District English Learner Advisory Committee (DELAC)

March 26, 2026 · Educational Services

"Exploring Infinite Possibilities for Learning"

bit.ly/4dEUdMK

Today's Agenda

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Welcome

Community Norms

Respect All Voices

Honor diverse perspectives and experiences

Stay Engaged and Focused

Maintain attention and active participation

Assume Positive Intent

Approach discussions with openness

Confidentiality and Transparency

Balance privacy with open communication

Commit to Equity and Inclusion

Ensure fairness for all learners



Summative ELPAC Update & Reclassification Criteria

Summative ELPAC Testing

	Grade Level									
School	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
Bagby Elementary School	19	10	11	10	10	8				**68**
Fammatre Elementary School	12	9	9	8	15	11				**64**
Farnham Elementary School	8	22	10	8	8	15				**71**
Ida Price Middle School							24	28	30	**82**
Sartorette Elementary School	13	6	8	7	8	5				**47**
Steindorf STEAM School	12	4	4	3	5	5	2	4	1	**40**
Grand Total	**64**	**51**	**42**	**36**	**46**	**44**	**26**	**32**	**31**	**372**

English Learner Identification

1. Parent enrolls child and fills out the *Home Language Survey*
   A. Which language did the student learn when he/she began to talk?
   B. What language does the student most frequently use at home?
   C. What language does the parents most frequently use when speaking to the student?
   D. What language is most often spoken by the adults at home?

A language other than *English* is chosen for A, B, or C

2. The *Initial ELPAC* is administered to the child to determine level of English proficiency.

Student scores a 3

3. Student is classified as *Initial Fluent English Proficient* and is not eligible for ELD Program services.

Student scores a 1 or a 2.

3. Student is classified as an *English Learner (EL)*
- student is eligible for ELD Program services
- student takes the Summative ELPAC annually as part of progress monitoring.

