

"Exploring Infinite Possibilities for Learning"



Local Control Accountability Plan (LCAP)



CSD LCAP Advisory Committee

March 18, 2025

<https://bit.ly/3ReRVHM>

Agenda

- ❖ Welcome - 5 minutes
- ❖ Connector Activity - 10 minutes
- ❖ Overview of the Proposed 2025 CSD Local Control Accountability Plan - 45 minutes
- ❖ Break - 15 minutes
- ❖ School Site Team Breakouts - 20 minutes
- ❖ Group Activity - 50 minutes
- ❖ Next Steps - 5 minutes



Let's Connect



- ❖ Think about **one word** that represents your hopes, goals, or priorities for the students and community in the upcoming LCAP.
- ❖ Share your one word and, in one sentence, explains why they chose it.
- ❖ Example:
 - *"Equity – because each and every student should have access to resources that help them thrive."*



LCAP BACKGROUND

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Local Control Funding Formula (LCFF)

Title I, II, III, IV

Additional categorical federal funding restricted to providing supplemental programs for SED & EL

*Concentration Grant

Additional funding for each student who is an EL, SED, or FY for school district with $\geq 55\%$ UPP

Base Grant

Base funding for each student in CSD

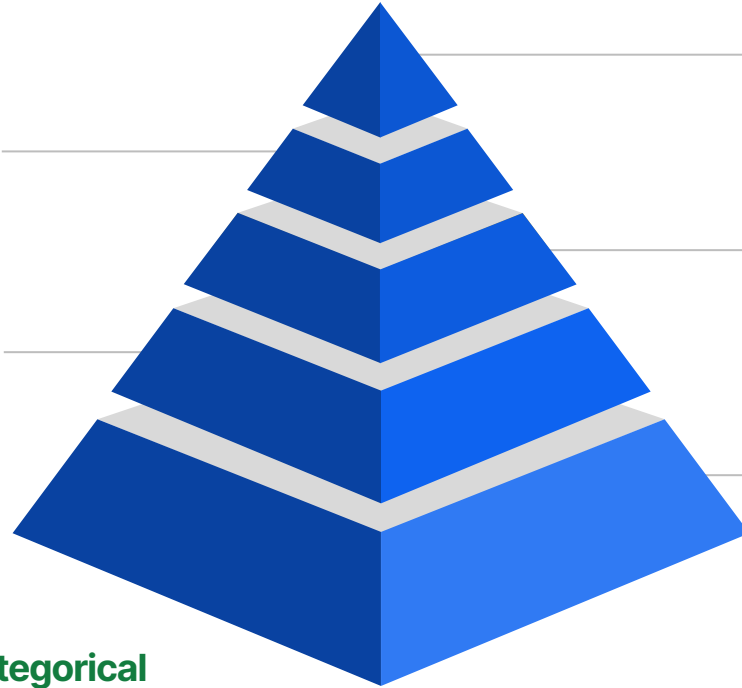
*Equity Multiplier

Provided for students at site with $\geq 70\%$ SED and Non-stability Rate of $\geq 25\%$

Supplemental Grant

Additional funding for each student who is an EL, SED, or FY (20% of Base Grant)

- Began in 2013-14
- Replaced a system of categorical state funding with minimal to no flexibility

