



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Michael Kretsch Principal	kretschm@cambriansd.com 408-377-3882

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction - School Site LCAPs and District Oversight

Each of the five schools in our district, including the three charter schools, are required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP that reflects their local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve both as a compliance document and as a meaningful guide for site-level planning and improvement.

All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

School Description & Mission:

Bagby Elementary School is a California Distinguished School that values educating the whole child. The staff and community believe in the importance of an education that encompasses 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication), the Arts, CCSS in English/Language Arts and Math, inquiry driven Science exploration, Physical Education, and Social/Emotional Learning. Bagby

School serves approximately 589 (~600 anticipated for 26/27 school year) students in grades TK - 5. Approximately 12.4% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 18.8%.

Bagby is located in West San Jose. Its attendance area includes San Jose and parts of Campbell. Our safe, warm learning environment is evident as one enters the beautifully landscaped and verdant campus. We enjoy being the home for both General Education and Extensive Support Needs campus. We embrace the whole child by celebrating diversity, instilling not only the joy of learning but also allowing the exploration of talents through art and music. Our students are encouraged to "Choose Kind" and are given opportunities to be responsible citizens. 21st-century skills drive our instructional practices to provide opportunities for students to grow and become critical thinkers, collaborative workers, and creative problem solvers. It is our goal to not only produce students ready for their academic future but also to prepare them to be cooperative and caring members of society. Bagby Staff is committed to conflict resolution, restorative justice, and strives to help students develop empathy and the ability to work together to solve social issues. Through the use of technology and high device ratios, Bagby is working to provide increased blended learning opportunities for all students.

Facilities, School Climate and Safety:

The school campus has approximately 30 classrooms along with a cafeteria, school office, and the multi-purpose room is affectionately known as "The Barracuda Tank." The School Safety Plan is updated annually. Staff and students practice responses to a variety of situations through monthly drills. Staff is trained in the Incident Command System so that they are able to respond to disasters during the school day. Bagby underwent a fencing project, so the campus is fully secured during the instructional day. There is a large field that is a hub for the local softball league. There are three playground areas for student use during recess. During the summer of 2025 thanks to district and supplemental Home & School Club support, a large portion of the playground was updated to be more inclusive and accessible for all students and community members following multiple rounds of community, staff, and student design input.

Bagby participates in Positive Behavior Interventions and Supports (PBIS) to foster a positive school climate. The PBIS team meets every month to review referral data and make informed decisions about possible responses and train the staff on ways to increase PBIS and reduce referrals. Students are recognized for following the "Bagby Bs-Be Safe, Be Respectful, Be Responsible, Choose Kind" through Bagby Bravos which are announced to the school weekly. Through PBIS, students in Tier 2 behavior intervention called Check-In/Check-Out with another school staff member to encourage and reinforce positive behavior. Bagby's staff values creating an environment that is emotionally, academically, and physically safe. We support the development of Social/Emotional Learning through the implementation of the Second Step curriculum, Zones of Regulation, our Project Cornerstone partnerships, and collaboration with students, teachers, the principal, and parents. Bagby's goal is to reduce unkind and unsafe behavior of all types (physical, relational, cyber) through restorative practices and reflective conversations with students, staff, and families.

Opportunities for Parent Involvement:

Bagby families volunteer to meet a variety of needs. The Home and School Club donations provide for assemblies, field trip experiences, and enrichment opportunities. Volunteers help out in the classroom, library, and through programs like Project Cornerstone and Maker Space. Families provide stakeholder input through opportunities like School Site Council, English Learner Advisory Committee (ELAC), Home and School Club meetings, and Principal Coffees. The Home & School Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, Family Movie Nights, Casino Royale, Kindness Week, Art Shows, Fun Run, Activity Day, Variety/Talent Show, and Field Day. Parents help in our classes as Project Cornerstone volunteers, Maker Space guides, and with small groups in academics. Students are able to participate in the Mileage Club, run by parent volunteers, weekly and participate in

supervised sports activities hosted daily at lunch recess by Valley Sports Camp. Parents also participate in special events like Back to School Night, Fall Conferences, Music concerts, Open House, along with special classroom or grade-level specific events.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Bagby Elementary School-Reflection on Annual Performance — 2025

Based on the California School Dashboard and Local Survey Data

Overview

Bagby Elementary currently serves 582 students in transitional kindergarten through grade five (2025-26 enrollment), an approximately 10% increase from the 529 students enrolled during the 2024-25 reporting year reflected in the California School Dashboard. The 2025 Dashboard shows Bagby performing at the Blue (highest) level on four of the five eligible state indicators — English Language Arts, Mathematics, Suspension Rate, and the informational Science indicator — with Chronic Absenteeism at the Orange level representing the single area of greatest need. Two informational growth measures, English Language Arts Growth (Accelerated) and Mathematics Growth (Exceptional), confirm that the gains are real and not driven by changes in the student population. Local survey data from students and families enrich this picture: school climate and family engagement are generally strong, but specific items — classroom behavior during instruction, student safety perceptions for students with disabilities, and family knowledge of advocacy rights — reveal where targeted attention is needed.

Current Student Population (2025-26)

The following demographic profile reflects Bagby Elementary's current 2025-26 enrollment of 582 students. The Dashboard performance findings discussed in subsequent sections reflect the 2024-25 academic year (529 students enrolled), and SPSA planning addresses the current and projected student body.

Race and Ethnicity

Bagby's student body is racially and ethnically diverse, with no single group representing a majority:

White: 32% (186 students)

Hispanic: 31.3% (182 students)

Asian (all subgroups combined): 19.6% (114 students), including Asian Indian 7.9% (46), Chinese 3.6% (21), Korean 2.2% (13), Japanese 1.9% (11), Vietnamese 1.7% (10), Filipino 1% (6), Other Asian 1% (6), and Cambodian 0.2% (1)

Multiple Races: 14.1% (82 students)

Black or African American: 2.6% (15 students)

Other Pacific Islander: 0.3% (2 students)

Declined to State: 0.2% (1 student)

English Language Proficiency

Just over one-quarter of Bagby students (27.5%) carry an English language proficiency designation other than English Only:

English Only (EO): 72.5% (422 students)

English Learner (EL): 12.4% (72 students)

Reclassified Fluent English Proficient (RFEP): 6.2% (36 students)

Initial Fluent English Proficient (IFEP): 5.2% (30 students)

To Be Determined (TBD): 3.8% (22 students)

The current EL rate of 12.4% is consistent with the 12.1% reported in the 2024-25 Dashboard. Combined with RFEP students, 18.6% of Bagby's student body has experienced English language development support during their education.