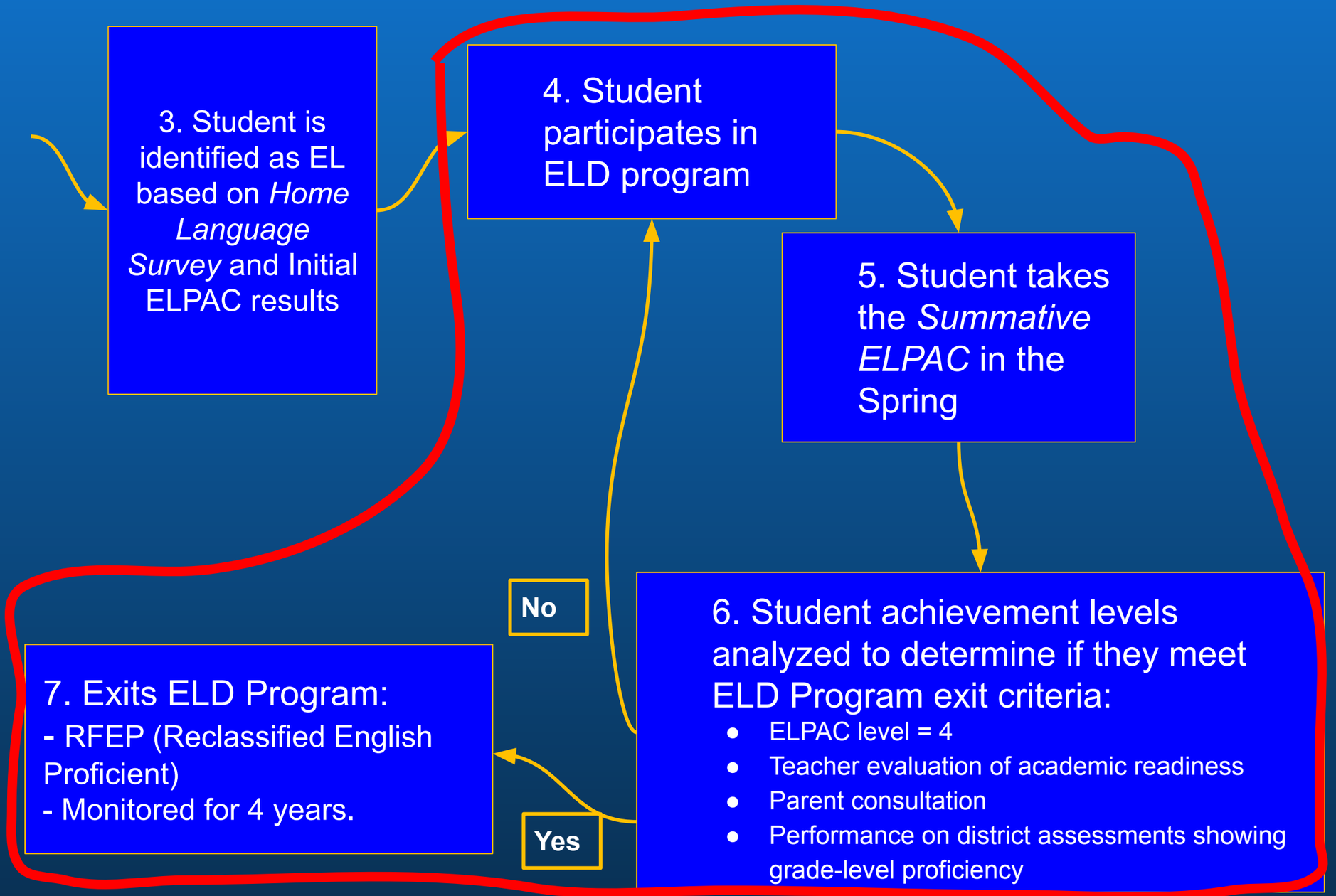


Initial English Language Proficiency Assessment for California (ELPAC)

Four Domains
1. Speaking
2. Listening
3. Writing
4. Reading

Three Achievement Levels
1 - Novice English Learner
2 - Intermediate English Learner
3 - Initial Fluent English Proficient

English Learner Progress Monitoring



ELPAC

Summative English Language Prociency Assessment for California (ELPAC)

Four Domains

1. Speaking
2. Listening
3. Writing
4. Reading

Four Achievement Levels

1 - Beginning to Develop
2 - Somewhat Developed
3 - Moderately Developed
2 - Well Developed



Review: Feedback and Data to Inform Next Year's LCAP

Feedback for 2026-27 LCAP



Feedback We Have Received

- English Learner Needs Assessment
- LCAP Family Survey
- LCAP Staff Survey
- LCAP Committee “What If” Activity
- LCAP MidYear Update (Data)

Pending

- School Climate Survey from Students and Parents

Question: What common themes do we see across this feedback?

Review Process

1

Get into break out groups.

2

Read the summaries for each area of feedback.

3

Identify common themes for improvement.

4

Return to whole group

Feedback

- English Learner Needs Assessment
- LCAP Family Survey
- LCAP Staff Survey
- LCAP Committee “What If” Activity
- LCAP MidYear Update (Data)

5

Each group shares out.

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 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**

