

“Exploring Infinite Possibilities for Learning”

2024-25 Proposed CSD Local Control Accountability Plan Public Hearing

Cambrian School District
June 6, 2024





Overview

- 2024-27 CSD Strategic Plan Priorities
- What is the LCAP?
- Educational Partners Engagement Process
- 2024-25 Proposed CSD LCAP Goals and Actions
- Budget Overview for Parents
- Next Step
- Board Discussion



2024 - 27 CSD Strategic Plan

Guiding Principles

- ❖ Each student is valued and respected.
- ❖ Each student deserves access to an equitable, inclusive, and high quality education in a safe positive learning environment.
- ❖ Education is relevant to students' lives, giving them meaning, voice, and choice in their learning journey.

Cambrian Successful Learner Profile

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



2024- 27 CSD Strategic Plan Priorities



Student Achievement: Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.



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.



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.



Community Engagement: Strong connections between schools, families, and the community are vital for student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being.



Fiscal Responsibility: Prudent financial management, efficient resource allocation, and transparent stewardship of taxpayer dollars prioritize all decision-making.



What is the Local Control Accountability Plan?

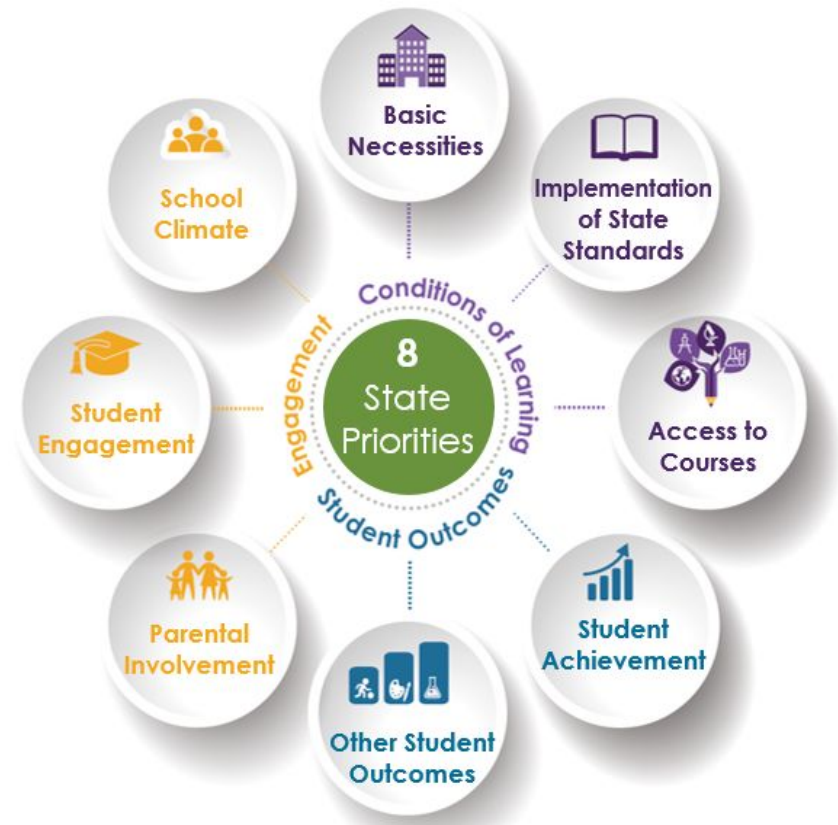
- ❖ Part of the **Local Control Funding Formula (LCFF)**.
- ❖ Describe the **District's overall vision for students, annual goals and specific actions.**
- ❖ Must focus on **eight areas identified as state priorities.**
- ❖ **Aligned to the District's budget** to help achieve the goals, and assess each year how well the strategies in the plan were able to improve student outcomes.
- ❖ District **must engage parents, educators, employees and the community** to establish these plans.

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.

