



CSD LCAP Advisory Committee

January 13, 2026
12:30 - 3:00

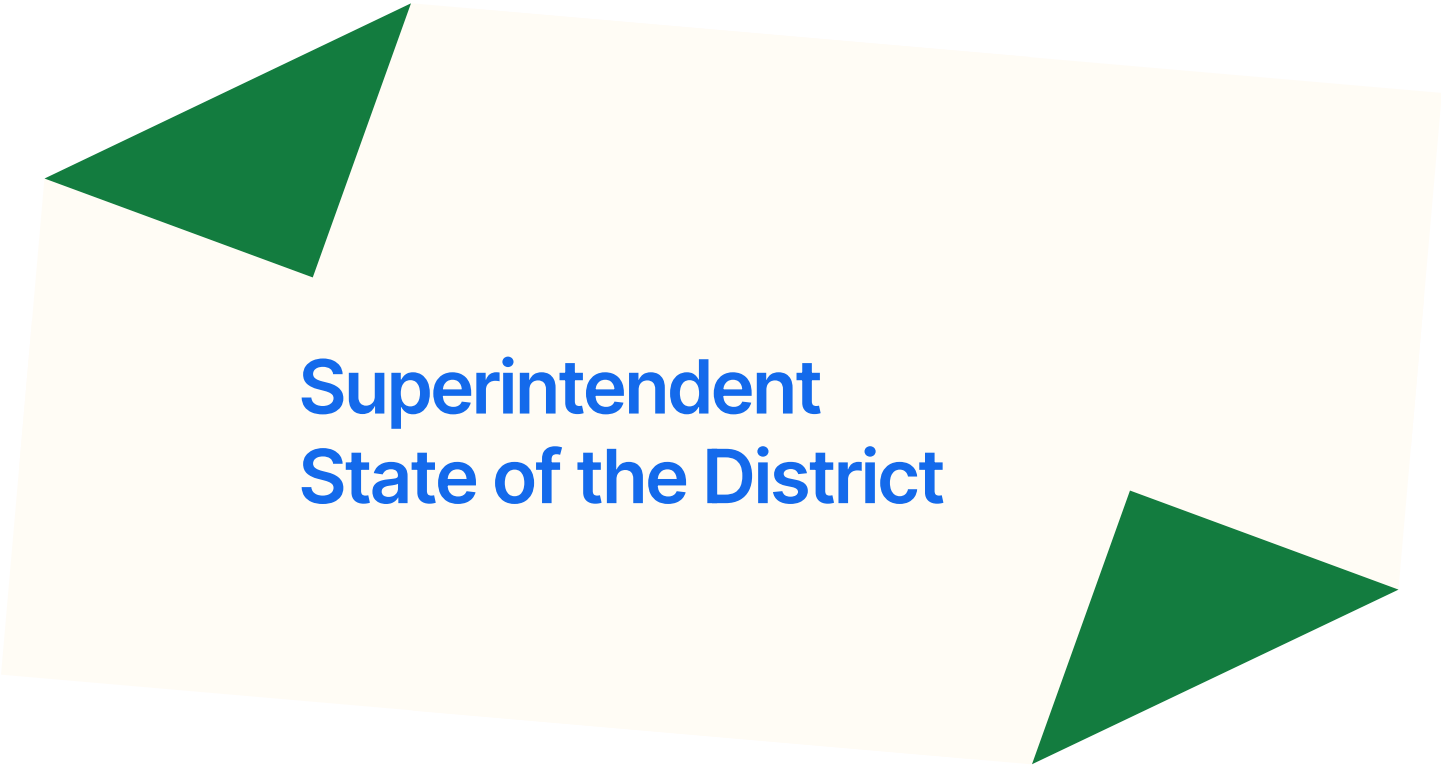
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"Exploring Infinite Possibilities for Learning"

Overview

- ❖ Welcome & Introductions - 10 minutes
- ❖ Superintendent State of the District - 10 minutes
- ❖ Overview of the 2025-26 LCAP & Mid-Year Update - 30 minutes
- ❖ Learning Recovery Emergency Block Grant Update - 10 minutes
- ❖ 2026-27 LCAP Development Timeline - 10 minutes
- ❖ Break - 10 minutes
- ❖ Collaborative Input Session - 60 minutes
- ❖ Closing - 10 minutes



Superintendent State of the District

What is the Local Control and Accountability Plan?



