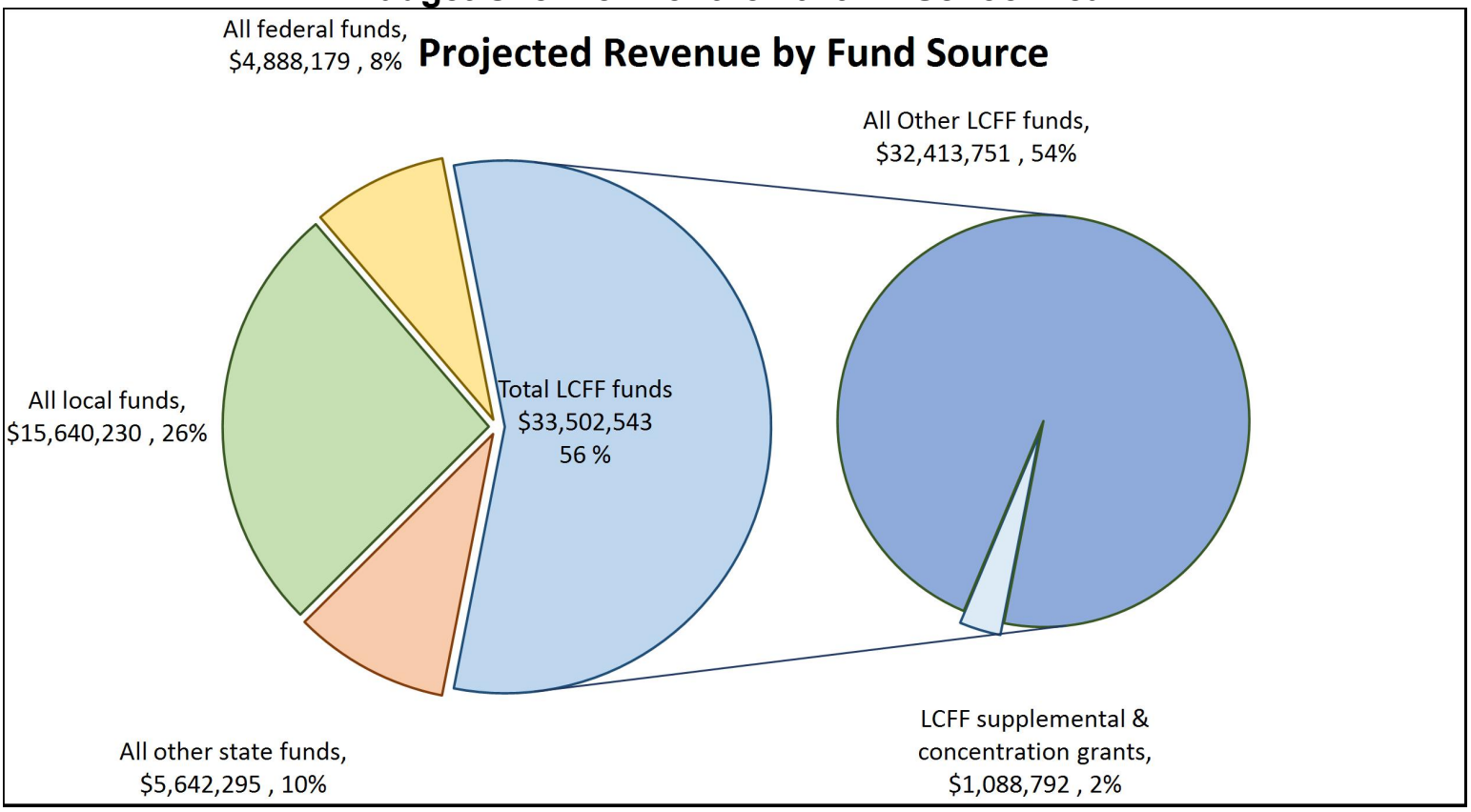
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coronado Unified School District
CDS Code: 37680310000000
School Year: 2026-27
LEA contact information:
Karl Mueller
Superintendent
dsalamanca@coronadousd.net
619 522-8900 ext. 1016

