

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum**

**LEA name:**

Cambrian School District

**CDS code:**

43693850000000

**Link to the LCAP:**  
*(optional)*

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

**For which ESSA programs will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for Children and Youth  
Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

Cambrian School District applied for the following ESSA programs:

TITLE I, PART A  
TITLE II, PART A  
TITLE III, PART A  
TITLE IV, PART A

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Categorical programs are a major component of our district and site services. Federal and state categorical programs were created by the legislators to serve the special needs of students that are not covered by the general fund regular education programs. Each categorical program comes with its own program intent, rules, regulations, and exemplary practices. These funds are specially designed to close the achievement gap that currently exists across our Nation and ensure that all students learn to their fullest potential.

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes and some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide financial support to meet these special needs.

All CSD schools offer students with special needs the same kind of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LCFF Supplemental Grant, Title (I, II, III & IV) funds will be combined to provide supplemental programs, services, and resources for target and at-risk students in addition to the above core programs for all students. In addition to site level services, the districtwide level services, programs and resources will include 4.00 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socioeconomically Disadvantaged students, and Homeless & Foster Youths. The services will also include additional counseling for all sites, supplemental materials, and instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for unduplicated pupils. Because there is not a large concentration of unduplicated students at any one school, the district provides instructional coaching and support, Tier II coordination, training and implementation, additional

instructional technology tools & resources, and professional development for all staff to address the needs of targeted and at-risk students at all sites.

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

**District-wide Services:** Information in the ELA/ELD & UDL framework describes the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Counseling services
- Professional development focusing on differentiated instructional strategies for at-risk students
- Teachers on Special Assignment - instructional support/coaching for staff
- Purchase of instructional supplemental materials, including instructional technology and resources for blended learning
- Reading and math intervention programs & services implementation and
- Extended learning time beyond the school day and school year, including additional instructional support and enrichment learning opportunities

The professional development working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youths is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students. GSD believes that these strategies are effective for teaching strategies that will benefit all students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

### TITLE II, PART A

#### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

### ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

##### **ESSA SECTION 1112(b)(2)**

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Cambrian School District is committed to ensuring every child is taught by highly effective teachers. The district is very successful at attracting fully credential and experienced teachers. Through a combination of intentional hiring practices as well as a competitive salary schedule, our district is able to select from the very best. The Superintendent in collaboration with the Assistant Superintendent of Human Resources and Assistant Superintendent of Educational Services carefully monitors staff needs and makes adjustments annually to meet the changing needs of each of our schools.

The district seeks fully credentialed teachers for all classrooms. When fully credentialed teachers are unavailable, the district actively seeks teachers under Provisional Intern Permits (PIP) or University Internships. CSD ensures all probationary and temporary teachers receive academic and professional support via a Teacher Induction Program and/or mentorship programs. The district reviews all vacant teacher positions prior to placing newly hired staff to ensure students are not served at disproportionate rates by less than fully qualified staff at all school sites. Less than fully credentialed teachers are dispersed among the district's six (6) sites when possible. The district's Human Resources Department is responsible for monitoring all hiring and placement of all certificated staff. Transcripts, credentials, and permits are verified prior to employment. The district is obligated to work within the confines of the Collective Bargaining Agreement for hiring and assigning teachers.

Out of CSD's 6 schools, 3 schools qualify for Targeted Assistance Title I programs that serve the highest percentage of Socio-economically disadvantaged (SED) students ranging from 18% to 24% of enrollment (Price MS, Bagby S, and Sartorette S, respectively).

\*Minority students are not taught at higher rates by ineffective/misassigned teachers according to Equity Data definitions. The district equitably distributes staff to all schools to ensure no one site is significantly impacted. The district does not show any ineffective or misassigned teachers employed as of 2018-19.

\*Low-income students are not taught at higher rates by ineffective/misassigned teachers according to Equity Data definitions. The district equitably distributes staff to all schools to ensure no one site is significantly impacted. The district does not show any ineffective or misassigned teachers employed as of 2018-19.

