



**Open Seating
- Sit wherever
you like!**

CSD LCAP Advisory Committee

March 24, 2026
12:30 - 3:00



<https://bit.ly/4cJAknr>

"Exploring Infinite Possibilities for Learning"

Agenda

- ❖ Welcome
- ❖ Would You Rather...
- ❖ LCAP Overview
- ❖ Budget Update
- ❖ Where Are We In The Process?
- ❖ Community Feedback/Data
- ❖ Top 4 Activity
- ❖ Do It With Dots
- ❖ Closing - 10 minutes

WOULD YOU RATHER?

Would you rather have a pause button for real life but no rewind, or a rewind button but no pause?

"Would You Rather..."

Would you rather...

1. Grab your "Would you rather..." question
2. Find a partner... answer each others' question.
3. After one minute, find a new partner

WOULD YOU RATHER?

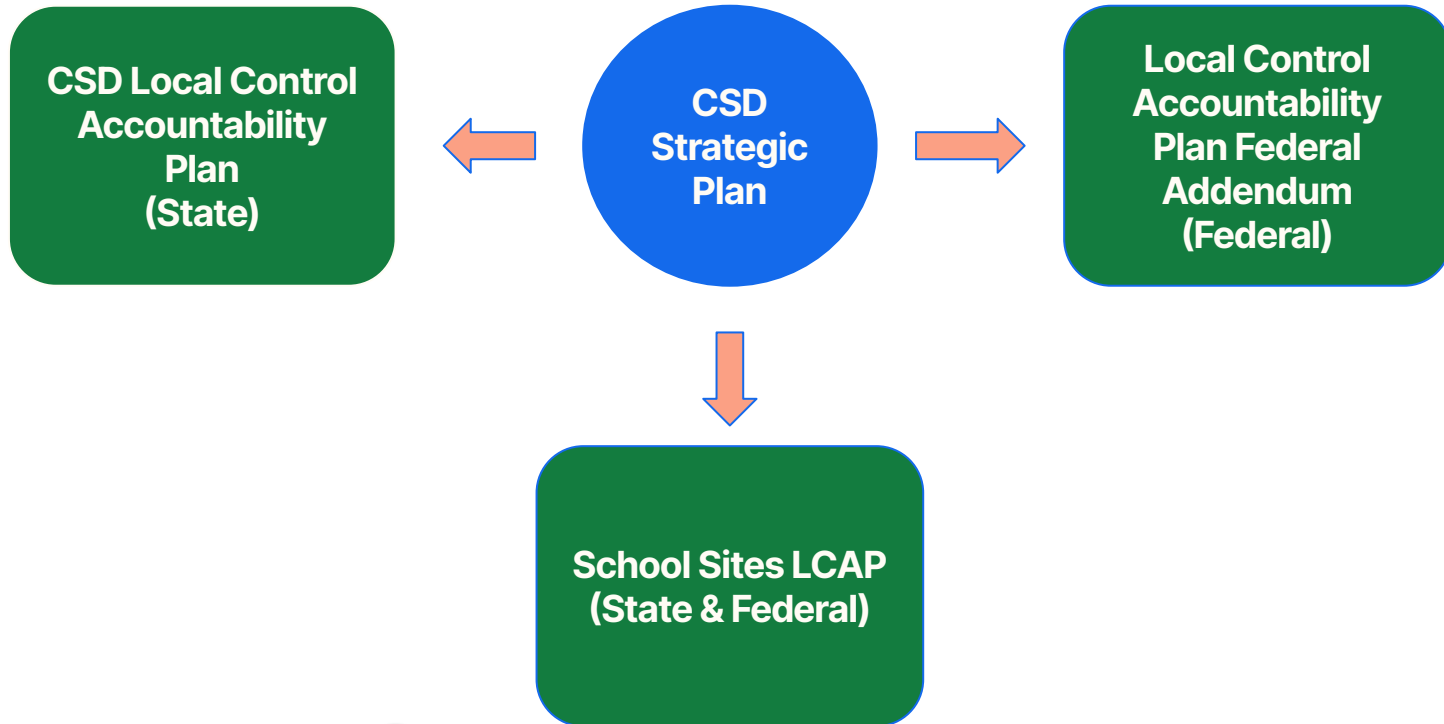
Would you rather have a pause button for real life but no rewind, or a rewind button but no pause?