Socioeconomic Status and Meal Program

12.4% of students (72) are identified as Socioeconomically Disadvantaged, down from 15.3% reported in the 2024-25 Dashboard. A broader 19% of students (111) are eligible for the National School Lunch Program:

Paid (P): 80.9% (471 students)

Free Direct Certified (FDC): 12.5% (73 students)

Free (F): 3.1% (18 students)

Reduced Direct Certified (RDC): 1.9% (11 students)

Reduced (R): 1.5% (9 students)

Students with Disabilities

11.3% of Bagby's current student body (66 students) qualifies for special education services across eight disability categories:

Speech or Language Impairment (SLI): 5% (29 students) — the largest category

Autism (AUT): 2.9% (17 students)

Specific Learning Disability (SLD): 1.5% (9 students)

Other Health Impairment (OHI): 1.2% (7 students)

Intellectual Disability (ID): 0.3% (2 students)

Multiple Disability (MD): 0.2% (1 student)

Hard of Hearing (HH): 0.2% (1 student)

This 11.3% rate is meaningful context for the Dashboard findings: the Students with Disabilities group showed rising chronic absenteeism (+8.4 points to 17.9%), a 21-point gap in student-reported safety, and a decline in English Language Arts distance from standard. A growing special education population means these concerns affect a meaningful share of the school community.

Areas of Strength

English Language Arts

Bagby's All Students group earned a Blue performance level at 48.9 points above standard, increasing 11.0 points from the prior year and far exceeding the state average of 8.1 points below standard. Three student groups (Asian, Two or More Races, White) reached Blue, with no groups in Red or Orange. The multi-year trajectory is consistently upward, moving from 27.2 points above standard in 2019 to 48.9 points above standard in 2025. The English Language Arts Growth indicator reinforces this finding: 78.0% of students improved their score from the prior year, placing the school in the Accelerated growth category.

Mathematics

Mathematics is Bagby's strongest indicator. All Students scored 54.9 points above standard (Blue), a 15.4-point year-over-year increase and 97.3 points above the state average. Three student groups reached Blue, and the Hispanic student group reached Green with a 17.2-point increase. The multi-year trend from 26.6 points above standard in 2019 to 54.9 points above standard in 2025 reflects more than a doubling

of distance from standard since the pre-pandemic baseline. The Mathematics Growth indicator is in the Exceptional category, with 85.6% of students improving their score from the prior year, including 83.3% of English learners and 86.7% of students with disabilities.

Suspension Rate

Bagby maintained a Blue performance level at 0.2% of students suspended at least one day, a decline of 1.2 percentage points from the prior year. Most student groups are at Blue or Green; both the Socioeconomically Disadvantaged and Students with Disabilities groups reached Green with substantial year-over-year declines of 5.3% and 4.2% respectively. The school's suspension rate has dropped from 1.3% in 2024 back to 0.2% in 2025.

Science (Informational)

Fifth-grade students scored 74.2 points above standard (Blue), an 11.9-point increase, compared to the state average of 52.6 points above standard.

School Climate (Local)

The 2025 student climate survey returned an overall score of 88 out of 100 across 245 student respondents (73% response rate). The highest-rated items concerned teacher respect (97), positive school expectations (95), peer relationships (94), and student self-efficacy (92). Students consistently reported feeling safe (90), liking school (90), and having an adult at school who will help them (90).

Family Engagement (Local)

The March 2026 family engagement survey returned an overall score of 91 across 227 respondents (40% response rate), with the strongest items addressing communication accessibility (98), welcoming environment (97), trust-building between staff and families (95), and respect for family culture and goals (94). Families across all subgroups reported positive experiences with teacher conferences (93) and feeling that staff seek their input (89).

Teacher Assignments

91.7% of teaching full-time equivalent (FTE) is appropriately assigned (Clear), exceeding both the county average (84.3%) and the statewide average (82.5%).

Area of Greatest Need: Chronic Absenteeism

Chronic Absenteeism is Bagby's lowest-performing state indicator and the only one with a meaningful equity concern. The All Students rate is 9.0%, a 1.2-point increase from the prior year, placing the school at Orange. While Bagby's rate remains well below the state average of 17.1%, the trend is moving in the wrong direction at a time when the state rate is declining.

The Equity Report makes this concern more pronounced: one student group is in Red, five groups are in Orange, and only one group is in Green (with no groups in Blue).

Specifically: Socioeconomically Disadvantaged (Red): 21.2% chronically absent, an increase of 4.3 points. This is now slightly higher than the state SED rate (21.7%, Orange) for the first time.

English Learners (Orange): 20.0% chronically absent, an increase of 9.2 points. This is the largest year-over-year increase of any group at the school.

Students with Disabilities (Orange): 17.9% chronically absent, an increase of 8.4 points.

Hispanic (Orange): 14.0% chronically absent, an increase of 1.0 point.

Asian (Orange): 9.4% chronically absent, an increase of 3.9 points.

Two or More Races (Orange): 5.4% chronically absent, an increase of 1.3 points.

The multi-year trend — 3.4% in 2019, 14.1% in 2022, 9.7% in 2023, 7.8% in 2024, and 9.0% in 2025 — shows post-pandemic recovery has stalled and reversed, and the school has not returned to its pre-pandemic baseline.

Performance Gaps Among Student Groups

Socioeconomically Disadvantaged students are the only group performing more than two performance levels below the All Students group on a state indicator. SED students are at Red for Chronic Absenteeism while All Students are at Orange, and at Orange for Mathematics (29.3 points below standard, maintained) while All Students are at Blue. In English Language Arts, SED students are at Yellow (22.7 points below standard) while All Students are at Blue, though SED students did gain 22.8 points year-over-year. SED families also consistently scored lowest on the family engagement survey (overall 89, dropping to 71 on knowledge of advocacy rights).

Hispanic students are at Yellow in English Language Arts (9.0 points below standard) while All Students are at Blue, though they made a strong 14.1-point gain. In mathematics, the Hispanic group is at Green and is closing the gap rapidly (+17.2 points).

English Learners present a mixed picture. The ELPI score of 62.1% Making Progress is well above the state average of 46.4%, and 62.1% of English learners progressed at least one ELPI level on the 2025 Summative ELPAC. However, the indicator received No Performance Color because the cohort was under 30 students. The Data Comparisons show that current English learners declined 15.8 points in English Language Arts distance from standard and 22.5 points in mathematics, and recently reclassified English learners declined 8.8 points in English Language Arts and 10.3 points in mathematics. While these populations are small (14–23 students per category), the pattern merits monitoring. Notably, English learner families rated overall engagement very positively (96), suggesting a strong school-family foundation to build on for English learner academic supports.