\*There is not a pattern of assigning inexperienced teachers to low-income or minority students at higher rates. We have extremely low numbers of inexperienced teachers district-wide. In 2018-19, the district had a total of 14 first-year teachers and 7 second-year teachers. All schools were assigned first and second-year teachers ranging from 2 to 6. Of the three schools with the highest

percentages of SED students ranging from 18% to 24%, Price had the highest number of first and second-year teachers with 4, Sartorette had 3 and Bagby had 3. It's important to note that Price also has the highest number of student enrollment and Price and Sartorette also has the highest number of experienced teachers with the highest average years of experience (17 and 18, respectively) in 2018-19. Recently, CSD also experienced a high number of experienced teachers retiring and/or relocating from the Bay Area due to the high cost of living.

\*The data shows there is no relationship between low-income student percentage taught at higher rates than other students by inexperienced teachers.

\*The data shows there is no relationship between minority student percentage and placement of out-of-field teachers.

\*The data shows there is no relationship between low-income student percentage and placement of out-of-field teachers.

CSD is committed to assuring equity for all students regardless of race or socioeconomic status. All current staff is highly qualified. Success is measured by maintaining a 100% highly qualified staff as well as maintaining a high level of teacher retention supported by a supportive evaluation model. Since it is inevitable that experienced teachers will retire or leave the district for other reasons, the following strategies and practices are in place: Induction program for year 1 & year 2 teachers; Individual mentors for all new staff; Training and workshops to strengthen content knowledge and instructional strategies to all teachers; Provide ongoing support to all staff as needed; Continue working to align our system of recruitment, hiring, induction, supervision, and professional development. In consultation meetings, all stakeholders provided us with input related to our actions and services to address state Priority 1. Stakeholders expressed no concerns about teacher quality or experience level. As a result of the data analysis process, we will continue to implement all the actions and services in our LCAP Goal 2.

School	% English Learners	% SED	Avg Years of Service	Targeted Asst. Title I Program	Avg Years in District	# First Year Teachers	# Second Year Teachers	# Misassigned Teachers
Bagby	14%	19%	14	Yes	10	3	0	0
Fammatre	14%	15%	14	No	11	4	2	0
Farnham	20%	15%	14	No	12	2	1	0
Price	10%	18%	17	Yes	14	2	2	0
Sartorette	19%	24%	18	Yes	15	2	1	0
Steindorf	4%	3%	14	No	11	1	1	0

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Stakeholder engagement process:

Stakeholders engage in meaningful dialogue and provide input on the LCAP through a districtwide formal process with all stakeholder groups, such as the School Board, the District LCAP Advisory Committee, which includes parents, certificated, and classified union representatives, and school and district office administrators, the District English Learner Advisory Committee (DELAC). From the site

level, our school administrators employ the same engagement process with their School Site Council (SSC), English Learner Advisory Committee (ELAC, Home & School Club (H&SC), and various community meetings. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation and scheduled meetings and surveys at the site and district level. This involvement is reflected throughout the information below.

#### Development of the parent and family engagement policy:

The District Parent Involvement Policy is distributed annually to all parents and guardians at the beginning of each school year. The policy is based upon Board Policy and Administration Regulations and is reviewed regularly to ensure compliance with both Federal and State regulations. Recommendations from the California Association of School Business Officials (CASBO) and feedback received from district and school-based parent advisory groups inform any changes to the policy.

#### Assistance and training for parents:

We assist our parents in understanding academic expectations through several strategies. These include regular principal coffees at school sites, including schools receiving Title I funds. These meetings address various topics to help parents in understanding state standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-based information is provided via Back-to-School sessions and one-on-one with parents at conferences held each trimester. A report card companion containing parent-friendly language describing the academic goals for each trimester for English language arts and mathematics accompanies progress reports. The LCAP process provides many opportunities at the site and district level to assist parents with understanding expectations for their children.

#### Educating staff on the value of parent involvement:

Our staff has a deep appreciation for the high levels of parent involvement. Staff at every school and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of the effectiveness in this area.

Regular communication from school and district leaders reinforces the importance of parent involvement. Leaders continually model and provide ongoing messaging regarding the actions needed to support active parent involvement. This messaging begins intentionally at orientation meetings with new classified staff.

#### Responding to parent requests for types of parent involvement:

Consultation through the LCAP process has provided valuable information regarding how best to support our families in continuing to be involved at high levels. For example, our Educational Services hosted English learner parent workshops on a variety of topics such as Understanding the ELPAC and How to Support Your Child, Language & Literacy using IMagine Learning, Parent Involvement, and Resources for Families of English Learners. A DELAC Needs Assessment Survey is conducted annually which prompted the formation of these workshops.

