

CSD Local Control Accountability Plan Mid-Year Board Update

February 6, 2025



"Exploring Infinite Possibilities for Learning"

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

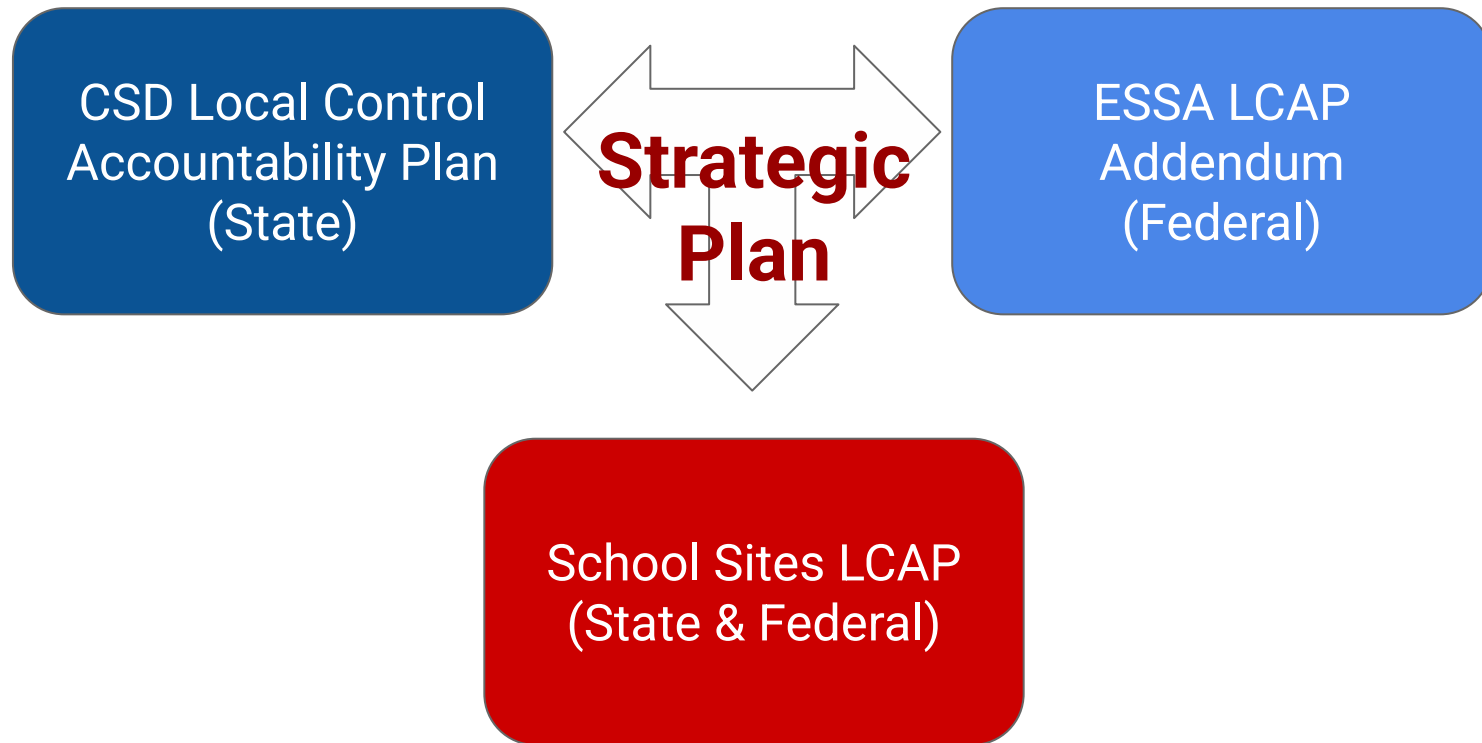
The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

LCAP Mid-year Update Overview

- At this point in the school year, some metric outcomes (“Success Indicators”) are known and some are TBD.
- Similarly, at this point in the school year, some LCAP actions have “Not Implemented”, some are “Partially Implemented”, and some have been “Fully Implemented”. An update of LCAP actions and services will be shared.
- An Estimated Expenditure totals through the first 6 months of the 2024-25 fiscal school year will also be shared.