1. Would you rather have a robot assistant that completes every task perfectly but narrates every step out loud in excruciating detail, or a very enthusiastic golden retriever who tries its best but eats at least one important document per week?
2. Would you rather only be able to communicate with your child/students through interpretive dance, or only through Post-it notes?
3. Would you rather have a foghorn go off every time you say "because I said so," or a confetti cannon go off every time you say "good job"?
4. Would you rather carpool with 5 kids who won't stop singing the same song, or sit in traffic alone for 2 hours?
5. Would you rather have a principal/parent who communicates exclusively in GIFs, or one who only speaks in rhymes?
6. Would you rather show up to school/pickup in full clown makeup with no explanation, or wear your pajamas every day for a month?
7. Would you rather have every school announcement read in a dramatic movie trailer voice, or sung as an opera?
8. Would you rather sneeze glitter every time a kid says "but whyyyyy," or hiccup every time you check your email?
9. Would you rather have Gordon Ramsay critique the school lunch menu live, or have him sit in on a parent-teacher conference?
10. Would you rather all school forms be 47 pages long but only need to be filled out once a year, or one page long but required every single Monday?
11. Would you rather have a tiny marching band follow your kid to school every morning, or have a dramatic movie score play every time you open a school newsletter?



LCAP Overview

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.

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.



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)

8 State Priorities

1. Basic Services
2. Implementation of State Standards
3. Parent Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes



CSD Local Control Accountability Plan Goals

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



Total Enrollment

3146

English Learners

12%

**Socioeconomically
Disadvantaged**

16%

Our Student Profile

Foster Youth

<1%

**Students with
Disabilities**

12%

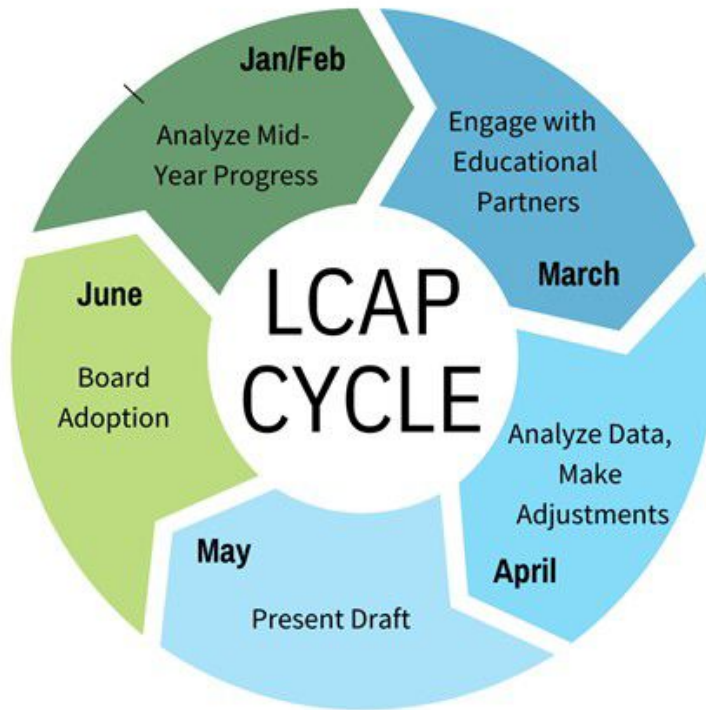
**Unduplicated Pupil
Percentage (UPP)**

24%



Budget Update

Where Are We In The LCAP Process?





Community Feedback/Data

LCAP Committee “What If…”



Common trends across parents, principals, and staff

1. **“More adults where it matters most” (capacity + staffing)**

All three groups prioritized adding **more human support on campuses**—either through classroom support (especially early grades) or through additional site-level roles that increase the adults available to students. Parents and staff explicitly elevate **K–3 support staff/aides and/or smaller class sizes** as high-leverage investments.