#### Providing accessible information:

Technology is used to both communicate information and request feedback about LCAP goals from the Cambrian community at large. Information and questionnaires are posted on the district and school websites. A survey for stakeholders, including parents, is posted beginning in February. Requests for feedback and participation is sought through email communications schoolwide and districtwide. Participation of all parents is solicited, including parents of English learners, students receiving Special Education, foster children, and families whose children receive free or reduced lunch. Although none of our over 40 language groups meet the 15% threshold required for translation, event fliers for families of English learners are mailed home in several different languages.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.



Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In determining students who are to participate in Title I Targeted Assistance Program, priority is given to those in greatest need. Principals, classroom teachers, and the Tier II Teacher on Special Assignment will work together to decide who most needs additional assistance and should be invited to receive services. Targeted assistance services will be provided to a select group of students--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards--rather than for overall school improvement, as in schoolwide programs.

Title I funds will be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance. School staff, in consultation with the district, will base the selection of eligible students on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school as well as sound professional judgment. Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient children will be eligible for services on the same basis as other children. Each targeted assistance school may supplement these criteria and select, from among its eligible children, those who are in greatest need for Part A assistance.

For 2019-20, CSD have 3 schools - Bagby School, Sartorette School and Price Middle School - receiving Title I funding. All 3 school operate as a Targeted Assistance Program. School leadership and teachers work collaboratively to identify students at the highest risk for not meeting state academic standards. They are identified using the performance results from the Smarter Balanced Assessment for grades 4-8. Students in grades K-3 are identified with local measures including Universal Screener for ELA & Math, DRA, ESGI for Kindergarten and math performance tasks. Additional targeted small group instructional support is provided through push-in model in Kindergarten classrooms. Highly trained and qualified teachers provide Leveled Literacy Intervention intensive small group instruction through a pull-out program 3-4 times/week are provided for grades 1-5 students who meets the criteria for additional services in English language arts. All students have access to Imagine Learning Language & Literacy, a blended learning program that utilizes educational technology for personalized learning and intentional teacher direct instruction based on students needs. Small group instruction is also provided for students who need additional support in mathematics using the Imagine Learning Math, based on assessed need. Students in grades 6-8 are provided ELA and Math intervention class periods as part of their weekly schedule. In addition, Elevate Math Plus, an extended targeted math intervention program is also provided for students who meets the criteria for support. Progress monitoring for students who receive services are ongoing and regular and are reviewed every 6-8 weeks to ensure that the services students are receiving is having an impact on students' achieving and meeting grade level standards and as a way to evaluate program effectiveness and determining next steps.

**Homeless Children and Youth Services**

**ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Cambrian School District strives to provide quality education, opportunities, and services to children and youth facing homelessness. Homeless students have the right to go to school, no matter where they live or how long they have lived there, and to start school immediately, even if they are missing records and documents normally required for enrollment and/or attend the neighborhood school closest to where they currently live or attend their school of origin. For families who qualify, the McKinney-Vento program can provide additional support for students who are experiencing barriers because of challenging financial circumstances. The Cambrian School District works in collaboration with local school districts to ensure that homeless students are enrolled in and attend

school, have opportunities to receive needed assistance, and are given the opportunities to succeed in all areas of school life, including academics, athletics, clubs, and events.

#### Procedures for Identifying Homeless Students and Families

1. Student residency questionnaire shall be included in all enrollment packets.
2. Enrolling staff shall immediately refer homeless students and families to the district homeless liaison.
3. The district homeless liaison shall work with homeless families/guardians or unaccompanied youth to assess needs including school selection, transportation, academic needs, and other essential needs such as food, clothing, and shelter.
4. The district homeless liaison shall ensure the academic needs of homeless students or unaccompanied youth are met, including expediting screenings/testing, arranging for tutoring, transportation, etc.
5. The district homeless liaison shall determine the feasibility of transportation and inform parents/guardians or unaccompanied youth of the decision.

#### Student Transitions

##### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Preschool-aged students with disabilities are provided with services prior to kindergarten. Transition to the elementary level is managed via the IEP process where programs and services are discussed and selected by the IEP team. Team members include preschool and elementary school staff to ensure a smooth articulated transition.

CSD is an elementary school district providing services to students transitional kindergarten through eighth grade, including four TK-5th elementary school sites, one K-8 school site, and one 6-8 school site.