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

## Budget Overview for the 2026-27 School Year

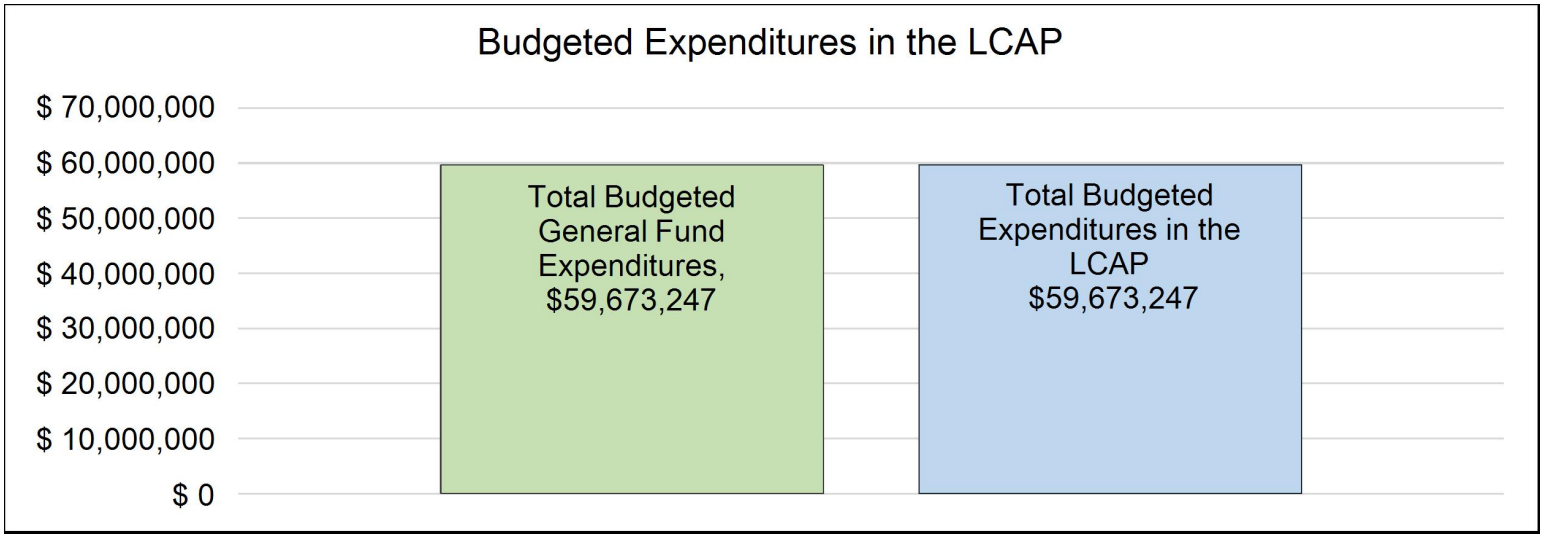



This chart shows the total general purpose revenue Coronado Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coronado Unified School District is $59,673,247, of which $33,502,543 is Local Control Funding Formula (LCFF), $5,642,295 is other state funds, $15,640,230 is local funds, and $4,888,179 is federal funds. Of the $33,502,543 in LCFF Funds, $1,088,792 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF 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 Coronado Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Coronado Unified School District plans to spend $59,673,247 for the 2026-27 school year. Of that amount, $59,673,247 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

