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 [2025-26]

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 six schools in our district, including the four charter schools, is 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 547 (~570 anticipated for 25/26 school year) students in grades TK - 5. Approximately 10.1% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 16.6%.

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. Our grounds also house two solar canopy arrays. There are three playground areas for student use during recess. In partnership with the Home and School Club, Bagby was able to update a portion of the large playground in 2015 with a more modern play structure including a climbing wall. Additionally, in summer of 2025 due to district and supplemental Home & School Club support, a large portion of the playground will be updated to be more inclusive 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.

The 2024 Dashboard is a comprehensive tool that includes the following State Indicators: Academic Indicators for English Language Arts/Literacy & Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, and Suspension Rate Indicator. It's important to understand that the district, schools, and student groups are assigned performance colors on the Dashboard (Blue, Green, Yellow, Orange, and Red). These colors indicate the performance level, with Blue representing the highest performance and Red the lowest. The performance colors are determined by a combination of Status (current year performance) and Change (current year performance compared with prior year performance).

The 2024 Dashboard also included Local Indicators: Basic Services, Implementation of Academic Standards, Parent and Family Engagement, Local School Climate, and Access to a Broad Course of Study. The local indicators assess the district's and school's performance in meeting the standard by designating the following criteria: met, not met, or not met for two or More Years. Based on a review of performance on the state and local indicators measured by the California School Dashboard and a review of input from our educational partners below are some key highlights of the district's performance for 2024-25.

1. Academic Indicator - English Language Arts & Math (Goal 1)
The Academic Indicator is based on student performance on the Smarter Balanced Assessments and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics, administered each spring to students in grades three through eight.

The 2024 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance at Bagby. Performance levels are determined by the combination of current year performance and changes from the previous year, with color-coded indicators ranging from Blue (highest performance) to Red (lowest performance). Overall, the district demonstrates robust academic performance, with Bagby achieving "Green" or "Blue" levels, indicating high or improving performance in both ELA and Math. This consistent academic achievement across the district highlights the effectiveness of instructional strategies and the commitment to student success.

Based on the 2024 CA School Dashboard, the following performance levels were achieved by Bagby- ELA and Math (Priority 1 & Priority 2):

ELA - Green
Math - Blue

ELA and Math local and state (2025 CAASPP results still pending) assessments show high percentage rates of students at or above grade level. Bagby's staff will continue efforts at routinely monitoring student progress data and making collaborative strategic instructional decisions aimed at those at risk of not meeting grade level standards.

CSD/Bagby-Local Student Progress Indicator
Cambrian and Bagby utilized FastBridge Assessments to locally monitor student progress data. Spring 2023 and Spring 2024 Local Assessment Data shared on following pages. Spring 2025 FastBridge Data (local student progress data) is summarized below and will be added to Bagby LCAP in Fall 2025:

Early Reading (K/1)
7% High risk, 13% Some Risk, and 80% low risk Spring 2025

Early Math (K/1)
4% High Risk,5% some risk and 91% low risk Spring 2025

aReading (2-5)
8% High risk, 13% Some Risk, 31% low risk and 48% on or above

aMath (2-5)
7% High Risk, 12% some risk, 30% low risk, and 52% on or above Spring 2025

Since Fall 2019, the Bagby staff has worked strategically to identify underperforming student groups through data analysis and to tailor Tier I (provided to all students) and Tier II (intervention services provided to some students) supports for those with specifically identified areas of need. Academic progress is due first to strategic, high-quality instruction taking place in the classroom through adopted curricula (Benchmark Advance and Eureka Math). Additionally, the gains are reflective of consistent progress monitoring of students' progression in their acquisition of grade-level standards. Students below grade level are identified through regularly occurring monitoring and are referred to Tier II services (Literacy Interventions/Phonics Intervention) for intensive cycles of intervention. Tier II supports assisted many students in making significant progress in reading.