Students with Disabilities received Gray (no color) in both English Language Arts and Mathematics because of group size, but the underlying data shows declines in English Language Arts (–8.2 points to 40.5 below standard) alongside a gain in mathematics (+9.4 points). The group is at Orange for Chronic Absenteeism with an 8.4-point increase, and is notably the only group whose climate survey safety score (69) fell well below the All Students average of 90.

Local Climate Survey Findings

The 2025 student climate survey identifies one substantial concern beneath an otherwise positive picture: Classroom behavior interrupts instruction. The item "Students in my class behave so that teachers can teach" scored 63, the lowest item by a substantial margin and 18 points below the next-lowest item. Female students rated it 59, male students 67, white students 62, and English learners 63. Even the highest-rating group (Students with Disabilities) scored it 76. This points to a school-wide concern about classroom behavior interrupting instruction that does not appear in the Dashboard's suspension data.

Safety perceptions for Students with Disabilities. Students with Disabilities reported feeling safe at school at 69, a 21-point gap below the All Students average of 90. On a measure as foundational as safety, this gap is significant and may connect to the group's 17.9% chronic absenteeism rate.

Black student experience. Black students (n=6) had an overall climate score of 82, six points below the school average, with lower scores on items related to peer behavior, safety, and academic self-efficacy. The small sample limits firm conclusions, but the pattern should be monitored.

Engagement and academic confidence. Hispanic students rated "I like my school" at 82 (eight points below All Students), and English learners rated "I feel like I do well in school" at 78 (fourteen points below All Students at 92). Paired with these groups' higher chronic absenteeism and below-standard English Language Arts performance, this suggests engagement and academic confidence may be mutually reinforcing concerns.

Strengths from the climate survey include consistently high ratings for teacher respect (97), the perception that the school wants students to succeed (95), having a trusted adult at school (90), and feeling safe (90 for All Students).

Family Engagement Survey Findings

The March 2026 family engagement survey provides direct local data for the Parent and Family Engagement local indicator.

Key findings:

Family knowledge of educational rights. The lowest-rated item is "Do you feel knowledgeable about your rights and how to advocate for your child within the school system?" at 78, 11 points below the next-lowest item. This score drops to 71 for families with students in the Lunch Program or identified as SED, 74 for Hispanic families, and 73 for female respondents. This indicates a school-wide need to build family capacity around educational rights and advocacy, with particular focus on lower-income and Hispanic families.

Consistent SED family gaps. SED and Lunch Program families consistently scored every item lower than All Family Members, with the largest gaps on advocacy rights (71 vs 78), feeling teachers value their input (84 vs 89), participation in advisory groups (87 vs 90), helpful information and resources for at-home learning (87 vs 91), and cultural respect (87 vs 94). The pattern is consistent enough to suggest a systematic gap in engagement experience for this group.

Hispanic family at-home learning supports. Hispanic families rated information and resources for supporting learning at home at 85, the lowest score on this item among all groups, suggesting room to strengthen at-home learning supports for Spanish-speaking families.

Strong engagement for English learner and special education families. English learner families (96) and Special Education families (98) rated overall engagement higher than the All Family Members average (91), indicating that the school's existing engagement structures for these groups are working well from a family perspective — a strength to leverage.

Survey participation. The 40% overall response rate is itself a finding. Most subgroups responded at 16–26%, meaning many family voices are not captured in the data and the results may understate variability across the broader parent community. Strengthening survey participation should be a priority for the next administration.

Local Indicators

The Dashboard currently displays "Standard Not Met" for all five local indicators (Basics: Teachers, Instructional Materials, and Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study), with the self-reflection tool entries marked Not Applicable. The underlying district data is strong — zero facilities deficiencies, zero percent of students without standards-aligned materials, and 91.7% appropriately assigned teachers — and the school has now administered both a valid student climate survey and a family engagement survey with disaggregated student-group and family-group data. The district should ensure the required self-reflections are completed, presented to the local governing board, and reported through the Dashboard so this status is updated to "Standard Met."

Implications for the SPSA

The data point to a clear focus for the coming year:

Maintain academic momentum in English Language Arts and Mathematics, where Bagby's strong core instruction is producing Blue-level results and Accelerated/Exceptional growth across most student groups.

Address chronic absenteeism as the school's top equity priority, with targeted interventions for socioeconomically disadvantaged students (Red), English learners (+9.2 points), and students with disabilities (+8.4 points). Attendance team review, family outreach, and tiered Tier 2 and Tier 3 attendance supports should be prioritized.

Investigate classroom behavior as a barrier to instruction, given the score of 63 on the student climate survey's classroom-behavior item — a concern that does not appear in suspension data and is not yet visible on the Dashboard.

Strengthen safety experiences for students with disabilities, given the 21-point gap on student-reported safety and the group's rising chronic absenteeism rate. With 66 students (11.3% of current enrollment) receiving special education services across eight disability categories, this work affects a meaningful share of the school community.

Build family advocacy and educational rights capacity, particularly for SED, Lunch Program, and Hispanic families, where the family engagement survey identifies a clear and consistent gap.

Continue monitoring English learner outcomes, including current English learners and reclassified English learners, where year-over-year declines in distance from standard merit attention even with small sample sizes.

Expand family survey participation beyond the current 40% overall response rate to capture a more representative picture of family experience, particularly from underrepresented groups.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A-Bagby not identified for technical assistance at present time.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Bagby School Site Council & English Learner Acquisition Committee	The Bagby School Site Council and English Language Advisory Council comprises of site administrator, teachers, classified staff, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Bagby LCAP each year. The meeting agendas and minutes can be accessed at the Bagby website: https://bagby.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee. Bagby used various methods of engagement and communication to incorporate the input of our educational partners throughout the 2024-25 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Meetings of Bagby's SSC & ELAC were scheduled via Zoom on the following days during the 24/25 school year: Thursday, 12/11/25 @ 3:00-4:00 via Zoom Thursday, 2/26/26 @ 3:00-4:00 via Zoom

