Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	CSD SP Goal 1, 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase in the percent of students meeting grade-level standards or above on statewide assessments in ELA/Literacy & Mathematics for all students, including significant student groups. **19-20** ELA/Literacy: 77% Mathematics: 73% **Baseline** ELA/Literacy: 67% Mathematics: 63%	Goal Partially Met in 2019: • CSD maintained student achievement goal as measured in ELA/Literacy at 67% and increased student achievement goal students having met or exceeded standards on the Smarter Balanced Assessment. • CSD increased student achievement goal as measured in math by 1% from 63% to 64% of students having met or exceeded standards on the Smarter Balanced Assessment. 2020: Due to the COVID-19 pandemic, the Smarter Balanced Assessment requirement was waived for Spring 2020. No state assessment results were available.
Metric/Indicator Increase on the English Learner Progress Indicator (ELPI) as measured by the CA School Dashboard. **19-20** Summative ELPAC Level 4: 52%	2019 School Dashboard ELPI: CSD English Learners from all school sites exceeded the state average of 48.3% on making progress towards English proficiency as measured by the 2019 CA School Dashboard as follows. Cambrian (Bagby School & Steindorf K-8 School): 61.4%

Expected	Actual
Baseline 65.8%	Fammatre Charter: 64.4% Farnham Charter: 68.8% Sartorette Charter: 59.3% Price Charter: 75.9% 2020 School Dashboard ELPI: Due to the COVID-19 pandemic, the Summative ELPAC requirement was waived for the Spring of 2020. No ELPAC assessments were available, therefore the ELPI was suspended.
Metric/Indicator Increase in the English Learner Reclassification Rate **19-20** 18% **Baseline** 12%	Goal Partially Met: In 2019-20, prior to school closure, 64 English Learners were reclassified, representing a 14% reclassification rate. This was a 2% increase from 2018-19.
Metric/Indicator 100% sufficient instructional materials **19-20** 100% sufficient instructional materials **Baseline** School Board adoption of "sufficiency of instructional materials" resolution.	Goal Met 2019-20: Per the School Accountability Report Card for 19-20, CSD received 100% of sufficiency of instructional materials.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Staff will utilize and implement best instructional practices with fidelity to support all students achieving grade level proficiency on state standards.	All staff will implement district-wide instructional initiatives and ELD/Tier II TOSAs to continue to provide teachers with instructional support for working with target	ELD/Tier II TOSAs provided teachers and school sites with coordination of ELD & Tier II services and instructional support for working with target and at-risk students. The expenditures for

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	and at-risk students Not Applicable 0	this action item are encumbered in Goal 1, Action 1.4) Not Applicable 0
	Addition of a 1.00 FTE Therapeutic Day Teacher (Salaries and Benefits) for the district therapeutic day program - expenditures from Special Ed Fund 1000-1999: Certificated Personnel Salaries Other 95,000	The program was in place for a period of time. It was suspended due to staffing challenges. As such we were not able to continue with this specific service for the remainder of the year. 1000-1999: Certificated Personnel Salaries Other 16,715
	Addition of 0.50 FTE Resource Specialist (Salaries & Benefits) - expenditures from Special Ed Fund 1000-1999: Certificated Personnel Salaries Other 39,000	It was determined that this additional service was not needed. Due to COVID-19 and school closure, this item was suspended. 1000-1999: Certificated Personnel Salaries Other 0
1.2 All students will have access to state standards aligned instructional materials.	The district will adopt and implement a new state standards ELA/ELD curriculum for grades TK-8. 4000-4999: Books And Supplies Lottery Fund 382,000	The district adopted and implemented a new state standards ELA/ELD curriculum for grades TK-8. 4000-4999: Books And Supplies Lottery Fund 308,811
	The district will adopt and implement a new state standards ELA/ELD curriculum for grades TK-8. (LAIF Investment Fund) 4000-4999: Books And Supplies Other 462,000	The district adopted and implemented a new state standards ELA/ELD curriculum for grades TK-8. (LAIF Investment Fund) 4000-4999: Books And Supplies Other 333,037
	The district will continue to provide consumable replacements for current adoptions and other supplemental instructional materials and supplies. (including PLTW Curriculum for 6-8) 4000-	CSD purchased and provided consumable replacements for all current curriculum adoptions and other supplemental instructional materials and supplies. (This also included Project Lead The Wway

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4999: Books And Supplies Lottery Fund 177,000	Curriculum for grades 6-8) 4000-4999: Books And Supplies Lottery Fund 263,289
	Elementary music curriculum and instructional materials. Funding is based on donations from student participation in the after-school elementary choir and band program. 4000-4999: Books And Supplies Other 20,000	CSD purchased music curriculum and instructional materials for the program. This funding was based on donations from parents of students participating in the after-school elementary choir and band program. 4000-4999: Books And Supplies Other 2,387
	Replace and upgrade existing technology infrastructure and student devices. (Fund 40; LAIF Investment) 4000-4999: Books And Supplies Other 500,000	CSD Replaced and upgraded existing technology infrastructure and student devices. (Monies supported by Fund 40 & the LAIF Investment) 4000-4999: Books And Supplies Other 729,148
	Librarian of Records Support & Library Management solutions 5000-5999: Services And Other Operating Expenditures Base 7,000	CSD contracted the Librarian of Records with SCCOE and renewed the library management solutions for all school sites 5000-5999: Services And Other Operating Expenditures Base 4,943
1.3 Staff will utilize and implement designated and integrated ELD to support all English Learners to achieve English proficiency and access state standards.	All EL and at-risk students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other Operating Expenditures Supplemental 75,000	All EL and at-risk students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other Operating Expenditures Supplemental 75,000
	All EL students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other	All EL students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Title lll LEP 10,000	Operating Expenditures Title lll LEP 12,168
	2.75 FTE ELD/Tier II TOSAs continue to provide teachers with instructional support for Tier II & designated and integrated ELD (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 315,000	2.75 FTE ELD/Tier II TOSAs continue to provide teachers with instructional support for Tier II & designated and integrated ELD (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 201,125
	0.25 FTE Ed Services TOSA - coordination of Title III programs (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Title lll LEP 27,500	0.25 FTE Ed Services TOSA - coordination of Title III programs (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Title lll LEP 35,288
	Provide extended day services for newcomers (immigrants). 5000-5999: Services And Other Operating Expenditures Title III: Immigrant 7,500	Provide extended day services for newcomers (immigrants). 5000-5999: Services And Other Operating Expenditures Title III: Immigrant 0
	All immigrant students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other Operating Expenditures Title III: Immigrant 10,000	All immigrant students will have access to Imagine Learning for additional language & literacy instruction. 5000-5999: Services And Other Operating Expenditures Title III: Immigrant 7,832
1.4 All school sites will implement Tier I & II interventions for struggling students needing additional services to meet grade level proficiency in state standards and provide enrichment opportunities for acceleration.	Elevate Summer Math program for incoming 6-8 contracted through SVEF (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 30,000	Summer Elevate Math was not provided. 1000-1999: Certificated Personnel Salaries Supplemental 0
	0.25 FTE Ed Services TOSA - Title I Coordination (salaries & benefits) 1000-1999: Certificated Personnel Salaries Title I 27,500	0.25 FTE Ed Services TOSA - Title I Coordination (salaries & benefits) 1000-1999: Certificated Personnel Salaries Title I 27,104

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Provide additional instructional support and additional/extended learning time for target and at-risk students. Funding for TK Instructional Assistants. (In addition, funding is also provided per individual site plan allocations) 2000-2999: Classified Personnel Salaries Supplemental 25,000	Provide additional instructional support and additional/extended learning time for target and at-risk students. Funding for TK Instructional Assistants. (In addition, funding is also provided per individual site plan allocations). Due to school closure, staff was not working but were continually being paid using the COVID relief fund. 2000-2999: Classified Personnel Salaries Supplemental 25,000
	Extended Services for Foster/Homeless Youth 5000-5999: Services And Other Operating Expenditures Supplemental 10,000	Extended Services for Foster/Homeless Youth. Services were provided using COVID relief fund. 5000-5999: Services And Other Operating Expenditures Supplemental 9,000
	Intervention reading and math programs for target students with SBAC Level 1 scores in ELA and or Math. (Low Performing Student Block Grant) 5000-5999: Services And Other Operating Expenditures Other 60,000	Intervention reading and math programs for target students with SBAC Level 1 scores in ELA and or Math. (Low Performing Student Block Grant) 5000-5999: Services And Other Operating Expenditures Other 50,331
	All sites to implement Tier II Interventions for ELA, Math, and counseling services per schools' site plans. (Total sites' allocation from Supplemental grant for improved and increased services for high needs students.) 5000-5999: Services And Other Operating Expenditures Supplemental 728,061	All sites to implement Tier II Interventions for ELA, Math, and counseling services per schools' site plans. (Total sites' allocation from Supplemental grant for improve 5000-5999: Services And Other Operating Expenditures Supplemental 762,736