During 24-25, 36 students participated, with 89% showing growth and 19% meeting the graduation criteria (an increase from 4% during the 23/24 school year.

2. 2023 CA School Dashboard English Learner (EL) Progress Indicator by school site (Goal 1)
The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level toward English language proficiency or maintaining the highest performance level in the English Language. Proficiency Assessments for California (ELPAC). The 2024 CA Dashboard English Learner Progress Indicator strong progress for Bagby. Below are the ELPI results from Bagby Elementary School: 87% of ELs made progress toward English language proficiency, an increase of 37% from 2024.

During 24/25 the instructional focus was supporting language acquisition and development in our English learner demographic (presently 55 students). As a result of the implementation of tier 1 best instructional practices, including designated and integrated ELD, as well as implementation of GLAD strategies in all classrooms, we anticipate continued English learner progress across all grade levels. During 24/25 50% of ELs made progress and we anticipate that number to increase for 24/25 (data outstanding) due to strategic focus and appropriate in class interventions and Tier II interventions including an after school ELD Academy to support English language acquisition for newcomer students. Fifteen students participated in this daily after school program.

To support continued progress based on the 2025 CA Dashboard English Learner Progress Indicator results, Bagby & the Cambrian School District will implement targeted professional development for teachers, enhance family and community engagement, and utilize data-driven interventions and support programs. Providing teachers with ongoing, targeted professional development on effective instructional strategies for English Learners (ELs) equips them with the tools and knowledge to better support ELs in progressing toward English language proficiency. Regularly analyzing assessment data to track EL progress and developing targeted interventions based on this data, such as tutoring and extended day language support programs, can address specific areas where ELs are struggling. By focusing on these strategies, Bagby, and the district, can enhance the progress of English Learners and address the areas of decline identified in the 2025 CA Dashboard.

3. 2023 CSD Reclassification Rate (Goal 1)
Bagby's reclassification rate for 2024-25 was 27.5%. This success reflects the effectiveness of the district's English Learner Program in supporting students to attain the necessary English language proficiency. EL students who achieved level 4 on the English Language Proficiency Assessments for California (ELPAC) and met additional local reclassification criteria were recognized for their accomplishments. This positive outcome demonstrates the district's commitment to enhancing the language skills of its EL students and ensuring they are equipped for academic success in an English-speaking environment. The higher-than-target reclassification rate signifies the district's effective instructional strategies and support systems for EL students, contributing to our overall academic progress and integration into the broader educational curriculum. Continued focus on tailored support and rigorous criteria will ensure sustained improvement in the district's English Learner Program.

4. Professional Learning Provided by the District This School Year (Goal 2)
The feedback from staff surveys indicates a generally positive response to the district's professional learning (PL), with varying levels of satisfaction across different opportunities the district provides throughout the year. The district's professional learning sessions received generally positive feedback, particularly for the relevance to improving instruction, with an overall average of 83% of respondents indicating "Agree" or "Strongly Agree" across all sessions. The professional learning provided as an effective use of time, the average response from staff indicating "Agree" or "Strongly Agree" was 77.1%.

5. 2024-27 Staff Professional Learning Needs Assessment Survey (Goal 2) -

Bagby Teachers expressed pride in:
Student growth and learning, particularly in reading and phonics
Strong classroom communities and social-emotional development
Instructional improvements, including new strategies (e.g., weekly circles, play-based engagement, science integration)
Balancing multiple demands, such as induction, new grade levels, and leadership roles

Commonly reported challenges include:
Time constraints: "Not enough time during the day to teach everything"
Student behavior and parent demands
Overwhelming curriculum pacing and material prep, especially in science and ELA
Personal workload, including after-hours responsibilities

Teachers shared the following needs:
Stronger curriculum support in Social Studies and Science
Streamlined and cohesive instructional materials
Clarity and support for implementing new programs (e.g., FOSS, GLAD, Restorative Practices circles)