CSD Strategic Plan & LCAP Alignment

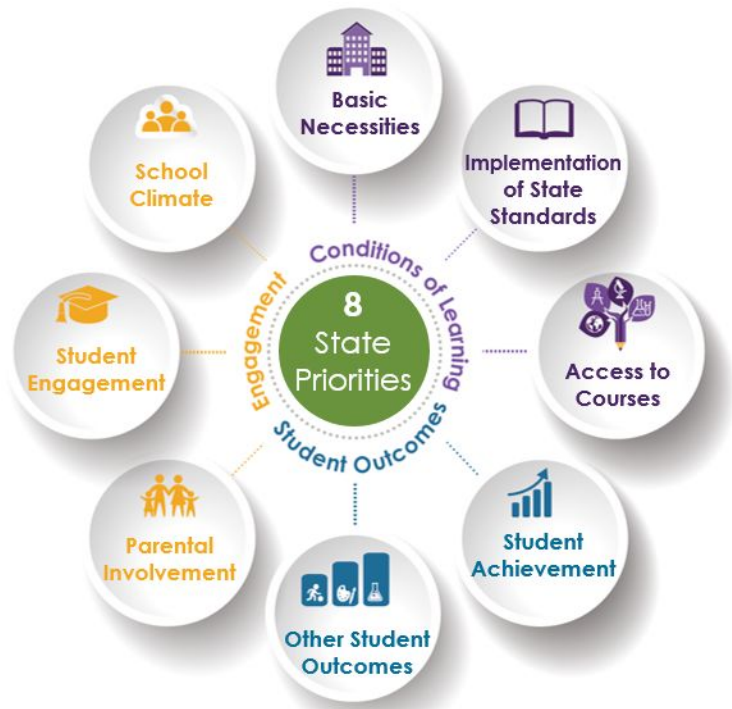


8 State Priorities

Each school district's LCAP must focus on eight priority areas that help all students succeed. These **eight priority areas** reflect the belief that many factors – both inside and outside the classroom – positively impact student success.

These eight priorities are grouped under three categories:

- ❖ **Conditions of Learning**
- ❖ **Student Outcomes**
- ❖ **Engagement.**



2024-25 Local Control Accountability Plan Goals

Goal 1	Goal 2	Goal 3	Goal 4
High Student Achievement	Educator Excellence	Positive School Environment	Strong Community Engagement
CSD SP Priority 1	CSD SP Priority 2	CSD SP Priority 3	CSD SP 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.

