



2025-26 CSD Local Control Accountability Plan (LCAP)

Board Presentation
June 3, 2025

"Exploring Infinite Possibilities for Learning"

Overview

- ❖ What is the Local Control & Accountability Plan (LCAP)?
- ❖ Key Purpose
- ❖ Alignment to the CSD Strategic Plan
- ❖ Educational Partners Engagement Process
- ❖ 2025-26 Proposed Actions & Services
- ❖ LCAP/LCFF Budget Overview for Parents
- ❖ Board Comments & Questions

What is the Local Control and Accountability Plan?



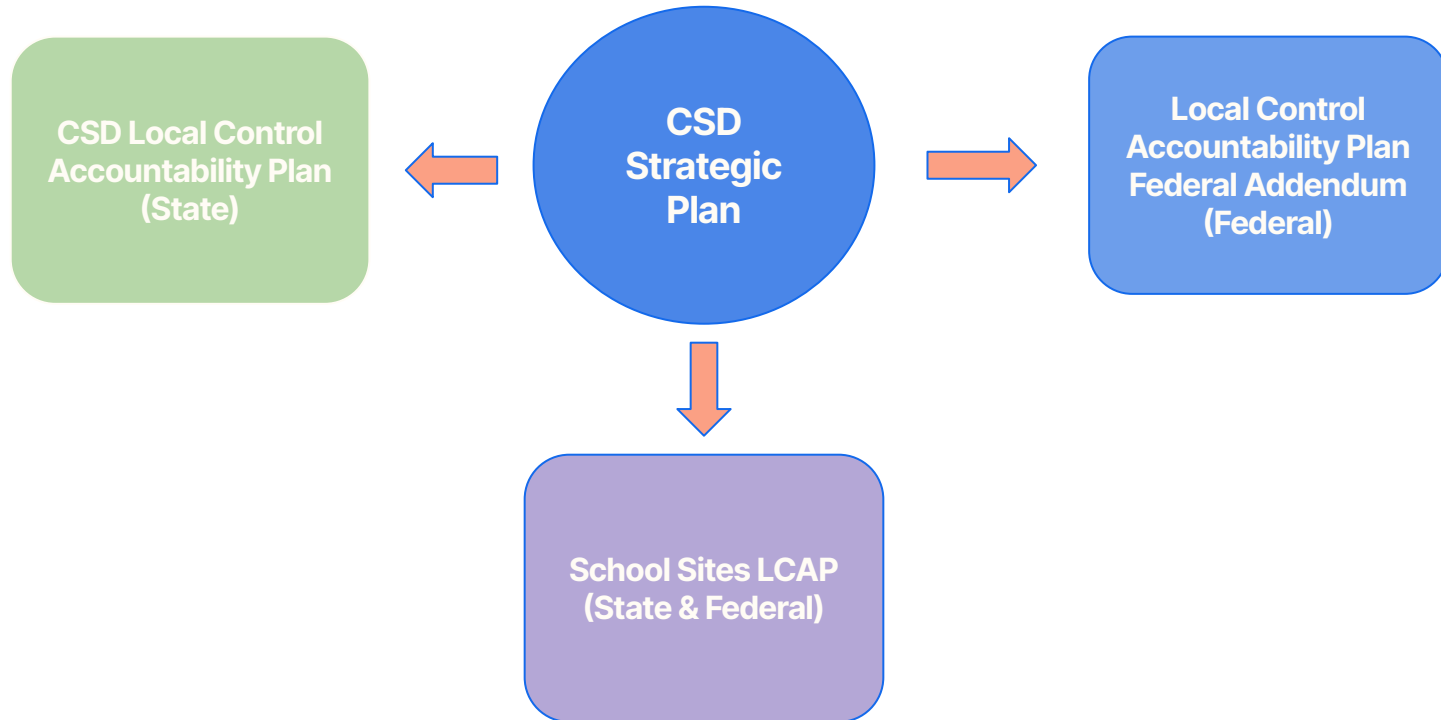
- ❖ The LCAP, or Local Control and Accountability Plan, is a key document in California's education system.
- ❖ It's a three-year plan, updated annually, that outlines how school districts will use their Local Control Funding Formula (LCFF) funding to improve student outcomes.
- ❖ The LCAP must address state priorities, including student achievement, school climate, and parent engagement, and also allows districts to add their own local priorities.

