

"Exploring Infinite Possibilities for Learning"



2026-27 CSD Local Control Accountability Plan (LCAP)

Board Presentation
June 2, 2026

Agenda

-
- What is the Local Control & Accountability Plan (LCAP)?
 - Alignment to the CSD Strategic Plan
 - Educational Partners Engagement Process
 - Proposed Changes to 2026-27 LCAP Actions & Services
 - LCAP/LCFF Budget Overview for Parents
 - Board Comments & Questions

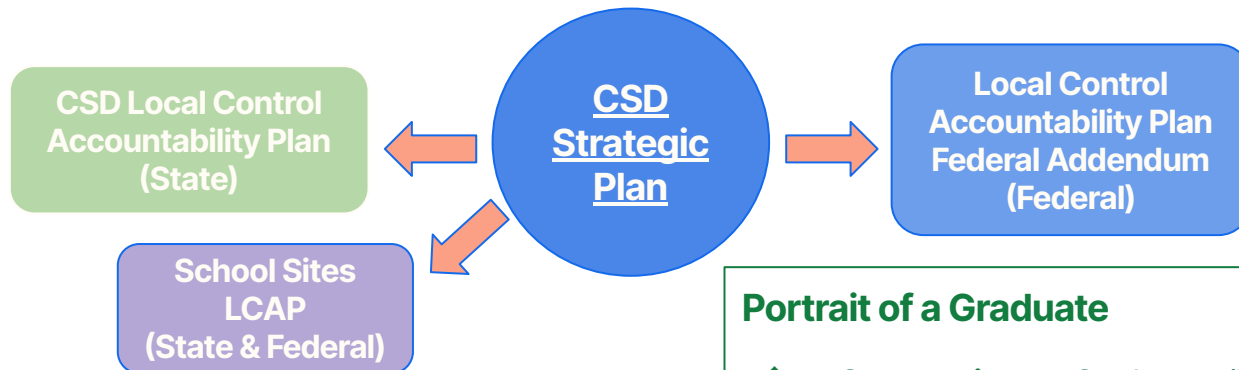


What Is The Local Control Accountability Plan (LCAP)

- ❖ 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



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.

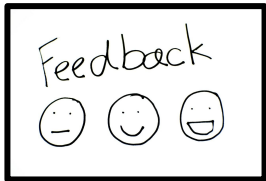
2026-27 CSD LCAP Goals (Year 3 of a 3 Year Plan)

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



Themes - Parent/Community Voice

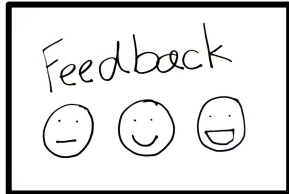
Strengths

- 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 want stronger academic support such as more support in math and reading, **stronger interventions**, more **tutoring/homework help**.
- **Behavior 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.
- Families feel students' home language and identity are valued.

Challenges

- Families asked for **more detail about what support their child is receiving.**
- Families want more help **supporting learning at home**, and better guidance on how families can help make language development "faster and more fun."
- Families want stronger **understanding of EL systems and pathways.**
- Although communication was often described positively, some families asked for **more timely communication** and **clearer explanations** of what the EL program is actually doing for their child.

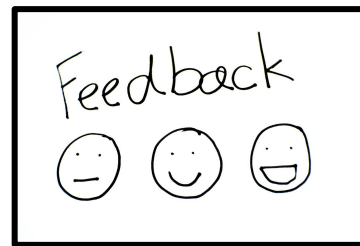
Themes - Student Voice

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.
- **Peer relationships** — "Students treat each other well", indicating peer interactions are an area of concern and aligns with behavior 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.



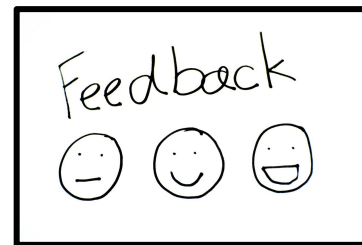
Themes - Staff Voice

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 instructional specialists, intervention teams, counselors, psychologists, and RSP/SpEd teams as helpful and effective.
- Inclusion and student well-being efforts are appreciated.

Challenges

- The most common concern was the need for stronger **behavior support** and clearer systems for students with significant behavior needs.
- Staff want **more collaboration time**, especially to plan instruction, review data, coordinate supports, and meet the needs of diverse learners.
- Staff frequently asked for **stronger systems and resources** for high needs learners.



Themes - Data



Strengths

- District results *overall* improved in ELA, math, and science.
- *Some* targeted supports for English learners are showing progress.
- School climate foundations are strong.
- Average daily attendance increased to 96%.
- Family engagement and outreach improved significantly. E.g. increases in having input in decision-making, feeling informed, and feeling schools engage families from diverse backgrounds.