Ongoing collaboration and articulation occur between our school leaders within and across all of our school sites. Our fifth-grade students attend an annual middle school orientation meeting during the school year and visit the middle school campus they will be attending in the following school year. Transition meetings are held for every fifth-grade student receiving special education services. Staff members from each school, attend the IEP, so everyone is fully informed as decisions about continuing services are provided.

The same ongoing collaboration also occurs between our district and the high school district our students attend. There is regular articulation between the leaders of each district. Eighth-grade students site attends an orientation session facilitated by a team from the local high schools that our students attend. State assessment data, including language assessment for English learners, is shared as early as possible to help inform program placement. Transition meetings are held for every eighth-grade student receiving

special education services. Staff members from each school district along with the student whenever appropriate, attend the IEP, so everyone is fully informed as decisions about continuing services are selected.

**Additional Information Regarding Use of Funds Under this Part**  
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**TITLE I, PART D**

**Description of Program**  
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Formal Agreements**  
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Comparable Education Program**  
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**Alternative Placements**  
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NOT APPLICABLE

**TITLE II, PART A**

**Professional Growth and Improvement**  
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Cambrian School District maintains a comprehensive, sustained, and intensive approach to improving teachers' and administrators' effectiveness in raising student achievement.

Teachers who are new to the district and who are in their first two years of teaching benefit from an induction program facilitated by a regional consortium. Each new teacher has an assigned mentor coach who meets with them regularly to provide feedback, advice, and support. All teachers new to the district, regardless of experience level, attend a district and site orientation that provides an overview of site and district focus areas, resources, and tools.

All teachers are engaged in an ongoing professional learning program. Each year the professional learning is adjusted based on an analysis of student data, classroom observations, staff professional learning needs assessment survey, and feedback obtained through LCAP input processes. Input is gathered from multiple stakeholders including teachers, principals, parents and other community members.

All CSD teachers, including RSP and SDC teachers, attend professional learning in Guided Language Acquisition by Design (GLAD), an instructional model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. CSD has been training teachers in Project GLAD since 2011. Teachers attend a 6-day training and receive follow-up coaching and/or professional development during the school year.

The focus for training has included critical thinking strategies, differentiated instruction based on assessed need, and data analysis. Teachers have also been supported by reviewing ELD materials contained in the adopted ELA program. The county office of education staff facilitated NGSS training for teachers at each school site.

Teachers have weekly early release days and at least two of these days are used for professional learning at the site level each month. Principals facilitate this learning and plan based on observed needs and feedback from teachers. Time to apply concepts from both site and district sessions is intentionally embedded in professional learning. For the 2019-20 school year, CSD's professional plan will focus on implementing and monitoring the 3 Cornerstones of Multi-tiered System of Support - #1: Tier 1 Best Practices; #2: A Balanced Assessment System, and #3: Systematic Problem Solving. This will include the adoption of a new ELA/ELD Curriculum for TK-8 (six 3-hour PD modules throughout the year), implementation of a Universal Screener for ELA, Math, and SEL, and implementing Professional Learning Communities (teaming structures for collaboration) across all school sites.

Principals and other district leaders are also provided with comprehensive professional learning. All new principals have assigned a mentor/coach for one-on-one coaching. All principals, as well as district leadership, will be attending MTSS training and coaching provided by county office of education services. All principals will be attending administrator training for the new ELA/ELD curriculum adoption.

CSD will be instituting an online professional learning platform, Alludo, to differentiate and personalized professional learning for all teachers. All staff will have the opportunity to engage in self-paced, online, choice-driven professional development and training. This is an alternative to traditional instruction with a gamified, online and blended learning platform. This solution engages learners with choice PD, allows the district to scale learning, requires evidence of application, and can be done anytime, anywhere. Teacher leadership opportunities are made available through providing professional learning to their colleagues as well as through inclusion in site and district leadership committees. Opportunities for advancement are available to teachers and district leaders seeking advancement. We have Teachers on Special Assignment, who were classroom teachers in CSD. Of our six principals, three were previous CSD teachers and the majority of leadership in the Instructional Services Department were principals in the district.

### **Prioritizing Funding**

#### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

No schools have been identified for comprehensive support and improvement or targeted support.

### **Data and Ongoing Consultation to Support Continuous Improvement**

#### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site and district leadership observations, and analysis of data related to student progress.