Goal 1 Success Indicators Mid-year Update

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Performing Met/Exceed Standards on the CAASPP ELA Assessment	Spring 2023 Grades 3-8	Spring 2024 Grades 3-8	Spring 2025 Grades 3-8	Spring 2026 Grades 3-8	23-24
	All Students	67.0%	65.0%	TBD	80.0%	-2.0
	English Learners	23.3%	15.0%	TBD	50.0%	-8.3
	Socio-Economically Disadvantaged	39.0%	40.0%	TBD	60.0%	1.0
	Students w/ Disabilities	26.8%	23.5%	TBD	60.0%	-3.3
	Hispanics/Latino	41.5%	39.3%	TBD	60.0%	-2.2
1.2	Percentage of Students Performing Met/Exceed Standards on the CAASPP Math Assessment	Spring 2023 Grades 3-8	Spring 2024 Grades 3-8	Spring 2025 Grades 3-8	Spring 2026 Grades 3-8	23-24
	All Students	60.9%	61.3%	TBD	75.0%	0.4
	English Learners	24.5%	20.6%	TBD	50.0%	-3.9
	Socio-Economically Disadvantaged	33.2%	31.3%	TBD	60.0%	-1.9
	Students w/ Disabilities	26.0%	23.7%	TBD	60.0%	-2.3
	Hispanics/Latino	33.1%	31.1%	TBD	60.0%	-2.0
1.3	Percentage of Students Performing Met/Exceeded Standards on the California Science Test (CAST)	Spring 2023 Grades 5 & 8	Spring 2024 Grades 5 & 8	Spring 2025 Grades 5 & 8	Spring 2026 Grades 5 & 8	23-24
	All Students	51.3%	57.3%	TBD	70.0%	6.0
	English Learners	13.3%	9.5%	TBD	30.0%	-3.8
	Socio-Economically Disadvantaged	24.6%	29.7%	TBD	50.0%	5.1
	Students w/ Disabilities	15.5%	20.0%	TBD	30.0%	4.5
	Hispanics/Latino	29.5%	31.0%	TBD	60.0%	1.5
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): Percentage of Current ELs Who Progressed at Least One ELPI Level & Maintained ELPI Level 4 by School Site	Fall 2023	Fall 2024	Fall 2025	Fall 2026	23-24
	Bagby School	60.7%	50.0%	TBD	> 65.0%	-10.7
	Fammatre School	30.4%	42.9%	TBD	> 65.0%	12.4
	Farnham School	58.8%	56.8%	TBD	> 65.0%	-2.1
	Sartorette School	55.6%	54.8%	TBD	> 65.0%	-0.7
	Steindorf K-8 School	55.2%	65.5%	TBD	> 65.0%	10.3
	Price Middle School	58.0%	70.5%	TBD	> 65.0%	12.5

Key highlights to date:

- ELA scores saw a slight decline overall (-2%) with larger decreases among English Learners (-8.3%) and Students with Disabilities (-3.3%).
- Math performance showed minimal improvement (+0.4%), but declines were noted for English Learners (-3.9%).
- Science scores improved significantly (+6%), with gains among Socio-Economically Disadvantaged (+5.1%) and Students with Disabilities (+4.5%).
- The percentage of ELs progressing declined (-8%).
- All students maintained 100% access to standards-aligned materials.

[CLICK HERE](#) for more information

2024-25 LCAP Goal 1 Actions & Services

Actions & Services	Status
1.1 Supplemental Targeted Instruction & Intervention	Fully Implemented
1.2 Targeted Expanded Educational Resources and Digital Learning Support	Fully Implemented
1.3 Sustaining Core Curriculum and Supplemental Materials.	Fully Implemented
1.4 Integration of Expanded Learning Opportunities Program (ELO-P)	Fully Implemented
1.5 Provision of Instructional Specialists	Fully Implemented
1.6 Advancing Technology Priorities	Fully Implemented
1.7 Addition of Assistant Principal Position at Price Middle School	Fully Implemented
1.8 Expansion of the Visual Art Program	Fully Implemented
1.9 Enhanced Support for Elementary PE Program	Fully Implemented
1.10 Maintaining and Implementing Comprehensive Assessment System	Fully Implemented
1.11 Expansion of Transitional Kindergarten Program	Fully Implemented
1.12 Addressing Disproportionality for Students with Disabilities and Hispanic Students	Fully Implemented
1.13 Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	Fully Implemented

