CSD LCAP and Strategic Plan Advisory Committee

November 10, 2026
12:30 - 3:00
Sit with your school!
https://bit.ly/4fj8Mpd

"Exploring Infinite Possibilities for Learning"

Overview

- What's Your Opinion (10 min)
- Superintendent State of the District (10 min)
- What is the Local Control Accountability Plan? (5 min)
- What is the Strategic Plan? (5 min)
- LCAP Advisory Committee Plan for 2026-27 (10 min)
- Understanding Our Current Plan and Data (60 min)
  - LCAP
  - Strategic Plan
  - 2025-26 CAASPP/CA Dashboard
- Integrating the Cambrian Graduate Portrait Into the LCAP (30 min)
- Next Steps (10 min)

What's Your Opinion?

What's Your Opinion?

1. Select an opinion question?
2. Meet with a partner.
3. Share your question and your opinion? Allow your partner to refute your opinion.
4. Switch.

If spaghetti and meatballs got into an argument, who would win?

If you could only eat one condiment for the rest of your life, which would it be?

If vegetables could talk, which one would be the biggest complainer?

Superintendent
State of the District

What is the Local Control and Accountability Plan?

- The LCAP, or Local Control and Accountability Plan, is a key document in California's education system.
- It's a three-year plan, updated annually, that outlines how school districts will use their Local Control Funding Formula (LCFF) funding to improve student outcomes.
- Outlines four goals for student achievement and development.
    1. Student Achievement
    2. Educator Excellence
    3. Learning Environment
    4. Community Engagement

The LCAP Key Purposes

- LCAP is intended to support districts with closing achievement and opportunity gaps.
- The LCAP must address state priorities, including student achievement, school climate, and parent engagement, and also allows districts to add their own local priorities.
- Requires districts to demonstrate how they are addressing the 8 state priorities for:
    a. All Students
    b. English Learners (EL)
    c. Socio-economically Disadvantaged (SED)
    d. Foster Youth (FY)



What is the CSD Strategic Plan?

- Rigorous three-year plan to guide decisions and set direction for District students.
- Outlines five core goals to devise the areas of focus for student achievement and development.
  1. Student Achievement
  2. Educator Excellence
  3. Learning Environment
  4. Community Engagement
  5. Fiscal Responsibility

CSD 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.

Cambrian Graduate Portrait

- **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.

LCAP Advisory Committee Plan for 2026-27

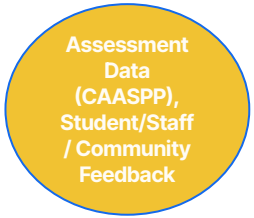
Create 2027-30 LCAP and 2027-30 CSD Strategic Plan

- Updates should be driven by identifying improvements needed in current plans
- Integrate *Cambrian Graduate Portrait* more deeply into LCAP Actions
- Consider data when identifying updates:
  - Community/staff/student feedback
  - Student achievement data

Understanding Our Current Plan and Data

- Before we can consider next steps for the coming years, need to understand our current plan and data
  - 6 Teams
  - Each team will:
    - Review assigned plan/data
    - Present high level overview to committee

Understanding Our Current Plan and Data (2)







1. Gather your team
2. Review the resources
3. Draft a response to your team's focus question. You can use AI to help you summarize.
4. Create one or more Google Slides with your team's response.
5. Add your slides to this Google Slide presentation
6. Be prepared to present your slides

Understanding Our Current Plan and Data (3)

Assessment Data (CAASPP), Student/Staff / Community Feedback

CSD Local Control Accountability Plan (State)

CSD Strategic Plan

Teams

1. **Team 1: ELA**: Natalie Gioco, Chrissy Terwilliger
2. **Team 2: Math**: Maggie Spehar, Sam Haley, Emily White
3. **Team 3: Science**: Michael Kretsch, Andrea Pickering

Focus

Determine 5 strengths and 5 areas for improvement. Explain why. *List questions you have.*

Resources

- CAASPP/CA Dashboard Board Presentation
- CAASPP Test Results
  - ELA/Math
  - Science
- CA Dashboard Site (search by school site only)

Teams

1. **Team 4: Goals 1 and 2**: Linh Nguyen, James Kimure
2. **Team 5: Goals 3 and 4**: Julie Orlando, Amy O'Hehir

Focus

For each goal, summarize the Actions for that goal. *List questions you have.*

Resources

- LCAP Presentation (June 2026)
- 2026-27 LCAP
  - Goal 1 (Actions)
  - Goal 2 (Actions)
  - Goal 3 (Actions)
  - Goal 4 (Actions)