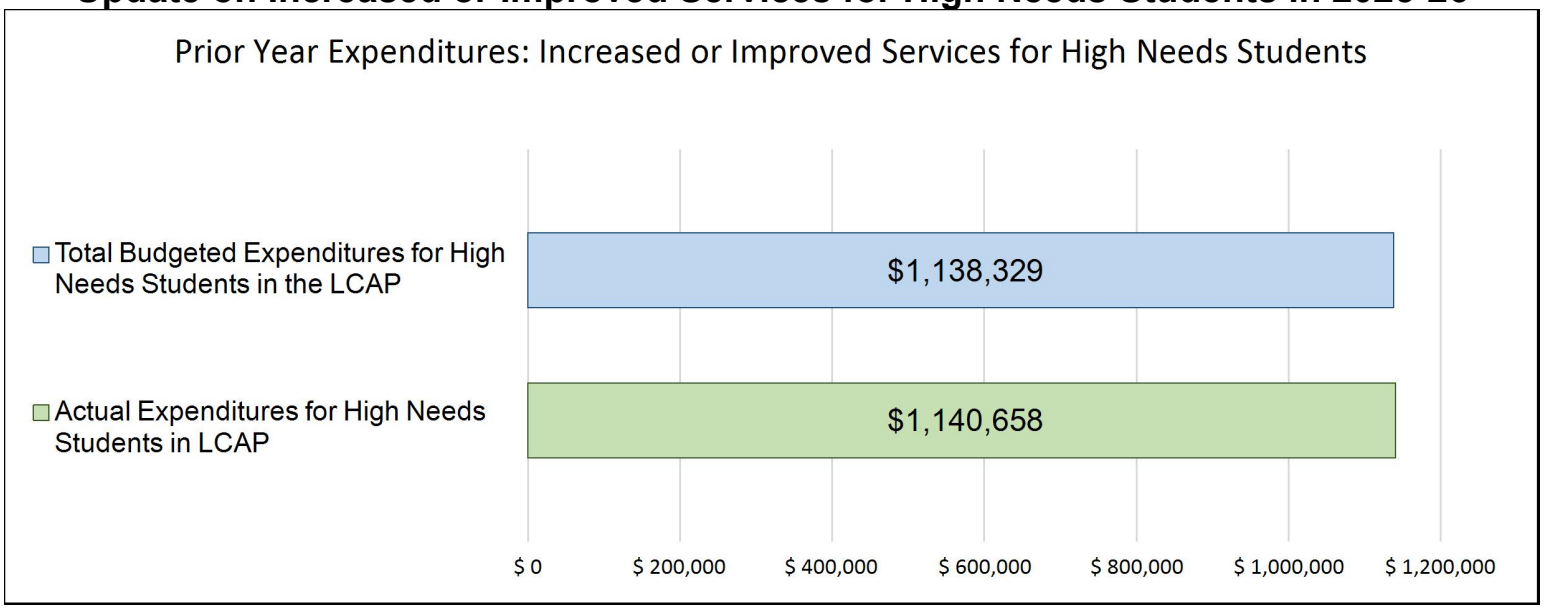
Not applicable. All expenditures are included in the Local Control Accountability Plan (LCAP).

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Coronado Unified School District is projecting it will receive $1,088,792 based on the enrollment of Foster Youth, English learner, and low-income students. Coronado Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Coronado Unified School District plans to spend $1,088,792 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




This chart compares what Coronado Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Coronado Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Coronado Unified School District's LCAP budgeted $1,138,329 for planned actions to increase or improve services for high needs students. Coronado Unified School District actually spent $1,140,658 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Coronado Unified School District | Karl Mueller<br>Superintendent | karl.mueller@coronadousd.net<br>619 522-8900 ext. 1016 |

# Plan Summary [2026-27]

## 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.

Coronado Unified School District (CUSD) is a preschool through adult education district located in the city of Coronado near San Diego. CUSD staff members strive every day to ensure our vision and mission statements are fulfilled through our students' well-being and preparedness for their futures. The District is contiguous with the boundaries of the entire Coronado community. All information about our schools and programs can be found at www.coronadousd.net

Our Vision:
We inspire, innovate, and create limitless opportunities to thrive.

Our Mission:
Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Our Board Goals:
1. LEARNING: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. COMMUNICATION: Communicate openly, freely, and accurately to engage and involve all educational partners.
3. SUPPORT: Maintain safe and supportive schools where students and staff thrive.

The Basics:

- Locally elected five-member Board of Education; superintendent employed by the Board
- Four schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- ~369 employees: approximately 174 certificated (teachers, counselors, speech therapists, etc.); 162 classified (instructional assistants, custodians, maintenance and grounds staff, etc.); 33 certificated and classified non-represented employees (superintendent, assistant superintendent, principals, assistant principals, directors, mid-management, administrators)

- Enrollment: 2688 (Fall 1 CALPADS)

o Coronado High School: 990 students
o Coronado Middle School: 616 students
o Village Elementary: 752 students
o Strand Elementary: 320 students
o Non-public schools: 10 students

- Grade Level Enrollment (# students):

o TK = 97
o K = 136
o 1 = 177
o 2 = 140
o 3 = 178
o 4 = 175
o 5 = 173
o 6 = 195
o 7 = 223
o 8 = 200
o 9 = 248
o 10 = 254
o 11 = 224
o 12 = 268

- Grades TK-12 Demographics (2025-2026):

o 17.45% (n=469) inter district transfer students, including children of parents/guardians who work but don’t live in Coronado
o 14.43% (n=388) students with Individual Education Plans (IEPs)
o 7.48% (n=201) students with 504 Plans
o 35.03% of students are connected to military (based on federal survey cards completed annually)