High-interest areas for future PD:
Small group ELA instruction
Project-based learning and thematic unit development
Restorative justice and trauma-informed practices
Science integration and material prep (FOSS)
California Preschool Instructional Network workshops (for TK/ECE staff)
GLAD strategies and number talks

6. Chronic Absenteeism (Goal 3)
Chronic absenteeism is the percentage of students missing at least 10% of school days - Bagby's rate was 7.8% in 2024 and 8.04% in 2024-2025 Bagby. Bagby and CSD continue to see high chronic absenteeism rates among SED, SWD, and EL students. This persistent issue underscores the need for targeted interventions and support tailored to the specific needs of these vulnerable student groups.

7. Suspension Rate (Goal 3)
The Suspension Rate Indicator is one of several state indicators the California Department of Education (CDE) reports on the California School Dashboard. It represents the percentage of students suspended for an aggregate total of one full day at a time during the school year - Bagby Elementary's rate was 1.3% (Orange) during the 23/24 school year. This was an increase over the prior year due to multiple students being suspended for a singular incident.

During the 2024-2025 school year major referrals and suspensions declined significantly from the proceeding three year stretch. As of 5/14/25 two students had been suspended 1 (1x .5 day in house) and 1 (1.0 day) both for physically aggressive/unsafe behaviors. The suspension rate at Bagby for 24/25 was .36%.

Positive Behavioral Interventions and Supports were effectively implemented school-wide, in addition to the Second Step Curriculum (SEL) and Zones of Regulation being taught in every classroom, as well as a long-standing partnership with Project Cornerstone has resulted in a positive school environment. A priority was placed in increasing students feeling that "good behavior is recognized" from spring 2024 reported levels on the School Climate Survey. Of 266 2nd-5th graders 92.5% reported that they most of the time or always "like school" an

increase of 4.4%. Additionally, 87.8% of the Bagby 2023-2024 School Climate Survey student respondents reported "feeling safe" most of the time or always. In 24/25 94.0% reported feeling safe most of the time/always, an increase of 6.2%. "Good Behavior is Noticed" increased from 69.2% to 86.5%, an increase in 17.3%. This increase can be directly correlated to Bagby's MTSS team recommending additional PBIS strategies that reduced adult barriers to acknowledging and increasing, frequent recognition of student good decision making. Based on student survey input, staff will continue to focus on recognizing and rewarding positive behavior in more strategic and transparent systems during 25/26 and beyond.

Local Performance Data:

Chronic Absenteeism at Bagby- (Goal 3)
Bagby and CSD will address the high rates of chronic absenteeism among Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learner (EL) students through a comprehensive approach. We will prioritize early identification and intervention, using data to promptly identify at-risk SED, SWD, and EL students, allowing timely support. Enhancing communication with families about the importance of attendance and its impact on academic achievement is crucial, often involving regular updates, workshops, and parent-teacher meetings tailored to these specific groups. Providing support services such as counseling, social work, and mental health resources helps address barriers to attendance, including transportation, health issues, or family challenges. Bagby and CSD will establish systems to regularly monitor attendance data and hold schools accountable for reducing chronic absenteeism among these student groups, setting clear goals and benchmarks within the LCAP and reviewing progress regularly. By integrating these strategies, the district aims to reduce chronic absenteeism and support the overall success and well-being of our SED, SWD, and EL students.

Student School Climate Survey - Spring 2025 (Goal 3)
Our school site embraced, utilized, and implemented social-emotional learning with fidelity throughout the school year. Our community values and believes that students must have a choice and voice in their learning. We believe that when students are empowered, they will be deeply engaged in learning. Bagby's School Climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to our students in grades 2-5, provides insights into the effectiveness of Bagby's Social-Emotional Learning (SEL) programs and other school climate initiatives. All survey results were very positive indicating that our students like school, feel safe at school, and have a trusted adult on campus.