Goal 2 Success Indicators Mid-year Update

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Teachers Appropriately Assigned Based on the Annual School Accountability Report Card (SARC)	2023-24	2024-25	2025-26	2026-27	
		100%	TBD	TBD	100%	
2.2	Average Rating on the Annual CA Dashboard Local Indicator on the Implementation of Academic Standards Self-Reflection Tool is 4 or 5. The average rating is inclusive all self-reflection ratings in Sections 1-4 of the Reflection Tool.	2023-24	2024-25	2025-26	2026-27	
		4	TBD	TBD	>4	
2.3	Average Rating on the Annual CA Dashboard Local Indicator on the Support for Teachers and Administrators Self-Reflection Tool is 4 or 5. The average rating is inclusive of all three items of the rubric in Section 5 of the Academic Standards Self-Reflection Tool.	2023-24	2024-25	2025-26	2026-27	
		4	TBD	TBD	>4	
2.4	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was as an effective use of time", with Staff Indicating "Agree" or "Strongly Agree"	2023-24	2024-25	2025-26	2026-27	
		77%	TBD	TBD	85%	
2.5	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was relevant to improving my instruction," with Staff Indicating "Agree" or "Strongly Agree"	2023-24	2024-25	2025-26	2026-27	
		83%	TBD	TBD	85%	
2.6	Percentage of Tenured and GLAD Certified Trained Teachers Implementing GLAD Instructional Model through Principal's Classroom Walkthrough Observation Tool.	Baseline to be established in Fall 2024	2024-25	2025-26	2026-27	
		TBD	TBD	TBD	85%	

Key highlights to date:

- All teachers remain appropriately assigned based on SARC data (100%).
- Self-reflection tool ratings for standards implementation and support for staff are maintaining an average score of 4, with a target to exceed this.
- 77% agree it was an effective use of time, with a target of 85%.
- 83% find it relevant to improving instruction, with a target of 85%.
- Observational data collection for baseline metrics is planned for Fall 2024.

[CLICK HERE](#) for more information

2024-25 LCAP Goal 2 Actions & Services

Actions & Services	Status
2.1 Maintain Staff Training and Professional Development	Fully Implemented
2.2 Enhancing Staff Collaboration and Professional Learning Communities	Fully Implemented
2.3 New Teacher, Administrator, and Staff Support	Fully Implemented
2.4 Leveraging Online and In-House Professional Development	Partially Implemented
2.5 Equitable Services Under ESSA for Private School Participation	Partially Implemented
2.6 Targeted Professional Development for Supporting Unduplicated Students	Fully Implemented

Goal 3 Success Indicators Mid-year Update

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of CSD School Sites Passing the Williams Compliance Review for "Facilities are in good repair" as Measured by the FIT Tool	2023-24	2024-25	2025-26	2026-27	
		6 out of 6	TBD	TBD	6 out of 6	
3.2	Average Daily Attendance Rate	2023-24	2024-25	2025-26	2026-27	
		95%	TBD	TBD	98%	
3.3	CA Dashboard: Suspension Rate	Fall 2023	Fall 2024	Fall 2025	Fall 2026	
	All Students	1.9%	1.5%	TBD	1.0%	-0.4%
	English Learners	1.5%	2.0%	TBD	0.5%	0.5%
	Socio-Economically Disadvantaged	2.6%	4.5%	TBD	1.0%	1.9%
	Students w/ Disabilities	3.2%	4.1%	TBD	1.5%	0.9%
	Hispanics/Latino	1.9%	3.1%	TBD	1.0%	1.2%
3.4	CA Dashboard: Chronic Absenteeism Rate	Fall 2023	Fall 2024	Fall 2025	Fall 2026	
	All Students	10.9%	7.7%	TBD	7.0%	-3.2%
	English Learners	14.8%	10.2%	TBD	10.0%	-4.6%
	Socio-Economically Disadvantaged	23.9%	17.1%	TBD	15.0%	-6.8%
	Students w/ Disabilities	15.7%	13.8%	TBD	10.0%	-1.9%
	Hispanics/Latino	17.5%	13.3%	TBD	10.0%	-4.2%
3.5	Number of Middle School Dropouts	2023-24	2024-25	2025-26	2026-27	
		0	TBD	TBD	0	
3.6	Number of Expulsions	2023-24	2024-25	2025-26	2026-27	
		0	TBD	TBD	0	
3.7	CSD Annual PBIS School Climate Survey: Percentage of Students Response "Most" or "All the Time" to the Following Question: "I feel safe at school."	Spring 2024	Spring 2025	Spring 2026	Spring 2027	
	All Students	85%	TBD	TBD	100%	
	English Learners	NA	TBD	TBD	100%	
	Socioeconomically Disadvantaged	NA	TBD	TBD	100%	
	Students w/ Disabilities	NA	TBD	TBD	100%	
	Foster Youth	NA	TBD	TBD	100%	