Team

1. **Team 6: Strategic Plan**: Kristi Schwiebert, Debbie Stein

Focus

Summarize Strategic Plan Priorities and Cambrian Graduate Portrait. *List questions you have.*

Resources

- Strategic Plan

Team 1: 2026 ELA Results: Strengths and Areas for Improvement

Strengths

1. **Well above county and state:** 68% proficient vs. 60% county and 49% state
2. **Many students exceed standard:** 36% Advanced; district is 55.7 pts above standard
3. **Cohorts grow each year:** every grade-level cohort improved from 2024 to 2026
4. **Strong middle grades:** 72–76% proficient in grades 6–8
5. **SED and Hispanic students held gains:** about 43% for two years, up from 40%

Areas for Improvement

1. **Progress has stalled:** flat at 68%; district fell from Blue to Green (−6.5 pts)
2. **Individual school declines:** Two elementary schools fell to Yellow
3. **Students with disabilities declined:** 28% to 22%
4. **English learners declined:** 22% to 19%; EL Progress is Orange
5. **Early-grade reading:** 21–23% of 3rd and 4th graders score Minimal

Questions

1. Why are we seeing a decline in ELA progress in 4th grade?
2. Does a school keep its color indicator in ELA if it maintains its levels?

Source: 2026 CSD CA School Dashboard Summary Performance, Board Presentation (Nov. 5, 2026)

Team 2 - Assessment Data (Math)

Areas of Strength:

1. Middle school students are strong in math skills (6th - 60% proficient or advanced, 7th 67% proficient or advanced, 66% proficient or advanced
2. IFERP students have strong math skills
3. Hispanic students improved steadily,from 31% to 33% to 34%.
4. English learners held their gain at 26% up from 20% in 2024.

Areas for Improvement:

1. Students with disabilities declined, from 25% to 21%.
2. 2020 Kindergarten cohort needs math intervention when looking at their math scores overtime.
3. SED students remain flat and fall in the minimal range for math
4. Need to improve math problem solving and data analysis skills.
5. Need to improve how students think logically and express their thoughts

Questions:

- Do our advance student remain advance year/grade after year/grade?
  - Cohort data review?
- What math interventions can the district consider to support math problem solving skills and data analysis?
- Do teacher need professional learning on math thinking for grades K-5th grade?

Team 3 - Assessment Data (Science)

Areas for Improvement

1. Specific demographics
    - Socio-economically disadvantaged, Students with Disabilities, Hispanics & EL
2. Physical Science (5th & 8th)
3. Life Science (5th)
4. No students with IEP of any kind scored advanced
5. All students whose parents do not have a highschool diploma scored either developing or minimal (75%)

Areas of Strength

1. Earth & Space Science (5th & 8th)
2. Life Science (8th)
3. Only 7% scored a 1 in both 5th & 8th
4. Over 50% scored proficient in both 5th and 8th



Questions

1. Does 8th grade test better than 5th grade?
    - Allocated science classes for 8th grade - not for 5th
2. How do we continue to structure/prioritize science for K-5th classrooms?
3. Has there been a shift in the last 2 years in science scores district wide after the new adoptions?

Team 4 - Goal 1 High Student Achievement

For each goal, summarize the Actions for that goal. List questions you have.

- **Academic Interventions & Specialized Literacy (Actions 1.1 & 1.2):** Implements Tier II interventions, Extended Day ELD, and personalized digital tools (e.g., Imagine Learning, Joy School English) driven by Professional Learning Communities (PLCs) and GLAD strategies.
- **TK Expansion & Expanded Learning Programs (Actions 1.11 & 1.4):** Expands Transitional Kindergarten to meet new age eligibility guidelines and integrates after school/summer enrichment, extended care, and music programs through ELO-P.
- **Curriculum Standards & Universal Assessment (Actions 1.3 & 1.10):** Maintains state standards-aligned textbooks across all core subjects and operates universal screening tools (e.g., FastBridge) within the MTSS framework.
- **Special Education Equity & Targeted Funding (Action 1.12):** Reserves 15% of federal IDEA funds for a CCEIS plan to actively reduce the over-identification of specific student subgroups in Special Education.

Team 4: Goal 1 Questions

- With Instructional Specialists (Action 1.5) cut from 5.5 to 2.5 FTE, how has the transition from a single-site model to a multi-site model impacted the frequency and quality of interventions for high-needs students?
- How are site leaders ensuring that the reduction of Art Paraeducators (Action 1.8) to 1.0 FTE and the reliance on parent volunteers hasn't created an inequitable experience between schools with different levels of volunteer availability?
- Action 1.2 invests in Imagine Learning and Joy School English. How are we measuring student engagement and usage rates to ensure this software investment translates directly into oral language proficiency?
- What does our Kindergarten readiness data reveal about the performance gap between students who attended our expanded TK programs versus those who did not?