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

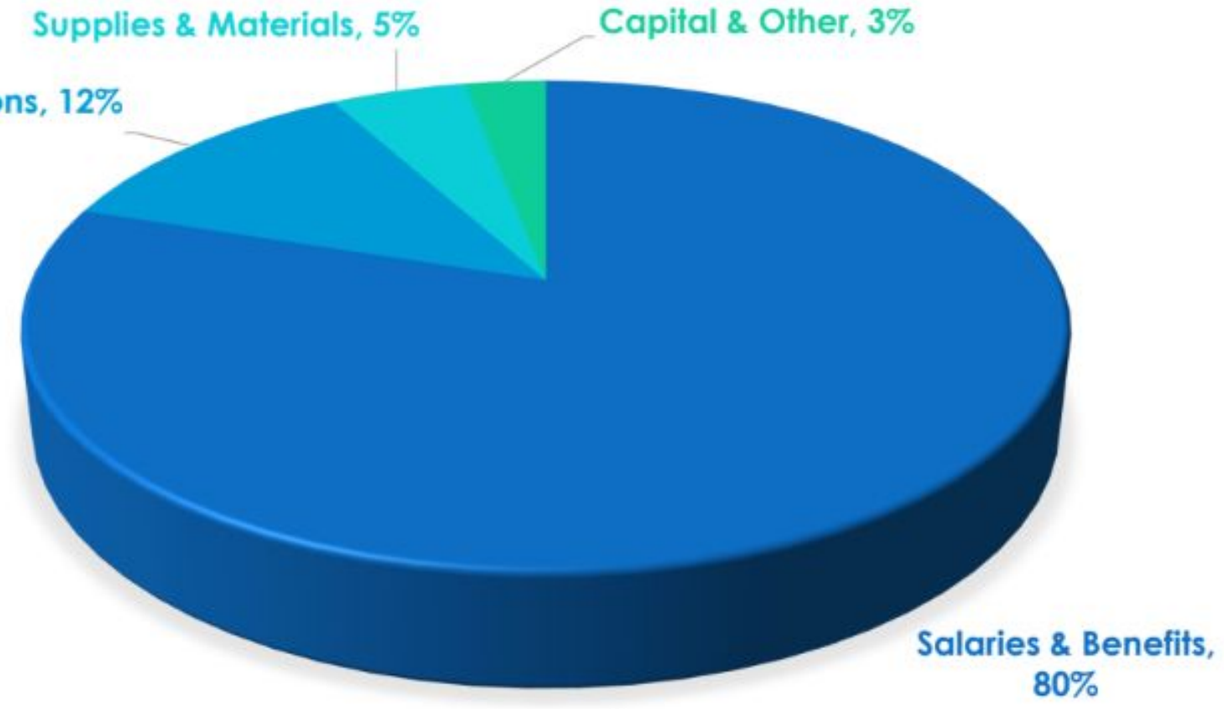


Projected Funding for 2026-27

Supplemental Funds for
English Learners,
Socio-Economically Disadvantaged,
Foster/Homeless Youth

Major Spending Categories

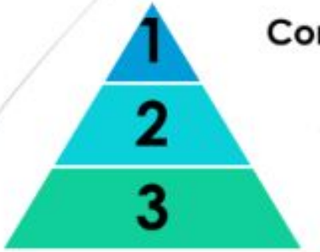
In most California school districts, spending falls into several major categories. While every district is unique, these patterns are consistent across the state. Understanding where dollars go helps explain why budgets look the way they do and why certain costs can't easily be reduced.



"Exploring Infinite Possibilities for Learning"

Understanding LCFF:

California's Main Funding Formula



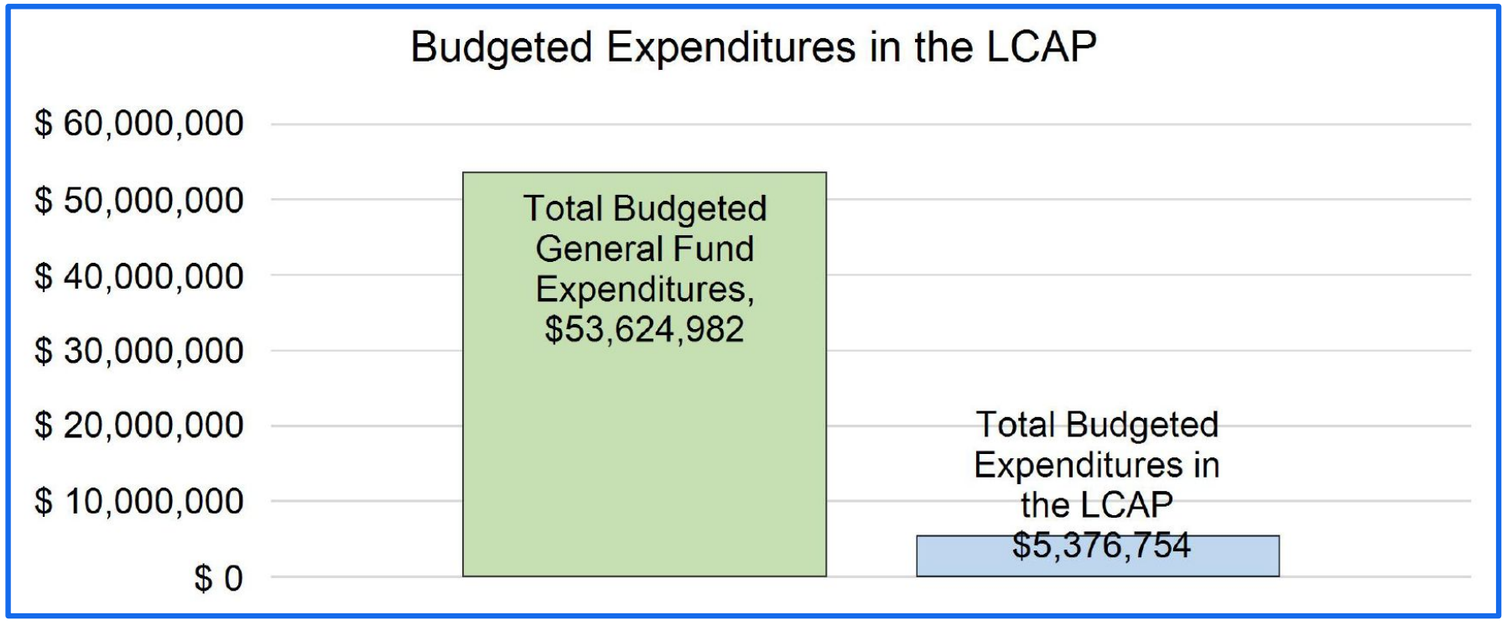
Concentration Grant - Extra funding when high-need students exceed 55%