Educational Partner(s)	Process for Engagement
	Thursday, 3/26/26 @ 3:00-4:00 via Zoom Thursday, 4/23/26 @ 3:00-4:00 via Zoom Thursday, 5/28/26 @ 3:00-4:00 via Zoom
Instructional Leadership Committee	The Cambrian School District's Instructional Leadership Council (ILC) is a collaborative body of site administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's instructional programs and initiatives. The ILC ensures alignment of instructional practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in education within the district. The ILC met two times per month throughout the 25/26 school year.
CSD Strategic Plan/Local Control Accountability Plan Advisory Committee	The District LCAP Advisory Committee comprises district and site administrators, teachers, classified staff, special ed teachers, the CDTA president, the CSEA president, and parent leader representatives, including each school site's parent representatives from SSC and ELAC. This committee reviews, provides input, and advises the district on the LCAP annual updates and the development of the new district LCAP each year. The meeting agendas and minutes can be accessed at the district website: https://www.cambriansd.org/Page/1753. CSD used various methods of engagement and communication to engage with our educational partners throughout the 2025-26 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well

Educational Partner(s)	Process for Engagement
	as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below is the list of dates the District LCAP Advisory Committee convened in 2025-26. All meetings were conducted in person. 1/13/26 2/10/26 3/24/26 4/28/26
CSD Governing School Board and LCAP Public Review	The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to: - Provide direction for the district - Establish District policies and procedures - Ensures accountability - Provide community leadership on behalf of the district and public education The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-of-trustees

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- The Bagby School Site Council (SSC) and English Learner Advisory Committee (ELAC) were involved in developing the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with our School Site Council and ELAC over annual meetings, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees merged and met to enrich discussions. Reviewed community survey results with both teams and discussed their feedback.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal. Staff also participated in a district-wide professional learning survey.
- Positive Behavior Intervention Support (PBIS) and EduClimber data was reviewed with staff and SSC/ELAC committees. Target areas for support on campus and student referrals to date were analyzed to plan PBIS focus for 26/27 (reducing physical aggression during unstructured play).
- A community survey was developed and issued to parents in Spring 2026. Multiple emails and written reminders were sent out.
- Students in grades 2-5 were given a school climate survey in March 2026. The results have been used to help identify school climate priorities for the 2026-2027 year. Results were shared with staff and SSC/ELAC.

- Home and School Club meetings were held on the first Tuesday of each month, adjusting to accommodate events and holidays.

2024-27 CSD LCAP Development Influenced by Educational Partners

Throughout the 2025-26 school year, Bagby and the CSD district engaged with our educational partners through surveys, input, and consultation meetings with districtwide and site committees. These engagements provided valuable insights for developing the 2024-27 CSD Local Control Accountability Plan (LCAP). Recurring themes from these interactions shaped the goals, actions, services, and expected measurable outcomes in the LCAP. The district refined its goals, annual measurable outcomes, proposed actions, services, and expenditures to align with these priorities. Input from our educational partners has been instrumental in guiding the district's focus and ensuring the LCAP meets the needs of our students and community. The Strategic Plan/LCAP Advisory Committee proposed a list of strategies derived from the input and needs of parents, staff, and community members. The four LCAP goals, initially created with input from our educational partners, were reaffirmed by our educational partner's input and feedback, confirming that our efforts are on the right track.

Key aspects of the 2024-27 LCAP, influenced by the above input from our educational partners, are highlighted below:

Goal 1: High Student Achievement The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 1

- *Classrooms should prioritize collaborative projects over solitary screen time to balance technology with students' diverse needs.
- *Use technology to reinforce learning and facilitate meaningful projects. *Correct misperceptions about the 1:1 device ratio to ensure clarity.
- *Limit technology strictly to instructional purposes and prioritize student talk time to enhance communication skills.
- *Review technology usage to ensure it serves its intended purpose.
- *Consider alternatives to heavy binders and textbooks, using technology to lighten physical loads while managing screen time.
- *Continue using classroom tools to promote equity and ensure all students have the necessary resources to succeed.
- *Employ equity-focused strategies like GLAD to tailor teaching methods based on students' backgrounds and stories.
- *Incorporate application tasks within tools like Imagine Math to foster critical thinking and problem-solving skills.
- *Implement methodologies that develop thinking classrooms, engaging students in inquiry and reflection.
- *Roll out PLTW programs focused on STEM curricula to provide hands-on, real-world challenges.
- *Aim for at least one PBL activity per grade annually, ensuring all students participate in meaningful, challenge-based learning projects.
- *Implement Full Option Science System (FOSS) programs to enrich science education with hands-on, research-based learning.
- *Create overarching topics or questions for project-based learning activities, making them integral to the curriculum.
- *Offer Spanish as an optional subject, similar to band or choir, making it an enrichment activity.
- *Utilize the Expanded Learning Opportunities Program to introduce basic Spanish, potentially as an after school program. *Increase cultural competencies by teaching basic concepts in Spanish alongside other languages.

Goal 2: Educator Effectiveness The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 2:

- *Offer training and support for teachers to understand and implement educational rigor, critical thinking, and differentiation.
- *Provide training on UDL to enhance classroom inclusivity and meet diverse needs with different teaching strategies.
- *Provide ongoing training and support for educators to implement high academic rigor, critical thinking, and differentiation.
- *Focus on professional development to help educators meet high expectations and offer diverse learning experiences.
- *Improve proactive partnerships with Special Education (SpEd) staff and integrate them into grade-level planning sessions to ensure cohesive strategies across educational needs.

- *Coordinate the Resource Specialist Program (RSP) schedule with grade-level activities to better support SpEd students within the general education framework.
- *Arrange team teaching opportunities for regular subjects to promote inclusion and leverage the strengths of both General Education (GenEd) and SpEd staff.
- *Have GenEd and SpEd staff attend site collaboration meetings to foster better understanding and cooperation.
- *Continue professional development sessions, including presentations and training led by SpEd staff, to share insights and strategies. *Use a push-in model in Professional Learning Communities (PLCs) to enhance support and integration of SpEd strategies within the general classroom setting.

Goal 3: Positive School Environment The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 3:

- *Provide training in restorative practices to focus on repairing relationships and building community.
- *Rework and implement PBIS strategies to improve school climate and reduce behavioral issues.
- *Incorporate mindfulness strategies into daily activities and use behavior technicians for counseling in extreme cases.
- *Strengthen relationships among students, staff, and parents to create a more supportive atmosphere.
- *Provide additional daily behavioral support to manage student needs effectively.
- *Address minor behaviors directly in the classroom to maintain stability.
- *Send positive emails to parents to involve them in their children's positive experiences.
- *Use activities like the "Dot Activity" to ensure all students engage in meaningful conversations and build peer connections.
- *Allow counselors to lead professional development sessions on student mental health and intervention strategies.
- *Invest in and expand restorative practices focused on repairing harm and restoring relationships to ensure a safe and supportive learning environment.
- *To address their unique behavioral and emotional needs, provide ongoing training and support for all staff, particularly those working with Special Education students.
- *Establish common expectations, practices, and consistent language for behavior using a PBIS passport system.
- *Collaborate with counselors and instructional specialists to deliver targeted SEL lessons.
- *Maintain and expand consulting and behavior support services. Ensure that personnel involved in behavioral and emotional support are highly qualified.