Team 4- Goal 2 Educator Excellence

For each goal, summarize the Actions for that goal. List questions you have.

- **Systemic Professional Learning & Induction (Actions 2.1 & 2.3):** Districtwide training on instructional best practices paired with specialized induction and mentoring to ensure new teacher, administrator, and staff retention.
- **Collaborative Data Networks (Action 2.2):** Enhanced Professional Learning Communities (PLCs) designed for teachers to collaborate and share real-time data-driven strategies.
- **Flexible Learning Platforms (Action 2.4):** Delivery of hybrid professional development using online tools (Alludo, TIMS) combined with in-house instructional modeling.
- **Targeted Equity & Certification Strategies (Actions 2.5 & 2.6):** Focused training on high-impact equity strategies to support unduplicated students, utilizing classroom walkthrough tools and completing GLAD certification tracks.

Team 4: Goal 2 Questions

- How effectively are our PLC frameworks and GLAD strategies directly addressing the specific learning barriers faced by our English Learners and Socioeconomically Disadvantaged students?
- Given budget constraints (such as reductions in instructional coaching), how are we ensuring that high-need students still receive adequate, high-touch intervention?
- What specific metrics and real-time data will PLCs use to determine whether Tier II interventions and digital tools (like Imagine Learning) are actually closing the achievement gap?
- How are we tracking the transfer of professional learning—such as GLAD strategies and hybrid PD modules—into daily classroom instruction?

TEAM 5

Goal 3 Actions: Positive School Environment

Action	What it does
3.1 Student Services Specialist	Phased out; duties move to the Coordinator (3.10)
3.2 Counseling and Mental Health	Counselors and therapists; Nugent contract has ended
3.3 SEL Support at Price	Phased out; duties move to the Coordinator (3.10)
3.4 Foster and Homeless Youth	Transportation, meals, tutoring, devices and internet
3.5 Health Services	Full-time nurse and health clerks (El Camino grant)
3.6 Behavior Support and PBIS	Full-time behavior specialist and PBIS at all sites
3.7 Attendance Monitoring	A2A contract ended; tracking continues in EduClimber
3.8 Attendance Specialist	0.5 FTE for attendance, enrollment and family outreach
3.9 Structured Recess and Lunch	Discontinued; sites may use their own funds
3.10 Student Support Coordinator	Leads MTSS, SST, PBIS, 504s and attendance monitoring

Source: Cambrian School District 2026-27 LCAP, Goal 3 Actions 3.1 to 3.10

TEAM 5

Our Questions on Goal 3

SUSPENSIONS

Suspensions dropped overall but rose for EL and Hispanic students. What is driving that gap?

OFFICE REFERRALS

Major referrals remain above the 5% target. What added PBIS support will sites receive?

COUNSELING

With the Nugent contract ending, how will counseling coverage change at each site?

PEER CLIMATE

Students rated peer treatment and classroom behavior lowest. How will we address both?

RECESS AND LUNCH

Structured recess support is ending. What can sites use to keep recess and lunch positive?

ATTENDANCE

Chronic absence is still 18.7% for SED students. How will EduClimber outreach reach them?

TEAM 5

Goal 4 Actions: Parent and Community Engagement

Action	What it does	
4.1 Committees and Community Partners	Runs SSC, ELAC, DELAC and LCAP committees and partner workshops. New: a parent resource menu for staff and targeted EL family messaging.	
4.2 Family Engagement and Support Specialist	0.5 FTE specialist (county funded) who builds participation of English Learner families.	
4.3 Interpretation and EL Parent Education	Language Line for conferences, IEPs and 504s, plus workshops on ELD, navigating school and literacy at home.	
4.4 Family Input Surveys	ThoughtExchange replaced by Google Forms and Kelvin, mobile friendly surveys analyzed with AI tools.	
4.5 Communications Coordinator	0.5 FTE leading email, text, newsletters and social media; also writes grants that exceed the role's cost.	

Source: Cambrian School District 2026-27 LCAP, Goal 4 Actions 4.1 to 4.5

TEAM 5

Our Questions on Goal 4

FROM OUR TEAM

How can we get more families involved, especially at in-person meetings and events?

FROM OUR TEAM

Could a Career Day bring families and community partners onto campus as part of Goal 4?

FROM OUR TEAM

How can we connect elementary families with middle school sports to ease the move to Price?