The LCAP Key Purposes

- ❖ LCAP/LCFF is intended to support districts with closing achievement and opportunity gaps.
- ❖ Demonstrate how we are addressing the 8 state priorities for:
 - All Students
 - English Learners (EL)
 - Socio-economically Disadvantaged (SED)
 - Foster Youth (FY)
- ❖ Address student groups and/or sites identified for differentiated assistance



CSD Strategic Plan & LCAP Alignment



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.

Portrait of a Graduate

- ❖ **Communicator:** Students will participate in activities that foster strong communication skills across multiple platforms, disciplines, and audiences.
- ❖ **Collaborator:** Students are empowered to work together effectively.
- ❖ **Problem Solver:** Students will participate in a learning environment where students develop into confident, effective critical thinkers.
- ❖ **Innovator:** Students will be inspired to introduce new ideas through creative thinking and problem solving skills that address community needs.



Educational Partner Engagement Process

"Exploring Infinite Possibilities for Learning"

Engagement of Educational Partners in LCAP Development

Comprehensive Partner Inclusion:

- Involved teachers, administrators, staff, union leaders, parents, students, and advisory committees.
- Equity requirements addressed through targeted school engagement.

Key Committees & Activities:

- LCAP Advisory & DELAC: Reviewed goals, data, and services; met regularly throughout the year.
- MTSS & Instructional Leadership Council (ILC): Guided alignment with curriculum, instruction, and equity initiatives.
- Student Engagement:
 - Listening sessions at each site (Mar 2025) with reflective prompts.
 - PBIS Climate Surveys and empathy interviews for English Learners.

Governance Oversight:

- Mid-Year Update (Feb 6), Public Hearing (June 3), and Final Adoption (June 17).
- Public access to all meetings, agendas, and LCAP drafts ensured transparency.

CSD Educational Partner's Input Themes



Students

- Equity = everyone getting what they need
- Trusted adults are essential
- Struggles with bullying, safety, rushed instruction
- Desire for recognition, better food, more study time
- Advocated for restorative approaches & kindness

Cambrian Parent Community

- PD for teachers
- Literacy interventions & personalized learning
- SEL curriculum and mental health supports
- Enrichment: arts, makerspaces
- Free meals and better nutrition
- High-quality instruction and small class sizes
- Stronger communication with families
- More after-school supports

Staff

- More planning time & collaboration
- Training on EduClimber, SPED strategies, GLAD, behavior supports
- Need for culturally relevant materials
- Support for paraeducators and specialty staff
- Training on AI and math interventions

Multilingual Families

- Inclusive programming for ELs
- Transparency in EL program effectiveness
- Desire for dual immersion and extra English classes
- Request for before/after-school English learner support
- Need for improved communication on student progress.
- Suggestion to hire more English teachers and enhance existing EL services

CSD LCAP Advisory Committee Input on the 2025-26 Proposed Actions and Services

- **Strong Support for Key Investments:** Committee praised supplemental instruction for high-needs students, mental health supports, ELO-P after-school enrichment, translation services, staff professional development, and services for foster/homeless youth.
- **Greatest Impact for Unduplicated Student Groups:** Identified culturally relevant instruction, MTSS/ELD coordination, early education access, free meals, and fostering meaningful relationships as the most impactful.
- **Suggestions to Strengthen Plan:** Expand project-based learning, improve communication and family engagement, share best practices across sites, and enhance MTSS implementation.
- **Additional Needs Identified:** Daily access to site-based counselors and behavior specialists, centralized ELD and parent engagement supports, and structured interventions in academics and behavior.
- **Alignment with District Vision:** Committee agreed proposed actions align well with the Portrait of a Graduate, Strategic Plan, and equity goals by supporting whole-child development, equity, and culturally relevant learning.
- **Engagement and Communication Strategies:** Recommended multi-modal outreach (e.g., flyers, QR codes, assemblies), culturally relevant events, stakeholder surveys, and ongoing progress monitoring to keep families and staff informed and engaged.