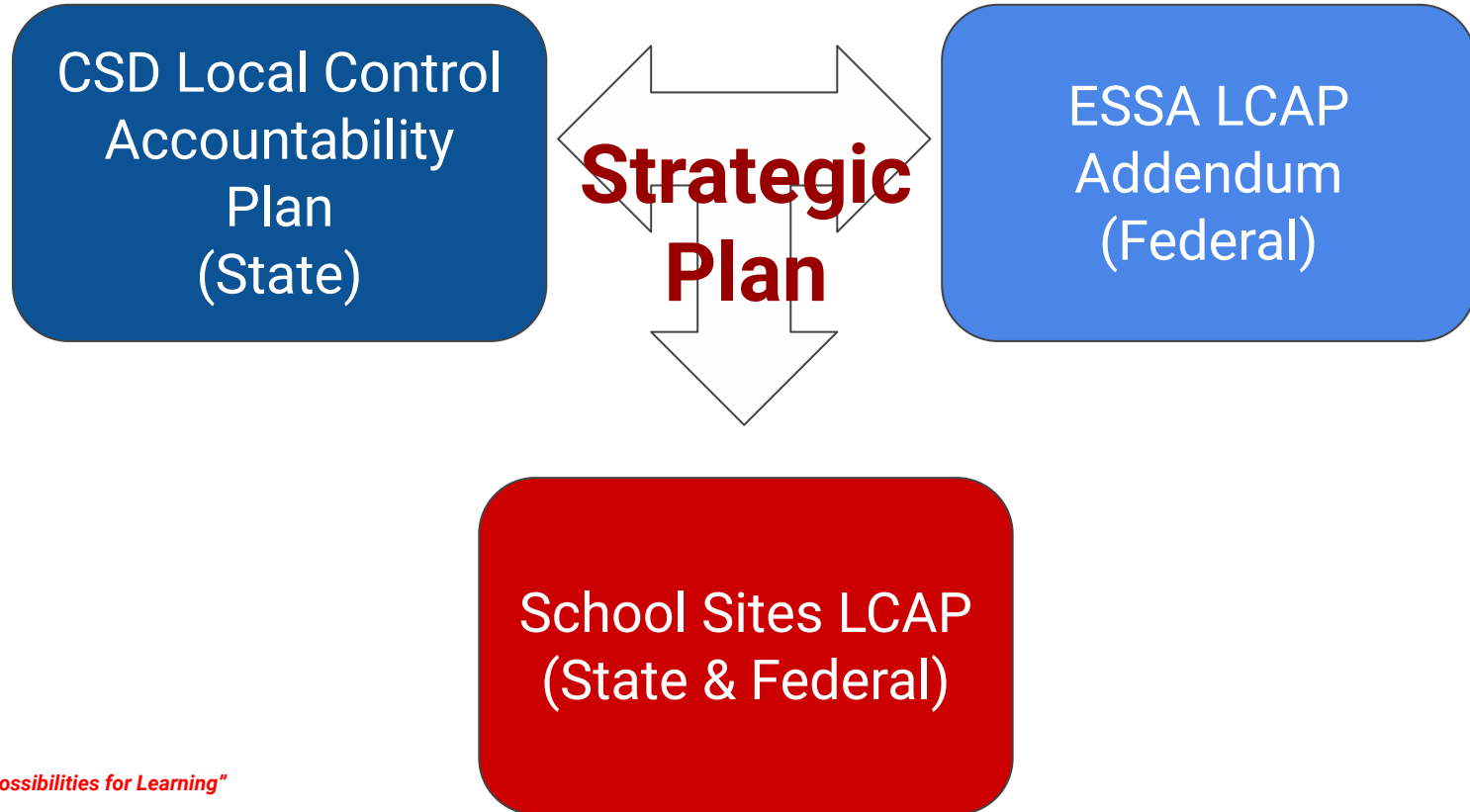
These eight priorities are grouped under three categories:

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





CSD Strategic Plan & LCAP Alignment





Educational Partners Engagement

“The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement”.

“Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.”

(EC Section 52064[e][1])





CSD Educational Partners Engagement Process

CSD and its educational partners engaged in various opportunities to provide input and participate in the LCAP development process throughout the year. Utilizing district and school committees such as the Instructional Leadership Council, District LCAP Advisory Committee, District English Learner Advisory Committee, and the MTSS Committee, LCAP data and updates were shared during meetings and events, including Board meetings. The district also surveyed students, staff, and parents to gather input on strengths and areas for improvement. These opportunities facilitated deeper discussions and feedback. All gathered information informed the LCAP goals and actions for 2024-25.



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.

Highlights From 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.
- Revisit take-home tech programs to align with educational goals and student health.
- 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 afterschool program.
- Increase cultural competencies by teaching basic concepts in Spanish alongside other languages.
- Ensure equitable introduction of basic Spanish across middle schools, possibly as a standard part of the curriculum.
- Offer Spanish as an elective for grades 7 and 8, allowing older students to learn more formal language.