Challenges

- **Reading generally declined** for English Learners, socio-economically disadvantaged students, and students with disabilities.
- Even with some gains, **EL progress is inconsistent**, with progress declines at multiple schools.
- **English Learner performance remains low** compared with districtwide performance in some academic measures.
- While some climate measures improved, major office referrals increased slightly, and **chronic absenteeism remains elevated for key groups**.
- **EL parent-nights continue low attendance**



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 (1)



Goal 1: High Student Achievement

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**
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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. District level: Prioritize **sharing best practices** & problem solving challenges at sites

Proposed Updates (2)



Goal 2: Educator Excellence

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 walkthroughs**

Proposed Updates (3)



Goal 3: Positive School Environment

Theme: Address community partner (staff, parent) concerns around behavior by strengthening Tier 1 and Tier 2 supports such as Positive Behavioral Interventions and Supports (PBIS).

1. **Formal PBIS training** for *Coordinator of Student Services*, administrators, teacher leaders
2. *Coordinator of Student Services* deepens involvement with sites' PBIS teams to **support more effective PBIS 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.**
5. Support students with **self-regulation strategies** (e.g. Zones of Regulation)

Proposed Updates (4)



Goal 4: Strong Community Engagement

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.

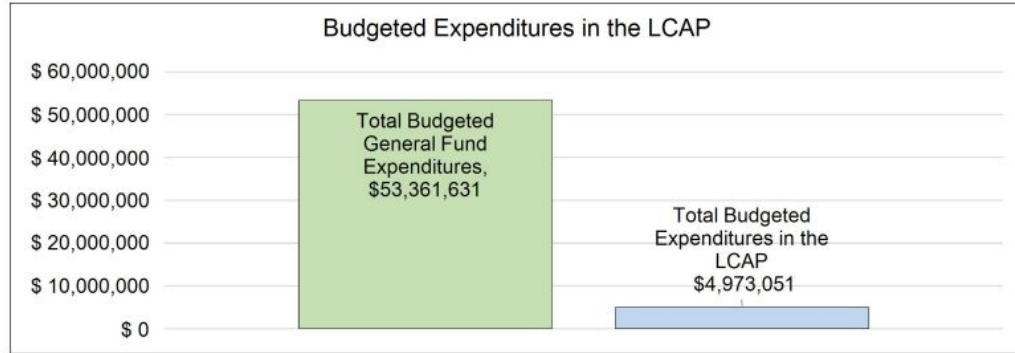
1. Timely/targeted communication: **Create *Family Support Resources Card*** that has quick access to list of resources to support a child at home with academics, English Language Development, behavior, mental health, etc.
2. Provide user-friendly versions of formal notices such as ELPAC and state testing notifications.
3. Create target groups in Blackboard (e.g. EL, SWD, etc) for targeted communications

2026-27 LCAP Estimated Budget by Goal

LCAP Goal	Key Focus Area(s)	Estimated Investment
Goal 1: High Student Achievement*	Curriculum, instruction, interventions, enrichment	\$3,510,225
Goal 2: Educator Excellence*	Professional development, PLCs, coaching	\$303,733
Goal 3: Positive School Environment*	Mental health, counseling, behavior support, attendance	\$852,053
Goal 4: Strong Community Engagement*	Parent education, communication, translation services	\$307,040
Total Estimated Budget		\$4,973,051

*For details regarding Key Actions and Services for each goal, please see [Appendix](#)

2026-27 CSD LCFF Budget Overview for Parents



This chart provides a quick summary of how much Cambrian School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

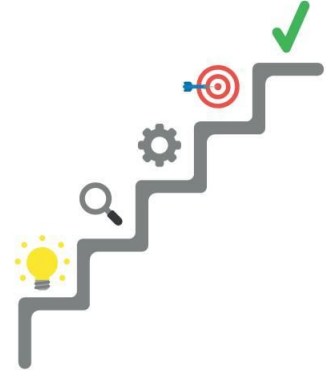
CSD plans to spend **\$53,361,631** for the **2026-27** school year. Of that amount, **\$4,973,051** is **tied** to actions/services in the LCAP, and **\$48,388,580** is **not** included in the LCAP.

The budgeted expenditures **not** included in the LCAP will be used for general operating expenditures that allow us to run these programs, encompassing the expenditures not included in this plan. This would include:

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

What's Next?