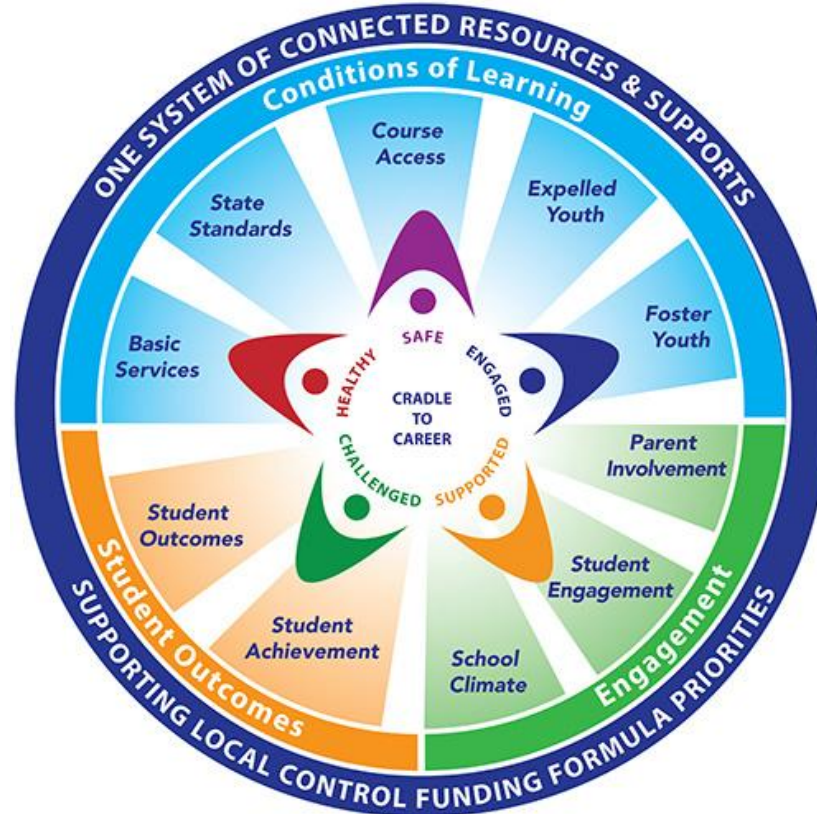


*CSD Does NOT Qualify!



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California State Priorities



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LCAP REQUIREMENTS

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Local Control and Accountability

- LCFF/LCAP is intended to support districts with closing achievement and opportunity gaps.
- Demonstrate how we are addressing the 8 state priorities for:
 - All Students
 - English Learners (EL)
 - Socio-economically Disadvantaged (SED)
 - Foster Youth (FY)
- Address student groups and/or sites identified for differentiated assistance



Additional Requirements

Demonstrate that CSD meets Increase or Improved Services requirement for Unduplicated Pupil Groups (EL, SED, & FY)

- Spend at least the amount of LCFF Supplemental funding received in 2025-26, plus any carryover from 2024-25 on
 - ◆ Direct Services to Unduplicated Pupil Groups
- OR
- ◆ Services Designed to Address the Needs of Unduplicated Pupil Groups, but are delivered on a schoolwide or districtwide basis

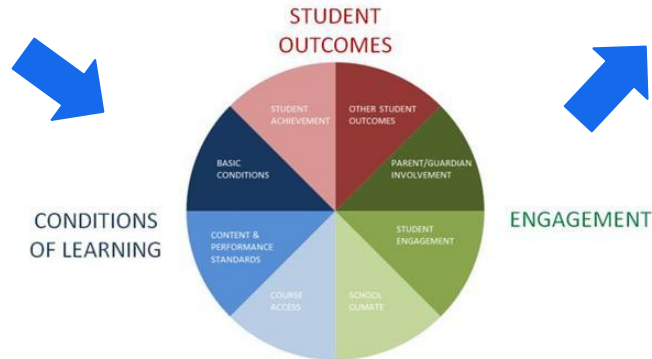


Increased or Improved Services per Supplemental Funds

- A school's unduplicated count refers to the total number of students who belong to one or more of the groups - Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth.
- Unduplicated simply means that any student in one or more of these groups would only be counted once in the calculation.
- The unduplicated pupil count is used to determine the amount of supplemental and concentration funds the school will receive under LCFF.
- To illustrate, a school of 400 students may have a total of 100 unduplicated pupils. This school has 100 students who meet one or more criteria for unduplicated pupils. Rather than add together the school's 100 students who are eligible for free/reduced lunch, its 50 English Learners, and its five foster youth, the formula counts each student just once – even those who meet more than one criteria – for a total of 100 of the 500 enrolled students, or an Unduplicated Pupil Percentage (UPP) of 25%.



Local Control Accountability Plan (LCAP)



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Budget Overview

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Budget Overview

Multi-Year Projections Budget + 2 Subsequent Fiscal years



	2024-2025 2 nd Interim	2025-2026 Projection	2026-2027 Projection
Cost of Living (COLA) LCFF + State Programs	1.07%	2.43%	3.52%
Average Daily Attendance (ADA)	3,017	2,996 (22)	2,978 (17)
CalSTRS/CalPERS/SUI	19.1%/27.05%/.05%	19.1%/27.4%/.05%	19.1%/27.5%/.05%
Federal/State Restricted	COLA	COLA	COLA
Step and Column (Certificated/Classified)	Current Staff at Actual	.75%/1.0%	1.25%/1.0%
Implemented Approved Budget Reductions	Pro-rated Custodial to Food Services (\$160K)	Balance of Budget Reductions (\$1.65M)	PG&E Savings with Solar Generation (\$170K)
Other Lease Revenue	Current	Total for Metzler A Income	Increased based on contracts/Metzler B