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Sites to implement Tier II Interventions for ELA, Math, and counseling services per schools' site plans. (Total sites' allocation from Title I fund for Bagby, Sartorette, and Price MS for improved and increased services for high needs students.) 5000-5999: Services And Other Operating Expenditures Title I 128,056	Sites to implement Tier II Interventions for ELA, Math, and counseling services per schools' site plans. (Total sites' allocation from Title I fund for Bagby, Sartorette, and Price MS for improved and increased services for high needs students.). Title I allocation were reduced in 2019-20. 5000-5999: Services And Other Operating Expenditures Title I 72,793
	First-year roll out of Seal of Biliteracy - coordination of services and opportunities for students to learn and achieve the Seal of Biliteracy awards. 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 10,000	First-year roll out of Seal of Biliteracy - coordination of services and opportunities for students to learn and achieve the Seal of Biliteracy awards. No expenses were incurred in 2019-20. 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 0
	Provide professional development opportunities for staff and resources for STEAM/PBL/Maker's integration at all sites. 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 10,000	Provide professional development opportunities for staff and resources for STEAM/PBL/Maker's integration at all sites. 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 11,240
All the programs and services from this action has been incorporated into Actions 1-4 of Goal 1. We made the modification in order to provide a more concise plan of action as it relates to programs, services and how they are funded.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CSD utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, CSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, CSD did not utilize the total budgeted funds for each of the actions and services listed below:

- There was a fund difference of $117,285 that was not expended in action 1.1. This difference was due to changes in the therapeutic program initially started to support students with high needs. The program was in place for a short period of time. It was suspended due to staffing challenges. As such we were not able to continue with this specific service for the remainder of the year.
- There was a fund difference of $106,087 that was not expended in Action 1.2. While all services were implemented, this difference was due to the reduction of the combined 3.0FTE TOSA to only 2.5 FTE TOSA positions that were originally budgetted.
- All services were implemented in Action 13
- Although there was no significant difference in expenditures in action 1.4, the district was not able to implement the Summer Elevate Math program in summer 2020 due to COVID-19 and the Seal of Biliteracy Pathway was also suspended due to lack of participation and school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 13, 2020, CSD joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 1, CSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

CSD transitioned to a comprehensive distance learning program that included an online learning platform using Google Meet with weekly work in paper/pencil. Families were contacted by their teachers or other school staff and choose the learning option that worked best for them. CSD teachers provided daily lessons in CORE content areas both digitally and in a paper packet format. Special populations, including English Learners and Students with Disabilities, were provided with additional materials and supports, including online individualized instruction, to be able to access learning. CSD adopted a "no harm" grading policy during school closure. The completion of lessons and activities was strongly encouraged, but not required in order to maintain compliance with guidance from the California Department of Education (CDE). According to a local survey, 91% of student respondents completed some school work from home during Spring school closure. CSD is proud of these successes despite having to close campuses in the Spring of 2020.

Along with the closure of school campuses, the CAASPP assessments were also waived for the 19-20 school year. While this was beneficial as teachers and families struggled to figure out learning in an online format, it prevented CSD from collecting important summative data for a comparison with previous years. While teachers continued to provide local assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints. For example, only 86% of parent respondents reported having reliable internet access at home meaning that some students would need to utilize packets. Other actions and services that were not fully implemented.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
Local Priorities:	SP 1, 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase to/or maintain 100% of teachers that are appropriately assigned and credentialed in subject areas. **19-20** 100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report. **Baseline** 100% teachers are appropriately assigned and credentialed in their subject area per the annual School Accountability Report Card (SARC) report.	2019-20 Goal Met: There were 0 misassignments or vacancies as measured by a Human Resource personnel audit and School Accountability Report Card (SARC).
Metric/Indicator Increase level of staff satisfaction from per staff feedback surveys for district-wide professional development. - 10% increase. **19-20** 75% on average of teachers reported on teachers' survey the "PD met or exceeded expectations". **Baseline** 59% on average of teachers reported on teachers' survey the "PD met or exceeded expectations".	2019-20 Goal Not Met: On average, 65.5% of teachers agree or strongly agree that the professional development opportunities provided in 2019-20 were "effective use of their time," with 17.8% of teachers remaining neutral and 14.8% of teachers disagree or strongly disagree.

Expected	Actual
Metric/Indicator Increase participation in voluntary professional development opportunities. **19-20** NA **Baseline** 15.5% of teachers completed the online blended academy and 27.4% of teachers participated in the after school Ed Tech PD.	2019-20 Goal Not Met: The district was not able to coordinate voluntary PD opportunities beyond the school day or school due to limited resources.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Recruit and retain highly qualified staff.	Continue to provide new teacher support and training, including BTSA. 5800: Professional/Consulting Services And Operating Expenditures Base 30,000 The district will continue to promote and recognize staff for milestones and other accomplishments and provide opportunities for staff take on leadership roles and development. 0000: Unrestricted Base 5,000	CSD provided new teacher support and training, including BTSA. 5800: Professional/Consulting Services And Operating Expenditures Base 28,800 CSD promoted and recognized staff for milestones and other accomplishments and provide opportunities for staff to take on leadership roles and development, including providing professional development and training to colleagues. 0000: Unrestricted Base 5000 Sub Release for mentoring 1000-1999: Certificated Personnel Salaries Base 2,295
2.2 Provide training, time and resources for staff for continuous improvement by implementing best practices and providing professional development for staff.	Provide ongoing staff professional development for staff. This includes math training for new teachers; Alludo Online PD platform for staff; other district	CSD provided ongoing staff professional development for staff throughout the year, including needed PD for distance learning and voluntary PD after school