Family Engagement Survey (Goal 4)
This year, Bagby and CSD sought feedback from our family community regarding engagement opportunities. We identified four key questions to gather information on the effectiveness of our current parent engagement strategies and areas for improvement. It was also essential to include the perspectives of our English learner parents and parents of students with an IEP or 504 plan. The following survey results summarize the responses from parents based on these questions: 1 (Not Well at All)- 5 (Very Well). Response % reflect responses of 4 or 5.

How welcoming do you find your child's school environment for parents and families? 86%

Do school staff actively work to build trusting and respectful relationships with families? 86%

Does the school communicate with families in a way that is accessible and easy to understand (including multiple languages, if needed)? 95%

How well do you feel that school staff understand and respect your family's culture, language, and goals for your child's education? 95%

Has the school provided you with helpful information and resources to support your child's learning at home? 91%

Have you had opportunities to meet with your child's teacher(s) to discuss academic progress and how to support learning at home? 91%

Do you feel that teachers and school leaders value and seek your input when making decisions about your child's education? 86%

Do you feel knowledgeable about your rights and how to advocate for your child within the school system? 55%

Has the school or district provided opportunities for parents and families to participate in advisory groups or decision-making committees? 68%

How well does the school involve parents and families in planning, designing, and evaluating family engagement activities? 82%

All Families - 22 Responses
Despite multiple opportunities, only 22 families gave input on Bagby's and CSD's Family Engagement ThoughtExchange survey. With over 800 current family members in our school community, a response rate of less than 3% is unacceptable as Bagby and CSD need broader input in order to develop more impactful targeted strategies to address specific needs and concerns, ensure all parents feel equally informed, involved, and valued in decision-making. Moving forward, LCAP goal 4 funds will be utilized to hire a parent liaison responsible for increasing communication and engagement, particularly targeting underrepresented families and funds will be allocated to incentivizing family participation in CSD/Bagby surveys.

English Learner Parent Survey - March 2025
The district sought feedback from our English Learner parent community this year through the ThoughtExchange communication platform. We asked parents, "How do you think we could improve our English language learning programs for students?" 46 EL parents responded, offering 24 ideas and rating these thoughts 255 times. Based on their input, several key improvements were suggested for our English language learning programs:
1. Increased Communication: Parents requested better communication about their child's progress and focus areas.
2. Homework for Practice: There was a desire for homework to continue language practice at home.
3. In-Class Translators: Parents suggested using translators or facilitators in the classroom.
4. Program Understanding: Some parents were unclear about the program and asked for more detailed information.
5. Summer Resources: Parents wanted access to learning resources during summer breaks.
6. Vocabulary Practice*: More practice with new vocabulary words was recommended.
7. Group Activities with Native Speakers: Including native English speakers in group activities for immersive learning was suggested.

In response, Bagby and the district recognizes the need for increased communication. CSD will implement a system to regularly update parents on the content being taught and ways to support their child's learning at home. We will work with staff to assign appropriate homework to reinforce classroom learning. We will improve our communication regarding the specifics of our program, clarifying the differences between native and nonnative English speakers and how language development is addressed. Additionally, we will seek opportunities for group activities that promote interaction and cultural immersion.

Final Reflection Summary:
Bagby, based on state and local metrics, is progressing in the right direction in providing comprehensive supports for students and their families. The results also show that we have work to do to support the success of all students. We are proud of our work addressing the academic, social-emotional, mental, and physical health needs of students, staff, families, and the community. We recognize that there is still work to do as we target limited resources with supporting students and families in an equitable manner. The district and Bagby will continue to invest in and support all teacher staff by aligning instructional resources, professional development, and assessment tools focused on high-quality best instructional practices. We will continue to focus our efforts, and available resources to provide all students access to high-quality curriculum and instruction, aligned with the state standards. These essential programs and services provide intensive targeted instruction and additional resources to provide supplemental and extended learning time for students with the largest learning gaps.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Bagby is not eligible for comprehensive support and improvement for 25/26.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Bagby is not eligible for comprehensive support and improvement for 25/26.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Bagby is not eligible for comprehensive support and improvement for 25/26.