The Cambrian School District community engagement process for the development of the LCAP and identification of needed professional learning related to LCAP goals includes the participation of all stakeholders, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through a formal process with all stakeholder groups, such as the School Board, the District LCAP Advisory Committee, which includes parents, certificated, and classified union representatives, and school and district office administrators, the District English Learner Advisory Committee (DELAC). From the site level, our school administrators employ the same engagement process with their School Site Council (SSC), English Learner Advisory Committee (ELAC), Home & School Club (H&SC), and various community meetings.

Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation and scheduled meetings and surveys at the site and district level. Community members participate through site-based principal coffees and student focus groups. Agendas reflect a broad range of topics including the development of the Local Control and Accountability Plan (LCAP), budget information, implementation of California Standards, the instructional program focused on teaching and learning, facilities, and districtwide and site-specific data related to student progress. Involvement from students occurred through multiple classroom visitations, observation of student work, collection of anecdotal data and focus groups with principals. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation in scheduled parent meetings and surveys at the site and district level.

Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the area of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Local Indicator rubrics, and CSD School Climate Survey.

### **TITLE III, PART A**

#### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

A professional development/instructional program promoting cultural awareness will be provided to all site administrators, teachers, front office staff, and students. The provision of professional development to classroom teachers in the areas of cultural appreciation is supplemental to the district's general professional development program. Teachers and office staff will be better equipped to work with students and families in an effort to promote student achievement and English language development. The Multilingual/Multicultural responsive instruction provided to students is supplemental to the standard district curriculum. All teachers will be GLAD (Guided Language Acquisition Design) trained in order to implement research-based strategies and integration that allows for equitable opportunities for all learners, including EL.

CSD provides high-quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. The professional development plan is designed to improve the instruction and assessment of EL students; to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for EL students; and is based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing teachers' subject matter knowledge, teaching knowledge, and teaching skills.

CSD's professional development plan for teachers of EL students includes ensuring that all CSD teachers are CLAD or CTEL certified, meeting CCTC requirements for working with EL students. Teachers will continue to participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of ELs. The content of the staff development plan will include:

- Designing and implementing differentiated, standards-based instruction
- ELA/ELD Framework
- All teachers will be trained and participate in instructional rounds
- Guided Language Acquisition by Design strategies
- Strategic guided reading strategies
- Writer's Workshop
- Utilizing, designing, and implementing formal and informal assessments to drive instruction
- Using classroom data to differentiate instruction and evaluate the effectiveness of instruction
- ELD standards



- Integrated and designated ELD
- Differentiated scaffolding

Professional development options will be provided by Educational Services and classroom teachers to allow for teacher choice. Teacher professional development programs will be required to account for how each topic applies to EL students. Teachers on Special Assignment (TOSA) will serve as a resource teacher with expertise in the areas of ELD, SDAIE and the ELPAC. The TOSA will support the implementation of Integrated and Designated ELD and provide additional professional development on SDAIE strategies. All teachers will receive training in the ELD components and supports of newly adopted curriculum and supplemental materials. EL Parents will receive training to help them develop leadership skills by providing advice to the district to enhance the achievement of ELs. Administrators, teachers, and front office staff will receive professional development that will provide additional strategies in connecting with ELs and their families.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title III funds will provide additional support for the Newcomer Transition Program (NTP). The program provides services exclusively for immigrant students, providing additional or extended programs during and after school. These programs and services are beyond the scope otherwise available in the district. The school program is open to immigrant students throughout the district. Students are provided a Chromebook installed with Imagine Learning English software and other educational online blended learning resources. Students are provided extended classroom learning opportunities, including homework support, use of technology devices, education software, and word processing and computing skills. Students will also receive social-emotional support through Positive Behavior Intervention Support (PBIS) Framework. The NTP program provides opportunities for English language acquisition and academic support for at least an hour daily for more than half the school year. These programs and services will also include additional training for students and staff, and additional parent education workshops and resources to engage parents of immigrant students. Additionally, students who need access to internet-accessible devices will qualify to receive a loaner from the district for use at home.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The effectiveness of the EL programs will be determined by the increase in English language proficiency and academic achievement in the core academic subjects for English learner students. The Cambrian School District provides the following to deliver high quality, standards-aligned language instruction based on scientific research:

1. All teachers will implement state-approved English Language Arts and English Language Development curriculum.
2. Frames for Fluency is implemented as an ELD supplemental curriculum to meet the needs of English Learners in Grades TK-5 who are achieving at ELPAC levels 1 & 2.
3. Imagine Learning English software licenses, a supplemental instructional material, will be provided to classroom teachers and to students who are ELPAC 1 & 2 in grade levels K-3, ELPAC 1 & 2 in grade levels 4-5, and ELPAC 1 in grade levels 6-8.
4. All teachers are trained and will implement Guided Language Acquisition Design (GLAD) strategies.
5. All teachers in grades TK-8 will incorporate academic content area concepts into designated ELD time to increase student experience with the essential academic language.