Goal 4: Strong Community Engagement The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 4:

- *Conduct parent education workshops to inform and engage parents about challenging educational experiences.
- *Improve communication about technology policies and shift the culture around on-demand tech use in schools.
- *Improve the school website to showcase student work and encourage parental interest.
- *Introduce take-home volunteer activities and regularly update family engagement priorities through clear communication channels, including printed newsletters.
- *Increase involvement through events like Back-To-School Night and ice cream socials.
- *Engage with diverse cultural backgrounds and partner with community leaders. Host community-building events like welcome-back BBQs.
- *Offer incentives for joining parent groups and create a "menu" of volunteer opportunities.
- *Support programs like NAMI and provide tours and informational events to keep parents engaged.

- *Feature it prominently on the main page and link it in the Back-To-School Night slide decks shared with teachers.
- *Include links on both district and individual school websites.
- *Leaders should present and explain the plan to the community, enhancing visibility.
- *Link the plan in the flash news section and homepage, and create a one-page summary highlighting key ideas for quick review.

The goals, proposed actions, and services in the LCAP were developed based on input from district educational partners and student outcomes. The plan reflects community responses from surveys and meetings, outlining specific supports and budgeted expenditures for unduplicated students, including Foster Youth, English Learners, and Low-Income students. The following pages present detailed programs, services, and aligned expenditures, directly addressing our students' academic needs and data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Student Achievement: 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student achievement illuminates CSD's & Bagby's belief in the intrinsic potential of each student to succeed academically and grow personally. Making student achievement the top priority demonstrates Bagby's and the district's dedication to nurturing the intellectual, social, and emotional development of every student. It serves as a commitment to providing high-quality education, fostering an inclusive and supportive learning environment, and preparing students for success in an ever-changing world. This goal serves as a guiding star for the Bagby's and the district's efforts and resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments (3rd-5th CAASPP) and the California Science Test (5th Only CAST).	All Students (2022-23) ELA: 63% Math: 68% Science: 56% Focal Scholars (2022-23) ELA: N/A Math: N/A Science: N/A	All Students (2023-24) ELA: 70% Math: 70.8% Science: 50% Focal Scholars (2023-24) ELA: TBD Math: TBD	All Students (2024-25) ELA: 72.3% Math: 75% Science: 74% English Learners ELA: 15% Math: 35% Science: N/A	All Students (2025-26) ELA: TBD Math: TBD Science: TBD English Learners ELA: TBD Math: TBD Science: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners ELA: 27% Math: 27% Science: 33% Socio-Economically Disadvantaged ELA: 24% Math: 32% Science: 12.5% Students with/Disabilities ELA: 32% Math: 41% Science: 17% Hispanic/Latinos ELA: 22% Math: 36% Science: 29%	Science: TBD English Learners ELA: 18% Math: 36% Science: 0% Socio-Economically Disadvantaged ELA: 37% Math: 37% Science: 20% Students with/Disabilities ELA: 20.0% Math: 20.0% Science: 0% Hispanic/Latinos ELA: 28.6% Math: 14.3% Science: 0%	Socio-Economically Disadvantaged ELA: 37% Math: 43% Science: 36% Students with Disabilities ELA: 37% Math: 44% Science: 50% Hispanic/Latino ELA: 47% Math: 43% Science: 39%	Socio-Economically Disadvantaged ELA: TBD Math: TBD Science: TBD Students with/Disabilities ELA: TBD Math: TBD Science: TBD Hispanic/Latinos ELA: TBD Math: TBD Science: TBD	
1.2	CA School Dashboard (3rd-5th): English Language Arts Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2022-23) All: 36.5 Points Above Standard SED: 53.4 Points Below Standard EL: 7.4 Points Above Standard SWD: 45.9 Points Below Standard	(2023-24) All: 37.8 Points Above Standard SED: 45.5 Points Below Standard EL: .6 Points Below Standard SWD: 32.2 Points Below Standard	(2024-25) All: 48.9 above standard (Blue) n=227, +11.0 pts SED: 22.7 below standard (Yellow) n=42, +22.8 pts EL: 2.2 above standard (Gray, n=37) +2.9 pts SWD: 40.5 below standard (Gray, n=33) -8.2 pts	(2025-26) All: TBD SED: TBD EL: TBD SWD: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA School Dashboard (3rd-5th): Mathematics Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2022-23) All: 38.1 Points Above Standard SED: 37.4 Points Below Standard EL: 12.8 Points Above Standard SWD: 40.5 Points Below Standard	(2023-24) All: 39.5 Points Above Standard SED: 26.6 Points Below Standard EL: 30.1 Points Below Standard SWD: 48.3 Points Below Standard	(2024-25) All: 54.9 above standard (Blue) n=232, +15.4 pts SED: 29.3 below standard (Orange) n=47, maintained (-2.8 pts) EL: 17.7 above standard (Gray, n=42) -12.6 pts SWD: 38.9 below standard (Gray, n=33) +9.4 pts	(2025-26) All: TBD SED: TBD EL: TBD SWD: TBD	
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one ELPI level	(2022-23) 64%	(2023-24) 47.8%	(2024-25) 62.1%	(2025-26) TBD	
1.5	Percentage of English Learner students reclassified to Fluent English Proficient.	(2022-23) 21%% (6 of 28 ELs)	(2023-24) 54% (13 of 24 ELs)	(2024-25) 18.5% (10 of 54 ELs)	(2025-26) TBD	
1.6	FastBridge Early Reading Assessment (Local Data) K/1-Low Risk %	All - 59.5% EL - 47.6% SED - 37% SWD - 75%	All - 75.5% EL - 62.5% SED - 37.5% SWD - 66.7%	All - 71% EL - 50% SED - 50% SWD - 58%	All - TBD EL - TBD SED - TBD SWD - TBD	
1.7	FastBridge Early Math Assessment (Local Data) K/1-Low Risk %	All - 79 % EL - 71.4% SED - 51.9% SWD - 75%	All - 87.1% EL - 70.8% SED - 68.8% SWD - 86.7%	All - 80% EL - 60% SED - 57% SWD - 75%	All - TBD EL - TBD SED - TBD SWD - TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	FastBridge aReading Assessment (Local Data) 2nd-5th Above, On, Low Risk %	All - 83% EL - 53% SED - 67.4% SWD - 60%	All - 80% EL - 19% SED - 60.5% SWD - 50%	All - 76% EL - 17% SED - 44% SWD - 47%	All - TBD EL - TBD SED - TBD SWD - TBD	
1.9	FastBridge aMath Assessment (Local Data) 2nd-5th Above, On, Low Risk %	All - 84.3% EL - 76.4% SED - 76.1% SWD - 66.7%	All - 84.2% EL - 52.3% SED - 37.5% SWD - 100%	All - 80% EL - 42% SED - 61% SWD - 50%	All - TBD EL - TBD SED - TBD SWD - TBD	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As part of 3 year LCAP cycle, new baseline data was established during 2022-23 school year. Year 1 data from Spring 2024 showed incremental growth in overall/average CAASPP results for Bagby 3rd-5th graders. However, scores for particular demographic groups including ELs, SED, SWD lagged behind their same age peers. Local FastBridge Assessments showed better student performance across all subgroups but gaps persisted between peer groups. Concerted effort in targeted Tier 1 supports and progress monitoring within classrooms, strategic pullout interventions with menu of intervention curricula, and additional learning opportunities provided outside school day targeting UPP students and allocating supplemental state funds were highly impactful. Year 2 outcome data is still TBD pending updated metrics from Spring 2025 CAASPP assessments, CA School Dashboard, updates to the English Learner Progress Indicator (ELPI), and reclassification rate of ELs. Data will be updated in Fall 2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted Expenditures