Budget Overview

Multi-Year Projections Combined(Rest. & Unrest.) General Fund



Description	2024-25 Second Interim	2025-26 Budget Projection	2026-27 Budget Projection
Beginning Balance	\$7,859,350	\$2,193,955	\$1,983,065
Revenues	50,631,183	52,088,862	53,736,911
Expenditures	56,296,578	52,299,752	52,695,632
Revenue/Exp. Balance	(5,665,395)	(210,890)	1,041,279
Ending Bal Unrestricted	<u>\$1,862,403</u>	<u>\$1,759,329</u>	<u>\$2,635,299</u>
Restricted	\$331,553	\$223,736	\$389,045
Min. Req. Reserve (3%)	1,688,897	1,568,993	1,580,869
\$ Above 3% Reserve	\$173,505	\$190,337	\$1,054,430
5% Reserve (BP 3100)	\$2,814,828	\$2,614,988	\$2,634,782

Budget Fiscal Stability Plan

Recommended Totals/Summary



- Consultants/Contracts: \$619,084
- Other Funds \$462,013
- Other Reductions \$ 77,500
- Reorganization/Staffing \$810,133
- Grand Total: \$1,968,730





CSD LCAP Goals

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CSD Strategic Plan

Guiding Principles

- ❖ Each student is valued and respected.
- ❖ Each student deserves access to an equitable, inclusive, and high quality education in a safe positive learning environment.
- ❖ Education is relevant to students' lives, giving them meaning, voice, and choice in their learning journey.

Successful Learner Portrait

- ❖ **Communicator:** Students will participate in activities that foster strong communication skills across multiple platforms, disciplines, and audiences.
- ❖ **Collaborator:** Students are empowered to work together effectively.
- ❖ **Problem Solver:** Students will participate in a learning environment where students develop into confident, effective critical thinkers.
- ❖ **Innovator:** Students will be inspired to introduce new ideas through creative thinking and problem solving skills that address community needs.



CSD Strategic Plan Priorities



Student Achievement: Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.



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.



Learning 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.



Community Engagement: Strong connections between schools, families, and the community are vital for student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being.



Fiscal Responsibility: Prudent financial management, efficient resource allocation, and transparent stewardship of taxpayer dollars prioritize all decision-making.