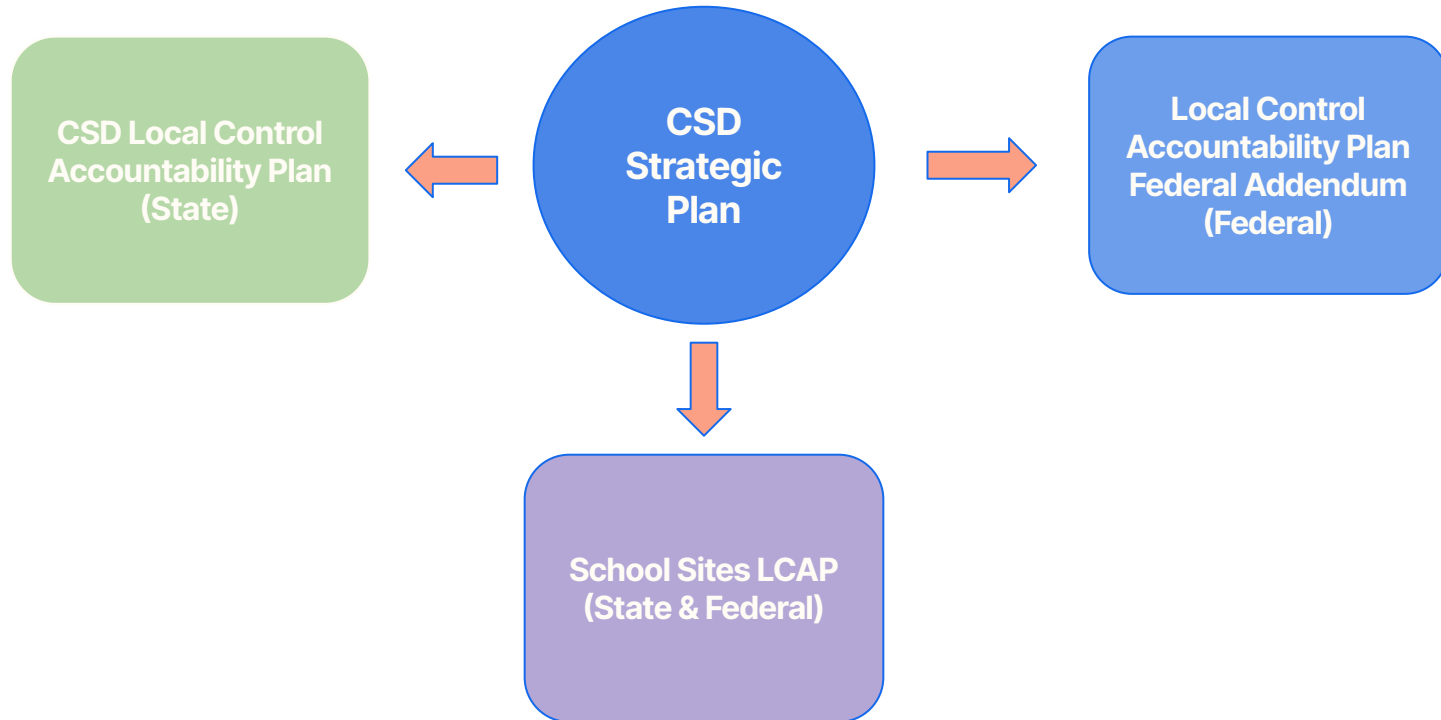
- ❖ The LCAP, or Local Control and Accountability Plan, is a key document in California's education system.
- ❖ It's a three-year plan, updated annually, that outlines how school districts will use their Local Control Funding Formula (LCFF) funding to improve student outcomes.
- ❖ The LCAP must address state priorities, including student achievement, school climate, and parent engagement, and also allows districts to add their own local priorities.