Key highlights to date:

- All 6 school sites passed the Williams Compliance Review for facilities in good repair (100% compliance).
- Average daily attendance remains strong, aiming to reach 98%.
- Suspension rates for all students improved (-0.4%), though increases were noted among certain subgroups.
- Chronic absenteeism decreased overall (-3.2%), with notable reductions for English Learners (-4.6%) and Socio-Economically Disadvantaged students (-6.8%).
- Zero expulsions or middle school dropouts reported.
- 85% of students feel safe at school, with a target of 100%.
- 71% of students report having an adult to help them when needed, aiming for 90%.
- Office referral rates are trending toward a 5% target.

[CLICK HERE](#) for more information

2024-25 LCAP Goal 3 Actions & Services

Actions & Services	Status
3.1 Maintain Program Specialist for Student Services	Fully Implemented
3.2 Comprehensive Counseling and Mental Health Support	Fully Implemented
3.3 Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	Fully Implemented
3.4 Targeted Support for Foster and Homeless Youth	Fully Implemented
3.5 Enhanced Health Services through El Camino Grant	Fully Implemented
3.6 Enhancing General Education Behavior Support & Sustaining PBIS	Fully Implemented
3.7 Enhancing Student Attendance through A2A Implementation	Fully Implemented
3.8 Enrollment/Engagement & Support Specialist for Improving Attendance	Fully Implemented
3.9 Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Fully Implemented

Goal 4 Success Indicators Mid-year Update

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Engagement Survey: Percentage of Parents Who Responded "Strongly Agree" or "Agree" to the Following Survey Item: "Parents have opportunities to give input into the decision-making process at school."	Spring 2024	Spring 2025	Spring 2026	Spring 2027	
	All Students	58.7%	TBD	TBD	80.0%	
	English Learners	86.7%	TBD	TBD	90.0%	
	Students w/ Disabilities	52.1%	TBD	TBD	80.0%	
4.2	Annual Parent Engagement Survey: Percentage of Parents Who Responded "Often" or "Always" to the Following Survey Item: "Parents feel informed about Cambrian's and the school's procedures, policies, and decision-making processes."	Spring 2024	Spring 2025	Spring 2026	Spring 2027	
	All Students	62.8%	TBD	TBD	80.0%	
	English Learners	73.3%	TBD	TBD	90.0%	
	Students w/ Disabilities	58.3%	TBD	TBD	80.0%	
4.3	Parent Engagement Survey: Percentage of Parents Who Responded "Well" or "Very Well" to the Following Survey Item: "Parents feel the schools and the district engages parents from diverse backgrounds."	Spring 2024	Spring 2025	Spring 2026	Spring 2027	
	All Students	52.1%	TBD	TBD	80.0%	
	English Learners	60.0%	TBD	TBD	90.0%	
	Students w/ Disabilities	58.3%	TBD	TBD	80.0%	
4.4	Number of Parents Attending Meetings that Meet the Needs of UPP.	2023-24	2024-25	2025-26	2026-27	
	Title I Parent Information Night	NA	TBD	TBD	80%	
	English Learner Parent Information Night	NA	TBD	TBD	80%	
4.5	Number of Community Members (including staff, parents, and community members) who participate in the annual LCAP Community Input Survey/Thought Exchange)	2023-24	2024-25	2025-26	2026-27	
	Annual LCAP Community Input Survey/Thought Exchange	297	TBD	TBD	1000	
4.6	Percent of Parents represented at District Committees	2023-24	2024-25	2025-26	2026-27	
	DELAC	67%	TBD	TBD	100%	
	CSD LCAP Advisory Committee	67%	TBD	TBD	100%	