2. **Stronger academic systems (intervention + instructional support)**

The high-priority actions tend to target **core teaching and targeted intervention** (math/ELA supports, instructional expertise, and earlier identification/support). Staff emphasize expanded interventions and early supports for high-risk K–2 students.

3. **Whole-child supports that protect learning time (behavior/SEL/wellness)**

All three groups include actions aimed at improving the conditions for learning through **behavior/SEL/mental**

health/wellness supports4) **Added leadership capacity (VPs) to improve climate and systems**

DELAC EL Needs Assessment Feedback



1. **Overall satisfaction is strong**, especially around perceived English growth: most families report their child's English has improved and feel support is adequate.
2. **Clarity and transparency are the biggest consistent need:**
 - Many families are only “somewhat” clear on *how support happens during the day* and on *reclassification criteria*.
3. **Families want practical “how to help at home” support**, especially:
 - Reading at home, writing at home, homework help
4. **Communication preferences are very clear:**
 - **Email** is the #1 method, with **text messaging** as a major secondary channel.
5. **Belonging and inclusion matter:**
 - Most feel welcomed, but a small group does not—and open-ended notes include inclusion and cultural/linguistic affirmation.

LCAP Family Survey Feedback



1. **Classroom instruction and teacher quality** are the most frequently cited district strength across all groups
2. **Bullying prevention and student behavior management** is the single most prominent area of concern. Over 108 responses (25% of those answering the safety improvement question) specifically mention bullying, making it the dominant safety theme across all groups.
3. **SED families** are distinctly less satisfied overall. SED families are asking for more and are less likely to say things are fine as they are.
4. **Enrichment opportunities, after-school programs, and extended care** emerged as the highest-volume academic improvement request across the general population, with SED families especially emphasizing after-school support and childcare access.
5. **EL families** prioritize intervention support and language development. They request more tutoring, homework help, and small-group English practice.
6. **SPED families** value their IEP and special education services highly but want more intervention support, enrichment access, and more frequent reassessment of learning needs.
7. **Communication** appears as both a strength and the top improvement area. Families appreciate school communications but want more frequent, specific academic progress updates, especially at the middle school level.

LCAP Staff Survey Feedback



- **Intervention and MTSS systems are the top academic strength** (47.8%), followed by curriculum and materials (38.2%) and collaboration time (33.8%).
- **Staffing is the most pervasive concern across the survey.** It emerged as a top-3 improvement need in every domain: academics (29.3%), safety (30.5%), diverse needs (20.0%), and family engagement (11.5%). Staff are requesting more aides, paraprofessionals, behavior support staff, supervision personnel, and administrative support.
- **Student behavior and discipline is the dominant concern for meeting diverse student needs** (28.7%) and a major safety concern (25.5%).
- **Professional development:** While PD and coaching were recognized as a strength for diverse needs (25.6%), staff want PD that is more practical, more differentiated by role, and balanced with collaboration time.
- **Communication and translation are recognized family engagement strengths** (55.1% and 33.8%), but staff want better systems and more resources to engage hard-to-reach families.

Data: Mid-Year LCAP Update



Strengths

1. Long-term English Learner (LTEL) reduction has already surpassed the end-of-cycle target,
2. Fastbridge math benchmarks are trending upward,
3. PBIS implementation is reducing office referrals,
4. Average daily attendance exceeds targets,

Areas for Improvement

1. English Learner and socioeconomically disadvantaged student outcomes are impacted across multiple indicators.
2. EL progress toward English proficiency (ELPI) has reversed at four of six school sites,
3. GLAD instructional implementation has dropped,
4. EL suspension rates are rising,
5. EL chronic absenteeism gains are reversing

Top 4 Activity

Rank Our Top 4 LCAP Priorities

Write your #1 - #4 priorities in the boxes below

1

#1 Priority

Most important

Write priority here: _____

2

#2 Priority

Second most important

Write priority here: _____

3

#3 Priority

Third most important

Write priority here: _____

4

#4 Priority

Fourth most important

Write priority here: _____

LCAP Stakeholder Engagement • Priority Setting Activity

Top 4 Activity: Part 1

1. Get in groups of 5
2. Each person reviews data for one survey
3. Share out
4. Determine your "Top 4" priorities.
5. Create your poster.