Action 1.3 Supplemental Targeted Instruction & Intervention (\$50,000.00 Allocated)

Action 1.5 General Supplies, Equipment, and Licensing (\$40,000.00 Allocated)

Action 1.7 Classroom Aides (\$25,000.00)

Action 1.8 Sub-Release to complete progress monitoring assessments (FastBridge, etc.) (\$5,400.00)

Planned total: \$120,400

Estimated Actual Expenditures

Unrestricted Budget 25/26 - \$55,480.00 (\$6876.00 Balance as of 4.13.26)
Supplemental Budget 25/26- \$118,792.00 (\$7,213.00 Balance as of 4.13.26)

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Additional analysis needs to be conducted pending data from the 2025-26 school year to accurately measure specific actions' effectiveness. However results from baseline data in Spring 2025 show increases in state assessment scores across most subgroups and increases in local assessment scores during same two year span. English learner support, particularly due to the increase in enrolled ELs over recent past, as well as targeted interventions for SED/SWD students, need to remain district and school priority and focus throughout 26/27 school year. Through staff shifts, collaboration between general education and SpEd staff increased in frequency and depth of support during 25/26. However, continued active partnering needs to continue in order to support continued growth in SpEd assessment results both on state and local assessments, and particularly toward developed student IEP goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Professional learning communities will continue as primary collaborative structure to monitor student progress data and identify next steps in support. Grade level teams will be allocated numerous opportunities to evaluate student progress data during Wednesday collaboration time throughout the 25/26 school year. FastBridge assessment data (local) and CAASSP (state) data will remain as primary metrics for monitoring student progress. However an increased focus will remain on reducing the number students referred for special education assessments by instead providing robust guidance for classroom teachers in supporting areas for growth in general education setting. Additionally, tier II intervention curricula menu will be continued during 25/26 due to its effectiveness in meeting specific needs of students and reducing the number of enrolled High risk readers by 11% (2nd-5th) and by 22% (K/1). During 25/26 Bagby staff will utilize FastBridge Math progress monitoring interventions in all grade levels in order to replicate student progress in literacy to mathematics. Additionally, in order to most effectively support growing population of multi-language learners, designated ELD accountability systems will be implemented by administrator to ensure EL access to robust support strategies and language development activities and strategies within general education classrooms. Additional consideration of block schedule feasibility will be discussed with staff in order to simplify shifting scheduling of tier-II supports and specials (Art, Music, PE) throughout the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Sustaining Curriculum Implementation	CSD will allocate ongoing funding to maintain our adopted core curriculum and supplementary materials. These resources are aligned with state standards, approved by the board, and are essential for supporting the implementation of state common core standards. This includes the new		No