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	instructional initiatives; private school obligation servicing Title I students) 5000-5999: Services And Other Operating Expenditures Title II: Teacher Effectiveness 40,222	hours. This includes math training for new teachers; Alludo Online PD platform for staff; other district instructional initiatives; private school obligation servicing Title I students. 5000-5999: Services And Other Operating Expenditures Title II: Teacher Effectiveness 42,132
	Provide ongoing staff professional development for staff. This includes GLAD training for new staff; Other districtwide instructional initiatives. 1000-1999: Certificated Personnel Salaries Supplemental 35,000	CSD provided ongoing staff professional development for staff. This includes GLAD training for new staff; Other districtwide instructional initiatives. 1000-1999: Certificated Personnel Salaries Supplemental 44,887
	Provide staff professional development on instructional strategies for high needs students. 1000-1999: Certificated Personnel Salaries Title I 3,000	CSD provided staff professional development on instructional strategies for high needs students that was embedded in other trainings. 1000-1999: Certificated Personnel Salaries Title I 0
	Professional Development for the new ELA/ELD curriculum for grades TK-8. Expenditures paid from LAIF investment fund. 1000-1999: Certificated Personnel Salaries Other 120,000	CSD was not able to specific professional development for the new ELA/ELD curriculum for grades TK-8 using funds from the LAIF investment fund. This PD was embedded during designated districtwide PD days on the calendar as part of the work year. 1000-1999: Certificated Personnel Salaries Other 0
	Additional professional development for high needs students. 5800: Professional/Consulting Services	The additional professional development for high needs students was embedded within the PD days. No title I funds was used for this purpose. 5800:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Title I 3,000	Professional/Consulting Services And Operating Expenditures Title I 0
	SVMI Annual Contract for PD and instructional resources for Math 5800: Professional/Consulting Services And Operating Expenditures Base 6,000	CSD contracted SVMI for PD and instructional resources for Math. 5800: Professional/Consulting Services And Operating Expenditures Base 6,300
	MTSS professional development, coordination, and materials for initial roll-out and pilot. Expeditures padi from the MTSS Grant. 5800: Professional/Consulting Services And Operating Expenditures Other 24,500	CSD provided MTSS professional development, coordination, and materials for initial roll-out and pilot to three sites. Expenditures paid from the MTSS Grant. 5000-5999: Services And Other Operating Expenditures Other 4,960
	Provide ongoing staff professional development for staff. This includes GLAD training for new staff; Other districtwide instructional initiatives. 5000-5999: Services And Other Operating Expenditures Supplemental 0	PD was provided on GLAD training for new staff; Other districtwide instructional initiatives. 5000-5999: Services And Other Operating Expenditures Supplemental 11,354
	MTSS professional development, coordination, and materials for initial roll-out and pilot. Expeditures padi from the MTSS Grant. 1000-1999: Certificated Personnel Salaries Other 0	CSD provided MTSS professional development, coordination, and materials for initial roll-out and pilot to three sites. Expenditures paid from the MTSS Grant. 1000-1999: Certificated Personnel Salaries Other 3,021
	MTSS professional development, coordination, and materials for initial roll-out and pilot. Expeditures padi from the MTSS	CSD provided MTSS professional development, coordination, and materials for initial roll-out and pilot to three sites. Expenditures paid from the MTSS Grant. 4000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Grant. 4000-4999: Books And Supplies Other 0	4999: Books And Supplies Other 2,137
2.3 Provide access to and mastery of 21st-century learning tools, resources, and skills for staff and students with the integration of instructional technology; provide professional development on integrating 21st-century skills, tools and teaching strategies.	Provide professional development and support on technology integration. (0.50 FTE Ed Tech TOSA). 1000-1999: Certificated Personnel Salaries Supplemental 50,000	CSD was not able to hire the .50 FTE for professional development and support on technology integration. (0.50 FTE Ed Tech TOSA). This position was a reduction as part of the fiscal stability plan. 1000-1999: Certificated Personnel Salaries Supplemental 0
	STEAM/PBL/Maker's Lab professional learning opportunities for staff 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 10,000	CSD did not provide any STEAM/PBL/Maker's Lab professional learning opportunities for staff. However, PBL professional learning was emebedded in the trainings provided throughout the year on designated districtwide PD days. 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 0
	PLTW Professional development 5000-5999: Services And Other Operating Expenditures Title II: Teacher Effectiveness 5,000	The PLTW designated teachers at Steindorf was not able to attend the PLTW training offerd in the summer. 5000-5999: Services And Other Operating Expenditures Title II: Teacher Effectiveness 0
2.4 Staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance and progress towards meeting or exceeding grade levels state standards.	Provide released time for PLC Collaboration/Data analysis (2 days/ELA/Math Teacher/site). Expenditures paid from the LPSBG. 5000-5999: Services And Other Operating Expenditures Other 65,000	Only a few sites to the advantage of the released time for PLC Collaboration/Data analysis (2 days/ELA/Math Teacher/site). Expenditures paid from the LPSBG. The cost of these release times was paid from

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		supplemental funds. 5000-5999: Services And Other Operating Expenditures Other 0
	Professional development to support pilot of MTSS. Expenditures paid from LPSBG. 5800: Professional/Consulting Services And Operating Expenditures Other 11,772	CSD provided MTSS professional development, coordination, and materials for initial roll-out and pilot to three sites. Expenditures paid from the MTSS Grant. 5800: Professional/Consulting Services And Operating Expenditures Other 0
	Universal Screener for ELA, Math & SEL - Fastbridge. Expenditures paid from the LPSBG. 5000-5999: Services And Other Operating Expenditures Other 26,250	Cost of the universal Screener for ELA, Math & SEL - Fastbridge was padi from general fund. 5000-5999: Services And Other Operating Expenditures Other 26,250
	Assessment & Data Managements tools (Illuminate, ESGI, PFT, SBAC) 5000-5999: Services And Other Operating Expenditures Base 38,750	CSD paid for the assessment & Data Managements tools (Illuminate, ESGI, PFT, SBAC) as decscribed. 5000-5999: Services And Other Operating Expenditures Base 47,186
	ELPAC Testers for ongoing ELPAC Testing for EL students (Salaries & Benefits) 2000-2999: Classified Personnel Salaries Supplemental 20,000	ELPAC Testers for ongoing ELPAC Testing for EL students (Salaries & Benefits) 2000-2999: Classified Personnel Salaries Supplemental 17,387
	ELPAC Testing Coordination 5000-5999: Services And Other Operating Expenditures Title lll LEP 5,000	CSD staff provided ELPAC Testing Coordination. Funds were paid from Supplemental. 5000-5999: Services And Other Operating Expenditures Title lll LEP 0
	Coordinator of Data and Assessment (Salaries & Benefits)	CSD retained the Coordinator of Data and Assessment (Salaries &

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Base 103,000	Benefits) for 2019-20. 1000-1999: Certificated Personnel Salaries Base 122,335

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CSD utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, CSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, CSD did not utilize the total budgeted funds for each of the actions and services listed below:

- In Action 2.2, there was a fund difference of $116,931 that was not expended. The district was able to provide specific professional development for the new ELA/ELD curriculum for grades TK-8 using funds from the LAIF investment fund that embedded during designated districtwide PD days on the calendar as part of the work year. Thus, there was no need to add an additional teacher in-service day outside of the school for that purpose.
- In Action 2.3, there was a fund difference of $65,000 that was not expended. This difference was a result of a reduction of the 0.50 FTE Ed Tech TOSA and all related activitiies.
- In Action 2.4, there was a fund difference of $56,614. This difference was mainly attributed to the additional released time for PLC collaboration. Only a few sites were able to take advantage of this opportunity for professional learning due to sub shortage and conflict of schedules.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 13, 2020, CSD joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 2, CSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

In order to meet this goal, CSD has revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services included, but were not limited to:

- Staff transitioned to a comprehensive distance learning program that included the following learning options for students: 1) An online educational program option, 2) a paper/pencil educational program option
- Purchase of technology and devices to ensure all students have access to distance learning. In order to facilitate the online learning options outlined above, WUSD provided Chromebook access to all families. 365 hotspots were purchased to help families who did not have reliable internet access.
- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members.
- Network infrastructure and support, including internet access point expansion and network power backup to ensure secure and continuous access to distance learning.
- Staffing to support meal preparation and provision for all WUSD families. 100,744 meals were distributed between March 13th and the last day of school in June on a grab-and-go basis to all children under 18, regardless of whether or not they attended CSD schools.
- Materials and supplies to support distance learning.
- Additional custodial staff to support more frequent sanitation as recommended by state and local health officials.

According to a local survey administered in the Spring of 2020, 89% of parent respondents felt that their child's school provided lessons and activities during school closure, evidencing the strong efforts of staff to meet the needs of students during an unprecedented time. Also, 91% of student respondents completed some school work from home during Spring school closure. 85.2% of parent respondents were happy with the health and safety precautions taken by their child's school during Spring school closure, evidencing CSD's strong efforts to meet all state and local health guidelines to prevent the spread of COVID-19.

When school campuses were closed on March 13, 2020, CSD quickly pivoted to an emergency distance learning plan. This disrupted existing plans for professional development for staff and caused CSD to have to create new plans for providing instruction to students online, ensuring the health and safety of staff and students, the distribution of technology, and the distribution of instructional supplies, and materials. Actions and services in the LCAP were only partially implemented due to the demands placed upon the district as it pivoted to distance learning. Throughout school closure, CSD remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for English Learners, Low-income Students, Foster/Homeless Youth, and Students with Disabilities, and continued social-emotional health services.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	SP 2, 3, & 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain ADA rate at 95% or above **19-20** ADA rate at 95% or above **Baseline** Maintain ADA rate at 95% or above	2019-20 Goal Met: The district ADA for 19-20 attendance months 1 thru 7 (8/14/2019 to 2/28/2020) was 97% prior to school closure in March 2020.
Metric/Indicator Decrease Major Office Referrals by 5% via SWIS Data **19-20** Major Office Referrals to 439 **Baseline** 462	2019-20 Goal Not Met: The number of major office referrals districtwide data reported within the PBIS SWIS Reports reported by all school sites was 455 total prior to school closure in March 2020. This is a decrease of 7 fewer referrals from 2018-19 but did not meet our goal of a 5% reduction.
Metric/Indicator Suspension Rate **19-20** Decrease to 1.0% **Baseline** 1.4%	2019-20 Goal Met: Suspension for Cambrian decreased from 1.4% to 0.6% in 2019-20, a decrease of 0.8% districtwide prior to school closure in March 2020.
Metric/Indicator	2019-20:

Expected	Actual
Chronic Absenteeism Rate **19-20** Decrease to 2.9% **Baseline** 3.2%	Due to school closure in March 2020, the state modified the collection of attendance data because of the challenges related to Distance Learning and student attendance. Consequently, the state suspended the Chronic Absenteeism Rate tied to attendance data for 2019-20.
Metric/Indicator Middle Dropout Rate **19-20** 0 **Baseline** 0	2019-20 Goal Met: No middle school dropout was reported in 2019-20 prior to school closure in March 2020.
Metric/Indicator Tiered Fidelity Inventory (TFI) at 90% or above **19-20** Maintain TFI at 85% or above **Baseline** TFI at 90%	2019-20: Due to school closure in March 2020, the district and school sites were not able to complete the Tiered Fidelity Inventory in 2019-20.
Metric/Indicator Improvement in the annual PBIS School Climate Survey **19-20** at 100% or a 5% increase from 2020 **Baseline** School Climate Survey 2018 1879 students completed the survey in Grades 3-8 Responses to the following questions with percent of students: I like school - 64% I feel like I do well in school - 73% My school wants me to do well - 89% My school has clear rules for behavior - 89%	2019-20: Due to school closure in March 2020, the district and school sites were not able to administer the PBIS Student School Climate Survey for 2019-20. However, the district was able to administer a modified Distance Learning School Student Survey in May 2020. There were 1212 students from grades 3-8 who responded to the survey. The following is a summary of students' responses. About Distance Learning 64% - like school compared to 70% in 2019 in a regular school setting 51% - find it easier to understand a lesson when they meet with teachers and class on Google Meet compared to 49% find it easier to understand when teachers send a video. 44% - find it difficult to get help with school work.

Expected	Actual
Teachers treat me with respect - 89% Good behavior is noticed at my school - 63% I get along with other students - 80% I feel safe at school - 81% Students treat each other well - 69% There is an adult who will help me if I need it - 78%	38% - difficult to get help with technology problems. 85% - are able to pay attention during class compared to 15% found it difficult to pay attention during. 84% - do not experience trouble working alone compared to 16% who stated that they have trouble working alone. 16% - often feel nervous or worried.
Metric/Indicator All facilities at 100% compliance **19-20** All facilities at 100% compliance **Baseline** All facilities at 100% compliance per Williams Audit	2019-20 Goal Met: Per the 2019-20 SARC, all facilities maintained 100% compliance.
Metric/Indicator Expulsion Rate **19-20** 0 **Baseline** 0	2019-20 Goal Met: No expulsion was reported in 2019-20 prior to school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Provide and develop programs that support the social, emotional learning and physical well-being of all students and staff.	All TK-5 sites will be implementing the Second Step SEL curriculum districtwide. Middle School will be implementing the Habitudes SEL program for grades 6-8. Purchase of the curriculum was made in 2018-19 using remaining lottery funds. 5000-5999: Services And Other Operating Expenditures 0	All TK-5 sites implemented the Second Step SEL curriculum districtwide. Middle School implemented the Habitudes SEL program for grades 6-8. 5000-5999: Services And Other Operating Expenditures 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Provide additional counseling services at all sites (one day per site). 5000-5999: Services And Other Operating Expenditures Supplemental 65,000	CSD was able to provide additional counseling services at all sites (one day per site). 5000-5999: Services And Other Operating Expenditures Supplemental 35,100
	Provide additional counseling services at all sites (one day per site). Expenditures paid from LPSBG. 5000-5999: Services And Other Operating Expenditures Other 41,000	CSD provided additional counseling services at all sites (one day per site). Expenditures paid from LPSBG. 5000-5999: Services And Other Operating Expenditures Other 26,861
	1.00 FTE district nurse training for health clerk (Salaries & Benefits - Dependent on the El Camino Grant) 1000-1999: Certificated Personnel Salaries Other 143,000	CSD maintained the 1.00 FTE district nurse; training for health clerk (Salaries & Benefits - Dependent on the El Camino Grant) 1000-1999: Certificated Personnel Salaries Other 90,896
	Provide mental health services and training (Salaries, Benefits & Contract Services for 2.0 FTE Marriage Family Therapist ($199K); School Pschy. Intern ($25K); an additional day for onsite school counseling services ($48K); and a school Pschy Field Worker ($5K) - Dependent on the El Camino Grant) 5000-5999: Services And Other Operating Expenditures Other 277,000	CSD was able to provide mental health services and training. However, CSD only received $104K from Grant. Limited services had to be reduced due to the lack of resources from the grant. 5000-5999: Services And Other Operating Expenditures Other 103,987
	0.50 FTE Counselor for Steindorf (Salary & Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 55,000	CSD maintained the 0.50 FTE Counselor for Steindorf (Salary & Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 54,256

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	0.50 FTE Counselor for Steindorf (Salary & Benefits) 1000-1999: Certificated Personnel Salaries Base 55,000	Maintained the 0.50 FTE Counselor for Steindorf (Salary & Benefits) 1000-1999: Certificated Personnel Salaries Base 54,256
	0.25 FTE TOSA (High Needs students) at Price 1000-1999: Certificated Personnel Salaries Supplemental 30,000	Provided 0.25 FTE ELD Tier II TOSA at Price 0001-0999: Unrestricted: Locally Defined Supplemental 28,693
	Addition of 1.00 FTE Program Specialist for Students Services (Salaries & Benefits) 1000-1999: Certificated Personnel Salaries Base 158,000	Provided .50 FTE Program Specialist for Students Services (salaries & benefits); The other .50FTE was paid out of LCFF Base. 1000-1999: Certificated Personnel Salaries Supplemental 70,269
	Provided additional counseling services at all sites (one day per site). Expenditures paid from State Mental Health Funds. 5000-5999: Services And Other Operating Expenditures Other 0	Provided additional counseling services at all sites (one day per site). Expenditures paid from State Mental Health Funds. 5000-5999: Services And Other Operating Expenditures Other 18,872
3.2 Provide support and training for key stakeholders to ensure a safe positive learning and working environment for students and staff.	Continue to partner with Project Cornerstone for school climate related services. 5000-5999: Services And Other Operating Expenditures Base 6,000	Maintained partnership with Project Cornerstone for school climate related services. 5000-5999: Services And Other Operating Expenditures Base 2,500
	SWIS/CICO data support for PBIS 5000-5999: Services And Other Operating Expenditures Base 3,500	Maintained the SWIS/CICO Data Solution to support PBIS 5000-5999: Services And Other Operating Expenditures Base 3,500
3.3 Promote opportunities to maintain or increase attendance rates at all schools.	Continue to implement the Attention to Attendance process,	Maintained the Attention to Attendance process, including

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	including SARB. 5000-5999: Services And Other Operating Expenditures Base 21,000	SARB. 5000-5999: Services And Other Operating Expenditures Base 22,500
	Revise and communicate the district Board attendance and independent study policy and procedures. Not Applicable 0	Was not able to be achieved. Not Applicable 0
	District & all school sites will continue to communicate, encourage and incentivize daily attendance. Not Applicable 0	District & all school sites continued to communicate, encourage and incentivize daily attendance. Not Applicable 0
3.4 Ensure that school and district facilities are maintained and are safe learning and working environments.	The district will continue to ensure that all facilities and grounds are provided upkeep & maintenance as needed (Per Facilities & Grounds Plan). 5000-5999: Services And Other Operating Expenditures Other 0	The district continued to ensure that all facilities and grounds are provided upkeep & maintenance as needed (Per Facilities & Grounds Plan). 5000-5999: Services And Other Operating Expenditures Other 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CSD utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, CSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, CSD did not utilize the total budgeted funds for each of the actions and services listed below:

- In Action 3.1, there was a fund difference of $340,810 that was not expended. This difference was due to the reduction of services dependent on the funds provided through the El Camino Grant. CSD was able to provide mental health services and training. However, CSD only received $104K from Grant. Limited services had to be reduced due to the lack of resources from the grant and due to school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 13, 2020, CSD joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 3, CSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

In addition to frequent teacher contacts, CSD counselors, our student services team, and our contracted school psychologists and counseling service provider continued to provide critical social-emotional supports during school closure utilizing phone calls and online meeting platforms such as Google Meet and Zoom. According to a local survey administered in Spring of 2020, 42% of student respondents felt sad or alone during Spring school closure. While CSD was able to increase counseling and mental health resources during that time, the absence of in-person connections was felt across the community. As described above, all actions were not fully implemented due to the cancellation of in-person programs and services due to school closure.