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, 10/24/24 @ 3:00-4:00 via Zoom Thursday, 12/12/24 @ 3:00-4:00 via Zoom

Educational Partner(s)	Process for Engagement
	Thursday, 1/30/25 @ 3:00-4:00 via Zoom Thursday, 2/27/25 @ 3:00-4:00 via Zoom Thursday, 3/27/25 @ 3:00-4:00 via Zoom Thursday, 4/24/25 @ 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 24/25 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 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

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 2024-25. All meetings were conducted in person.
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-oftrustees

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) SWIS data was reviewed with staff and SSC/ELAC committees. We will review target areas for support on campus and student referrals to date and use this data to plan our PBIS focus for 25/26.
- A community survey was developed and issued to parents in Spring 2025. Multiple emails and written reminders were sent out.
- Students in grades 2-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for the 2025-2026 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 2023-24 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 (2025-26) ELA: TBD Math: TBD Science: TBD Focal Scholars (2025-26) ELA: TBD Math: 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%		Science: TBD English Learners ELA: TBD Math: TBD Science: TBD 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		(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		(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%		(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)		(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 - 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 - TBD EL - TBD SED - TBD SWD - TBD	
1.8	FastBridge aReading Assessment (Local	All - 83% EL - 53%	All - 80% EL - 19%		All - TBD EL - TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data) 2nd-5th Above, On, Low Risk %	SED - 67.4% SWD - 60%	SED - 60.5% SWD - 50%		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 - TBD EL - TBD SED - TBD SWD - TBD	

Goal Analysis [2024-25]

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.

Action 1.3 - Supplemental Targeted Instruction & Intervention ($75,000.00 Budgeted 24/25) - (~$46,000.00 Actual Expenditure 24/25)
Action 1.4 - Project Lead the Way ($15,000.00 Budgeted 24/25) - ($0.00 Actual Expenditure 24/25)
Action 1.5 - General Supplies, Equipment, and Licensing ($40,000 Budgeted 24/25) - ($42,759.00 Actual Expenditure 24/25)
Action 1.7 - Classroom Aides - ($40,000 Budgeted 24/25) - ($81,000 Actual Expenditure
Action 1.8 - Substitute Supported Assessment Release ($10,000 Budgeted 24/25) - ($3600 Actual Expenditure 24/25)

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 2024-25 school year to accurately measure specific actions' effectiveness. However results from baseline data in Spring 2023 show incremental 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 students, need to remain district and school priority and focus throughout 25/26 school year. Through staff shifts, collaboration between general education and SpEd staff increased in frequency and depth of support during 24/25. 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 Board-adopted NGSS science curriculum for Grades K-8 and the revised ELD/ELD curriculum for Grades K-5.		No
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		No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$50,000.00	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	$40,000.00	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 Aides	Instructional Aides supporting small group instruction in Kindergarten, Combination, and other classes	$25,000.00	No
1.8	Substitute Supported Assessment Release	Sub-Release to complete progress monitoring assessments (FastBridge, etc.)	$5,400.00	
1.10				No

Action #	Title	Description	Total Funds	Contributing

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%	
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%		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%		90%	
2.4	The percentage of Teachers who are implementing GLAD strategies through classroom walkthroughs observation tool.	80%	85% (daily/weekly)		85%	

Goal Analysis [2024-25]

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 24/25 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 24/25 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 24/25 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 24/25 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 2025 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)	$5,500.00	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.	$3,000.00	
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%		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%		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%			

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%			
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%		94%	
3.5	Bagby School Climate Survey: Percentage of 2nd - 5th graders reporting that "Good behavior is recognized."	65%	69.2%			
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)		20	

Goal Analysis [2024-25]

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 2023 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 2025 with staff along with a review of referral documentation. Consistent data entry practices will continue into 25/26 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 2025.	$500.00	
3.3	Lunchtime Activity Support	Facilitated Lunch recess sports/games coaching and supervision	$24,000.00	
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		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: 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			
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		All: 80% Students w/ Special Education Services: 80% English Learners: 80%	
4.4						

Goal Analysis [2024-25]

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 24/25 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. Additionally, less than 3% of Bagby families responded to CSD/Bagby family engagement surveys. Additional strategies will be implemented in 25/26 to boost participation rates and gathering input data from a broader subset of our school community population.

