



"Exploring Infinite Possibilities for Learning"

Local Control Accountability Plan (LCAP)



CSD LCAP Advisory Committee
April 28, 2026
<https://bit.ly/3OWx9PG>

Agenda

-
- Welcome to Meeting #4!
 - Would You Rather...
 - Educational Partner Feedback and Data Summary
 - Proposed Changes to 2026-27 LCAP Actions & Services
 - Committee Feedback on Changes



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...

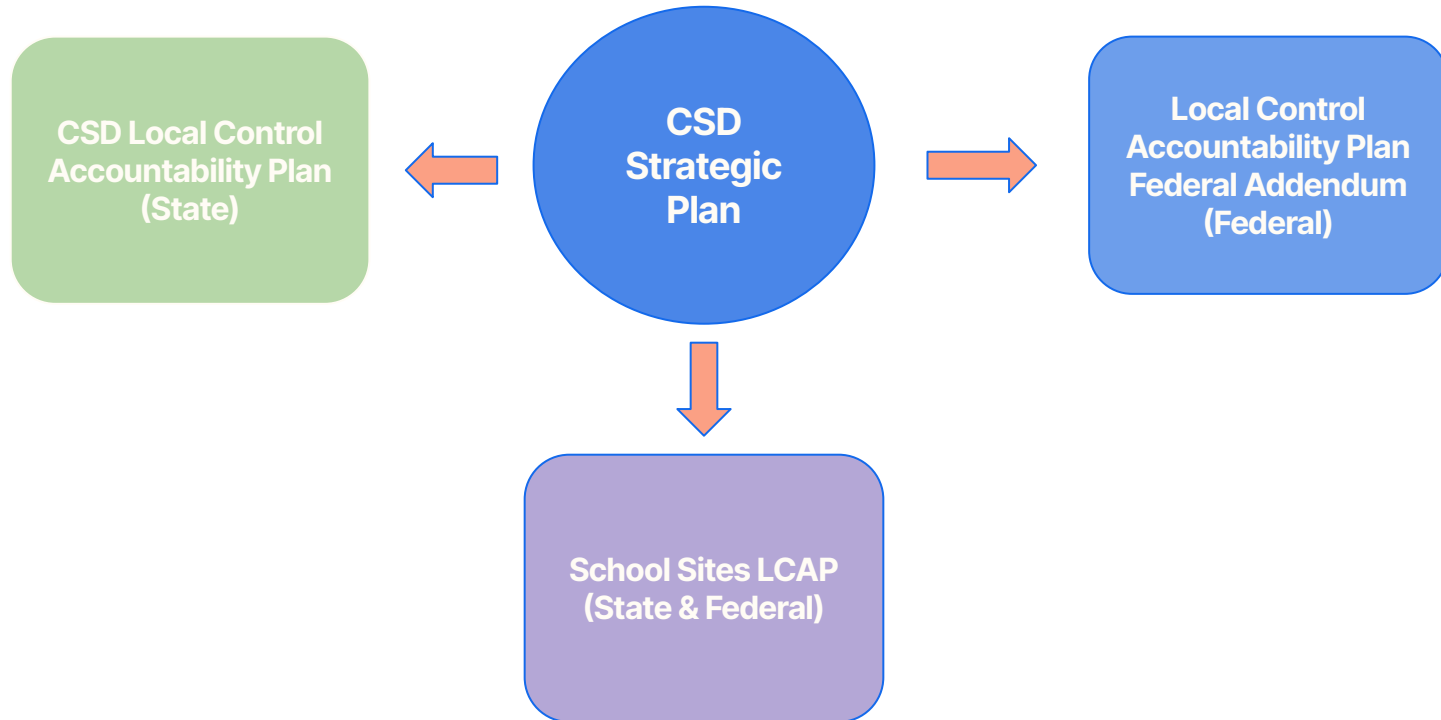
1. Grab your "Would you rather..." question
2. Find a partner... answer each others' question.
3. After one minute, find a new partner

WOULD YOU RATHER?

Would you rather be forced to play dodgeball with middle schoolers or explain the copy machine to a room full of adults?

1. Would you rather have to survive one full recess on the monkey bars or one full committee meeting sitting crisscross applesauce?
2. Would you rather be forced to play dodgeball with middle schoolers or explain the copy machine to a room full of adults?
3. Would you rather always be stuck as the kickball referee or always be the last one picked because you're "great at encouraging others"?
4. Would you rather give a serious LCAP update from the top of the slide or while being slowly spun on the merry-go-round?
5. Would you rather win every game of tag but pull a hamstring every time or lose every game but look incredibly athletic doing it?
6. Would you rather spend the whole playground duty breaking up student arguments or dealing with adult misunderstandings about agenda items?
7. Would you rather have to cross the blacktop only by hopping like a bunny or only by pretending the lava is real?
8. Would you rather eat cafeteria pizza every day for a month or drink only tiny paper cups of lukewarm apple juice?

