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

School Year

2026-27

Date of Board Approval

June 18, 2026

LEA Name

Cambrian School District

CDS Code:

43693850000000

Link to the LCAP:

(optional)

https://www.cambriansd.org/departments/educational-services/local-control-accountability-plan

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

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

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program 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 the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 legislators to serve the special needs of students not covered by the general fund regular education programs. Each categorical program has its own program intent, rules, regulations, and exemplary practices. These funds are specially designed to close the achievement gap across our Nation and ensure that all students learn to their fullest potential.

The Cambrian School District has four Strategic Plan Priorities & Local Control Accountability Plan (LCAP) goals:
1. High Student Achievement: Every student has the potential for academic success and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.
2. Educator Excellence: Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.
3. Positive School Environment: An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning.
4. Strong Community Engagement: Strong connections between schools, families, and the community positively influence student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being.

Data analysis determines areas of strength, including the California School Dashboard (ELA indicator), local data, educational partner input, positive perceptions of staff, school safety, students' social-emotional needs, and family engagement activities. Data analysis also identified areas of focus, which include the following: consistent systems, practices, and expectations for pedagogy, curriculum, discipline, interventions, communication, common assessment tools, and student progress monitoring; staff to support sites; professional learning to improve instruction; and staff to address students' social-emotional concerns. Data for student groups needing learning acceleration indicate that effective professional learning is needed along with additional services to ensure all students have access to and are successful in a broad course of study.

The District developed LCAP goals, actions/services, and expenditures to build upon strengths and address areas of need. Local Control Funding Formula (LCFF) dollars provide the Base Program for all students. General District funds support the District's base/core curriculum program. Some children have special characteristics that do not reflect the general school population and 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 like 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 provide financial support to meet these special needs. LCFF Supplemental/Concentration (LCFF S/C) funds are used for Supplemental Services to meet the needs of low-income, English Learners, Foster Youth, and Homeless students. Federal funds provide Targeted Supplemental Support to specific student groups, including students at risk of not meeting the state academic standards. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCFF dollars by offering additional services, particularly for multilingual learners and those needing learning acceleration.

All CSD schools offer students with high 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 effectively utilizing 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.

Local Control Funding Formula (LCFF) Supplemental Grant and Title (I, II, III & IV) funds will be combined to provide supplemental programs, services, and resources for target and at-risk students and the above core programs for all students. In addition to site-level services, the districtwide level services, programs, and resources will include Instructional Specialists to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning principally targeted at English Learners, Socioeconomically Disadvantaged students, and Homeless & Foster Youths. The services will also include tier II supplemental targeted instruction, counseling services, supplemental instructional materials, instructional technology, parent engagement and education, 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 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 Local Control Accountability Plan (LCAP) is updated annually based on data analysis and the results of the community partner engagement process to identify and address needs. Since actions/services for all funding sources are in the LCAP, the annual review process also evaluates the effectiveness of the federal programs and new/revised actions using federal dollars to support the newly identified needs. Each site also updates the site LCAP annually to address the needs of its students. The goals included in site LCAPs are aligned with those in the District LCAP. The District includes actions/services for all funding sources, LCFF Base, LCFF Supplemental, federal dollars, and any significant grants in the District LCAP. All funds have been included because they describe how the different actions/services work together to address student needs and provide greater transparency for allocating funds. Through data analysis, several areas of need were identified: the lack of consistent systems, practices, and expectations for pedagogy, curriculum, discipline, interventions, and communication; the need for common assessments and systems to monitor student progress; staff to support sites; professional learning to improve instruction, and staff to address students' social-emotional concerns. 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; improving the overall educational program improves equity and access for targeted, at-risk, and unduplicated pupils while providing all students with an excellent program. Improving the comprehensive educational program is augmented with targeted support as described. Information in the ELA/ELD & UDL framework describes the benefit of explicit language instruction for all students to access the state standards better, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds and Title I, II, III, & IV funds are being spent on actions and services that are principally directed toward unduplicated student groups.