6. A professional development plan is being provided to all credentialed teachers in Integrated/Designated ELD and the ELD standards.
7. Leveled Literacy Intervention has been purchased as a supplemental literacy intervention program and will be implemented to meet the needs of English Learners in Grades K-5 who are achieving below basic and far below basic in reading.
8. The summer school program will be provided for targeted students to extend learning opportunities.

### **English Proficiency and Academic Achievement**

#### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

School sites will not receive Title III funds directly. Resources, services, and training will be accounted for through the district office. Oversight and data review will be the responsibility of the Assistant Superintendent of Education Services in conjunction with classroom teachers, TOSAs, site principals, district cabinet members, School Board members, DELAC and the District LCAP Committee. The Cambrian School District undertakes the following monitoring process to ensure English Learners are making satisfactory progress toward interim and annual goals.

At the school sites, all EL student records (testing, copies of letters to parents, grades, etc) are kept in an English Learner folder. The folder is updated annually and accompanies the cumulative folder when the school of enrollment changes. All students, including EL students, will participate in all required elements of the Smarter Balanced Assessment Consortium. Achievement on these assessments will be used to monitor progress on the state standards. The English Language Proficiency Assessment of California (ELPAC) will be used for initial assessment. The ELPAC will be administered annually to measure EL students' progress toward English proficiency. The district and sites will transition to the administration of the English Language Proficiency Assessment for California (ELPAC) in Spring 2018.

Reclassification criteria include results from the Smarter Balanced Assessment, district benchmark assessment(s) in English Language Arts, classroom achievement, and parent input. Data from the ELPAC and the Smarter Balanced Assessment Consortium will be reported to School Site Councils, Title I meeting attendees, and ELAC; all stakeholders will have access to data through school and district accountability report cards. The principal monitors the EL student placement in classes and groupings ensures appropriate teacher authorizations, visits classrooms regularly to monitor designated and integrated ELD lesson implementation of district plans to meet the language and academic needs of the EL students.

At the district level, our Teachers on Special Assignment provide professional development and support to teachers, principals, and site-based English Learner facilitators to advance the English language development and academic achievement of English Learners. All EL student information is recorded in a district database that is accessible to individual sites and teachers to download information. The Assistant Superintendent of Ed Services holds regular meetings with site principals and Teachers on Special Assignment to discuss categorical program compliance, integrated/designated ELD, and site level plans pertaining to English Learners. The Teacher on Special Assignment visits each school at least three times annually to monitor the implementation of the English Learner programs. All site and district action item results are documented. District-wide professional development is provided to teaching staff, support staff and administrative staff in the following topics:

- Multilingual and Multicultural Responsive Teaching and Learning
- ELA/ELD Framework
- Integrated/Designated ELD
- ELD standards

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Cambrian School District is applying for Title IV funding for the 2019-20 School year. It is estimated funding will be approximately \$10,000. These funds will be used to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy for all students. As a result of the input from our 2019-20 LCAP Community Survey and the DELAC Needs Assessment Survey for 2019-20, CSD will be using the funding to support the Biliteracy Pathway Awards Program in the 2019-20 school year.

The program's goal is to encourage and support the study of languages in elementary and middle schools, schools, districts and county offices have initiated a series of acknowledgments to encourage students to begin or continue the study of a second or third language.

This program will support our efforts to help students, particularly English learners, to continue to focus on developing biliterate skills and to motivate them to strive for the Seal of Biliteracy upon graduation at the high school level. It also recognizes students for their accomplishments in two languages. The effectiveness of this program will be evaluated by a student survey and a parent survey at the end of the year. This survey measures the program criteria as well as student experience in participation. The results of this survey will also be used to establish a district plan for considering a dual language immersion program in the future.