District English Learner Advisory Committee (DELAC)

April 30, 2026 · Educational Services

"Exploring Infinite Possibilities for Learning"

https://bit.ly/4u7Yqxp

Today's Agenda

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Welcome & Introductions

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LCAP: Review Data and Feedback

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Q&A and Next Steps

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



LCAP: Review Data and 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

Feedback for 2026-27 LCAP



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



LCAP: Proposed Updates

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 all 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 Guide Language Acquisition by 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 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. Provide release time for teachers for activities such as Learning Labs, Instructional Rounds where teachers are learning from other teachers 5. 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 Support (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 *Family Support Resources Card* 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 *Family Support Resources Card* 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. 4. Create target groups in Blackboard (e.g. EL, SWD, etc) for targeted communications

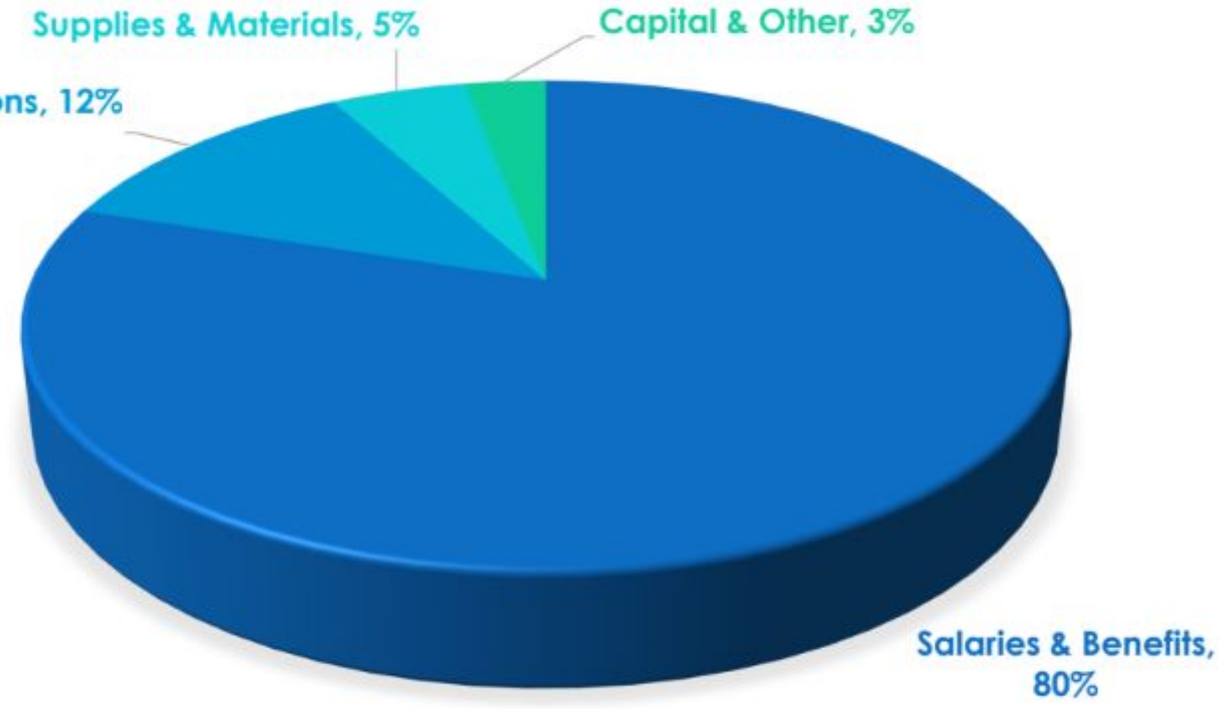


Projected Funding for 2026-27

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

Major Spending Categories

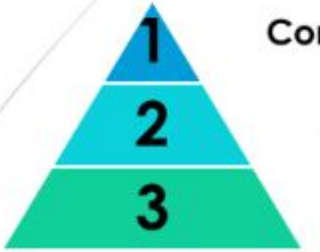
In most California school districts, spending falls into several major categories. While every district is unique, these patterns are consistent across the state. Understanding where dollars go helps explain why budgets look the way they do and why certain costs can't easily be reduced.



"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.		

Spending by Goal

Goal	Title	Base/ Other	Supp/ ConApp	Total
1	High Student Achievement	$2,017,857	$1,302,583	$3,320,440
2	Educator Excellence	$32,000	$192,419	$224,419
3	Positive School Environment	$175,676	$197,518	$373,194
4	Strong Community Engagement	$203,000	$126,800	$329,800
Total		**$2,328,533**	**1,819,320**	**$4,247,853**

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!