These services and actions include, but are not limited to, the following:

- Instructional Specialist at all sites (Full-time and part-time FTEs)
- Counseling services
- Professional development focusing on differentiated instructional strategies for at-risk students. The professional development working with English Learners, socioeconomically 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. CSD believes these strategies are effective teaching strategies that will benefit all students.
- Purchase 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 and summer school when possible.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Title I, Part A, provides formula grants to the school district, allocating most of these funds to individual Title I schools based on their number of low-income children. The eligible population for Title I, Part A includes (1) children under 21 entitled to free public education through grade 12 and (2) children not yet achieving academically at the grade level standards in reading and/or math. All Cambrian Title I schools are Targeted Assistance (TA) programs. A targeted assistance program provides additional supplemental services to low-achieving students or at risk of low- achievement. The Title I TA schools are identified based on the poverty rates from the October 1 Count Day. These poverty rates are used to establish the level of funding for each school year. The provision is addressed in the Consolidated Application Reporting System.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

The Cambrian School District conducted an Equity Gap Analysis by reviewing teachers' credentials and assignments to determine the number of ineffective, inexperienced, and/or out-of-field teachers. We ran CALPADS and DataQuest queries. The number of low-income and minority students at each site was entered into a spreadsheet and compared to the number of ineffective, inexperienced, and/or out-of-field teachers. The analysis indicated that the District has no significant disparities across sites. 0% of teachers are not appropriately assigned as of mid-year 2025-26. Inexperienced teachers are distributed across all campuses, with no campus having a significant percentage of inexperienced teachers. Low-income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers. The District will conduct an Equity Gap Analysis on an annual basis. If inequities are found, the District will engage educational partners through surveys and meetings to identify strategies to address gaps.

The Cambrian School District is committed to assuring equity for all students regardless of race or socioeconomic status. Several guidelines are followed during our hiring, placement, and tenure process to provide equal access to highly – qualified instruction and instructors. Only teachers deemed "Highly Qualified" under the ESSA guidelines are considered for employment. All of our students are assigned to heterogeneously grouped classrooms, and every effort is made to have all sub-groups represented. Since experienced teachers will inevitably retire or leave the district for other reasons, we have the following strategies and practices in place.

1. Advertising for employment opportunities on Edjoin.
2. Structured induction program during years 1 and 2.
3. Individual mentors for all new staff.
4. District-wide grade-level meetings are scheduled regularly.
5. Offer training and workshops to strengthen teachers' content knowledge and instructional strategies.
6. Continue working to align our recruitment, hiring, induction, supervision, and professional development system.
7. Continue to provide ongoing support to all staff via instructional coaches.

All teachers are expected to follow the same defined curriculum across the district. Department and site administrators, as well as teacher leaders, assist teachers with implementing the planned curriculum. Our teachers work in a team atmosphere to support and service all Title I eligible students. All current staff is highly qualified. Success will be measured by maintaining 100% highly qualified staff and a high level of teacher retention supported by a supportive observation/evaluation model.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

The District uses the LCAP educational partner engagement process at CSI/ATSI schools during site/District meetings to gather input. In addition, LCAP surveys are distributed to all educational partners in the spring. The input gathered from the surveys and during meetings is used to identify strengths and areas of need for each school and the District. Sites' results are provided to principals to use as part of the site's annual evaluation of the Site LCAPs and to make adjustments for the following academic year.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Cambrian School District upholds the premise that if families are to partner in educating their children, we must provide them the opportunities and support they need to become involved. Developing effective partnerships with families requires all school staff (administrators, teachers, and support staff) to create a safe and sound educational school environment that welcomes parents and encourages them to ask questions, voice their concerns, and participate in decision-making. Developing partnerships also requires school staff to provide parents with the information and training they need to become involved and requires the school to reach out to parents with invitations to participate in their children's learning through various activities.

The district has an active DELAC, and our schools have School Site Councils that meet once every month. Each Council comprises parents, faculty, staff, and administration. All participants are active in planning and implementing our school goals. This is also the venue for developing and revising the Parent Involvement Policy each year. The Parent Involvement Policy is reviewed, revised, and approved by the DAC/School Site Council. The policy is disseminated to all parents via the district or school website and in the newsletter. All parents/guardians are invited, and are held throughout the school year. Other opportunities include School Site Council meetings, which are held monthly, English Language Learner Advisory Committee meetings which are held four times throughout the year in which parents of English Learner students are invited and encouraged to attend, and Home & School Club meetings which are held once a month.