- Strand Elementary: 82.8% (n=265)
- Village Elementary: 30.58% (n=230)
- Coronado Middle School: 30.03% (n=185)
- Coronado High School: 26.06% (n=258)

o Total Unduplicated Count: 18.71% (n=503)

- English Learners 3.83% (103 students); Socioeconomically Disadvantaged Students 16.26% (437 students); Foster Youth and Homeless Students: 0.07% (2 Foster Youth and 0 Homeless Students)

- Grades TK-12 Demographics - Ethnicity (2025-2026):

o Hispanic: 28.87% (n=776)
o American Indian/Alaskan Native: 0.11% (n=3)
o Filipino: 1.00% (n=27)
o Asian: 1.53% (n=41)
o Black/African American: 1.97% (n=53)
o Native Hawaiian/Other Pacific Islander: 0.15% (n=4)
o White: 54.72% (n=1471)
o Multiple: 6.77% (n=182)
o Did Not Report: 5.28% (n=142)

- Achievement:

o Graduation rate: 95.90% (4-year cohort graduation rate for the class of 2022-2023); 97.67% (4-year cohort graduation rate for the class of 2023-2024); 96.90% (4-year cohort graduation rate for the class of 2024-2025)
o UC A-G rate: 71.59% in 2022-2023; 79.46% in 2023-2024; 77.70% in 2024-2025
o Advanced Placement: 57% participation rate in 2022-2023 with a pass rate of 80%; 61% participation rate in 2023-2024 with a pass rate of 86%; 64% participation rate in 2024-2025 with a pass rate of 85.33%

- Programs and Services that we are proud to include in our instructional program:

o CUSD Portraits of a Graduate, Adult and System
o Devices available to students, with a robust network infrastructure
o STEAM courses and enrichment offerings in Science, Technology, Engineering, Arts, and Math and several that integrate these content areas, including Robotics, Engineering and Computer Science
o Many Advanced Placement courses
o Career Technical Education (CTE) courses and CTE pathways in Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; Filmmaking; Video Game Design; Cabinetry, Millwork, and Woodworking; Software and Systems Development; and Patient Care-Sports Medicine Pathway
o Dual Enrollment courses through CCAP agreement with Southwestern Community College
o Coronado School of the Arts (CoSA), a conservatory arts program within Coronado High School, offering 6 conservatories.
o Nine Department of Defense Education Activity (DoDEA) grants; currently under operation E3: Engage, Explore and Excel (1.5 million dollars through 2027), Project SAIL: STEM Anchors Inspired Learning (1.5 million dollars through 2028), and Project Computer Science Plus (1.25 million dollars through 2029)
o Silver Strand State Preschool and Village Preschool programs for three and four-year-old children
o NJROTC
o Athletics at Coronado High School
o Adult education classes

CUSD and our educational partners are very proud of our incredible students and of the entire staff of dedicated, talented administrators,

certificated employees and classified employees who support them!

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES:

The Coronado High School graduation rate has maintained its status as being in the top percentage among unified school districts in San Diego County, at 96.90% (2024-2025 data). Per the CA School Dashboard, spring 2025 data on graduation rate shows that CUSD status was maintained in the Very High Range (blue).

106 graduates will receive the State Seal of Biliteracy in 2025-2026. (81 in 2024-2025; 71 in 2023-2024; 51 in 2022-2023; 47 in 2021-2022; 49 in 2020-2021; 41 in 2019-2020; 34 in 2018-2019; 27 in 2017-2018). Additionally, 32 fifth graders and 37 eighth graders will receive the Biliteracy Attainment Recognition Award for the 2025-2026 school year.

117 graduates received the Golden State Seal Merit Diploma in 2025-2026. (124 in 2024-2025; 141 in 2023-2024; 145 in 2022-2023; 145 in 2021-2022)

Students continue to take Career Technical Education (CTE) courses, 46.0% in 2024-2025, a decrease of 13.0% in 2023-2024.

In 2024-2025, the AP achievement rates for students scoring a 3, 4, or 5 decreased 0.67% with an overall pass rate of 85.33%.