- Approval of the 2026-27 CSD LCAP & Budget
 - Public Board Meeting - June 18, 2026
- Board Approved CSD LCAP & Budget Submitted to SCCOE
 - June 30, 2026
- SCCOE Final Approval Notification to District
 - September 2026



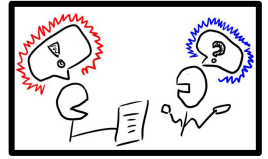
Board Discussion



Appendices/Resources

- [Detailed Key Actions and Services](#)
- [2026-27 CSD Local Control & Accountability](#) (Year 3 of a 3-Year LCAP)
- [2026-27 CSD School Sites LCAPs](#)
 - Bagby School
 - Fammatre School
 - Farnham School
 - Sartorette School
 - Steindorf K-8 School
 - Price Middle School

2026-27 LCAP Goal 1: High Student Achievement

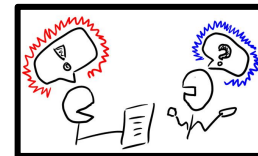


Key Actions & Services:

Total Expenditures: \$3,510,225

- **Supplemental Instruction & Interventions** (1.1): Academic support and ELD extended day programs for students not meeting standards. \$792,256
- **Digital Learning Resources** (1.2): Tools like Imagine Learning and Joy School English to support language development & personalized learning. \$128,000
- **Sustaining Core Curriculum** (1.3): Continued investment in state-aligned curriculum including NGSS and revised ELA/ELD. \$253,500
- **Expanded Learning (ELO-P)** (1.4): Free enrichment, after-school programs, and summer learning for UPP students. \$1,248,592
- **Instructional Specialists** (1.5): Coaching and targeted support for teachers and students across all sites. \$423,200
- **Visual & Performing Arts** (1.8): Expansion of art programs using Prop 28 funding. \$375,668
- **PE & TK Expansion** (1.9 & 1.11): Added paraeducators for PE and additional TK classrooms for early learning access. \$20,000
- **Assessment & MTSS Support** (1.10): Tools for data-driven instruction and intervention planning. \$105,800
- **Equity-Focused Strategies** (1.12 & 1.13): Addressing disproportionality & maintaining master schedule for interventions at Price \$163,209

2026-27 LCAP Goal 2: Educator Excellence

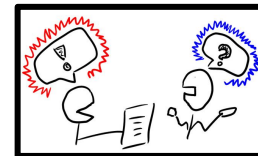


Key Actions & Services:

Total Expenditures: \$303,733

- **Ongoing Staff Training & PD (2.1):** Learning opportunities in classroom instruction, data use, equity, SEL, restorative practices, and more. \$69,717
- **Professional Learning Communities (PLCs) (2.2):** Dedicated collaboration time for staff to improve instruction and student outcomes. \$84,878
- **New Staff Support & Onboarding (2.3):** Orientation, coaching, and prep time for new teachers and staff. \$66,300
- **Online & Site-Based PD (2.4):** Alludo platform and Technology Innovation Mentorship to promote tech integration and teacher leadership. \$16,838
- **Equitable ESSA Services for Private Schools (2.5):** Ongoing participation support for private school staff under Title II. \$5,000
- **Targeted PD for UPP Support (2.6):** Focused training on culturally responsive teaching, trauma-informed care, and targeted support for English Learners, Low Income, and Foster Youth. \$61,000

2026-27 LCAP Goal 3: Positive School Environment

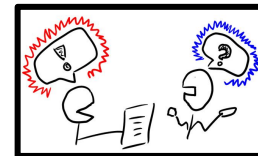


Key Actions & Services:

Total Expenditures: \$852,053

- **Mental Health & Counseling Services** (3.2): Ongoing support for all students, especially unduplicated groups. \$266,017
- **Support for Foster & Homeless Youth** (3.4): Tailored resources including meals, transportation, tech, tutoring. \$20,000
- **Health Services Expansion** (3.5): School nurse and trained health clerks funded by El Camino Grant. \$157,277
- **Behavior Specialist & PBIS Support** (3.6): Direct behavior support, data-informed planning, and staff training. \$90,000
- **Attendance & Engagement Specialist** (3.8): Targeted family support and interventions to improve attendance. \$58,759
- **Structured Recess Activities** (3.9): Site-based social-emotional supports during recess/lunch. \$3,000
- **Coordinator of Student Services** (3.10): Districtwide leadership for MTSS, PBIS, SST, engagement, and compliance. \$257,000

2026-27 LCAP Goal 4: Strong Community Engagement



Key Actions & Services:

Total Expenditures: \$307,040

- **Parent & Community Education (4.1):** Site/district-level committees and workshops in partnership with community organizations. \$29,800
- **Family Engagement & Support Specialist (4.2):** 0.5 FTE focused on enrollment, parent participation, and EL family involvement. \$58,759
- **Language Access & EL Parent Education (4.3):** Translation/interpreting services and workshops for English Learner families. \$86,000
- **Communications & Engagement Coordinator (4.5):** 0.5 FTE role supporting districtwide communication, engagement, and grant-writing. \$132, 481