Per Title I regulations, our Title I utilizes a "Home-School" compact, which outlines how students, parents, and staff will share responsibility for promoting high student growth and achievement. Parents receive the compact from their child's teacher with a checklist of responsibilities that students, parents, and staff will share. Many types of parental involvement activities at our school sites will provide opportunities for participation. They include Parent-teacher conferences (Fall and Spring or by request from teacher or parent), Back to School Night, Open House/Science Fair, Home & School Club sponsored events, Project Cornerstone, Asset Building Champions Program, Positive Behavior Support & Intervention Program, Second Step Program, Habitudes and other volunteering in various capacities. The above activities and events provide positive interaction opportunities for our families within the school setting.

To match programs to the needs of our community and for the district to provide appropriate and meaningful parent involvement programs and activities for our families, the district annually assesses the needs of students, parents, and school personnel using multiple measures, which include needs assessments, questionnaires, and surveys. Notifications of events are disseminated via multiple means, including but not limited to the weekly Communicator, monthly school newsletters, school and district website, classroom newsletters, numerous event flyers, and leaflets. Primary language translation is provided for school-generated information. Translators are available upon request for conferences and meetings as needed. An annual student and parent survey includes an evaluation of the content and effectiveness of the Parental Involvement Policy. The results of the survey help schools and districts better meet the needs of our families. Parent involvement is a policy of vision and change as educational needs are identified and addressed. We invite and encourage input from both parents and staff each year.

The district and schools recognize that parents/guardians are the most influential figures in their child's life and that parental involvement is essential to their child's achievement and character. Parents/guardians and teachers must work together to provide the children with the best possible education. To facilitate that, the district and school sites shall include meaningful parent/guardian involvement strategies for instructional planning.

The district and schools shall annually review the following components of parent involvement:

1. We will identify barriers and specific strategies for increasing parents' participation through our School Site Council (SSC) and Home & School Club (HSC). These meetings are held monthly and are announced in our school newsletters. The agenda is posted in the school office.
2. We shall annually evaluate the effectiveness of various programs through our Local Control Accountability Plan (LCAP). Our school staff evaluates the plan annually and brings it to the SSC and ELAC for review and adoption. Parents/guardians can provide input during these SSC and ELAC meetings.
3. We will coordinate parental involvement in our various programs through announcements in our school newsletters, classroom newsletters, HSC meetings, specific flyers, and classroom volunteers. If any parent or guardian is interested in becoming involved, they are encouraged to contact their child's teacher or principal.

4. We will continuously communicate with parents/guardians about their child's progress. There are two formal parent-teacher conferences per year, one in the fall and one in the spring. Other communication methods include weekly work folders, Back to School Night, Open House Night results from standardized tests, and informal discussions with the teacher or principal. Parents are encouraged to contact their child's teacher if additional information is needed.
5. We will review, revise, and encourage parents/guardians to use the school-parent partnership agreement to build and enhance the home-school relationship.
6. We will involve parents in revising this policy through the SSC/ELAC meetings. Parents/Guardians' input and comments will help shape the effectiveness of this document.

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.

The Cambrian School District Title I schools operate as Targeted Assistance programs. There are no schoolwide Title I 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 whether students will participate in Title I Targeted Assistance Schools, 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 needs the most additional help. They should be invited to receive Title I 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. Like schoolwide program schools, targeted assistance schools will aim to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.

Title I funds will be used in targeted assistance schools only for programs that provide services to eligible children with the greatest need for special assistance. In consultation with the district, school staff will base the selection of eligible students on multiple educationally related objective criteria established by the district and supplemented by the school and sound professional judgment. Economically disadvantaged children, 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, among its eligible children, those in greatest need of Part A assistance.