Action #	Title	Description	Total Funds	Contributing
		Board-adopted NGSS science curriculum for Grades K-8 and the revised ELD curriculum for Grades K-5.		
1.2	Maintaining and Implementing Comprehensive Assessment System	The district/Bagby will maintain and implement a comprehensive assessment system to support universal screening and ongoing progress monitoring for students needing additional support and to aid in instructional planning, programming, and services within the MTSS framework. This action primarily targets students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities while also serving any student identified by staff needing additional support.		No
1.3	Supplemental Targeted Instruction & Intervention	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction, interventions, Extended Day ELD, and support. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low income, Foster/Homeless Youth, Students with Disabilities and any student identified by staff through progress monitoring data analysis as needing extra support.	\$68,545.00	No
1.4	Project Lead the Way Implementation	Curriculum & Materials purchase to support implementation of PLTW in partnership with staff and HSC volunteers.	\$0.00	No
1.5	General Supplies, Equipment, and Licensing	General Supplies, Equipment, and Licensing	\$47,300.00	No
1.6	Coordination of Services Team	Coordination of Services Team (Principal, School Psych, Instructional Specialist) - Facilitating prompt coordination in student support and monitoring		
1.7	Classroom & Wellness Aides	Aides supporting small group instruction in Kindergarten & supporting safety of TK/K/1 students	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Substitute Supported Release	Sub Supported Release time for local assessment completion	\$2,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal underscores the profound recognition of the critical role educators play in shaping student success and the overall effectiveness of the education system. By establishing educator excellence as a strategic priority, the district/Bagby are committed to investing in the foundation of effective education - our educators. This approach reflects an understanding that the quality of education cannot exceed the quality of its educators. Through dedicated efforts to attract, develop, and retain exceptional educators, the district/Bagby aim to enhance educational outcomes for all students, thereby contributing to a stronger, more informed, and capable community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers who are appropriately assigned (i.e., have an assignment monitoring outcome of "clear").	100%	100%	100%	100%	
2.2	The average response by staff on the following question: The professional learning provided was as an effective use of time, with indicating "Agree" or "Strongly Agree".	77%	85%	83%	90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	The average response by staff on the following question: The professional learning provided was relevant to improving instruction, with staff indicating "Agree" or "Strongly Agree".	83%	85%	85%	90%	
2.4	The percentage of Teachers who are implementing GLAD strategies through classroom walkthroughs observation tool.	80%	85% (daily/weekly)	50%	85%	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Significant portion of staff support during 25/26 school year focused on addressing staff culture, renewing staff norms, providing structured mediation, and receiving professional development on the impact of lived experiences and personal identities on interactions with staff, students, and families. Significant time and effort focused on growth of restorative practices with students, colleagues, and families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Funds were not spent related to planned expansion of PLC structure. PLCs during 25/26 were supported CSD allocated funds providing teacher release coverage. During 25/26 all PLCs will be shifted to staff collaboration time on during staff professional development. During 25/26 staff learning labs were underutilized. During 25/26 a reduction in allocated funds will occur due to a reduction in CSD budget overall and Bagby's allocation of LCFF funds tied to support for UPP students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Robust professional development was provided to Bagby staff during 25/26 school year focused, as stated previously, on renewing staff norms and community agreements, and pushing restorative practices to forefront of work within staff interactions with students and colleagues.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In Spring 2026 LCAP Input Survey, Bagby Staff expressed additional professional development in the areas Social Emotional Learning, ELD instruction, Learning Labs (Observing and reflecting colleagues' instructional practices), number talks, Project Lead the Way, Project Based Learning, and FOSS Pathways Science implementation. Staff collaboration on early release Wednesdays will be primary time and structure for providing requested PD during 25/26 due to reduced budgets at district and site levels.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintaining Staff Training & Professional Development	The district and school sites will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on areas identified through staff feedback, including high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards aligned curriculum, and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Includes GLAD, RJ Practices, Equity, EduClimber, Foss Pathways, UPK, other)		No
2.2	Enhancing Staff Collaboration and Professional Learning Communities	CSD/Bagby will identify staff collaboration time collaborate and learn about implementing Professional Learning Community (PLC) processes. Professional development will focus on supporting student and staff SEL, mental health, and high-quality Tier 1 core instruction and in class interventions. CSD/Bagby will use the EduClimber data platform and the Fastbridge Assessment system to develop and facilitate effective teacher collaboration on data use, student progress monitoring, and strategic interventions. This action primarily targets students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
2.3	Teacher Learning Labs	Release time for teachers to observe peers, debrief, and collaborate on instructional practices.	\$4,000.00	
2.4	Instructional Practice Walkthrough Tool & Data Analysis	Develop and utilize walkthrough tool to gather instructional practice data campus wide targeting support of at-risk students identified through local assessments and ensuring implementation of robust instructional practices for ELs, .	\$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The prioritization of a rich and supportive learning environment in the strategic plan underscores a comprehensive approach to education. It reflects an understanding that academic achievement is influenced by a wide range of factors, including the physical classroom setting, the emotional and social climate of the school, cultural inclusivity, and safety. By addressing these factors, Bagby/CSD lay the foundation for a holistic educational experience that supports all aspects of student development. This goal is our commitment to creating conditions that not only enhance learning but also contribute to the development of well-rounded individuals who are equipped to thrive in diverse settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Bagby Average Daily Attendance Rate	2023/23- 95.4%	2023/24- 96%	2025/26-	98%	
3.2	Percentage of students who were chronically absent: All Students, Hispanics, ELs, SED, and SWD	2023 All: 9.7 EL: 15.5% SED: 27.1% SWD: 13.2%	2024 All: 7.8% EL: 10.8% SED: 16.9% SWD: 9.5%	2025 All: 5.5% EL: 9% SED: 12% SWD: 5.5%	All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	
3.3	Percentage of students suspended one or more times.	2023 All: 0.8% EL: 0%	2024 All: 1.3% EL: 0%	2025 All: 1.0%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 1.2% SWD: 1.4%	SED: 6.2% SWD: 5.4%	EL: 1/74 (0.0135%) SED: 3/111 (.027%) SWD: 1/66 (0.015%)		
3.4	Bagby School Climate Survey: The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	83.6%	87.8%	90%	94%	
3.5	Bagby School Climate Survey: Percentage of 2nd - 5th graders reporting that "Good behavior is recognized."	65%	69.2%	84%		
3.6						
3.7	Number of Major Office Referrals (Major Referral defined by the CSD/Bagby PBIS Behavior Matrix)	44 (23/24)	88 (24/25)	125 (25/26)	20	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Based on student input on Spring Climate Surveys in 2024 and 2024, a concerted effort lead by Bagby's MTSS Team in the 2024/2025 school year focused on revamping our PBIS expectations campuswide and increasing positive student feedback. Through discussion and analysis the team recommended adding to the existing student recognition system. During 24/25 Bagby staff implemented Bagby Best Behavior bands, adding an option for staff to recognize positive student choices and reduced logistical barriers for adults in order to increase ease and frequency of recognition. Students have option to keep band or turn into grade level cylinders in front office. Once a grade level has

filled cylinder they earn a grade wide award - typically a lunch time dance party hosted by DJ Monotone (aka Mr. K-School Principal). These shifts were largely responsible for the increase from 2023 of 65% of 2nd-5th graders feeling that Good Behavior is Recognized/Acknowledged to 86.5% of 2nd-5th graders responding the same in Spring 2025. Additionally, over that same time period (Spring 2023 to Spring 2025) students responses for the statement I Feel Safe increased from 83.6% in 2023 to 87.8% in 2024 to 94.0% in 2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During 2024/25 planned expenditures nearly matched expended funds, and in particular student supervision/support areas exceeded planned expenditures. This will shift due to an overall reduction in the allocated funds Bagby will be receiving in 2025/2026.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During 25/26 the MTSS team will focus efforts on reducing chronic absenteeism amongst overrepresented subgroups. Such interventions may include additional student incentives, aimed at shifting supportive adult behaviors. Additional lock grant funds from state during 25/26 may be allocated to additional supports for identified focal scholars and their families. Bagby's MTSS team will collaborate in August/September 2025 to chart plan for attendance interventions during 25/26.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to a reduction in both the CSD budget and UPP funding allocations, Bagby will be making reductions to planned expenditures for 25/26. Particularly, Bagby will shift away from contracted lunch supervised activities to prioritize maintaining daily supervision staff. Bagby is presently proposing to maintain 1 contracted lunch time activities/sports coach and will work with local vendor to receive lowest possible cost.