FROM THE LCAP DATA

ELAC attendance averaged 2.3 reps per meeting. What would help EL families take part more?

FROM THE LCAP DATA

When will the staff resource menu and EL family message groups be ready for sites to use?

FROM THE LCAP DATA

Will there be a districtwide EL Parent Night this year? None was held in Years 1 or 2.

Group 6 - Strategic Plan

1. **Student Achievement** - Every student has the potential for academic success and personal growth including personalized learning, high quality instruction, data-informed decision-making, equity, and access.
2. **Educator Excellence -** Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.
3. **Learning Environment -** Physical, social, emotional, and cultural factors shape students' educational experiences. This is achieved by providing a safe and supportive climate, using inclusive practices, having engaging lessons, and encouraging eco-friendly practices and integrating sustainability principles into our curriculum.
4. **Community Engagement -** Strong connections between schools, families, and the community positively influence student success and improvement. This includes involving families and caregivers, creating partnerships with community members, and keeping open communication between schools, families, and the community.
5. **Fiscal Responsibility-** Prudent financial management, efficient resource allocation, and transparent stewardship of taxpayer dollars prioritize all decision-making. Kep components include: budget planning, long-term planning, resource efficiency, transparency, and revenue diversification.

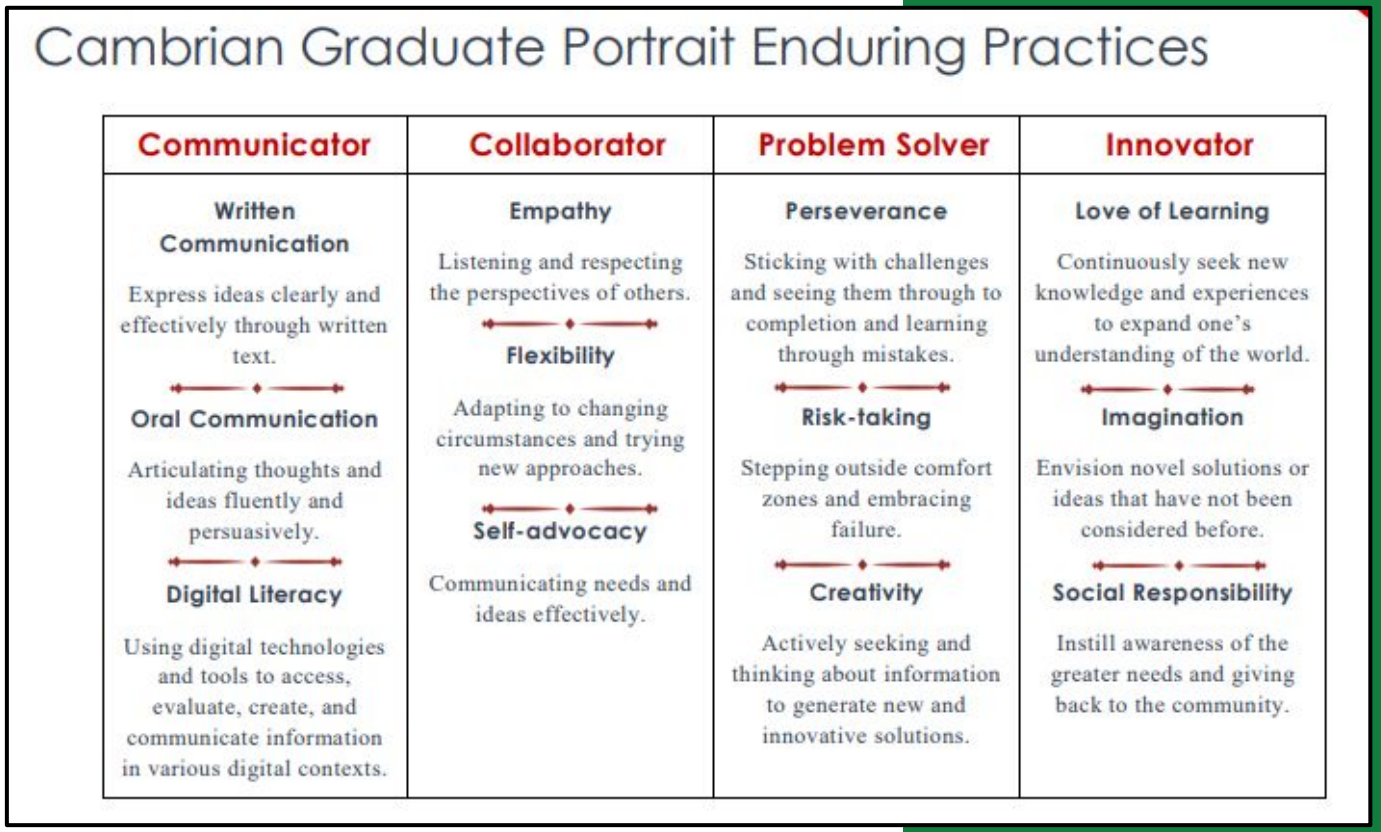
Group 6 - Graduate Practices

Practice	What It Includes	How does it show up in our classrooms?
Communicator	Written, oral, and digital communication	
Collaborator	Empathy, flexibility, self-advocacy	
Problem Solver	Perseverance, risk-taking, creativity	
Innovator	Love of learning, imagination, social responsibility	

Group 6 - Questions

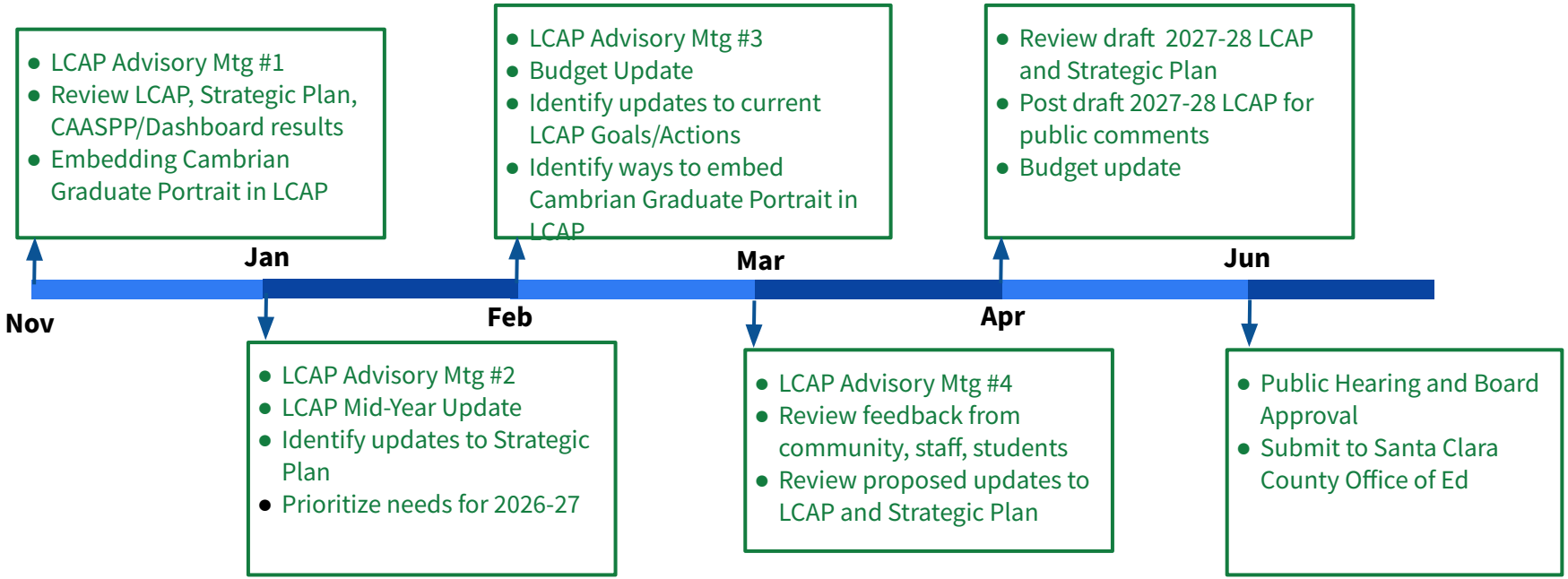
- How do the graduate portrait practices show up in our classrooms? How are we teaching them?
- How do we help teachers bring and/or recognize that they are growing the graduate portrait practices are happening in their classrooms?
- How are we giving our kids opportunity for community engagement?

Integrating the Cambrian Graduate Portrait Into the LCAP



At your tables, brainstorm a list of activities you would expect to see on a campus or in a classroom where students exemplify the Cambrian Graduate Portrait.

2027-28 LCAP/Strategic Plan Development Timeline



2026-27 CSD LCAP and Strategic Plan Advisory Committee Meetings

Meetings 12:30-3pm

- ~~November 10, 2026~~
- January 12, 2027
- February 9, 2027
- March 23, 2027
- April 27, 2027

Feedback Form

https://bit.ly/4z3bHJK