Student progress will be measured based on the grade-level proficiency benchmarks. Students who fall below grade level proficiency will be eligible for Title I services. In addition to the universal screener, all students will use quarterly proficiency reading level benchmarks to determine eligibility. Students who fall below basic will be eligible, and a rank-order system based on a priority of highest to lowest need in conjunction with multiple other objective data sources will be used (curriculum-embedded benchmark results, Fastbridge Universal Screener for Reading and Math, and state assessments, CAASPP, in reading and math. TK-5 students below grade-level math proficiency will be eligible for supplemental reading and math support. Such results will be used to determine eligibility with other objective data sources (Kindergarten screening results, diagnostic, formative, and benchmark assessments). A rank-order system will be utilized based on the highest to lowest need priority. If eligible, middle schools will serve eligible students in grades 6-8 who score below proficient on Reading and Math state assessments in conjunction with multiple other objective data sources (Lexile scores, reading levels, etc.). A rank-order system will be utilized based on the highest to lowest need priority.

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 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 meet the academic needs of homeless students or unaccompanied youth, 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), 1112(b)(10), 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.

CSD does not use Title I, Part A funds to support early childhood education programs nor to facilitate effective transitions for students from middle grades to middle school.

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:

Cambrian School District assists students and families in transition from early childhood programs, such as preschool programs, to local elementary school programs as well as to and from middle and high schools. Strategies to assist students in transition include:

- Informing families of necessary readiness skills at kindergarten registration.
- Offering a preschool program and collaborating with kindergarten teachers regarding state standards.
- A collaborative effort between school personnel and district personnel in examining State's Standards in Pre-K and Kindergarten.
- Providing opportunities for elementary school personnel to meet with middle school personnel to discuss student transition.
- Providing opportunities for transitioning students to tour middle and high schools.
- Providing opportunities for middle school personnel to meet with high school personnel to discuss the transition from middle school to high school.
- Providing opportunities for parents to meet with guidance counselors and appropriate staff at meetings to discuss school transitions.

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:

The programs and services for gifted and talented learners in Cambrian School District are based on the belief that every child deserves the opportunity to develop his/her full potential. These programs and services for advanced learners include:

- Seek out and include students from all cultural, linguistic, and economic backgrounds.
- Develop intellect and creativity, support their interests, and guide them in building leadership skills and positive self-concept.
- Provide appropriately differentiated services and program options that meet students' academic, social, and emotional needs through cluster grouping, flexible grouping in academic subjects, extended day school programs in the visual/performing arts and science, and summer programs.
- Ensure our teachers are trained and ready to meet the challenge of teaching gifted learners in the regular classroom through a strong professional development program.
- Help parents nurture their students' gifts and talents in the home and collaborate with the school and district through general parent information site meetings throughout the year and offerings through CAG and the Santa Clara County Office of Education.

The programs and services are provided to provide differentiated opportunities for learning that are aligned with the abilities and talents of individual students, flexible/cluster grouping, develop a flexible curriculum that meets individual student needs, develop stimulating and challenging methods of study, cultivate students' abilities to think critically, experiment, and foster self-direction, independence, leadership, and creativity, to utilize skills of teachers in teaching teams as well as other resources and internal/external consultants and use on-going assessment through teacher observations, student interviews, observation surveys, running records, rubrics, quizzes, criterion-referenced tests, teacher-made tests, and standardized tests.

The above services are embedded within each grade level's curriculum. Teachers have and will continue to receive training in Direct Instruction where they do flexible grouping as part of the lesson. Students can be asked to go deeper into the subject matter being studied during this time. With the support of parent volunteers and site staff, each school site can provide additional or extended day programs, such as Math Olympiad, Odyssey of the Mind, Starting Arts, etc., as enrichment learning opportunities for all students to participate.

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Each district-wide goal is designed to improve student achievement as indicated by the student's performance on state assessments. All goals are directly aligned to improve student achievement. Most professional development will occur at grade or site levels under the district-wide professional development goals. Articulation occurs through the efforts of the District Multi-tiered System of Supports (MTSS) Committee, which creates and revises the Professional Development Plan, and through the continuous work of the Instructional Leadership Council (ILC), School MTSS Site Teams, the Grade Level Leads and the 6-8 Department Chairs. It is submitted to the Board of Education for review and approval annually.