CUSD has submitted for review one additional Department of Defense Education Activity (DoDEA) Grants in 2026, focusing on world language. CUSD has been the recipient of nine DoDEA grants, three of which are still active. In 2022, CUSD received 1.5 million to improve mathematics achievement for students in grades K-12 through 2027 via Project E3: Engage, Explore and Excel. In 2023, CUSD received 1.5 million to support and enhance K-12 teaching and learning in STEM, NGSS, CTE and Robotics. In 2024, CUSD received 1.25 million to establish, expand and improve computer science achievement for K-12 students.

Per spring 2025 SBAC results, 73.65% of all students met or exceeded standards in English language arts (decreased 2.12%), and 62.99% of all students met or exceeded standards in mathematics (decreased 1.32%). Per spring 2025 CAST results, 51.43% of all students met or exceeded standards in Science, an increase of 8.42%.

Military-connected students remain the largest demographic group in CUSD across all other demographic groups (~35.03% 2025-2026). Spring 2025 SBAC data show that military-connected students performed better in English language arts over non-military students by 4.72%, with 78.37% of military-connected students meeting or exceeding standards in English language arts. Military-connected students also maintained performance in mathematics on the spring 2024 SBAC, with 71.73% of military-connected students meeting or exceeding standards in mathematics.

The number of English Learners (EL) increased from 83 in 2024-2025 to 103 in 2025-2026. CUSD continues to provide robust services to

support our English Learners and Reclassified Fluent English Proficient students, including additional, integrated designated instructional time in English Language Development, improved instructional resources, and district oversight of all components of the EL program. According to the 2025 English Learner Progress Indicator (ELPI), 39.5% (decrease of 31.1% from 70.6% in 2024) of our English Learner population is making progress towards English language proficiency (n=43). According to the 2024-2025 Summative English Language Proficiency Assessment for California (ELPAC), 26.09% of English learners were well developed, 41.30% of English learners were moderately developed, 28.26% of English learners were somewhat developed, and 4.35% of English learners were in the beginning stage. Additionally, CUSD reclassified students at a rate of 20% in 2024-2025, a decrease of 37% compared to the 2023-2024 reclassification rate of 57%. The number of Long Term English Learners (LTELs) decreased from 10 students (2023-2024) to 7 students (2024-2025).

Per CA School Dashboard, spring 2025 data on student achievement in English Language Arts shows that CUSD status showed performance in the Very High Range (blue). Coronado High School also showed performance in the Very High Range (blue), and Coronado Middle School, Village Elementary and Silver Strand Elementary showed performance in the High Range (green) for English Language Arts in 2025. Per the CA School Dashboard, spring 2025 data on student achievement in mathematics was in the High Range (green). All four CUSD schools also showed performance in the High Range (green) for Mathematics in 2025. Per the 2025 CA School dashboard, the College/Career Indicator was in the Very High Range (blue). Per the 2024 CA School Dashboard, the chronic absenteeism rate for CUSD slightly increased by 0.7%, showing performance in the High Range (orange), reporting 10.1% of K-8 students were chronically absent.

Per CA School Dashboard, spring 2025 data on the College/Career Indicator shows that 80.8% of high school graduates (n=260) in 2025 were prepared, placing CUSD in the Very High Range (blue) on the CCI Indicator. There were no student groups on the CCI indicator who were in the "low" or "very low" ranges in 2025.

CUSD remains collaborative and responsive to input from our educational partners, including expanding our STEAM pathways, enrichment opportunities and intervention opportunities for all students. CUSD plans to continue to build upon our successes (outlined above).

IDENTIFIED NEEDS:

Recent data shows that approximately 26.35% of CUSD students district-wide are underperforming in English Language Arts and 37.01% in mathematics based on 2025 SBAC results for grades 3-8 and 11. Consistent with prior years, Reclassified Fluent English Proficient students (7.79%), Socioeconomically Disadvantaged Students (16.4%), English Learners (3.0%), Students with Disabilities (14.3%), and Hispanic/Latino students (27.1%) are still working hard to reach the performance level of all students (in ELA and mathematics). Students continue to make progress towards reaching grade level standards. Per spring 2025 SBAC results, 73.65% of all students met or exceeded standards in English language arts (decreased 2.12%), and 62.99% of all students met or exceeded standards in mathematics (decreased 1.32%).

- In spring 2025, the ELA performance of Students with Disabilities (n=221) was 41.5% meeting or exceeding standards, a 1.50% increase from 2024 and 32.15% below all students (73.65%).
- In spring 2025, the ELA performance of English Learners (n=106) was 13.33% meeting or exceeding standards, a decrease of 13.69% from 2024 and 60.32% below all students (73.65%).
- In spring 2025, the ELA performance of Hispanic or Latino students (n=348) was 62.33% meeting or exceeding standards, a decrease of 4.15% from 2024 and 11.32% below all students (73.65%).