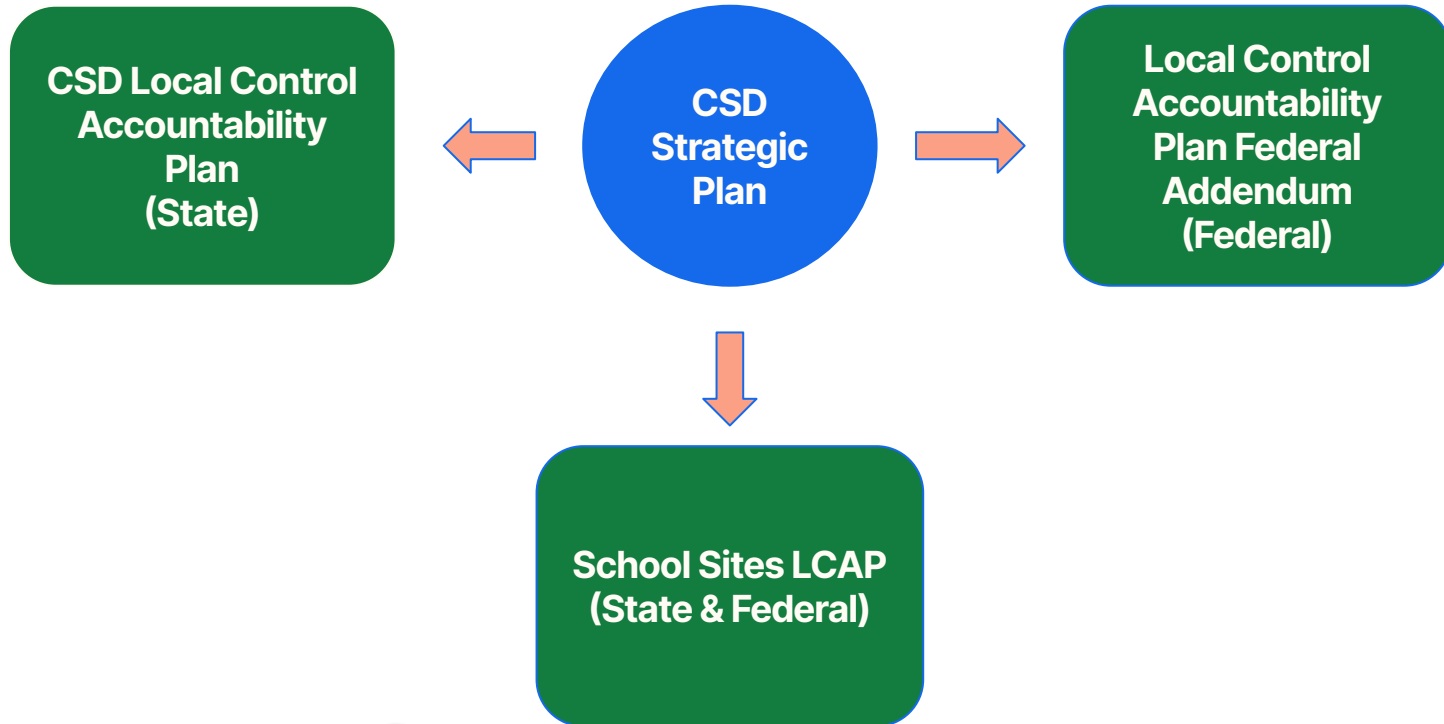


CSD Local Control Accountability Plan Goals

Goal 1	Goal 2	Goal 3	Goal 4
High Student Achievement	Educator Excellence	Positive School Environment	Strong Community Engagement
CSD Strategic Plan Priority 1	CSD Strategic Plan Priority 2	CSD Strategic Plan Priority 3	CSD Strategic Plan Priority 4
State Priorities 1, 2, 4, 7 & 8	State Priorities 1 & 2	State Priorities 1, 5 & 6	State Priorities 3 & 6
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.	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.	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.	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.



CSD Strategic Plan & LCAP Alignment



Total Enrollment

3175

English Learners

12%

**Socioeconomically
Disadvantaged**

19%

Our Student Profile

Foster Youth

<1%

**Students with
Disabilities**

13%

**Unduplicated Pupil
Percentage (UPP)**

25%



How does the Dashboard display performance?

Performance is based on two factors:

Current data on the measure

**Improvement or lack of
improvement from prior year
results**



Red



Orange



Yellow



Green



Blue

LOWEST PERFORMANCE

HIGHEST PERFORMANCE

Source: California School Dashboard



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Key Priorities/Input from our English Learner Parents & DELAC

- ❖ Implement dual immersion programs will be considered to enhance bilingual proficiency and preserve native language development.
- ❖ Establish before and after-school classes for English learners will be evaluated to provide additional support for students with limited English proficiency.
- ❖ Enhance communication between teachers and parents regarding student progress in extended classes will be prioritized to ensure parents can support their children's learning at home.
- ❖ Increase transparency and providing regular updates on the effectiveness of English learning programs will be addressed to ensure parents are informed and can reinforce learning.
- ❖ Review and improve the implementation of English learning programs to ensure they provide tangible assistance to students.
- ❖ Hire additional ELD teachers to provide additional ELD class.



Engagement Summary of the LCAP Thought Exchange Input Survey

Engagement Summary

Linh Nguyen, Cambrian School District
January 30, 2025

What current programs, resources, or supports do you believe have the most significant impact on student success in our district, and why? What areas should we focus on to ensure a more inclusive, engaging, and supportive environment for all students and families? How can we best support your priorities in these areas?

 ThoughtExchange



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Engagement Summary of the LCAP Thought Exchange Input Survey



PARTICIPATION Breakdown of Participation



217
Participants



158
Thoughts



3,414
Ratings



PARTICIPATION Breakdown of Participation

What is your primary school site or location?



210
Responses

%		Answer (Multiple select)
16%	(34)	Bagby School
20%	(43)	Fammatre School
10%	(22)	Farnham School
23%	(48)	Price Middle School
7%	(14)	Sartorette School
28%	(58)	Steindorf K-8 School
2%	(5)	District Office



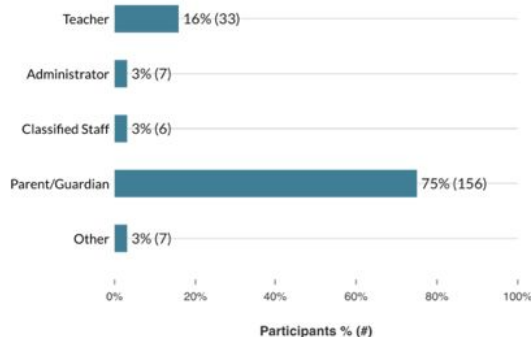
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Engagement Summary of the LCAP Thought Exchange Input Survey



PARTICIPATION Breakdown of Participation

What is your role in the district?