2024-25 LCAP Goal 1 Proposed Actions

1.1 Supplemental Targeted Instruction & Intervention

1.2 Targeted Expanded Educational Resources and Digital Learning Support

1.3 Sustaining Core Curriculum and Supplemental Materials.

1.4 Integration of Expanded Learning Opportunities Program (ELO-P)

1.5 Provision of Instructional Specialists

1.6 Advancing Technology Priorities

1.7 Addition of Assistant Principal Position at Price Middle School

1.8 Expansion of the Visual Art Program

1.9 Enhanced Support for Elementary PE Program

1.10 Maintaining and Implementing Comprehensive Assessment System

1.11 Expansion of Transitional Kindergarten Program

1.12 Addressing Disproportionality for Students with Disabilities and Hispanic Students

1.13 Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School

Highlights From 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 Gen Ed 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



2024-25 LCAP Goal 2 Proposed Actions



2.1 Maintain Staff Training and Professional Development

2.2 Enhancing Staff Collaboration and Professional Learning Communities

2.3 New Teacher, Administrator, and Staff Support

2.4 Leveraging Online and In-House Professional Development

2.5 Equitable Services Under ESSA for Private School Participation

2.6 Targeted Professional Development for Supporting Unduplicated Students



Highlights From 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.



2024-25 LCAP Goal 3 Proposed Actions

3.1 Maintain Program Specialist for Student Services

3.2 Comprehensive Counseling and Mental Health Support

3.3 Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School

3.4 Targeted Support for Foster and Homeless Youth

3.5 Enhanced Health Services through El Camino Grant

3.6 Enhancing General Education Behavior Support & Sustaining PBIS

3.7 Enhancing Student Attendance through A2A Implementation

3.8 Enrollment/Engagement & Support Specialist for Improving Attendance

3.9 Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities



Highlights from 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.



2024-25 LCAP Goal 4 Proposed Actions

4.1 Parent and Community Education and Engagement

4.2 Family Engagement & Support Specialist

4.3 Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education

4.4 Enhancing Engagement Through Thought Exchange

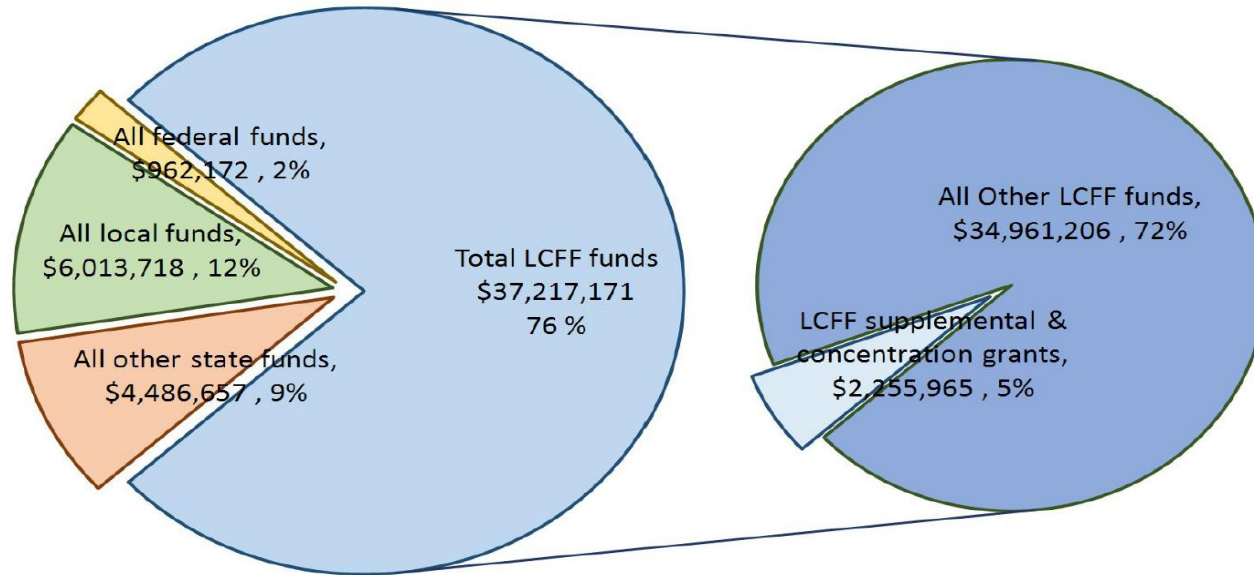
4.5 Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement