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 24/25 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 24/25 Bagby did not host any individual family information events, instead choosing to promote CSD sponsored events. Survey engagement rates fell from Spring 2024 survey to Spring 2025 survey. See below course of action aimed at boosting participation in important engagement surveys.

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.

Additional incentives for students needs to be built into incentivizing family response rates on CSD/Bagby input surveys. Over the past two years, less than 5% of families have given input through offered surveys, far too low to effectively assess community's sentiment regarding engagement practices and district/school decision making. In 25/26 additional incentive based strategies will be implemented.

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	$5,000.00	

2025-26 Total 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	$162,900.00	$92,650.00	$500.00	$0.00	$256,050.00	$214,550.00	$41,500.00

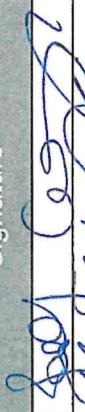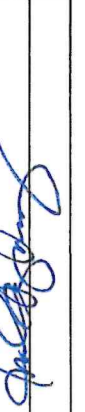| Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Sustaining 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					$50,000.00	$0.00	$50,000.00				$50,000.00	
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	$40,000.00	$40,000.00				$40,000.00	
1	1.6	Coordination of Services Team														
1	1.7	Classroom Aides	All	No					$25,000.00	$0.00	$25,000.00				$25,000.00	
1	1.8	Substitute Supported Assessment Release							$5,400.00	$0.00	$5,400.00				$5,400.00	
1	1.10		All	No												
2	2.1	Maintaining Staff Training & Professional Development	All	No					$5,500.00	$0.00	$5,500.00				$5,500.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities							$0.00	$0.00	$0.00				$0.00	
2	2.3	Teacher Learning Labs							$3,000.00	$0.00	$3,000.00				$3,000.00	
2	2.4	Instructional Practice Walkthrough Tool & Data Analysis							$0.00	$0.00	$0.00				$0.00	

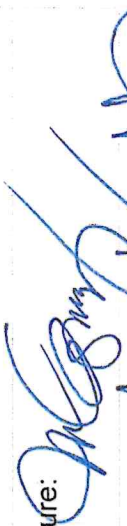| Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Enhancing Student Attendance through EduClimber Attendance Reports	All	No												
3	3.2	PBIS Recognition & Rewards							$0.00	$500.00			$500.00		$500.00	
3	3.3	Lunchtime Activity Support							$24,000.00	$0.00	$24,000.00				$24,000.00	
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							$5,000.00	$0.00	$5,000.00				$5,000.00	

Bagby Elementary

Site LCAP School Site Council (SSC) Assurances Signature Page

As required by the Local Control Accountability Plan (LCAP) process, the School Site Council (SSC) has reviewed the LCAP for our school. The SSC members confirm that they have provided input, discussed the plan's alignment with school and district goals, and approved the final submission of this LCAP.

SSC Member Name	Role (Parent, Teacher, Staff, Student, Admin)	Signature
Jenni Cummings	Teacher	*(signature)*
Marylynn Tollison	Staff	*(signature)*
Nancy Gomez	Parent	*(signature)*

Date of SSC Approval: 5.22.25

SSC Chair's Name:
Nancy Gomez   Signature: *(signature)*

Principal's Name:
Michael Kretssch   Signature: *(signature)*

School Site LCAP SSC Assurances