PARTICIPATION Breakdown of Participation

Do your student(s) participate in any of the following programs? (Select all that apply)



207
Responses

%		Answer (Multiple select)
17%	(35)	English Learner Program
32%	(67)	Free and Reduced-Price Lunch
2%	(5)	Foster Youth Program
24%	(50)	Special Education (My student has an Individualized Education Plan (IEP))
16%	(33)	504 Plan
26%	(53)	Cambrian Extended Day Program (ELOP Funded)
47%	(97)	None of the above

Key Priorities/Input from our LCAP Thought Exchange Survey

- ❖ Provide flexible opportunities for parents to discuss their concerns.
- ❖ Continue to expand on the arts and music program, particularly in middle school.
- ❖ Need for mental health education and counseling so students have access to safe spaces and support.
- ❖ Prioritize social-emotional learning programs that foster emotional well-being and resilience in students.
- ❖ Provide additional resources and interventions to provide individualized support for struggling students in reading and math
- ❖ Review and improve our breakfast and lunch offerings.
- ❖ Continue to enhance programs that build a strong, inclusive school community.



Goal 1 – High Academic Achievement

Objective: Ensure high-quality, dynamic instruction for ALL students while preparing them for college and career readiness.

Key Success Measures:

- ❖ 80% or more met or exceeded standard on the CAASPP ELA/Math for ALL students ; 60% or more for ELs, SED, SWD.
- ❖ 66% or more ELs making progress toward English language proficiency.
- ❖ Annual RFEP rate of 20%

LCAP Advisory Committee Recommended Key Actions & Services from February 11, 2025:

- ❖ Tier 1 Instruction – Strengthening core instruction ensures all students receive high-quality teaching.
- ❖ Reading & Math Tier 2 Interventions – Providing targeted academic support for struggling students.
- ❖ Supplemental Targeted Instruction & Intervention – Expanding learning opportunities through additional academic support.
- ❖ Integration of Expanded Learning Opportunities Program – Leveraging extended learning time to reinforce key skills.
- ❖ Instructional Intervention Specialists for Tier 2 – Ensuring targeted support for students needing additional interventions.



Goal 2 - Effective Leadership, Teaching, & Learning

Objective: Provide high-quality staff through recruitment, retention, and professional development.

Key Metrics:

- ❖ 100% of Teachers appropriately assigned
- ❖ 85% of teachers implementing high-quality instructional strategies based on principal walkthroughs.
- ❖ 85% of Staff agree or strongly agree that the professional development provided is an effective use of their time and relevant to improving their practices.

LCAP Advisory Committee Recommended Key Actions & Services from February 11, 2025:

- ❖ Instructional Specialists at Each Site – Offering coaching, assessment guidance, and professional development.
- ❖ Enhanced Staff Collaboration & PD – Promoting teacher training in effective instructional strategies.
- ❖ De-escalation & PBIS PD Focus – Providing training on behavior intervention strategies.
- ❖ GLAD Training for Teachers – Supporting differentiated instruction for English Learners.
- ❖ Release Time for Observation & Collaboration – Allowing teachers time to observe and learn from best practices.



Goal 3 – Positive School Climate

Objective: Create a supportive and safe learning environment.

Key Success Measures:

- ❖ 97% Average Daily Attendance
- ❖ Reduce chronic absenteeism and suspension rates among at-risk student groups
- ❖ 90% of ALL students know that “there is an adult on campus who will help them if needed.”
- ❖ 100% of ALL students feel safe at school.

LCAP Advisory Committee Recommended Key Actions & Services from February 11, 2025:

- ❖ SEL Support & Counseling Services – Expanding social-emotional learning and counseling programs.
- ❖ Comprehensive Counseling Services – Ensuring access to mental health and well-being resources.
- ❖ Enhanced General Ed Behavior Support – Providing behavior intervention to reduce disruptions.
- ❖ Structured Recess & Lunch Activities – Improving social-emotional well-being through planned activities.



Goal 4 – Strong Parent & Community Engagement

Objective: Strengthen partnerships with parents and community stakeholders.