- In spring 2025, the ELA performance of Economically Disadvantaged students (n=227) was 61.37% meeting or exceeding standards, a decrease of 7.89% from 2024 and 12.28% below all students (73.65%).
- In spring 2025, the ELA performance of Reclassified Fluent English Proficient students (n=112) was 62.73% meeting or exceeding standards, a decrease of 6.77% from 2024 and 10.92% below all students (73.65%).
- In spring 2025, the Mathematics performance of Students with Disabilities (n=222) was 32.16% meeting or exceeding standards, a decrease of 2.84% from 2024 and 30.83% below all students (62.99%).
- In spring 2025, the Mathematics performance of English Learners (n=114) was 22.22% meeting or exceeding standards, a decrease of 28.78% from 2024 and 40.77% below all students (62.99%).
- In spring 2025, the Mathematics performance of Hispanic or Latino students (n=355) was 51.91% meeting or exceeding standards, a decrease of 3.09% from 2024 and 11.08% below all students (62.99%).
- In spring 2025, the Mathematics performance of Economically Disadvantaged students (n=227) was 48.18% meeting or exceeding standards, a decrease of 10.82% from 2024 and 14.81% below all students (62.99%).
- In spring 2025, the Mathematics performance of Reclassified Fluent English Proficient students (n=112) was 58.55% meeting or exceeding standards. an increase of 5.16% from 2024 and 4.44% below all students (62.99%).

An analysis of the CA School Dashboard data is provided below:

Chronic Absenteeism Rates:

- Per the 2023 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,820) was in the "high" range (orange) at 10.7%, a decrease of 0.5% compared to 2022 dashboard data. There was one student group at Silver Strand in the "very high" range (red) for chronic absenteeism. The one student group at Silver Strand in the lowest performance level: Students with Disabilities (n=75) increased chronic absenteeism status to be in the "very high" range (red) at 22.7%, a 5.5% increase compared to 2022 dashboard data (see Action 3.5).
- However, there were five CUSD student groups that maintained or experienced a slight increase in chronic absenteeism rates, placing those student groups in the "high" range (orange) on the 2023 dashboard: 11.2% of Hispanic or Latino students (n=428) were chronically absent, 14.3% of students with Two or More Races (n=244) were chronically absent, 18.5% of Economically Disadvantaged students (n=302) were chronically absent, 16.1% of Students with Disabilities (n=305) were chronically absent, and 9.7% of White students (n=1,069) were chronically absent.
- Per the 2023 CA School Dashboard, the chronic absenteeism rate for Silver Strand Elementary maintained status in the "high" range (orange) at 15.9%, a 0.2% increase compared to 2022 dashboard data.
- Per the 2024 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,795) was in the "low" range (green) at 9.4%, a decrease of 1.2% compared to 2023 dashboard data. There was no schools or student groups in the "very high" range (red) for chronic absenteeism.
- There was one CUSD student group, English Learners (n=109) that maintained or experienced a slight increase in chronic absenteeism rate, placing those student groups in the "high" range (orange) on the 2024 CUSD dashboard with 12.8% chronically absent.
- Per the 2024 CA School Dashboard, the chronic absenteeism rate for Coronado Middle School experienced a slight increase and was in the "high" range (orange) at 8.5%, a 2.0% increase compared to 2023 CMS dashboard data.
- Per the 2025 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,854) was in the "high" range (orange) at 10.1%, an increase of 0.7% compared to 2024 dashboard data. There was one student group in the "very high" range (red) for

chronic absenteeism: Socioeconomically Disadvantaged students (n=350) increased chronic absenteeism status to be in the "very high" range (red) at 18.6%, a 4.4% increase compared to the 2024 CUSD dashboard data (see Action 3.5).