Impact of Educational Partners Input on LCAP Goals

How Educational Partners' Input Shaped the 2025–26 LCAP

- Input from all groups helped refine actions, metrics, and investments.
- **LCAP Goals Aligned with Feedback:**
 - **Goal 1 – High Academic Achievement:**
 - Reading interventions, expanded TK, digital tools, and arts programs.
 - **Goal 2 – Educator Excellence:**
 - PD in equity and behavior, collaborative PLC time, and technology use.
 - **Goal 3 – Safe School Environment:**
 - Mental health services, restorative practices, and PBIS.
 - **Goal 4 – Strong Community Engagement:**
 - Language access, parent workshops, and improved communication tools.
 - **Fiscal Alignment:**
 - Adjustments made to protect equity and be fiscally responsible.

This LCAP reflects a collaborative, data-informed, and community-driven vision for student success and district progress.

2025-26 CSD LCAP Goals (Year 2 of a 3 Year Plan)

Goal 1	Goal 2	Goal 3	Goal 4
High Student Achievement	Educator Excellence	Positive School Environment	Strong Community Engagement
Strategic Plan Priority 1	Strategic Plan Priority 2	Strategic Plan Priority 3	Strategic Plan Priority 4
State Priorities 1, 2, 4, 7 & 8	State Priorities 1 & 2	State Priorities 1, 5 & 6	State Priorities 3 & 6
Every student has the potential for academic success and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.	Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.	An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning.	Strong connections between schools, families, and the community positively influence student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being.

2025-26 LCAP Goal 1 Proposed Actions & Services

Key Actions & Services:

- **Supplemental Instruction & Interventions** (1.1): Academic support and ELD extended day programs for students not meeting standards. (\$670,120)
- **Digital Learning Resources** (1.2): Tools like Imagine Learning and Joy School English to support language development and personalized learning. (\$140,000)
- **Sustaining Core Curriculum** (1.3): Continued investment in state-aligned curriculum including NGSS and revised ELA/ELD. (\$268,560)
- **Expanded Learning (ELO-P)** (1.4): Free enrichment, after-school programs, and summer learning for UPP students. (\$933,000)
- **Instructional Specialists** (1.5): Coaching and targeted support for teachers and students across all sites. (\$765,134)
- **Visual & Performing Arts** (1.8): Expansion of art programs using Prop 28 funding. (\$365,287)
- **PE & TK Expansion** (1.9 & 1.11): Added paraeducators for PE and additional TK classrooms for early learning access. (\$41,805 (PE)), (\$168,967 (TK))
- **Assessment & MTSS Support** (1.10): Tools for data-driven instruction and intervention planning. (\$100,000)
- **Equity-Focused Strategies** (1.12 & 1.13): Addressing disproportionality and maintaining master schedule for interventions at Price Middle School. (\$108,575 (1.12)), (\$120,000 (1.13))

Estimated Total Investment: \$3,682,378

2025-26 LCAP Goal 2 Proposed Actions & Services

Key Actions & Services:

- **Ongoing Staff Training & PD (2.1):** Learning opportunities in classroom instruction, data use, equity, SEL, restorative practices, and more. (\$141,093)
- **Professional Learning Communities (PLCs) (2.2):** Dedicated collaboration time for staff to improve instruction and student outcomes. (\$30,000)
- **New Staff Support & Onboarding (2.3):** Orientation, coaching, and prep time for new teachers and staff. (\$30,000)
- **Online & Site-Based PD (2.4):** Alludo platform and Technology Innovation Mentorship to promote tech integration and teacher leadership. (\$33,050)
- **Equitable ESSA Services for Private Schools (2.5):** Ongoing participation support for private school staff under Title II. (\$5,000)
- **Targeted PD for UPP Support (2.6):** Focused training on culturally responsive teaching, trauma-informed care, and family partnerships. (\$81,500)

Estimated Total Investment: \$348,643

2025-26 LCAP Goal 3 Proposed Actions & Services

Key Actions & Services:

- **Mental Health & Counseling Services** (3.2): Ongoing support for all students, especially unduplicated groups. (\$422,000)
- **Support for Foster & Homeless Youth** (3.4): Tailored resources including meals, transportation, tech, tutoring. (\$20,000)
- **Health Services Expansion** (3.5): School nurse and trained health clerks funded by El Camino Grant. (\$155,059)
- **Behavior Specialist & PBIS Support** (3.6): Direct behavior support, data-informed planning, and staff training. (\$98,000)
- **Attendance & Engagement Specialist** (3.8): Targeted family support and interventions to improve attendance. (\$59,087)
- **Structured Recess Activities** (3.9): Site-based social-emotional supports during recess/lunch. (\$30,000)
- **Coordinator of Student Support Services** (3.10): Districtwide leadership for MTSS, PBIS, SST, engagement, and compliance. (\$240,000)