Key highlights to date:

- 58.7% of parents agree they have opportunities for input in decision-making, with a target of 80%.
- 62.8% feel informed about district and school policies and decisions, aiming for 80%.
- 52.1% feel the district engages parents from diverse backgrounds, targeting 80%.
- Attendance at Title I and English Learner parent information nights is being tracked, with a goal of 80%.
- Annual LCAP Community Input Survey participation stands at 297, with a target of 1,000 respondents.
- DELAC and LCAP Advisory Committee parent representation is at 67%, working toward 100%.

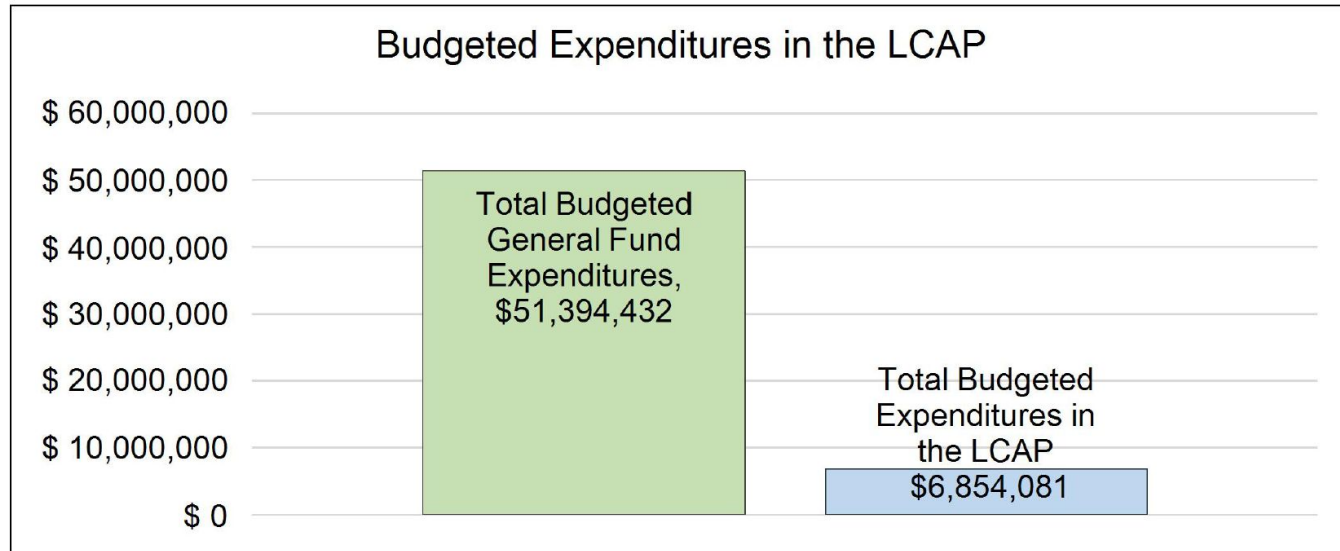
[CLICK HERE](#) for more information

2024-25 LCAP Goal 4 Actions & Services

Actions & Services	Status
4.1 Parent and Community Education and Engagement	Fully Implemented
4.2 Family Engagement & Support Specialist	Fully Implemented
4.3 Supporting English Learners w/ Language Line Translation Services & Parent Education	Fully Implemented
4.4 Enhancing Engagement Through Thought Exchange	Fully Implemented
4.5 Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement	Fully Implemented

Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cambrian School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