The LCAP Key Purposes

- ❖ LCAP/LCFF 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



CSD Strategic Plan & LCAP Alignment



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.

Portrait of a Graduate

- ❖ **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.

2025-26 CSD LCAP Goals (Year 2 of a 3 Year Plan)

Goal 1	Goal 2	Goal 3	Goal 4
High Student Achievement	Educator Excellence	Positive School Environment	Strong Community Engagement
Strategic Plan Priority 1	Strategic Plan Priority 2	Strategic Plan Priority 3	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.

2025-26 LCAP Goal 1 Proposed Actions & Services

Key Actions & Services:

- **Supplemental Instruction & Interventions** (1.1): Academic support and ELD extended day programs for students not meeting standards. (\$670,120) - *Implemented*
- **Digital Learning Resources** (1.2): Tools like Imagine Learning and Joy School English to support language development and personalized learning. (\$140,000) - *Fully Implemented*
- **Sustaining Core Curriculum** (1.3): Continued investment in state-aligned curriculum including NGSS and revised ELA/ELD. (\$268,560) - *Fully Implemented*
- **Expanded Learning (ELO-P)** (1.4): Free enrichment, after-school programs, and summer learning for UPP students. (\$933,000) - *Fully Implemented*
- **Instructional Specialists** (1.5): Coaching and targeted support for teachers and students across all sites. (\$765,134) - *Partially Implemented & Modified*
- **Visual & Performing Arts** (1.8): Expansion of art programs using Prop 28 funding. (\$365,287) - *Fully Implemented*
- **PE & TK Expansion** (1.9 & 1.11): Added paraeducators for PE and additional TK classrooms for early learning access. (\$41,805 (PE)), (\$168,967 (TK)) - *Fully Implemented*
- **Assessment & MTSS Support** (1.10): Tools for data-driven instruction and intervention planning. (\$100,000) - *Partially Implemented*
- **Equity-Focused Strategies** (1.12 & 1.13): Addressing disproportionality and maintaining master schedule for interventions at Price Middle School. (\$108,575 (1.12)), (\$120,000 (1.13)) - *Fully Implemented*

Estimated Total Investment: \$3,682,378

2025-26 LCAP Goal 2 Proposed Actions & Services

Key Actions & Services:

- **Ongoing Staff Training & PD** (2.1): Learning opportunities in classroom instruction, data use, equity, SEL, restorative practices, and more. (\$141,093) - *Partially implemented and Modified*
- **Professional Learning Communities (PLCs)** (2.2): Dedicated collaboration time for staff to improve instruction and student outcomes. (\$30,000) - *Modified*
- **New Staff Support & Onboarding** (2.3): Orientation, coaching, and prep time for new teachers and staff. (\$30,000) - *Implemented*
- **Online & Site-Based PD** (2.4): Alludo platform and Technology Innovation Mentorship to promote tech integration and teacher leadership. (\$33,050) - *Fully Implemented*
- **Equitable ESSA Services for Private Schools** (2.5): Ongoing participation support for private school staff under Title II. (\$5,000) - *In Progress*
- **Targeted PD for UPP Support** (2.6): Focused training on culturally responsive teaching, trauma-informed care, and family partnerships. (\$81,500) - *Partially implemented and Modified*

Estimated Total Investment: \$348,643

2025-26 LCAP Goal 3 Proposed Actions & Services

Key Actions & Services:

- **Mental Health & Counseling Services** (3.2): Ongoing support for all students, especially unduplicated groups. (\$422,000) - *Fully implemented*
- **Support for Foster & Homeless Youth** (3.4): Tailored resources including meals, transportation, tech, tutoring. (\$20,000) - *Partially implemented*
- **Health Services Expansion** (3.5): School nurse and trained health clerks funded by El Camino Grant. (\$155,059) - *Fully implemented*
- **Behavior Specialist & PBIS Support** (3.6): Direct behavior support, data-informed planning, and staff training. (\$98,000) - *Fully Implemented*
- **Attendance & Engagement Specialist** (3.8): Targeted family support and interventions to improve attendance. (\$59,087) - *Fully implemented*
- **Structured Recess Activities** (3.9): Site-based social-emotional supports during recess/lunch. (\$30,000) - *Fully implemented*
- **Coordinator of Student Support Services** (3.10): Districtwide leadership for MTSS, PBIS, SST, engagement, and compliance. (\$240,000) - *Fully implemented*

Estimated Total Investment: \$1,024,146

2025-26 LCAP Goal 4 Proposed Actions & Services

Key Actions & Services:

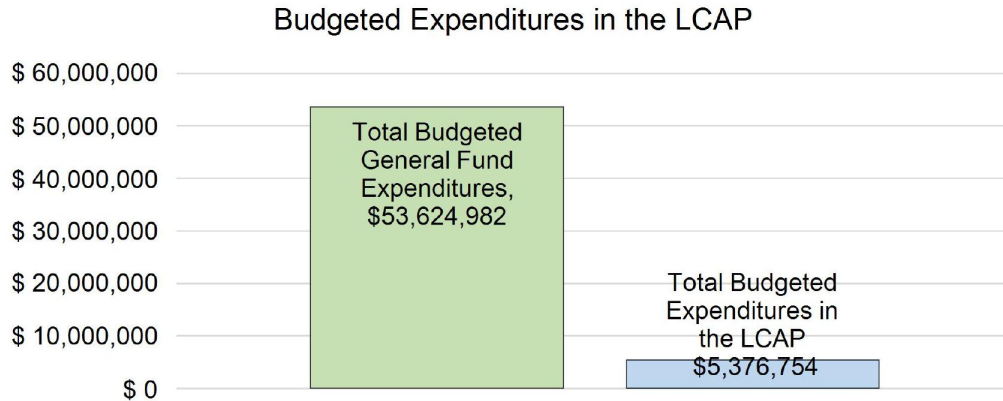
- **Parent & Community Education** (4.1): Site/district-level committees and workshops in partnership with community organizations. (\$28,500) - *Partially implemented*
- **Family Engagement & Support Specialist** (4.2): 0.5 FTE focused on enrollment, parent participation, and EL family involvement. (\$59,087) - *Fully implemented*
- **Language Access & EL Parent Education** (4.3): Translation/interpreting services and workshops for English Learner families. (\$110,000) - *Partially implemented*
- **Digital Engagement Tools Transition** (4.4): Replacing Thought Exchange with Google tools for cost-effective stakeholder input. (\$0 - Refer to the CSD Technology Plan) - *Fully implemented*
- **Communications & Engagement Coordinator** (4.5): 0.5 FTE role supporting districtwide communication, engagement, and grant-writing. (\$124,000) - *Fully implemented*

Estimated Total Investment: \$321,587

2025-26 LCAP Estimated Budget by Goal

LCAP Goal	Key Focus Area(s)	Estimated Investment
Goal 1: High Student Achievement	Curriculum, instruction, interventions, enrichment	\$3,682,378
Goal 2: Educator Excellence	Professional development, PLCs, coaching	\$348,643
Goal 3: Positive School Environment	Mental health, counseling, behavior support, attendance	\$1,024,146
Goal 4: Strong Community Engagement	Parent education, communication, translation services	\$321,587
Total Estimated Budget		\$5,376,754

2025-26 CSD LCFF Budget Overview for Parents



CSD plans to spend **\$53,624,982** for the **2025-26** school year. Of that amount, **\$5,376,754** is **included** to actions/services in the LCAP, and **\$48,248,228** is **not** included in the LCAP.