CSD Strategic Plan & LCAP Alignment



2026-27 CSD LCAP Goals (Year 3 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.

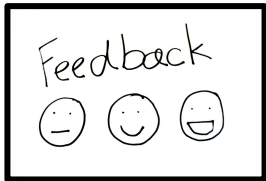
Feedback



Educational Partner Feedback and Data Summary

Directions:

1. Read the next 5 slides
2. Discuss with your team
3. Note any questions, surprises, etc. to share with the group.
4. Consider themes that you see throughout the feedback.



Themes - Parent/Community Voice

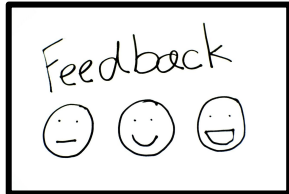
Strengths

- Families feel welcomed and communication is generally strong.
- Staff relationships with families are a major strength.
- Many families see strong direct support for student learning.
- Students benefit from supportive, connected school environments.
- Family engagement opportunities are visible and valued.

Challenges

- Parents want a stronger voice and clearer support for advocacy.
- Communication needs to be more consistent, streamlined, and targeted. Families asked for clearer teacher communication at middle school level.
- Families want stronger academic support such as more support in math and reading, stronger interventions, more tutoring/homework help.
- Behavior, bullying prevention, and belonging need continued attention.

Themes - Multilingual Families



Strengths

- Families generally feel their children are making progress in English.
- Families see strong teacher and staff support.
- Vocabulary, reading, speaking, and overall confidence are improving.
- Families feel welcomed and comfortable engaging with schools.
- Most families believe students are receiving enough support.
- ELPAC communication is a relative strength.
- Families feel students' home language and identity are valued.

Challenges

- Families asked for more detail about what support their child is receiving, where the child is struggling, and how progress is being monitored so they can reinforce learning at home.
- Families want more help supporting learning at home.
- Families want stronger understanding of EL systems and pathways.
- Although communication was often described positively, some families asked for more timely communication, more direct updates from teachers, and clearer explanations of what the EL program is actually doing for their child.
- Comments asked for parent-child workshops, more chances for parents to participate, and better guidance on how families can help make language development "faster and more fun."

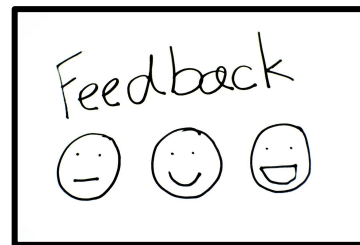
Themes - Student Voice

Strengths

- Students feel the school wants them to succeed — highest rated item district-wide, indicating strong belief in teacher investment and school support.
- Teachers treat students with respect — reflecting positive teacher-student relationships across schools.
- Access to a trusted adult — students feel there is an adult at school who will help them if needed
- Strong sense of clear behavioral expectations.

Challenges

- Classroom behavior disruptions — "Students in my class behave so that teachers can teach" was the lowest rated item across the entire district, suggesting classroom management is a consistent challenge.
- Peer relationships — "Students treat each other well", indicating peer interactions are an area of concern and aligns with bullying concerns raised in parent surveys.
- Recognition of good behavior — "Good behavior is noticed at my school", suggesting students don't consistently feel positive behavior is acknowledged.



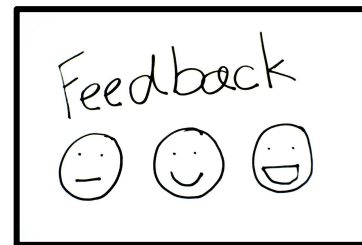
Themes - Staff Voice

Strengths

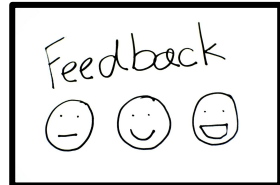
- Staff value the caring, welcoming culture at schools.
- Family communication and engagement structures are a strength.
- Grade-level collaboration, individual planning time, and opportunities to work with colleagues were among the most repeated strengths
- Staff repeatedly named specialists, intervention teams, counselors, psychologists, RSP/SpEd teams, instructional specialists, and MTSS/reading supports as helpful and effective.
- Academic programs and resources are supporting student learning.
- Inclusion and student well-being efforts are appreciated.