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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	SP 3 & 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual District LCAP Community Survey Respondents **19-20** 50% increase from prior year. **Baseline** 1681 Parent/Guardians respondents	2019-20 Goal Not Met: The Annual LCAP Survey was administered by individual school sites from February 3, 2020, through March 23, 2020. Only 600 Parents/Guardians responded to the annual LCAP input survey.
Metric/Indicator Increase parent involvement in district committees with all school sites/members represented: District LCAP Committee; DELAC; Supt. H&SC President Committee; SELPA **19-20** All districtwide advisory committees have parents/guardians and staff represented from all sites. **Baseline** District LCAP Committee: All sites represented District ELAC: All sites represented Superintendent's Home & School Club Mtg: All School Sites' H&SC President represented SELPA: 2 CSD community members represented	2019-20 Goal Met: All districtwide advisory committee have parents/guardian and staff from each site represented. Although not every representatives from the sites were able to attend every meeting throughout the year, they were able to attend most. In addition, due to school closure in March 2020, most committee meetings were canceled for in-person meeting. Committee meetings were able to be resumed virtually near the end of the school year via Goodle Meet or Zoom.

Expected	Actual
Metric/Indicator Increase parent education/classes and district parent information events per district summary evaluation. **19-20** Provide a variety of parent education/classes and district parent information events and increase participation per district summary evaluation. **Baseline** The district provided the following classes and parent information events this year, all of which had a range of parent participation from as little as 7 parents attending Math Information Night to as many as 200 attendees. Other classes and information events include Project Cornerstone Asset Building Parent classes, Writer's Workshop Information Night, and Music Programs.	2019-20 was Met: The district provided the following classes and parent information events this year: 1. Project Cornerstone "Take It Personally" Education Series 2. Health Connected for Puberty Talk 3. Health Connected for Teen Talk 4. Biliteracy Pathway Parent Information 5. Imagine Learning Language & Literacy Workshop 6. ELPAC parent information
Metric/Indicator Annual DELAC Needs Assessment Survey: 50% increase from each prior year survey. **19-20** 116 respondents **Baseline** 77 respondents	2019-20 was Not Met: In 2019-20, CSD had 111 respondents to the annual needs assessment survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion.	1.00 FTE Coordinator of Marketing, Communications and community Engagement (salaries & Benefits) 1000-1999: Certificated Personnel Salaries Base 110,000	Maintained the 1.00 FTE Coordinator of Marketing, Communications, and Community Engagement (salaries & Benefits) 1000-1999: Certificated Personnel Salaries Base 152,201

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Maintain and provide training to staff, enhance and upgrade the district and school websites and other communication tools. 5000-5999: Services And Other Operating Expenditures Base 30,000	Maintained and provided training to staff, enhance and upgrade the district and school websites and other communication tools. 5000-5999: Services And Other Operating Expenditures Base 23,450
4.2 Provide a variety of parent education/classes and district parent information events.	Provide and increase translation/interpreting services for parents/caregiver of ELs 5000-5999: Services And Other Operating Expenditures Supplemental 25,000 Provide parent education series, training & workshops and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 Provide high needs students' parent education series, training & workshops, and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Title I 2000 Provide EL parent education series, training & workshops and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Title III LEP 3,500	Provided and increased translation/interpreting services for parents/caregiver of ELs 5000-5999: Services And Other Operating Expenditures Supplemental 4,685 Provided parent education series, training & workshops and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 Provided high needs students' parent education series, training & workshops, and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Title I 0 Provided EL parent education series, training & workshops and extended day support services as needed. 5000-5999: Services And Other Operating Expenditures Title III LEP 0
4.3 Provide a variety of enrichment learning opportunities to increase student engagement and participation before, during and after the instructional day.	Implement the Biliteracy Pathway opportunities for students districtwide. 5000-5999: Services	Implemented the Biliteracy Pathway opportunities for students districtwide. 5000-5999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Other Operating Expenditures Base 5000 Provide extended enrichment learning opportunities beyond the school day at all sites (for example, coding class) 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 10000	Services And Other Operating Expenditures Base 0 All sites provided extended enrichment learning opportunities beyond the school day per site site funds (for example, coding class). 5000-5999: Services And Other Operating Expenditures Title IV: Enrichment 0
4.4 Provide opportunities to increase student, staff, parent and community partners participation in schools and district events/activities, advisory committees and task forces.	Promote and invite the participation of all stakeholders on district and site level committees and task force. This includes CLC, LCAP Committee, DAC/DELAC. 5000-5999: Services And Other Operating Expenditures Base 15,000	Promoted and invited the participation of all stakeholders on district and site level committees and task force. This includes CLC, LCAP Committee, DAC/DELAC. No funds were expense because most meetings were held after school hours. 5000-5999: Services And Other Operating Expenditures Base 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are actions/services that funds budgeted were not implemented due to :

1. CSD provided translation/interpreting services for parents/caregivers of ELs via Language Line. However, staff did not fully utilize the services provided as anticipated. There was a difference of $20,315 that was not used.
2. CSD provided high needs students' parent education series, training & workshops, and extended day support services as needed. CSD also provided high-needs students' parent education series, training & workshops, and extended day support services as needed. Expenses were minimal and department operation funds were used instead of Title I & III. The difference of $5,500 was budgeted from Title I & III but not used.
4. Implemented the Biliteracy Pathway opportunities for students districtwide. There was low participation. Expenses were minimal using department operating funds. The difference of $5,000 was budgeted but not used.

5. All sites provided extended enrichment learning opportunities beyond the school day per site funds (for example, coding class). The difference of $10,000 was budgeted but not used.
6. The district promoted and invited the participation of all stakeholders on district and site level committees and task force. This includes CLC, LCAP Committee, DAC/DELAC. However, no funds were used from the department operating budget because all meetings were held after school hours and most committee meetings were suspended due to COVID-19. The difference of $15,000 was budgeted but not used.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 13, 2020, CSD joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. In order to meet Goal 4, CSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

The district and all sites experienced a high level of parent and community engagement throughout even when our schools closed in March due to COVID-19. All planned events and activities were canceled. When possible, the district and school sites pivoted to virtual meetings using Google Meet for the remainder of the year. The school sites also sponsored principal parent coffees, in which the principals discussed their school plans and addressed parents' concerns and needs. Prior to school closure, the district and school sites had many different stakeholders involved in district-wide committees and advisories. Parent participation in parent education and parenting classes were also well attended.

According to a local survey administered in Spring 2020, 85% of parent respondents felt that their child’s school did a good job of communicating with them during Spring school closure. Also, 69% of student respondents felt that adults or other school staff cared about them during Spring school closure. These statistics evidence the strong efforts made by CSD staff to communicate with families in a variety of methods and in their preferred language.

When school campuses were closed on March 13, 2020, CSD quickly pivoted to an emergency distance learning plan. This disrupted existing plans for in-person community and parent events scheduled for the Spring semester. While efforts were made to connect with parents via telephone, Google Meet, and other electronic means, the district struggled to maintain the same levels of connectedness as would have been expected in a normal year. While 69% of student respondents (local survey administered in Spring 2020) felt that adults or other school staff cared about them during Spring school closure, 42% of those same student respondents reported feeling sad or alone. CSD strongly believes in the value of relationships and these results show that in the absence of personal connections gained through in-person parent and community events where students are more likely to feel disconnected.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites; Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness; Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks; Signage, Posters, and Floor Decals, and Visual cues throughout school sites to maximize social distancing.	31,714	161,165	No
HVAC Filters (assessment, filters and repairs)	34,650	154,052	No
Handwashing Stations; Additional handwashing stations for locations where sink access is limited.	34,521	38,835	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CSD spent $253,176 more on the planned actions than what was budgeted for in-person instruction. The substantive difference is due to the needed replacements of HVAC filters and the additional personal protective equipments for health and safety protocols for COVID-19.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On September 23, 2020, CSD's Board of Trustees approved the districts' Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. Due to a local Tier rating of purple and according to state

and local health and safety guidelines, CSD was not able to offer in-person learning. In March of 2021, CSD was able to implement a hybrid instructional model containing in-person instruction offered to small cohorts of students 2 half-days a week. In April of 2021, CSD was able to move to offer in-person instruction to student cohorts 4 days a week.