All staff, including teachers, administrators, managers, and classified staff, have ongoing opportunities to develop cultural proficiency through professional learning. A committee of teachers, teachers' union representation, administrators, and personnel staff annually reviews the professional learning plan. Data adapted from the CSD Comprehensive Assessment Plan provide formative and summative student progress data throughout the year. Other local measures and California School Dashboard indicators are used to monitor student growth and areas for improvement. Surveys document staff feedback and growth due to professional learning opportunities. Surveys completed as part of our LCAP development process provide input on professional learning from all educational partner groups.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The plan is the product of continuous data review and analysis to address the principal goal of increasing student achievement. The MTSS and ILC aim to develop educational improvement plans to address state standards and performance on the state assessments. This data is used in professional development planning and will improve student performance. The three-year Local Control Accountability Plan is updated annually to allow mid-year adjustments depending on student performance data. The areas identified in this plan reflect the adopted district goals, the activities highlighted in the LCAP and each Site LCAP, and the Staff Professional Development Needs Assessment.

Funds are prioritized to provide comprehensive support to teachers and site leaders in the areas that align with the District's LCAP goals. Specifically, the foci will be data-driven action, targeted feedback, and cultural proficiency. The needs at all sites will be determined by analyzing the data on the California Dashboard, local data, LCAP educational partner surveys, and feedback from surveys administered after professional learning opportunities. Attention will be focused on the expressed needs of targeted sites. Title II funds will be one component of our comprehensive LCAP. The base program (LCFF) and LCFF Supplemental dollars will be supported by federal funds, including Title II funds, to align services/actions to improve student achievement. All staff will be offered professional learning opportunities, with priority given to schools eligible for CSI/ATSI. The effectiveness of expenditures will be evaluated on an ongoing basis by analyzing data from the California School Dashboard, District common assessments and other local data, and LCAP educational partner feedback.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Site-based and district-wide initiatives result from the student data analysis, the Annual Staff Professional Development Needs Assessment Survey data, and the stakeholders' input in the district LCAP and the Site School Plans. All staff are strongly encouraged to participate in an annual review of how the initiatives are being implemented at the site and district level and what additional support is needed. The findings and recommendations from these reviews are used to develop the district and each site's improvement plan for the following school year. Student achievement data on state assessments and locally developed benchmark assessments are analyzed to identify teacher professional development opportunities. Survey results from each professional development workshop/session are also considered when identifying future PD sessions. All goals, objectives, strategies, and activities are designed to support improved classroom practice that will yield improvements in student achievement.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

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. Providing professional development to classroom teachers in 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 to promote student achievement and English language development. The multilingual/multiculturally responsive instruction provided to students is supplemental to the standard district curriculum. All teachers will be GLAD (Guided Language Acquisition Design) trained to implement research-based strategies and integration that allow 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 children; to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for limited-English-proficient 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 English Learners includes ensuring that all CSD teachers are CLAD or CTEL certified and 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 English Learners. 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
- 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

Educational Services and classroom teachers will provide professional development options to allow for teacher choice. Teacher professional development programs must account for how each topic applies to EL students. Instructional Specialists will serve as a resource for teachers with expertise in ELD, SDAIE, and the ELPAC. The instructional specialists will support the implementation of integrated and designed ELD and provide additional professional development on SDAIE strategies. All teachers will receive training in the ELD components and support of the newly

adopted curriculum and supplemental materials. EL Parents will receive training to help them develop leadership skills by advising the district to enhance the achievement of ELs. Administrators, teachers, and front office staff will receive professional development that will provide additional strategies 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Actions/services are in place to address the needs of immigrant students and families. Title III funds will support 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, technology devices, education software, and word processing and computing skills. Students will also receive social-emotional support through the 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 over half the school year. These programs and services will also include additional training for students and staff and 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 SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All multilingual learners in grades TK-8 will receive Integrated English Language Development (iELD) and Designated English Language Development (dELD). The purpose of ELD is to instruct students in the acquisition of English, using both the ELD standards and grade-level content area curriculum, thereby providing all students equitable access to the curriculum.