Supplemental Grant – Additional 20% for each high-need student

Base Grant – Foundation funding for every students (varies by grade)

The Three LCFF Parts Explained		
Base Grant	**Supplemental Grant**	**Concentration Grant**
Every student generates base funding, though the amount varies by grade span. Elementary, middle, and high school students have different base rates because their educational costs differ	Districts receive an additional 20% of the base grant for each student who is an English learner, from a low-income family, or in foster care. This helps meet their additional needs.	When these high-need students make up more than 55% of enrollment, districts receive additional concentration funding to address the significant challenges of serving many students with extra needs.
Why You Might Hear "ADA": Funding is connected to student attendance, often discussed as ADA—average daily attendance. That's one reason districts watch enrollment and attendance trends so closely. Every day of attendance matters for funding.		

Budget Overview for Parents



CSD plans to spend **$53,624,982** for the **2025-26** school year. Of that amount, **$5,376,754** is **tied** 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.

2026-27 LCFF Supplemental Fund Projected Allocation



UP = Unduplicated Pupils

These are students who fall into one or more of the following groups:

- English Learner
- Foster Youth
- Low Income

District-wide services include:

- Instructional Specialists
- Counselors
- Translation Services
- Language support platforms such as Imagine Learning
- Student support services

School	Total # of Students	UP #	School Percent	Total District UP Count	UP %	LCFF Projected Allocation 2026-27
Bagby	577	131	22.70%	740	17.70%	**$113,951**
Fammatre	484	133	27.48%	740	17.97%	**$115,690**
Farnham	370	137	37.03%	740	18.51%	**$119,170**
Price MS	918	201	21.90%	740	27.16%	**$174,840**
*Sartorette	287	81	28.22%	740	10.95%	**$70,458**
Steindorf K-8	487	57	11.70%	740	7.70%	**$49,582**
Districtwide Services	**3123**	**740**	**23.70%**	**740**	**100.00%**	**$990,000**
					Total	**$1,633,691.00**

***Note:** Sartorette's share of supplemental funds will be redistributed once we have a more definitive count in the Fall.
Fammatre, Farnham, & Bagby should expect to receive additional supplemental funds in the Fall based on your UPP count, so you plan for that in your site LCAP.

School Consolidation Questions?

Next Steps



- School Site 2025-26 LCAP Board Presentations
  - April 21 (1 Sites); May 7 (2 Sites); May 21 (2 Sites)
- CSD LCAP Advisory Committee Final Review - April 28, 2026
- DELAC LCAP Draft Review - April 30, 2026
- Proposed 2025-26 CSD LCAP & Budget Overview
  - Public Hearing at Board Meeting - June 2, 2026
- Approval of the 2025-26 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

CSD Multilingual Learner Program

Information for Parents

Program Goals

The Cambrian School District's Multilingual Learner Program helps students quickly become proficient in English using effective teaching methods, a proven curriculum, and extra practice time.

Our Mission

To ensure that all English learners have the opportunity to achieve English language proficiency as quickly as possible through high-quality instruction and academic support.

Measurable Success

Increasing the percentage of ELs who meet or exceed state standards on English language proficiency assessments.

Upcoming DELAC Meetings

- ~~November 14, 2025~~
- ~~January 22, 2026~~
- ~~March 26, 2026~~
- April 30, 2026

Thank you for your time and contributions!