Cambrian SD drafted the Health and Safety Guidelines, COVID-19 Handbook which contains plans and protocols to ensure the safety of students and staff. The handbook covers protection guidelines for staff, students, and campus visitors, building access and common area protocols, mandatory health screenings, protocols for returning to work after exposure or illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for students and employees if they've contracted COVID.

Cambrian SD has created a plan to implement a non-traditional instructional schedule that addresses student needs with a focus on the implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. The schedule includes traditional learning in essential standards and skills, including integrated and designated ELD and designated time for teachers and academic support staff to meet with struggling learners either individually or in small groups in order to address learning loss.

School site teams, including MTSS and Student Study Teams, continued to use dedicated time each month to review and analyze data, and plans of action to address pupil learning loss and student disengagement. Throughout distance learning and hybrid instruction, academic interventions including small group and individualized instruction were provided by both the classroom teacher and/or by our Leveled Literacy Interventions Specialists (TK-5) or teacher during the regular school day. During In-person learning, CSD continued to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support as outlined above.

Cambrian SD schools maintained a 97% rate of attendance.

State and local health and safety guidelines continued to change week by week. CSD spent countless hours in planning and preparation to meet all guidelines presented while at the same time doing our best to meet the needs of our students, staff, and community. As guidelines changed week to week and sometimes day to day, CSD worked hard to keep up with the latest guidance from both state and local authorities.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks, iPads and, Wifi hotspots made available for all students who need a device to access distance learning at home.	368,000	225,326	No
Additional Technology to Support Distance Learning principally targeted for unduplicated pupils (Wifi hotspots, headsets, and laptops/devices).	143,312	233,659	Yes
Reassigning existing staff to support the Virtual School Program middle school Innovation Block until staffing can be hired specifically for that purpose; additional resources for the Virtual School Program.	76,396	65,063	No
Supplemental Curriculum and additional tools and resources to support distance learning (Seesaw, Zoom, Mystery Science, TCI History Social Studies (6-8), Kami, Alludo for VSP grades 6-8, Quaver Music (TK-5), Screencastify).	73,000	123,414	No
Professional development for staff to support distance learning. (Additional PD Day in August; Summer training; Teacher presenters).	107,291	96,367	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

CSD utilized some or all of the budgetted funds for each planned action/service. In total, there we no substantive differences between some of the planned actions budgeted expenditures as follows:

CSD spent $24,170 less than budgetted on actions related to the distance learning program. The district recieved additional technology devices and hotposts donations provided to the county office and other bay area businesses. All students who needed a chromebook or iPad or hotspots were able to received one for the entire year, which helped offset some of the cost. The district alos had to purchased additional supplemental curriculum to support distance learning programs, including a substantial amount for the online TCI Social Studies program for both Steindorf and Price, and educational tools and apps to support teachers and students lesson planning in the virtual medium.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In order to maintain continuity of instruction during distance learning, CSD provided high-quality instruction to every student every day through a combination of digital platforms (Zoom, Seesaw K-2, Google Classrooms, Nearpod) and paper/pencil educational materials. During distance learning, students maintained enrollment at their school site with instruction provided by their site teachers. Students engaged daily and all courses continued to fulfill standards and grade-level expectations requirements. Distance learning also included physical education and elective courses for secondary students. Student participation and progress remained consistent as CSD maintained a 97% attendance rate during distance learning.

CSD provided a device to every student, including students with unique circumstances, to support distance learning. To meet the needs of families who reported that they did not have access to reliable internet at home, the district purchased hotspots. To meet the needs of families who live in an area that does not offer reliable internet access, additional internet access points were added to publicly accessible areas of each CSD school site so that families can utilize connectivity before, during, or after school hours. The district continued to provide print educational materials, including textbooks and learning packets for those families that experienced connectivity issues.

CSD staff was provided with professional development to specifically prepare them to meet the demands of providing instructional and support in the distance learning environment. Instructional delivery via online platforms and SEL training were offered to staff in addition to regularly held professional development options.

Teachers embraced the role of educating students and families in both synchronous and asynchronous environments by:
1) Ensuring high-quality instruction during distance learning
2) Creating and maintaining a positive classroom culture in both synchronous and asynchronous environments.
3) Logging student attendance daily, including daily live interactions, and working with site engagement teams to follow-up with families who experienced difficulty or who were absent in a timely manner.
4) Observing regular office hours to provide support and feedback to parents and students.
5) Engaging in professional learning opportunities specific to distance learning, provided by the district and school.
6) Actively engaging in the staff collaboration and learning process to plan instruction, assess student learning, and monitor student achievement in both traditional and non-traditional school models. These professional learning opportunities included analyzing instructional strategies and techniques specific to distance and hybrid learning models, and creating and implementing plans to ensure student success.

Like teachers, support staff embraced the role of aiding teachers in educating students and families in both synchronous and asynchronous environments. Some support staff shifted their focus to other areas of need in order to support an increased need for tracking student engagement, translation, and keeping campuses safe and healthy.

English Learners (ELs) were provided with targeted supports for both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) was provided daily through embedded supports that included research-based strategies such as sentence frames, vocabulary builders, and visualizations. Our Tier II/ELD Teachers on Special Assignment also created an English Learner Support Page for distance learning on our website that provided access to free programs and supports for families.

CSD offered additional supports for students during distance learning, including targeted individual and small-group academic and social-emotional intervention provided by Leveled Literacy reading specialist. Social-emotional and mental health counseling and community resource referrals were conducted by Nugent Counseling Services and service providers such as. Daily meal distribution and technology distribution were provided to ensure that all students had access to learning.

Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans. The district student services department reached out to Foster and Homeless families to help ensure the progress of these students. A liaison help families understand the district and community supports offered, can connect families to these resources through direct referrals, and serve as an advocate for students with teachers and administrators.

Parent feedback showed a need for social opportunities and social skills training for their students during distance learning. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in parent committees and meetings virtually and by phone.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Curriculum specific for English learners, low-income students, Foster/Homeless Youth, and Special Ed students, experiencing learning loss related to reading instruction (Fastforword, Edmark, Phonics, AES Digital Curriculum); Imagine Learning L&L	131,210	154,810	Yes
Intervention programs to support student learning loss principally targeted for unduplicated pupils. This may include teacher selected curriculum supplements, staffing to support small group instruction and/or student tutoring. (LLI; TK/K aides; EL aides middle school; supplemental curriculum; extended day services for newcomers; training; Technology tools and devices)	754,566	700,000	Yes
Learning resources principally targeted for unduplicated pupils to support continuity of learning during the summer; creation of a teacher committee to refine and align the essential standards throughout the district to support learning loss and continuity of instruction; targeted staff PD (ELD, GLAD, Assessment, etc.)	90,657	0	Yes
Special Education Instructional Assistants - continue providing appropriate staffing adapt delivery of services and supports to distance learning context and when students are able to be brought back in-person instruction in small cohorts.	540,402	1,206,573	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Cambrian SD untilized some or all of the budgeted funds for each planned action/service. However, there substantive differences between the planned actions and/or budgeted expenditures as follows:

CSD spent $666,171 more than budgeted on Special Education Services, including special education instructional assistants, supplemental instructional materials, and services related to IEP goals. The requirements of providing services to students with special needs in the distance learning were very challenging. There were many adjustments, accomodations, and flexibility made in order to meet the instructional and service requirements for students with special needs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for the depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions were provided. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.

CSD utilized our comprehensive assessment and balanced assessment system that was developed by the assessment committee in the summer prior to the start of the new school year. CSD followed a grade-specific assessment calendar to collect data district-wide at the end of each trimester for English Language Arts and Mathematics. During distance learning, assessments were remotely administered according to the District's assessment calendar. Teachers, principals, and staff had access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies. Using the data gathered from our local assessments, teachers had the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement. The district administered diagnostic assessments to determine present student academic levels at the beginning of the year and throughout. Teachers used data to identify areas of strengths and needs as a first step in mitigating learning loss. Through the support of the Curriculum Map Collaborative during the summer of 2020, the district identified and created a curriculum map for ELA & math with the essential grade-level standards to focus on accelerating student learning through curriculum and instructional planning. Students were engaged in personalized learning pathways including goal setting for ELA, ELD, and Mathematics.