Challenges

- The most common concern was the need for stronger behavior support, more consistent consequences, better crisis response, more SEL support, and clearer systems for students with significant behavior needs.
- Staff want more staffing and intervention support.
- Staff clearly value collaboration time, but many also said they need more of it, especially to plan instruction, review data, coordinate supports, and meet the needs of diverse learners.
- Staff frequently asked for stronger systems and resources for special education, inclusion, multilingual learners, intervention, and differentiation in general education classrooms.
- Some academic supports should be strengthened or added.



Themes - Data



Strengths

- District results improved in ELA, math, and science, with gains also showing in several subgroup measures. Fastbridge aMath also showed steady growth overall.
- Some targeted supports for English learners are showing progress.
- School climate foundations are strong. Student survey results also improved for feeling safe at school and having an adult who will help.
- Average daily attendance increased to 96%.
- Family engagement and outreach improved significantly. E.g. having input in decision-making, feeling informed, and feeling schools engage families from diverse backgrounds.

Challenges

- Reading was mostly flat overall and declined for English Learners, socio-economically disadvantaged students, and students with disabilities.
- English learner outcomes remain uneven across measures. Even with some gains, EL progress is inconsistent with progress declines at multiple schools.
- English Learner performance in some academic measures remains low compared with districtwide performance.
- While some climate measures improved, major office referrals increased, and chronic absenteeism, though improved from baseline, remains elevated for key groups.
- Districtwide EL parent-night structures were not held in the same way in recent years, and attendance remains low



Proposed Updates to 2026-27 LCAP Actions & Services

This is year 3 of a 3 year plan. Expect minor updates to formal actions and services.

Proposed Updates

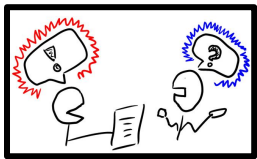


Goal 1	Goal 2
High Student Achievement	Educator Excellence
Theme: Do what we already know how to do, just do it better. Narrow our focus to instructional strategies and practices that: • Are research-based, • Have a high positive impact on student learning, • Are already in place in our district • Support <u>all</u> students 1. Continue implementation of Professional Learning Communities (PLC) with additional guidance, support and accountability. 2. Common PLC Focus: English Language Development (ELD) 3. Continue focus on Guided Language Acquisition Design (GLAD) in the classroom. Improve training completion rate for new teachers. 4. Improve implementation of Designated ELD in classrooms 5. Support Principals with tools for conducting classroom walkthroughs. 6. Allocate time in Instructional Leadership Committee to share best practices and problem solve PLC implementations at sites	Theme: Training and PD implemented in multiple, small chunks through PLCs, staff meetings, district-wide Wed, in-service days, and Instructional Specialists coaching and modeling. 1. Provide explicit training on designated ELD 2. Provide refresher training on curriculum resources that support ELD 3. Provide refresher training on GLAD 4. Support new teachers to complete GLAD training 5. Provide release time for teachers for activities such as Learning Labs, Instructional Rounds where teachers are learning from other teachers 6. Provide refresher training for administrators on classroom walk-throughs

Proposed Updates



Goal 3	Goal 4
Positive School Environment	Strong Community Engagement
Theme: Address community partner (staff, parent) concerns around behavior by strengthening Tier 1 supports such as Positive Behavioral Interventions and Supports (PBIS). 1. Formal PBIS training for Coordinator of Student Support Services and potential cohort of administrators. 2. Coordinator of Student Support Services deepens involvement with sites' PBIS teams to support more effective programs 3. Leverage Behavior Specialists more as coaches and trainers to support teachers in managing behavior 4. Focus on best practices for creating learning environments that are inclusive.	Theme: Mass communication from district or site not always effective for families looking for specific support. Improve communication by making it more targeted and timely. 1. Create <i>Family Support Resources Card</i> that has quick access to list of resources to support a child at home with academics, English Language Development, behavior, mental health, etc. 2. Administrators and teachers use <i>Family Support Resources Card</i> when communicating about a need, at the time the need arises. 3. Provide user-friendly versions of formal notices such as ELPAC and state testing notifications.

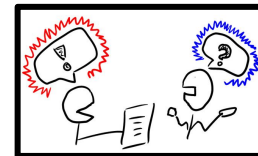


Feedback Time!

Directions:

1. Read the next 4 slides as a group. One slide per goal.
2. For each slide:
 - a. Click on the link at the bottom to review the proposed changes in more detail (highlighted in yellow)
 - b. Reflect on your sites' student needs.
 - c. Summarize your questions, comments, feedback, ideas, etc. on the Note Taking Guide
 - d. Be ready to share!