The following training or activities are planned to increase the English proficiency of all multilingual learners:

Multilingual learners receive designated and integrated ELD from their teachers in elementary grades. Professional learning will continue to be provided to elementary teachers on the ELD standards, designated and integrated ELD, and

on evidence-based strategies to meet the needs of multilingual students. Instructional Specialists will provide ongoing professional development support. Most elementary teachers have been Project GLAD, and additional cohorts will be offered. Follow-up/refresher sessions will also be planned. At the secondary level, a cohort of teachers, ELD teachers, ELD Intervention teachers, and administrators were also trained in GLAD to support integrated ELD across the curriculum. Instructional Specialists will continue to receive support and training in ELD & GLAD to coach teachers during grade level/content area release days. This will support multilingual learners as they engage in the curriculum while thinking critically and making meaning of the content. Substitutes will be provided for release time so that teachers can attend PLC meetings to continue designing support for newcomers and update the EL Master Plan. To support newcomers with foundational English literacy skills, supplemental coursework will include materials for multilingual learners.

Secondary students at the emerging levels of English development are clustered in content area classes and are provided with support from an ELD intervention teacher. EL core content teachers receive specific professional learning on appropriate scaffolding strategies to support multilingual learners in content areas while they acquire English. ELD Intervention teachers will continue to be funded to support multilingual students at the emerging level of English language development during their school day (e.g., ELD and core classrooms). In addition, release/structured collaboration time will be provided for secondary ELD and Intervention teachers to meet regularly throughout the year with the Instructional Specialist to collaborate, share best practices, and monitor the impact on student learning.

The site and district staff monitor student progress in ELD and core content areas. Intervention and support are provided to improve English proficiency, and students' access to the content if needed. Sites are provided with a list of all potential and actual Long Term Multilingual Learners (LTELs) to assist with monitoring and targeting interventions and support to these students. LTELs in grades 6-8 are placed into ASI (Academic Support & Instruction). Strategies will be evaluated annually to identify strengths and areas for improvement. To address the needs of LTELs, secondary ELD & Intervention teachers are trained in Read180 to support their students and Step Up to Writing. Teachers will be provided with training and collaboration with site ELD teachers and will be provided with pull-put days to facilitate working as a team. All site administrators will continue participating in professional learning on the ELD standards and classroom observation protocols to ensure students are provided with the necessary support.

Families of multilingual learners are invited to participate in site English Learner Advisory Committee (ELAC) meetings, and each site elects a representative to serve on the District English Learner Advisory Committee (DELAC).

The increase in English language proficiency and academic achievement in the core academic subjects for English learner students will determine the effectiveness of the EL programs. 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. Joy School English is implemented as an ELD Supplemental curriculum focused on developing students' oral language in grade TK.
3. Frames for Fluency is implemented as an ELD supplemental curriculum to meet the needs of English Learners in Grades K-5 who are achieving ELPAC levels 1 and 2. This program is generally used for extended-day programs before or after school.
3. Imagine Learning Language & Literacy, a supplemental online, blended learning program, is provided to classroom teachers and students who are ELPAC 1 & 2 in grade levels K-3, ELPAC 1 & 2 in grades 4-5, and ELPAC 1 in grades 6-8.
4. All tenured teachers are trained and are expected to implement Guided Language Acquisition Design (GLAD) strategies throughout the instructional day.
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. Based on our annual needs assessment, we provide a professional development plan for all credentialed teachers in Integrated/Designated ELD and the ELD standards.
7. Explicit Tier 2 Phonics and Leveled Literacy Intervention are provided as supplemental literacy intervention programs for students meeting the district's high needs criteria. It will be implemented to meet the needs of English Learners in Grades K-5 who are achieving below-basic and far-below-basic reading.
8. A designated ELD course is provided for Newcomer and EL students achieving at ELPAC Levels 1 & 2.
9. Summer school will be provided for targeted students to extend learning opportunities if funds are available.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data is reviewed during the year at both site and District levels to:

- Determine if multilingual learners are making adequate progress in English acquisition and core academic classes
- Identify multilingual learners who are eligible to be reclassified Determine additional interventions or supports for MLL students who are not making adequate progress
- Monitor the progress of reclassified students

District staff provides reports and guidance to sites to assist with the process. Site administrators share and analyze data with staff and community partners. Actions/strategies and expenditures to provide interventions and support for multilingual learners are included in each site's LCAP. The District has included actions/services and expenditures for multilingual learners in the LCAP. The District and school sites can review data and monitor progress through Illuminate or similar software upon implementation. The District is implementing common assessments for ELA and math to monitor academic progress. Interim progress and performance milestones are tracked, and data is collected by elementary and secondary schools three times a year. ELPAC data is analyzed annually to determine if students meet challenging state academic standards.