Estimated Total Investment: \$1,024,146

2025-26 LCAP Goal 4 Proposed Actions & Services

Key Actions & Services:

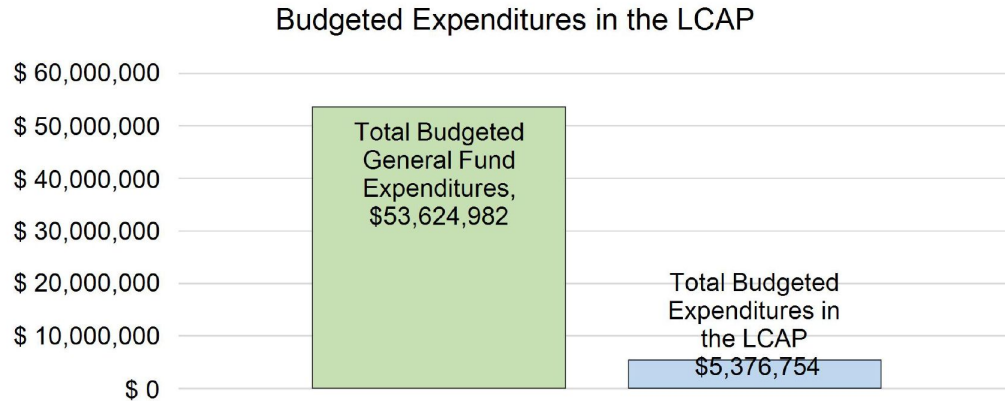
- **Parent & Community Education** (4.1): Site/district-level committees and workshops in partnership with community organizations. (\$28,500)
- **Family Engagement & Support Specialist** (4.2): 0.5 FTE focused on enrollment, parent participation, and EL family involvement. (\$59,087)
- **Language Access & EL Parent Education** (4.3): Translation/interpreting services and workshops for English Learner families. (\$110,000)
- **Digital Engagement Tools Transition** (4.4): Replacing Thought Exchange with Google tools for cost-effective stakeholder input. (\$0 - Refer to the CSD Technology Plan)
- **Communications & Engagement Coordinator** (4.5): 0.5 FTE role supporting districtwide communication, engagement, and grant-writing. (\$124,000)

Estimated Total Investment: \$321,587

2025-26 LCAP Estimated Budget by Goal

LCAP Goal	Key Focus Area(s)	Estimated Investment
Goal 1: High Student Achievement	Curriculum, instruction, interventions, enrichment	\$3,682,378
Goal 2: Educator Excellence	Professional development, PLCs, coaching	\$348,643
Goal 3: Positive School Environment	Mental health, counseling, behavior support, attendance	\$1,024,146
Goal 4: Strong Community Engagement	Parent education, communication, translation services	\$321,587
Total Estimated Budget		\$5,376,754

2025-26 CSD LCFF Budget Overview for Parents



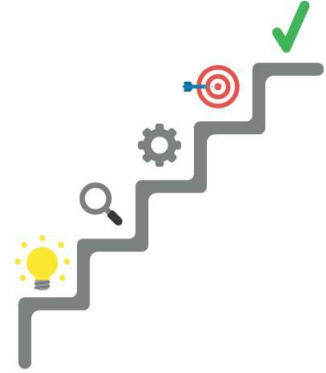
CSD plans to spend **\$53,624,982** for the **2025-26** school year. Of that amount, **\$5,376,754** is **included** to actions/services in the LCAP, and **\$48,248,228** is **not** included in the LCAP.

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

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

What's Next?

- Approval of the 2025-26 CSD LCAP & Budget
 - Public Board Meeting - June 17, 2025
- Board Approved CSD LCAP & Budget Submitted to SCCOE
 - June 30, 2025
- SCCOE Final Approval Notification to District
 - September 2025



Board Discussion



Appendices

- 2025-26 CSD LCAP/LCFF Budget Overview for Parents
- 2025-26 CSD Local Control & Accountability (Year 2 of a 3-Year LCAP)
- 2025-26 CSD School Sites LCAPs
 - Bagby School
 - Fammatre School
 - Farnham School
 - Sartorette School
 - Steindorf K-8 School
 - Price Middle School