Budget Overview for Parents

Budget Overview for the 2024-25 School Year

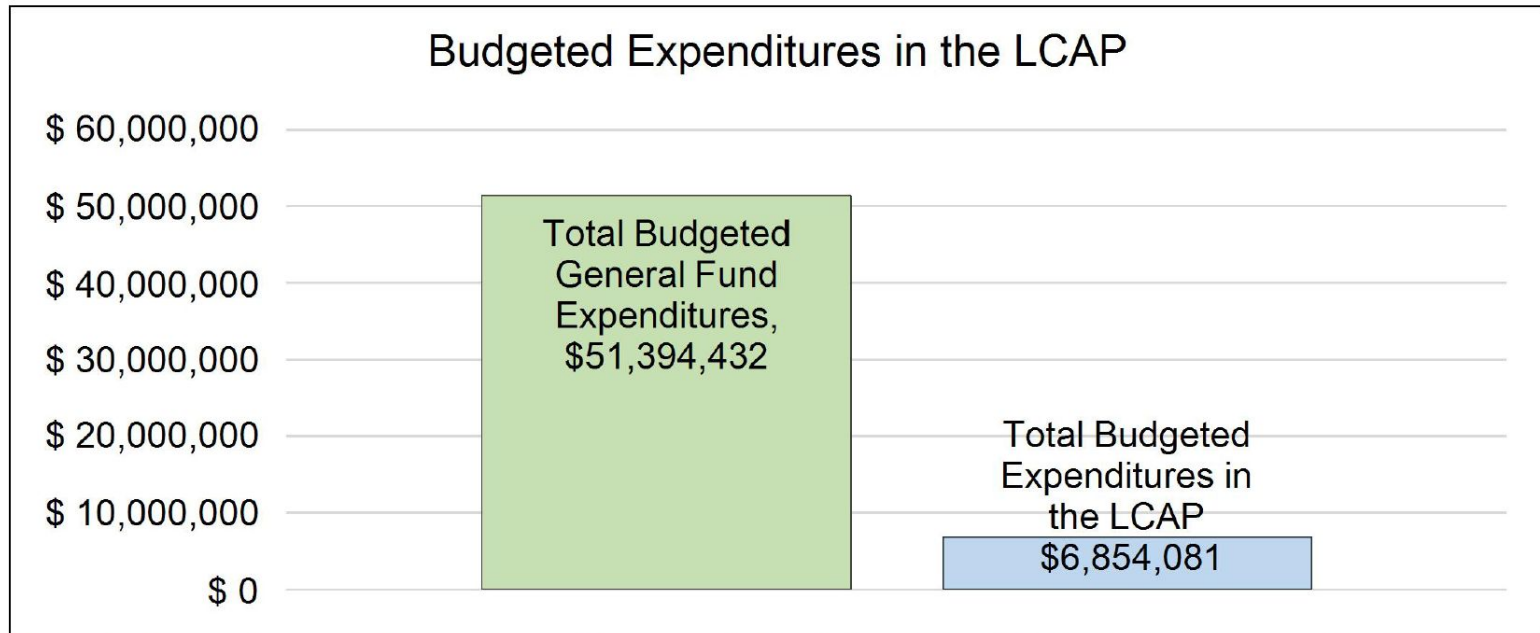
Projected Revenue by Fund Source





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.



Proposed 2024-25 LCAP Total Expenditures by Goal

Goal	LCFF (Base & Supplemental)	Other State Funds	Local Funds	Federal Funds	Total
1	\$1,787,440	\$2,608,641	\$175,00	\$248,000	\$4,819,081
2	\$105,000	\$260,000	\$0	\$58,000	\$423,000
3	\$847,330	\$246,670	\$157,000	\$10,000	\$1,261,000
4	\$292,000	\$44,000	\$0	\$15,000	\$351,000
Total	\$3,031,770	\$3,159,311	\$332,000	\$331,000	\$6,854,081



Next Steps

- Provide Educational Partners Opportunities for Input/Questions
 - The Proposed 2024-25 CSD Local Control Accountability Plan will be posted on the district website for public review and comment.
- Final 2024-25 CSD LCAP Board approval and adoption on June 20, 2024
 - Schools' 2024-25 LCAPs
 - 2023-24 CA Dashboard Local Indicators
 - 2024-25 LCAP Federal Addendum (ConApp 2024-25)
- Submit the 2024-25 LCAP to the County Office of Education for review and approval



Board Discussion