The budgeted expenditures **not** included in the LCAP will be used for general operating expenditures, encompassing the expenditures not included in this plan. This would include:

- Administrative, Certified, and Classified salaries and benefits for staffing,
- Special Education programs,
- Supplemental instructional materials,
- General supplies,
- Technology and utilities,
- Maintenance, and custodial needs.

Learning Recovery Emergency Block Grant Update

Provides funding to county offices of education, school districts, and charter schools to be used for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.

Funds shall be spent for allowable purposes, including, but not limited to, extended learning time, accelerating progress to close learning gaps and integrated pupil supports. LEAs are required to develop a needs assessment regarding the use and expenditure of funds received. Funds must be included in the Local Control Accountability Plan, or annual update to the plan, for the period of July 1, 2025, to June 30, 2028.

CSD Needs Assessment

The district's needs assessment shows that unduplicated pupils (including English learners, socioeconomically disadvantaged students, and foster youth) and students with disabilities face persistent achievement gaps in ELA and math and higher-than-average chronic absenteeism, particularly noted in the 2023 and 2024 California School Dashboard results. The LREBG funds are dedicated exclusively to Action 1.5 and are not spread across multiple actions. Within this action, the embedded services represent a cohesive, equity-driven strategy to improve academic outcomes and engagement for unduplicated students and students with disabilities.

Use of LREBG Funds in the 2025–26 LCAP

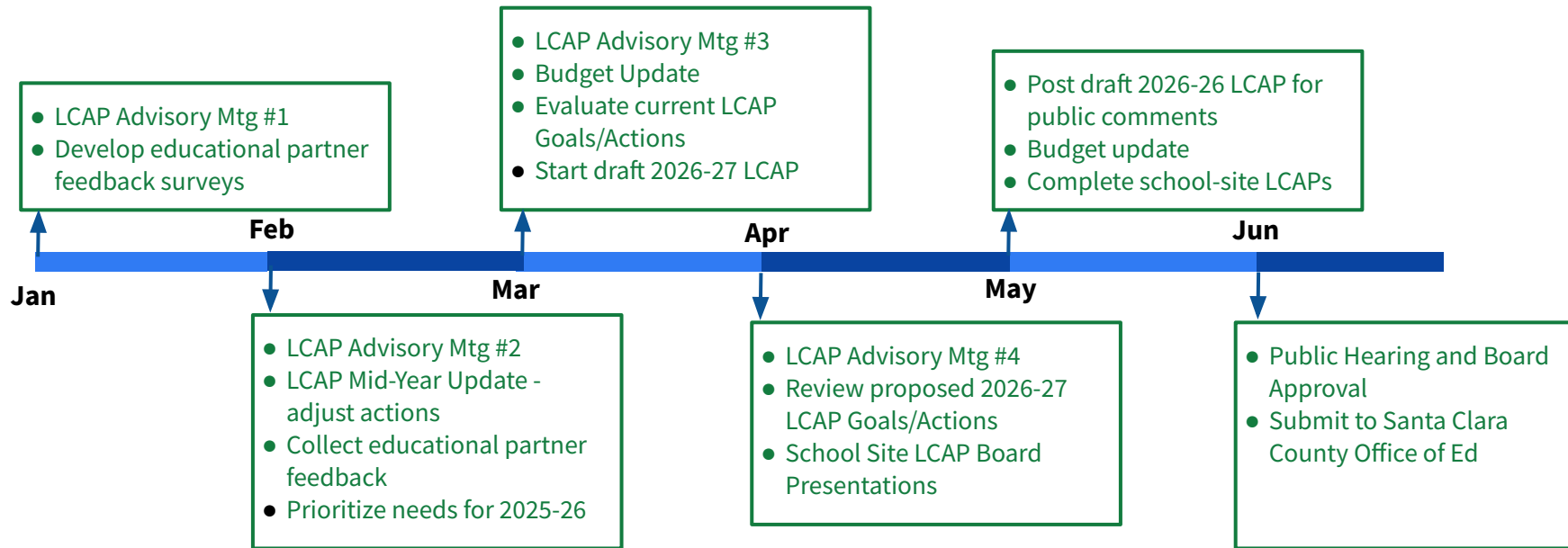
These funds are embedded explicitly in Action 1.5: Provision of Instructional Specialists. The district will continue to allocate 5.5 Full-Time Equivalent (FTE) Instructional Specialists across all school sites to support student achievement and staff capacity. Of the total 5.5 FTEs, 2.5 FTEs will be funded through the remaining LREBG funds. This action aligns with the LREBG's allowable uses by providing targeted instructional, coaching, and intervention support to underserved student groups. The 2.5 FTEs funded by LREBG will:

