students who are low-income, English learners, and/or foster youth is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Cambrian School District regularly consults with our educational partners, which consists of families (including those that speak languages other than English and advocate for underserved students), students, school and district administrators (including special education), teachers, principals, school leaders, other educators, school staff, and local bargaining units, for their input and feedback into the direction of the district and the use of federal funds. Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an ongoing process as a part of LCAP planning.

In March 2021, the American Rescue Plan (ARP) was signed into law. ARP dedicated \$122 billion to the Elementary and Secondary School Education Relief (ESSER) Fund. This grant is known as ESSER III. The intent and purpose of ESSER III are to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

CSD's ESSER III allocation is \$649,694. CSD's plan for ESSER III funds includes allocations to support families who are in need of an independent study virtual program option, interventions, SEL support, technology, parent engagement, professional development, and COVID-19 related safety measures. CSD is required by statute to set aside 20 percent of its total ESSER III allocation (\$129,939) to address learning recovery. ESSER III funds can be used to cover expenses incurred from March 13, 2020, through September 30, 2024. CSD's Educator Effectiveness Block Grant Fund (EEF) is \$592,038. CSD's plan for the EEBG funds EEF will be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff over the. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26 fiscal years. These one-time or short-term funds are supplemental to CSD's budget and will be used to address the impact COVID-19 has had and continues to have on the district and schools.

The district utilized community input gathered during the development of the 2021-22 LCAP and the ELO-G Plan in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation. The district's process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, local surveys for students, parents/guardians, community members, and staff (classified and certificated). All students in grades 3-8 participate in a survey each year to provide input on school climate. The district maintains a District LCAP Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators, teachers, classified staff, and parent representatives who also represent each school site council and English learner advisory council. The District English Learner Advisory Committee (DELAC), which is comprised of a majority of parents of students who are English Learners, also meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services, and actions to meet the needs of English Learners (academic and social-emotional). Both the LCAP Advisory Committee and DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant students, and foster or homeless students. Members consider the perspectives and insights as they make recommendations on programs, services, and actions. Therefore, the parents and staff fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID-19 pandemic, utilizing those perspectives and insights as they give input and make recommendations. Parents/Guardians from all sites also participate in local surveys each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. They were asked to provide guidance on how the

district should prioritize the use of these funds through a survey. The District Instructional Leadership Council meets regularly throughout the school year. At these meetings, the administrative team regularly discusses and conducts analyses of the district's student achievement data, school climate data, and data showing the students' social-emotional needs. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students as they strategically plan for student success.

The following summarizes the feedback opportunities the district provided to the school community for use on the ESSER III funds:

1. Board of Education Meeting Update on ESSER III Funds - August 5, 2021 (The Board presentation can be reviewed via the following district website: <https://cambrianpublic.ic-board.com/>)
2. CSD ESSER III Stakeholder Survey - September 3, 2021 - September 24, 2021 (A summary of the survey results can be reviewed via the following district website: <https://www.cambriansd.org/Page/3846>)
3. District LCAP Advisory Committee - October 14, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1753>)
4. District English Learner Advisory Committee - October 15, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1105>)
5. Curriculum Instruction Assessment (CIA) Council- October 19, 2021
5. Public Hearing at the Board of Trustees Meeting on October 21, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)

The following summarizes the feedback opportunities the district provided to the school community for use on the Educator Effectiveness Block Grant funds:

1. CSD Educator Effectiveness Fund Faculty and Staff Input Survey - November 24, 2021 - December 7, 2021 (A summary of the survey and priorities for the use of the funds can be referenced per the Board Ppt. on December 7, 2021, via the following district website: <https://www.cambriansd.org/Page/3867>)
2. Public Hearing at the Board of Trustees Meeting on December 7, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)
3. District English Learner Advisory Committee Meeting - December 10, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1105>)
4. Board Approval at the Board of Trustees Meeting on December 16, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)
5. Curriculum Instruction Assessment (CIA) Council - January 11, 2022

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

Strategies for Continuous and Safe In-person Learning:

1. Implementing Health Protocols - The district has regular facilities walk-throughs to monitor and address concerns and work orders. The Facility Inspection Tool (FIT) is completed during an annual inspection conducted by the District reporting any deficiencies. Walk-throughs occur monthly and the Facility Inspection Tool (FIT) is completed annually.

Addressing the Impact of Lost Instructional Time:

1. Interventions and Additional/Extended Learning Opportunities - Student progress in closing learning loss gaps and mastery of standards will be monitored using the district local assessments system, FastBridge. Staff will be provided release time for grade-level collaboration time using the PLC model to review and analyze student data to make informed instructional tier 1 core instruction and additional interventions and support as determined by the data. The FastBridge benchmark and progress monitoring assessments are administered in the Fall, Winter, and Spring as a district-wide screener demonstrating student progress.

2. Independent Study Virtual School Option - Students and parents/guardians participating in the independent study virtual school option must sign a learning agreement. Attendance and student engagement reports are reviewed daily to ensure students are attending class regularly and completing work assigned. Students are also required to participate in live video conferencing weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff. The district has a robust student re-engagement the process when the attendance and engagement reports reveal evidence of truancy. Daily live check-ins and weekly attendance and engagement reports are reviewed each week by the district supervising staff to ensure students are attending classes daily and completing work assigned.

3. Supporting Social-Emotional Learning - Staff will review the following indicators to monitor progress:

- *Reduced incidences of major office referrals.

- *Reduced Suspensions.

- *Reduced Chronic Absenteeism

- *Increased Attendance.