Rank Our Top 4 LCAP Priorities

Write your #1 – #4 priorities in the boxes below

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#1 Priority

Most important
Write priority here: _____

2

#2 Priority

Second most important
Write priority here: _____

3

#3 Priority

Third most important
Write priority here: _____

4

#4 Priority

Fourth most important
Write priority here: _____

LCAP Stakeholder Engagement • Priority Setting Activity

Poster Must Have

- Four priorities that should be addressed next year.
- **Rationale** for why these are important.

Top 4 Activity: Part 2

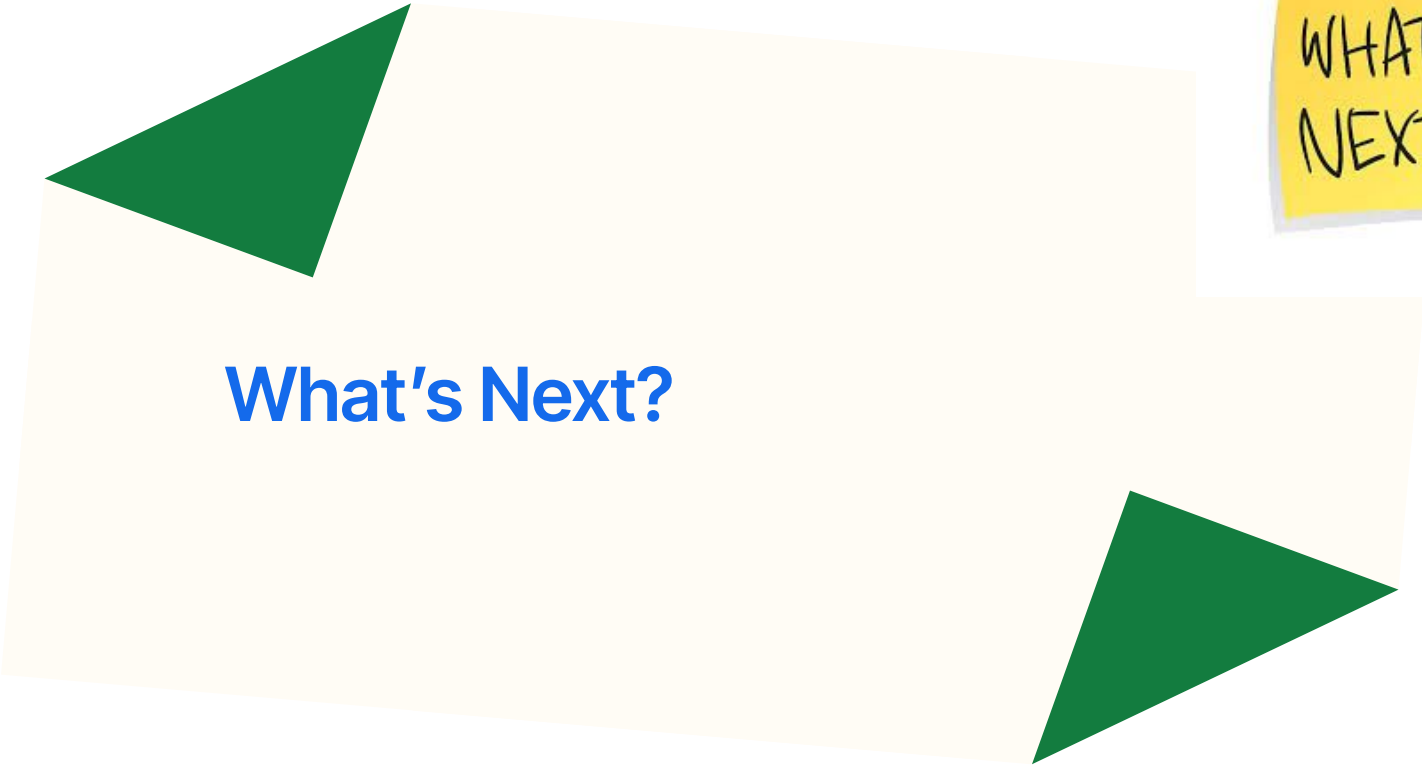
Rank Our Top 4 LCAP Priorities

Write your #1 - #4 priorities in the boxes below

1 #1 Priority Most important Write priority here: _____	2 #2 Priority Second most important Write priority here: _____
3 #3 Priority Third most important Write priority here: _____	4 #4 Priority Fourth most important Write priority here: _____