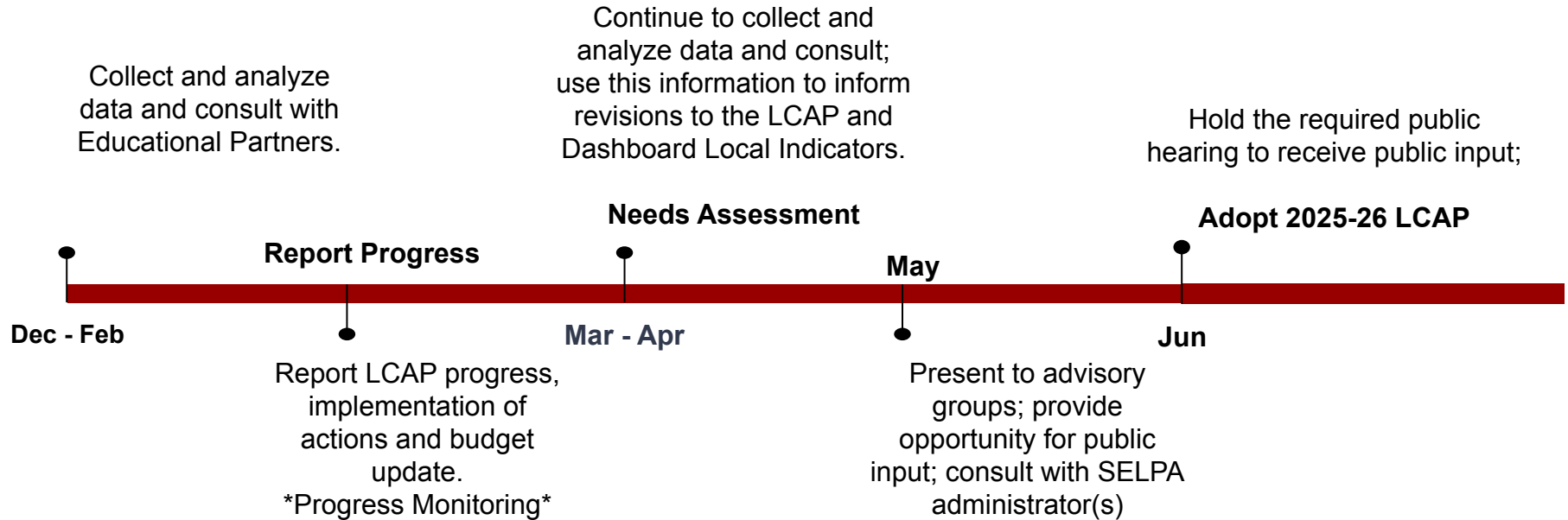
2024-25 LCAP Expenditures by Goal

Goal	LCFF (Base & Supplemental)	Other State Funds	Local Funds	Federal Funds	Total	Estimated Expenditures to Date
1	\$1,787,440	\$2,608,641	\$175,000	\$248,000	\$4,819,081	\$2.9 Million
2	\$105,000	\$260,000	\$0	\$58,000	\$423,000	\$250,000
3	\$847,330	\$246,670	\$157,000	\$10,000	\$1,261,000	\$750,000
4	\$292,000	\$44,000	\$0	\$15,000	\$351,000	\$210,000
Total	\$3,031,770	\$3,159,311	\$332,000	\$331,000	\$6,854,081	\$4.1 Million

Community Input Timeline and Process

What	Who	When
CSD LCAP Advisory Committee Input	Parents & Staff	Ongoing
English Learner Programs Needs	English Learners Community	January
Student School Climate Survey	Students in Grades 2-8	February & March
Staff Professional Development Needs Survey	Staff	March
Annual CSD LCAP Community ThoughtExchange	Staff, Parents & Community	February
Annual School Site Parent Engagement Survey	Parents	February & March
CSD Communication Survey	Staff, Parents & Community	March & April
Draft 2025-26 LCAP Public Review & Comment	Educational Partners	June

LCAP Development Timeline



Questions

Appendices:

- [2024-27 CSD Local Control Accountability Plan](#)
- 2024-27 CSD LCAP Success Indicators by Goal Mid-Year Update
 - [Goal 1](#)
 - [Goal 2](#)
 - [Goal 3](#)
 - [Goal 4](#)