2026-27 LCAP Goal 1: High Student Achievement

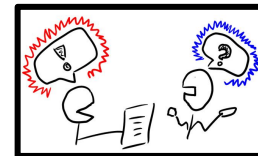


Key Actions & Services:

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

→ [Click here to see Goal 1 details with changes to Actions and Services highlighted in Yellow](#)

2026-27 LCAP Goal 2: Educator Excellence



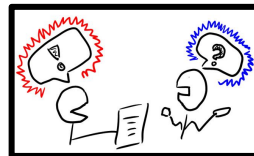
Key Actions & Services:

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



[Click here to see Goal 2 details with changes to Actions and Services highlighted in Yellow](#)

2026-27 LCAP Goal 3: Positive School Environment

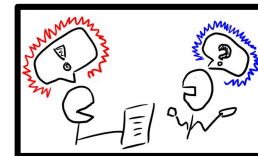


Key Actions & Services:

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

→ [Click here to see Goal 4 details with changes to Actions and Services highlighted in Yellow](#)

2026-27 LCAP Goal 4: Strong Community Engagement

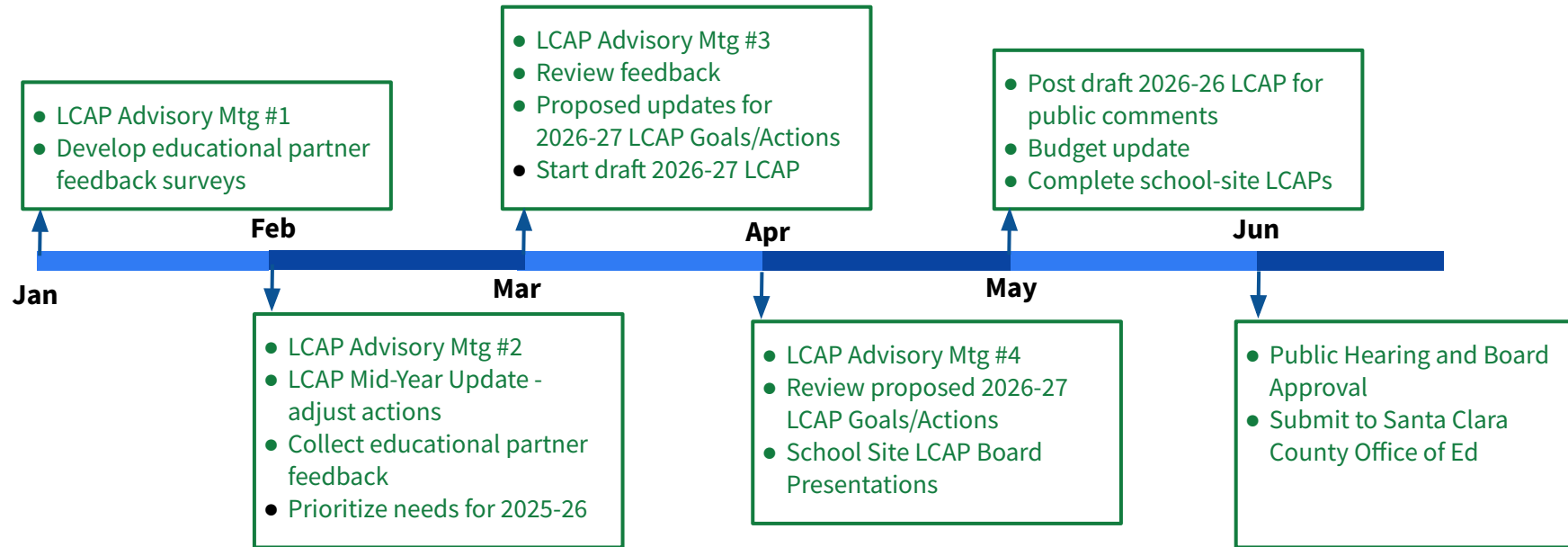


Key Actions & Services:

- **Parent & Community Education** (4.1): Site/district-level committees and workshops in partnership with community organizations.
- **Family Engagement & Support Specialist** (4.2): 0.5 FTE focused on enrollment, parent participation, and EL family involvement.
- **Language Access & EL Parent Education** (4.3): Translation/interpreting services and workshops for English Learner families.
- **Digital Engagement Tools Transition** (4.4): Replacing Thought Exchange with Google tools for cost-effective stakeholder input.
- **Communications & Engagement Coordinator** (4.5): 0.5 FTE role supporting districtwide communication, engagement, and grant-writing.

→ [Click here to see Goal 4 details with changes to Actions and Services highlighted in Yellow](#)

2026-27 LCAP Development Timeline



Thank
You :)

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/4cL4apY>