- *SAEBRS & School Climate Survey

Referrals, Suspensions, Reduced Chronic Absenteeism, and Attendance are monitored on an ongoing basis at the site level with data being reviewed among district-wide administrators monthly. The SAEBRS is administered Fall and the School Climate Survey is administered in the Spring.

Use of Any Remaining Funds:

1. Professional Teacher Inservice Day - Staff will participate in Teacher In-service days training provided in 2022-23. Participation in professional development days will be determined from sign-in forms for each day. Feedback and evaluation surveys for the professional development being provided to teachers and staff on those teacher in-service days will determine how meaningful and effective were the training towards addressing the SEL needs and accelerating learning.

2. Learning First through Technology Innovation Mentors (TIMS) Coaching Program - TIMS Program participants will first participate in professional development to obtain technical expertise as a Google for Education Certified Educator. After establishing this baseline, participants will participate in the Google Certified Coach program. This program is based on the research and studies completed through the Dynamic Learning Project which developed the Impactful Tech Use (ITU) Rubric to measure the effectiveness of technology integration in the classroom. The Google Certified Coach program is designed to be completed over the course of the school year. The curriculum takes approx. 20 hrs to complete and the coaching portfolio is designed to reflect many weeks of working 1:1 with teachers. Coaches invest time in

putting together an application that demonstrates mastery of the curriculum and 5-step coaching model. After completing the program, there would be an expectation that our TIMS support the site and district staff as classroom coaches and trainers. TIMS would be given release time when needed to support their colleagues in the classroom and compensated for supporting district professional development events.

The ESSER III Expenditure Plan was approved by the CSD Governing Board on October 21, 2021. Most of the above expenditures will begin in the late winter/spring of 2022. The District has through September 2024 to expend ESSER III funds, which it fully plans to do.

The Elementary and Secondary School Emergency Relief Funding (ESSER III) can be referenced at the following district website:
<https://www.cambriansd.org/Page/3846>

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Cambrian School District's state, local and federal funds for the 2021-22 school year totaled \$41 million. This total included \$8 million dollars in federal relief funds from the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan. Through January 2022, approximately 50% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP Goals:

- *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.

The ESSER III Expenditure Plan (adopted 10/21/2021), the Educator Effectiveness Block Grant Plan (adopted 12/0/21) have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

ESSER III

*Strategies for Continuous and Safe In-Person Learning:

1. Implementing Health Protocols Implementing strategies aligned to CDC and Santa Clara County Department of Health guidance on things such as, but not limited to, PPE, sanitation, social distancing, and student cohorts. The district will maintain Inspect, test, maintain, repair, and or upgrade the components of HVAC (heating, ventilation, and air condition) - LCAP, Goal 3, Action 4

*Addressing the Impact of Lost Instructional Time:

1. Interventions and Additional/Extended Learning Opportunities - Additional and/or extended learning time will be provided to support acceleration and intervention of learning for students. Supporting students via one-on-one, small group, and online support with instructional

aides and contracted services. - LCAP, Goal 1, Actions 1, 2, 5, 6 & 7

2. Independent Study Virtual School Option - Supporting students and families who are not ready to return to in-person learning because the parent/guardian has determined that their child's safety is at risk due to COVID19. Students who are participating in this virtual school option are receiving high-quality live instruction via video conferencing daily (grades TK-3) and at least weekly (grades 4-8) and daily asynchronous learning provided by a certificated teacher and are supervised by a Cambrian

certificated staff member. Students are also participating in weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff. - LCAP, Goal 1, Action 1

3. Supporting Social-Emotional Learning - Supporting students' social-emotional learning with structured activities during recess and/or lunchtime. In partnership with a local organization, all school sites will be provided additional recess and/or lunchtime support with structured physical/sports activities integrated with an SEL curriculum. - LCAP Goal 3, Action 1

*Use of Any Remaining Funds:

1. Professional Teacher Inservice Day - Two (2) teacher In-service days in 2022-23. Training will be focused on supporting students and staff social-emotional learning and mental health. Training will also be focused on supporting staff with high-quality Tier 1 core instruction to address the impact of lost instructional time. - LCAP Goal 2, Actions 1, 2 & 4

2. Learning First through Technology Innovation Mentors (TIMS) Coaching Program - Implementing the Technology Innovation Mentors (TIMS) coaching program. TIMS are mentor teachers available on each campus to support their colleagues with effectively integrating technology into their instructional practice. The focus is on Learning First Through Technology Integration, where technology is a tool to support instructional practices. As such, TIMS will need a foundational level of technology expertise as well as coaching practice. - LCAP Goal 2, Action 5

The ESSER III Expenditure Plan information can be referenced at the following district website:<https://www.cambriansd.org/Page/3846>

EDUCATOR EFFECTIVENESS BLOCK GRANT

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

* Coaching and mentoring, including BTSA support for new teachers and administrators - LCAP Goal 2

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

* Consistent Tier I instructional practices, including Science of Reading, GLAD, and differentiated instruction across all subject areas - LCAP Goal 1 & LCAP Goal 2

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

* MTSS and inclusive teaching practices professional development, including Tier I interventions programs and strategies, Tier II & III supplemental programs services - LCAP Goal 1 & LCAP Goal 2

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and

other approaches that improve pupil well-being.

* Social-emotional learning, trauma-informed, and mental health professional development. - LCAP Goal 2 & LCAP Goal 3

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

* PBIS, equity, and cultural proficiency professional development - LCAP Goal 2 & LCAP Goal 3

The Educator Effectiveness Block Grant Plan information can be referenced at the following district website:

<https://www.cambriansd.org/Page/3867>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021