- Serve as instructional coaches to enhance teacher effectiveness.
- Provide guidance and training for instructional support specialists to improve Tier II & Tier III services.
- Deliver English Language Development (ELD) content and professional learning.
- Coordinate and implement site-based intervention programs and extended learning opportunities.
- Support data analysis to identify learning gaps and guide instructional decisions.

These activities are designed to address systemic barriers that high needs student populations face directly.

Due to the district current fiscal challenges, the district reassigned 2.0 FTE IS back to the classroom, and recommitting the allocated LREBG funds and deferring the fund balance to the 2026-27 school year.

2026-27 LCAP Development Timeline



Committee Collaborative Input Session

Objective:

Obtain feedback on the current 2025-26 LCAP actions and services to inform updates to actions and services for the 2026-27 LCAP

Keep/Change/Remove Process

What are we doing?

- Getting into **5 groups** (2 groups for Goal 1, one group each for Goals 2-4)
- **Reviewing** actions/services
- **Recommending** any changes to actions/services
- **Prioritizing** actions services
- **Gallery walk** to provide feedback on other groups' Keep/Change/Remove Lists

Groups

- **Group 1: Goal #1**
 - Admin: Linh, Michael, Andrea
- **Group 2: Goal #1**
 - Admin: Matt, Trisha, Emily
- **Group 3: Goal #2**
 - Admin: Natalie, Sam, Amy
- **Group 4: Goal #3**
 - Admin: Maggie, Julie, Debbie
- **Group 5: Goal #4**
 - Admin: Kristi, Margaret, Chrissy

Keep/Change/Remove Process (2)

How are we going to do it?

1. Get in mixed groups of 5. (Cabinet and principals in each group to facilitate)
2. Use your *Note Taking Guide* to complete steps a-c.
 - a. For each action/service, decide if the it should be kept as is, changed, or removed.
 - b. Assign a priority, 1-3, to the action/service with 1 being higher priority and 3 being lower priority.
 - c. Provide a rationale/description for your choice.
3. Use the chart paper and "Action/Service" paper strips to create a chart
4. Gallery walk with sticky notes for feedback.

Note Taking Guide

Action/Service	Priority (1,2,3)	Keep/ Change/ Remove /Add ☐	Rationale/Description
Instructional Specialists: Coaching and targeted support for teachers and students across all sites.			
Visual & Performing Arts: Expansion of art programs using Prop 28 funding.			
PE & TK Expansion: Added paraeducators for PE and additional TK classrooms for early learning access.			
Assessment & MTSS Support: Tools for data-driven instruction and intervention planning.			
Equity-Focused Strategies: Addressing disproportionality and maintaining master schedule for interventions at Price Middle School.			

Keep/Change/Remove Process (3)

Gallery Walk Directions

1. Visit other groups' charts
2. Use sticky notes to:
 - a. ask questions,
 - b. disagree/agree,
 - c. make suggestions



2025-26 CSD LCAP Advisory Committee Meetings

Meetings 12:30-3pm

- ~~❑ January 13, 2026~~
- ❑ February 10, 2026
- ❑ March 24, 2026
- ❑ April 28, 2026

Feedback Form

<https://bit.ly/3L005Ey>