Key Metrics:

- ❖ Increase parent survey response rates and engagement in district committees.
- ❖ 80% of parents agree or strongly agree that they “have opportunities to give input into the decision making process at school.”
- ❖ 80% of parents feel the schools and districts engages parents from diverse backgrounds “well” or “very well”

LCAP Advisory Committee Recommended Key Actions & Services from February 11, 2025:

- ❖ EL Family Involvement Events – Strengthening relationships between schools and English Learner families.
- ❖ Family Engagement & Support Specialists – Dedicated personnel to enhance family-school partnerships.
- ❖ Support for Multilingual Learners & Families – Facilitating communication for non-English-speaking families.
- ❖ Enhanced Health Services – Providing better health resources for students.



2025-26 DELAC Proposed Increased or Improved Services for UPP at Schoolwide and/or Districtwide

Goal 1	Goal 2	Goal 3	Goal 4
Daily Designated ELD Instruction using Core Adopted Curriculum Supplemental/Additional Targeted Instruction & Support • ELD Academy • Tier 2 Intervention • RAMP Up Math Supplemental ELD Instructional Materials • Imagine Learning Language & Literacy/Joy School English ELPAC Testing Instr. Specialists Coordination of Programs & Services	Staff Professional Development • Designated & Integrated ELD • GLAD • Culturally Relevant Pedagogy • Parent Engagement & Communication Instructional Coaching & Support for New Teachers Core ELD Curriculum Training & Support Supporting Professional Learning Community	Supplemental SEL Support • Counseling • Mental Health MTSS • PBIS • Restorative Practices • Equity Focus Access to Expanded Learning Opportunities Program • Band & Choir • Musical • Extended Day Outreach and Extended Services for Foster & Homeless Students	Multilingual Learner Parent Events • School Parent Information Night • Parent Workshops • Parent University Parent Involvement Opportunities • ELAC & SSC • District Committees (Focus Groups) Communication • Language Line • Program Information Pamphlet for Multilingual Learner Families







Site Team Breakout (20 minutes)

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Group Activity (40 Minutes)

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Prioritizing Needs for 2025-26

Purpose:

This interactive activity will allow committee members to review, prioritize, and provide input on the proposed LCAP goals, actions, and budget allocations through a structured discussion and decision-making process.

- ❖ Four groups – each assigned to one LCAP goal
- ❖ Each group briefly review the current four LCAP goals and their allocated budgets.
- ❖ Evaluate, prioritize, and provide feedback on proposed actions.



Materials Needed

- ❖ Printed copies of the current LCAP Goal Actions & Services & Budget
- ❖ Color Paint Markers
 - **Green** for Keep
 - **Yellow** for Consideration
 - **Red** for Eliminate
- ❖ Large poster paper for group collaboration



Group Discussion & Prioritization

Review (10 minutes)

Each group reviews their assigned goal (actions, budget, and metrics). Discuss the following questions:

- Are these the right priorities for this goal?
- Do the proposed actions align with the needs of students, families, and staff?
- Does the budget allocation reflect district priorities?

Feedback & Prioritization (10 minutes)

Place sticky notes on the poster paper:

- Green = KEEP
- Yellow = CONSIDER
- Red = ELIMINATE

Prepare to Share (5 minutes):

Each group prepares a quick summary:

- 1 action they strongly support
- 1 action they suggest modifying
- Any budget reallocation recommendations



Gallery Walk & Whole Group Reflection

❖ Gallery Walk (10 minutes)

- Groups rotate around the room to review feedback from other groups.
- Add additional sticky notes (keep, consideration, or eliminate).

❖ Whole Group Reflection (10-15 minutes)

- Summarizes key insights from each goal.
- Discuss next steps for refining the LCAP based on the feedback.



2025-26 LCAP Next Steps

- ❖ School Site 2025-26 LCAP Board Presentations
 - April 1 (2 Sites); April 15 (2 Sites); May 1 (2 Sites)
- ❖ CSD LCAP Advisory Committee Final Review - April 22, 2025
- ❖ Proposed 2025-26 CSD LCAP & Budget Overview
 - Public Hearing at Board Meeting - June 3, 2025
- ❖ Approval of the 2025-26 CSD LCAP & Budget
 - Public Board Meeting - June 17, 2025
- ❖ Board Approved CSD LCAP & Budget Submitted to SCCOE - June 30, 2025
- ❖ SCCOE Final Approval Notification to District - September 2025