LCAP Stakeholder Engagement • Priority Setting Activity

1. You get 8 dots
2. Walk the room - review other team prioritizations
3. Distribute your dots on the priorities you think are most important
4. Debrief



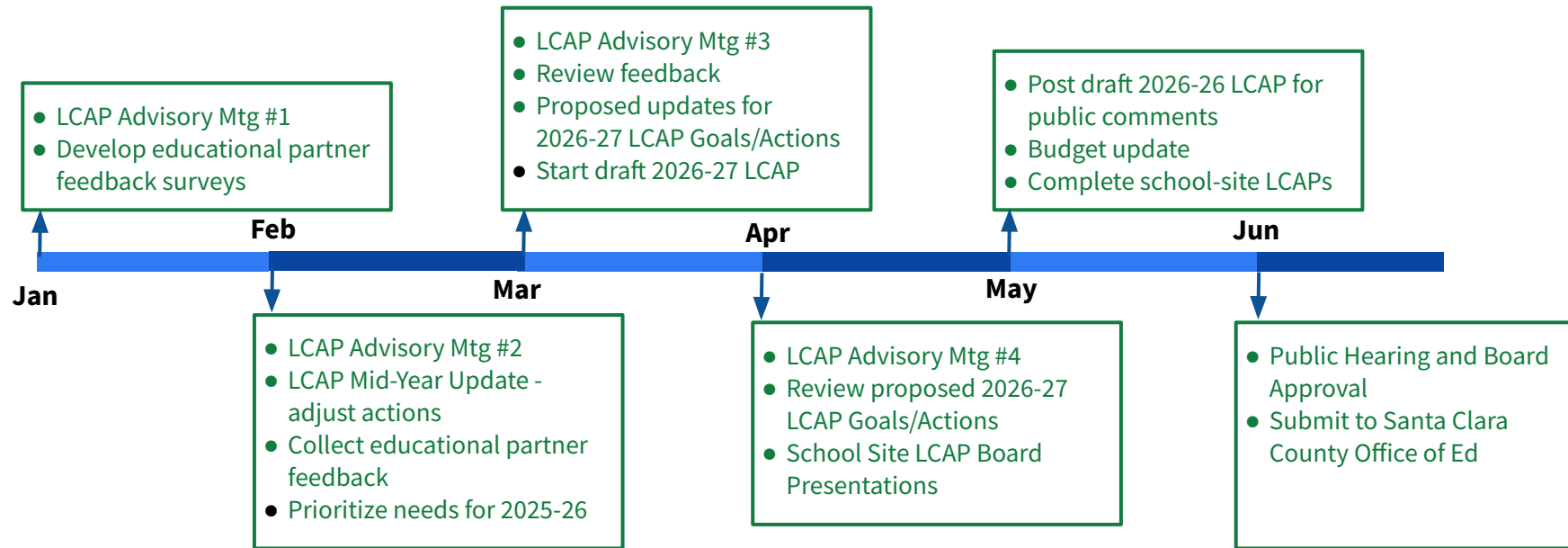
What's Next?



WHAT'S
NEXT?

2026-27 LCAP Development Timeline

WHAT'S
NEXT?



Next Steps



- ❖ School Site 2026-27 LCAP Board Presentations
 - April 21 (1 Sites); May 7 (2 Sites); May 21 (2 Sites)
- ❖ CSD LCAP Advisory Committee Final Review - April 28, 2026
- ❖ Proposed 2026-27 CSD LCAP & Budget Overview
 - Public Hearing at Board Meeting - June 2, 2026
- ❖ Approval of the 2026-27 CSD LCAP & Budget
 - Public Board Meeting - June 16, 2026
- ❖ Board Approved CSD LCAP & Budget Submitted to SCCOE - June 30, 2026
- ❖ SCCOE Final Approval Notification to District - September 2026

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://forms.gle/BkFx3uTbCZNd3tHPA>