School sites will not receive Title III funds directly. The district office will account for resources, services, and training. The Assistant Superintendent of Education Services will oversee and review data with classroom teachers, Instructional Specialists, 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.

All EL student records (testing, copies of letters to parents, grades, etc) are kept in an English Learner folder at the school sites. 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. These assessments' achievements will be used to monitor progress on the state standards. The English Language Proficiency Assessment of California (ELPAC) will be used for the initial assessment. The ELPAC will be administered annually to measure EL students' progress toward English proficiency.

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, and 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 instructional specialists provide professional development and support to teachers, principals, and site-based English learner facilitators to advance English language development and academic achievement among English learners. All EL student information is recorded in a district database accessible to individual sites and teachers to download information. The Assistant Superintendent of Educational Services regularly meets with site principals and

Instructional Specialists to discuss categorical program compliance, integrated/designated ELD, and site-level plans for English Learners. Instructional Specialists are assigned to each school 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
- Newcomer transition support

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A of ESSA is intended to improve student's academic achievement by increasing the capacity of the district and schools 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. The Title IV allocation grant objectives, activities, and expenditures were developed based on a needs assessment. Data were reviewed to determine strengths, areas of need, and actions/services identified to address these needs. Title IV funds will supplement the goals and actions/services of the LCAP, including supporting a Well-Rounded Education, Safe and Healthy Students, and the Effective Use of Technology. To that end, the Cambrian School District proposes the following activities to provide additional supplemental services and programs dependent on available funding for the Cambrian School District's Local Control and Accountability Plan.

Activities to support well-rounded educational opportunities for students may include, but are not limited to:

- Supporting Social-Emotional Learning and school safe school climate
- Improving and/or providing digital access for each and every student
- Providing expanded learning opportunities beyond the instructional school day

Well-Rounded Education
Social and Emotional Learning (SEL) Activities will include providing Restorative Practices workshops for staff to expand implementation across sites/classrooms. In addition, teacher leaders will be provided time to review the SEL curriculum to identify key lessons and to assist staff with implementing this curriculum. Evaluation includes analyzing the following data: the number of staff members trained in Restorative Practices; the number of discipline referrals, suspensions/expulsions, and suicide risk assessments completed on campuses; PBIS School Climate Survey data; LCAP survey data; and SEL curriculum implementation.

Safe and Healthy Students
Foster safe, healthy, supportive, and drug-free environments that support student academic achievement. Activities include enhancing site-based mental health services and counseling by supporting professional learning for school

counselors, including the Multi-Tiered System of Support. Additional professional learning opportunities provided by a team of District psychologists and school counselors will focus on relationship-building skills to reduce violence and abuse, as well as the implementation of trauma-informed practices for educators and school leaders. Parent/family engagement and partnerships will be encouraged to foster safe, healthy, supportive, and drug-free environments. Evaluation includes the analysis of the following data: the number of staff members trained in Restorative Practices and related professional learning; discipline referrals & suspensions/expulsions; drug-related incidents/issues; parent engagement opportunities; suicide risk assessments completed on campuses; PBIS School Climate Survey data; LCAP survey results; and California Dashboard indicators.

Effective Use of Technology
Increase classroom efficiency and effectiveness through expanded and strategic use of technology. Activities include increasing equitable student access to devices; utilizing a District Educational Technology team to support site Educational Technology TIMS in the integration of technology and to provide professional learning on the effective use of technology to support learning; implementing a digital, asynchronous professional learning system (Alludo, Master Teacher) to increase staff access to high-quality professional development focused on pedagogy, technology integration, and digital citizenship. Evaluation includes analysis of the following data: the number of staff members using the learning platforms; qualitative observations of pedagogical change and implementation of professional learning; the number of tech devices used by students; and survey data on pedagogy, technology usage, and learning conditions.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

NA - CSD receives an annual allocation of $10,000 for Title IV.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/