Teachers started the school year by administering the Fastbridge Reading and Math, the district universal screener, and then administered an additional diagnostic assessment for students who were identified with "High-risk" by the screener to determine additional support. The assessment cycle took place 3 times during the year. Teachers and site administrators used this data, along with weekly engagement reports to plan for and differentiate instruction and needs. The assessment report helps teachers identify students with similar academic needs and they can use this to plan targeted small group instruction. This also allowed teachers to share this information with students and families, along with strategies for the student to work on areas of need and determine their next steps for instruction. Many of our teachers are experienced using the reading diagnostic portion of this program and are familiar with the reporting system. We will be providing initial and ongoing training around the individual pathways as well as best practices for using them in the 2021-22 school year.

English learners were assessed using the summative ELPAC during the expanded fall administration window to determine current performance levels. Teachers used the ELA/ELD core curriculum which has built-in support for integrated and designated ELD lessons based on a student's language proficiency level. In addition, English Learners that require additional supports used Imagine Learning Language & Literacy for additional support in English language development.

The district hired instructional aides (Kinder & LLI aides) to mitigate learning loss for students identified as needing additional support, as well as to prevent future learning loss. While we are in a distance-learning format, these specialists provided instruction to students virtually in small groups, or individually to work on areas of need. Specialists worked collaboratively with their colleagues and classroom teachers to provide supplementing instruction for students beyond their classroom synchronous learning time. Instructional aides continue to support students when we moved to hybrid learning and eventually to full-in-class instruction. as a result, the district was able to provide tier II reading intervention to 142 students in grades TK-5 during distance learning throughout the year. Of those 142, 23 students were able to attain grade-level standards.

Students with exceptional needs were also provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. Students' days consisted of both synchronous, live interaction with special education teachers and service providers, as well as asynchronous time where students may be working on individualized instruction in research-based programs. Each student's individual schedule was developed by the IEP team including feedback from the general education teacher. Related services will be delivered as stated on each student's IEP. These services included Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy.

Supports specific to Homeless Youth included the coordination & communication with shelters to engage students in distance learning and homeless agencies to make them aware of available services. CSD staff made contacts with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including Wi-Fi hotspots. The district worked with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services. Many if not all of the school principals made home visits if they were unsuccessful with contacting the families or students through other means.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Cambrian School district supported student Social and Emotional development in the 2020-2021 school year by teaching the adopted Social Emotional Learning (SEL) curriculum, Second Step in grades TK-5 and Habitudes grades 6-8. This is year two of implementing these programs and principals reported very positive feedback from teachers who are implementing the curriculum. Almost all teachers assigned to teach the SEL curriculum were able to teach all of the lessons in the recommended order. One identified challenge in the middle school setting is that only a small number of teachers were assigned to teach the curriculum so there was not as much buy-in and widespread implementation across all subject areas. The SEL screener, SAEBRs, was completed by students in grades 2-8, and teachers completed the screener for all students. This gave the school district invaluable information on the needs of our students and the data was reviewed by the mental health wellness team, school staff, school site councils, and the administrative team. Although it is recommended that teachers and students complete the SEL screener 2-3 times a year, it was only completed once. This was due to several factors that were tied to the pandemic and its impact on the district. The partnership with Nugent Family Counseling provided uninterrupted counseling support for students in need throughout the district as well as providing staff support, consultations, and parent nights. Some families that could have benefited from the counseling support opted out because they were not open to the telehealth format. Once students began to return to school, more students were identified in need which has strained our mental health supports.

Cambrian School District also partnered with Care Solace, an organization that is dedicated to connecting students, their families, and staff and their families with mental health resources. We have increased our utilization of this tool throughout the school year as more families have learned about the resource. The Care Solace resource is regularly advertised to families through district and site communication and newsletters.

Our continued focus to meet as the MTSS across our district has sustained our ability to provide services for students during this time of distance learning. Each site has developed a system of collecting data that keeps them informed of student progress. As data is collected and analyzed, the next steps are to address trends that are taking place throughout campus, and in independent cases, students are offered services to meet their immediate needs. While the district had a SAEBRS for screening students' social-emotional learning, the SEL universal screening tool was not as easily adaptable to distance learning to support our collection of data that is meaningful. School staff has access to weekly engagement reports and follow up with students who are disengaged as needed. Our site teams continue to use the student study team process to monitor and identify students who needed counseling services or in some cases more intensive interventions. Caseloads are heavy, so sites are working on spreading out their assignments diligently and placing students in respective needed programs. In some cases, we have had parents turn down services that do not support our progress when we have data to support the level of student need.

Our teams will continue to problem solve our current caseloads and supports aligned to drive student well-being and success on our campuses. A few strategic forms of implementation have shifted as we are currently bringing students back to campus and are able to facilitate in-person support, push-in, and or pull-out opportunities to support our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Based on the requirements of Senate Bill 98, the Cambrian School District developed an attendance and engagement criteria and system to monitor attendance and engagement. Teachers assigned each student a code to describe their engagement each school day of distance learning. Students who did not participate in a given day of distance learning were contacted by school staff and their needs/barriers were identified and were referred to the appropriate support (tech, mental health, housing, meals). The Cambrian School District followed the tiered re-engagement strategies for students who were absent from distance learning. School staff made phone calls, sent emails, and completed home visits to re-engage families who had students who were struggling with the distance learning platform. For students who did not have access to reliable internet in their homes, the district provided devices and hotspots to all families in need regardless of their circumstances. Schools also provided a pencil and paper option for these families if they chose to utilize this option. Although the majority of students stayed engaged with distance learning, there was a small number of students who struggled in spite of the efforts of teachers and administrators.

CSD worked hard to engage students throughout Distance Learning and into the different phases of in-person instruction. The district is proud to have averaged a 97% attendance rate. The district also increased its efforts to communicate with parents in a timely manner through multiple means and in their home language. Throughout this school year, we mailed letters home, posted regularly to our website, and utilized our Blackboard communication system to send important information and to connect with parents. Feedback received in community meetings about parent communication was generally positive. Qualitative feedback at stakeholder meetings also indicated that parents were happy with communication during school closure. Parent feedback showed a need for social opportunities and social skills training for their students during distance learning. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in parent committees and meetings virtually and by phone.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Cambrian SD continues to provide nutritionally adequate breakfasts and lunches to all students, including students who are eligible for free or reduced-price meals, who participate in both in-person instruction and distance learning.

During distance learning, CSD provided packaged meals on a grab-and-go basis for students and families. Students had access to a healthy breakfast and lunch for every school day and over the weekend. Those students who have continued to participate in distance learning can continue to pick up packaged meals. In order to ensure the health and safety of staff and students during meal

distribution, CSD staff continue to follow guidelines provided by the Santa Clara County Office of Education and Department of Public Health (SCCDPH). Personal Protective Equipment (PPE), such as face masks, gloves, and hand sanitizer have been provided to staff who prepare and distribute meals and a COVID Screener is implemented for all staff entering district facilities. Nutrition staff received training about implementing techniques to prevent the spread of illnesses, including COVID-19.