Additional focus will be given to office systems (Principal/Secretary) for entering into student discipline incidents into school behavior records. Through better data tracking systems, better data analysis can be conducted and more impactful strategic decisions can be made aimed at decreasing unsafe/unkind choice making. The likely cause of the increase from 23/24 to 24/25 is due to clearer parameters for referrals as outlined by Bagby Behavior Response Matrix. Additionally, better data entering practices lead to a more accurate account of total referrals to office staff for behavior related incidents. Review of behavior expectations matrix will take place in Aug/Sept 2026 with staff along with a review of referral documentation. Consistent data entry practices will continue into 26/27 with consistent data reflection occurring on regular basis with MTSS team and staff wide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing Student Attendance through EduClimber Attendance Reports	Bagby/district will utilize EduClimber to improve student attendance and reduce chronic absenteeism. Staff will use the program to track attendance patterns and identify at-risk students. Real-time data will guide targeted interventions, such as personalized outreach to families and support services like counseling and tutoring. Regular communication with parents will stress the importance of attendance and provide updates on policies and resources. The program's effectiveness will be continuously monitored and adjusted to ensure improvement. Expected outcomes are increased attendance rates, reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment.		No
3.2	PBIS Recognition & Rewards	Bagby will expand implementation of PBIS recognition and rewards in alignment with student climate survey feedback during Spring 2026.	\$500.00	
3.4	Arrival, Lunch, & Dismissal Supervision/Support Staff	Daily supervision/support for arrival, dismissal, and lunch	\$57,650.00	No
3.5	After School Performing Arts Program		\$35,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Engagement: 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 wellbeing.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal underscores the recognition of the integral role that a supportive and interconnected community plays in enhancing the educational experience and outcomes for students. The goal of enhancing community engagement is based on the understanding that education is a collaborative effort that extends beyond the classroom. By drawing on the strengths and resources of the wider community, Bagby can provide a richer, more supportive, and more effective educational experience for their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Family Engagement Survey: Increase participation percentage in annual engagement survey.	34 of 794 (June 2024-# of Parents) 4.3% Response Rate	23 of 880 2.6% Response Rate	227 of 582 40% Response Rate	20% Family Response Rate	
4.2	Family Engagement Survey: The percentage of all parents who responded "Often" or "Always" to the parent survey item: Parents feel informed about Cambrian's and the school's procedures,	All: 73% Students w/ Special Education Services: 88% English Learners: 100%	All: 68% Students w/ Special Education Services: Not Available English Learners: Not Available	All: 97% SWD: 100% (14 Responding) EL: 100% (23 Responding)	All: 80% Students w/ Special Education Services: 80% English Learners: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	policies, and decision making processes.	34 Responses Spring 2024 Survey	23 Responses Spring 2025 Survey	Spring 2026 Survey		
4.3	Family Engagement Survey: The percentage of all parents who responded "Extremely Well" or "Very Well" or "Moderately Well" to the parent survey item: Parents feel the schools and the district engages parents from diverse backgrounds.	All: 77% Students w/ Special Education Services: 100% English Learners: 100% 34 Responses Spring 2024 Survey	All: 82% Students w/ Special Education Services: Not Available English Learners: Not Available 23 Responses Spring 2025 Survey	March 2026- Question Modification: How well do you feel that school staff understand and respect your family's culture, language, and goals for your child's education? All: 94% SWD: 100% (14 Responding) EL: 100% (23 Responding)	All: 80% Students w/ Special Education Services: 80% English Learners: 80%	
4.4						

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 25/26 Bagby did not host any individual family information events, instead choosing to promote CSD sponsored events. Subsequently, translation services were not utilized to support family participation. Additional strategies will be implemented in 26/27 to boost participation rates and gathering input data from a broader subset of our school community population. Additional Parent Education events will be offered in partnership with CSD and with organizations like Project Cornerstone to support the family school/partnership and provided families with foundational understanding of child development and developmentally appropriate/inappropriate behaviors and supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During 25/26 Bagby did not host any individual family information events, instead choosing to promote CSD sponsored events. Subsequently, translation services were not utilized to support family participation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During 25/26 Bagby did not host any individual family information events, instead choosing to promote CSD sponsored events.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Survey response rates jumped from less than 2% during 24/25 to 40% in spring of 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Community Participation	Provide opportunities to increase student, staff, parent, and community partners participation in school and district events/activities, advisory committees, and task forces through live translation support for engagement.	\$1,000.00	Yes
4.2	Family Education Events	Provide a variety of education events for Bagby and CSD families	\$3,000.00	
4.3	Increase Family Engagement Survey Participation Rate	Provide student incentives to encourage family engagement in CSD/Bagby input surveys	\$1,000.00	

Action #	Title	Description	Total Funds	Contributing
4.4	Family Communication Liaison	Hire bilingual family communication liaison in order to facilitate more effective communication and engagement with diverse school community	\$2,000.00	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	55480	118792	214.117%	0.000%	214.117%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$161,845.00	\$92,650.00	\$500.00	\$0.00	\$251,995.00	\$203,195.00	\$48,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Sustaining Curriculum Implementation	All	No			All Schools									
1	1.2	Maintaining and Implementing Comprehensive Assessment System	All	No												
1	1.3	Supplemental Targeted Instruction & Intervention	All	No					\$68,545.00	\$0.00	\$68,545.00				\$68,545.00	
1	1.4	Project Lead the Way Implementation	All	No					\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
1	1.5	General Supplies, Equipment, and Licensing	All	No					\$0.00	\$47,300.00	\$47,300.00				\$47,300.00	
1	1.6	Coordination of Services Team														
1	1.7	Classroom & Wellness Aides	All	No					\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
1	1.8	Substitute Supported Release							\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
2	2.1	Maintaining Staff Training & Professional Development	All	No												
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities							\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Teacher Learning Labs							\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
2	2.4	Instructional Practice Walkthrough Tool & Data Analysis							\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Enhancing Student Attendance through EduClimber Attendance Reports	All	No												

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	PBIS Recognition & Rewards							\$0.00	\$500.00			\$500.00		\$500.00	
3	3.4	Arrival, Lunch, & Dismissal Supervision/Support Staff	All	No					\$57,650.00	\$0.00		\$57,650.00			\$57,650.00	
3	3.5	After School Performing Arts Program	All	No					\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
4	4.1	Increase Community Participation	English Learners	Yes	School wide	English Learners			\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
4	4.2	Family Education Events							\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
4	4.3	Increase Family Engagement Survey Participation Rate							\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
4	4.4	Family Communication Liaison							\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	