In order to ensure that meal pick-ups did not coincide with class times for different cohorts, nutrition staff had to adjust scheduling options to remain flexible for families. We also had parents request flexibility in picking up meals at one location, even if they had students at two or more schools. Meals were also delivered to families who were not able to come to the location to pick up meals. CSD met these challenges well and accommodated these requests so that all students had access to nutritious meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services, Materials, and Supplies (Additional services during spring break and June; Foodservice salaries & benefits)	253,915	210,577	No
Mental Health and Social and Emotional Well-Being	Contract with Nugent counseling agency to provide counseling principally for unduplicated students and for all students who demonstrate need as a result of the impact of the pandemic.; 0.5 FTE Middle School Counselor	357,000	380,191	Yes
Mental Health and Social and Emotional Well-Being	Health related contracted services (Health Connected Virtual for virtual instructional delivery of health education requirement for 5th and 7th grade; Psych Intern)	37,000	44,474	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional academic support for students with special needs.	3,237	0	No
Distance Learning Program (Pupil Participation and Progress)	Translations services; School Innovations & Achievement for attendance; Informed K-12)	57,925	100,775	No
Pupil Engagement and Outreach	Language Line translation services & Equitable Services for NPPS (St. Francis Cabrini); Parent Ed	40,246	35,326	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

CSD utilized some or all of the budgeted funds for each planned action/service. However, there were substantive differences in the following planned actions and budgeted expenditures:

- CSD spent $43,333 less than budgeted on school nutrition services. Decreased expenditures were a result of a decrease in the number of meals distributed per decreased demand and decreased the number of staff to support the distribution.
- CSD spent $30,665 more than budgeted on Mental Health and Social-Emotional Well-being. Increased expenditures were related to additional services provided to students with specific needs per their IEPS.
- CSD spent $39,613 more than budgeted on Distance Learning Program. Increased expenditures were a result of additional purchasing of technology devices, digital curriculum, additional academic support for students with special needs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Since March of 2020, CSD has pivoted from in-person learning to distance learning to a hybrid model of instruction. Throughout the changes, the district has tried to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. One of the things we have learned is the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale.

Another lesson learned was that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our office staff an, joined with attendance and engagement teams to make phone calls and assist students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning, every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

As we wrote 2021-24, we kept these lessons in mind and did not make major cuts to personnel based solely on the possibility that students may be learning from home nor did we include plans to fund actions and services that we had not tested through a pilot program so as to ensure that we did not waste the resources that we have.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CSD continues to measure pupil learning loss through the following efforts. CSD utilizes monthly staff collaboration (using a data protocol) time to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs will have structured collaboration time on a monthly basis to engage in these improvement cycles. Site-level PLCs will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses. Assessments will be grade-level appropriate and district approved including, but not limited to:

For English language arts: Fastbridge, CBM, Development Reading Assessment (DRA), Foundational Skills Assessment, ESGI, and Grade-level Performance Tasks

For Mathematics: Eureka Math Skills Assessments, Grade-level Math IABs, and Math Performance Tasks

Each trimester, teachers administer a selected common initial assessment in order to identify the current status of academic achievement of each student, as well as students who have experienced learning loss or significant learning loss. Assessment results are housed in Illuminate DnA, the District's learning management platform so that teachers and PLCs can analyze data at the individual student, class, school site, and district levels. Those students who have demonstrated a learning loss are assigned to appropriate academic interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The Cambrian School District is made up of 4 dependent charter schools and two non-charter schools. Due to our unique make up each school is required to increase services for EL, Foster Youth, and Low-Income students by the following percentages by school:

Cambrian (Bagby & Steindorf): 3.2% Fammatre: 4.79%
Farnham: 5.67%
Sartorette: 6.86%
Price: 4.71%

This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which is traditionally intended to support the increased outcomes for English Learner, Foster Youth, and Low-Income students. Below are the actions that are supported outside of this plan.

Provide academic intervention services that include: Teachers on Special Assignment for Tier 2/ELD; LLI specialists to support Tier 2 reading intervention, extended day programs, educational associates to work with small groups in the primary classrooms, providing training on high-quality multi-tiered systems of support and Response to Intervention training, student data analysis by sub-groups done in professional learning communities, supplemental curriculum and assessment tools (Fastbridge)

Provide mental health and social-emotional services that include: Counselors, Community Liaisons, Partnerships with community-based organizations to provide support for families, primary language translations and interpreting services, targeted social-emotional curriculum and teacher training, close attendance monitoring to ensure access to education

The “contributing” actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help CSD balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Cambrian School district has taken an analytical approach in the development of the 2021-24 LCAP. We have analyzed district and site level achievement data using the California School Dashboard, Dataquest, and our student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to provide transparency and gain various stakeholders' feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, we believe that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district that focuses on the needs of the whole child, including high academic achievement and social-emotional well-being provided through supportive leadership, systems, and culture to ensure that all students are prepared to succeed at the next level and beyond.

We have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning. The district needs to continue to focus on the academic achievement of struggling learners, including those in underperforming significant student groups such as English Learners, low-income students, and Homeless students. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from the Santa Clara County Office of Education team is necessary to continue to make gains. Specifically, efforts towards supporting the first best instructional practices for significant student groups with targeted professional development will aid in the progress of these students.

We have learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. It also required booting efforts to use virtual platforms such as the school website, where students could confidentially ask for help if they needed it. By expanding our methods of communication, we have been able to reach more students and families.

Finally, we have learned that we need to support our teachers and students in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff and families in our district.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	4,822,111.00	4,009,017.00
	0.00	0.00
Base	593,250.00	475,266.00
Lottery Fund	559,000.00	572,100.00
Other	1,884,522.00	1,408,602.00
Supplemental	1,473,061.00	1,344,492.00
Title I	163,556.00	99,897.00
Title II: Teacher Effectiveness	45,222.00	42,132.00
Title III: Immigrant	17,500.00	7,832.00
Title IV: Enrichment	40,000.00	11,240.00
Title lll LEP	46,000.00	47,456.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	4,822,111.00	4,009,017.00
0000: Unrestricted	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	0.00	28,693.00
1000-1999: Certificated Personnel Salaries	1,396,000.00	874,648.00
2000-2999: Classified Personnel Salaries	45,000.00	42,387.00
4000-4999: Books And Supplies	1,541,000.00	1,638,809.00
5000-5999: Services And Other Operating Expenditures	1,759,839.00	1,384,380.00
5800: Professional/Consulting Services And Operating Expenditures	75,272.00	35,100.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,822,111.00	4,009,017.00
0000: Unrestricted	Base	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	28,693.00
1000-1999: Certificated Personnel Salaries	Base	426,000.00	331,087.00
1000-1999: Certificated Personnel Salaries	Other	397,000.00	110,632.00
1000-1999: Certificated Personnel Salaries	Supplemental	515,000.00	370,537.00
1000-1999: Certificated Personnel Salaries	Title I	30,500.00	27,104.00
1000-1999: Certificated Personnel Salaries	Title III LEP	27,500.00	35,288.00
2000-2999: Classified Personnel Salaries	Supplemental	45,000.00	42,387.00
4000-4999: Books And Supplies	Lottery Fund	559,000.00	572,100.00
4000-4999: Books And Supplies	Other	982,000.00	1,066,709.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	126,250.00	104,079.00
5000-5999: Services And Other Operating Expenditures	Other	469,250.00	231,261.00
5000-5999: Services And Other Operating Expenditures	Supplemental	913,061.00	902,875.00
5000-5999: Services And Other Operating Expenditures	Title I	130,056.00	72,793.00
5000-5999: Services And Other Operating Expenditures	Title II: Teacher Effectiveness	45,222.00	42,132.00
5000-5999: Services And Other Operating Expenditures	Title III: Immigrant	17,500.00	7,832.00
5000-5999: Services And Other Operating Expenditures	Title IV: Enrichment	40,000.00	11,240.00
5000-5999: Services And Other Operating Expenditures	Title III LEP	18,500.00	12,168.00
5800: Professional/Consulting Services And Operating Expenditures	Base	36,000.00	35,100.00
5800: Professional/Consulting Services And Operating Expenditures	Other	36,272.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00	0.00
Not Applicable		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	3,155,617.00	2,947,947.00
Goal 2	601,494.00	364,044.00
Goal 3	854,500.00	511,690.00
Goal 4	210,500.00	185,336.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,885.00	$354,052.00
Distance Learning Program	$767,999.00	$743,829.00
Pupil Learning Loss	$1,516,835.00	$2,061,383.00
Additional Actions and Plan Requirements	$749,323.00	$771,343.00
All Expenditures in Learning Continuity and Attendance Plan	$3,135,042.00	$3,930,607.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,885.00	$354,052.00
Distance Learning Program	$624,687.00	$510,170.00
Pupil Learning Loss	$540,402.00	$1,206,573.00
Additional Actions and Plan Requirements	$352,077.00	$355,826.00
All Expenditures in Learning Continuity and Attendance Plan	$1,618,051.00	$2,426,621.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$143,312.00	$233,659.00
Pupil Learning Loss	$976,433.00	$854,810.00
Additional Actions and Plan Requirements	$397,246.00	$415,517.00
All Expenditures in Learning Continuity and Attendance Plan	$1,516,991.00	$1,503,986.00