- However, there were five CUSD student groups that maintained or experienced a slight increase in chronic absenteeism rates, placing those student groups in the "high" range (orange) on the 2025 dashboard: 13.2% of Hispanic or Latino students (n=479) were chronically absent, 9.3% of White students (n=1,055) were chronically absent, 12.5% of English Learner students (n=88) were chronically absent, 14.8% of Students with Disabilities (n=338) were chronically absent, and 7.1% of Black/African American students (n=42) were chronically absent.
- Per the 2025 CA School Dashboard, the chronic absenteeism rate for Coronado Middle School experienced an increase and was in the "very high" range (red) at 12.1%, a 3.6% increase compared to 2024 CMS dashboard data. There were two student groups at Coronado Middle School in the "very high" range (red) for chronic absenteeism. CMS Socioeconomically Disadvantaged students (n=113) increased to be in the "very high" range (red) at 21.2%, a 9.7% increase compared to 2024 dashboard data (see Action 3.5). CMS Hispanic or Latino students (n=181) increased to be in the "very high" range (red) at 16%, a 7.6% increase compared to 2024 dashboard data (see Action 3.5).
- Per the 2025 CA School Dashboard, the chronic absenteeism rate for Village Elementary School was maintained and was in the "medium" range (yellow) at 10%, a 0.2% decrease compared to 2024 VES dashboard data. However, there were two student groups at VES in the "very high" range (red) for chronic absenteeism. VES Socioeconomically Disadvantaged students (n=150) increased to be in the "very high" range (red) at 19.3%, a 4.6% increase compared to 2024 dashboard data (see Action 3.5). VES Students with Disabilities (n=151) increased to be in the "very high" range (red) at 18.5%, a 4.7% increase compared to 2024 dashboard data (see Action 3.5).

Suspension Rates:

- Per the 2023 CA School Dashboard, the overall CUSD suspension rate was in the "medium" range (yellow) at 2.2% suspended at least one day, an increase of 0.9% compared to 2022 dashboard data. There was one student group in the "very high" range (red) for suspension rate on the 2023 dashboard: 5.5% of Students with Disabilities (n=435) were suspended at least one day, a 3.5% increase compared to 2022 dashboard data.
- Additionally, there were four student groups that experienced a slight increase in suspension rates, placing those student groups in the "high" range (orange) on the 2023 dashboard: 2.7% of English Learners (n=150) were suspended at least one day, 2.8% of Hispanic or Latino students (n=717) were suspended at least one day, 2.9% of students with Two or More Races (n=382) were suspended at least one day, and 5.5% of Economically Disadvantaged students (n=475) were suspended at least one day.
- Per the 2023 CA School Dashboard, the suspension rate for CMS experienced a slight increase placing CMS in the "high" range (orange) at 5.1% suspended at least one day, a 2.2% increase compared to 2022 dashboard data. CMS also has two student groups in the lowest performance level: Economically Disadvantaged students (n=110) increased suspension rate status to be in the "very high" range (red) at 12.7% suspended at least one day, an increase of 2%, and Students with Disabilities (n=97) increased suspension rate status to be in the "very high" range (red) at 14.4%, and increase of 8.7%.
- Per the 2024 CA School Dashboard, the overall CUSD suspension rate was in the "high" range (orange) at 3.4% suspended at least one day, an increase of 1.2% compared to 2023 dashboard data. There were five student groups that experiences a slight increase in suspension rates, placing those students in the "high" range (orange) on the 2024 CUSD dashboard: 5.9% of Long-Term English Learners (n=17) were suspended at least one day, 6.4% of Students with Disabilities (n=437) were suspended at least one day, 3.8% of African American students (n=53) were suspended at least one day, 3.4% of Hispanic students (n=726) were suspended at least one school day, and 3.5% of White students (n=1616) were suspended at least one school day.

- There was one school in CUSD, Silver Strand Elementary School, that was in the "very high" range (red) for all students with 5.6% suspended at least one day. Silver Strand Elementary School also had one student group in the "very high" range (red) for suspension rate on the 2024 dashboard: 7.1% of White (n=198) students were suspended at least one day, a 6.6% increase compared to 2023 SSES dashboard data (see Action 3.4).
- Per the 2024 CA School Dashboard, the chronic absenteeism rate for Coronado High School experienced a slight increase and was in the "high" range (orange) at 3.5%, a 1.7% increase compared to 2023 CHS dashboard data.
- Per the 2025 CA School Dashboard, the CUSD suspension rate (n=2,894) was in the "low" range (green) at 3.1%, a decrease of 0.3% compared to 2024 dashboard data.
- However, there was one student group in the "very high" range (red) for suspension rate: Black/African American students (n=60) increased suspension rate status to be in the "very high" range (red) at 11.7%, a 7.9% increase compared to the 2024 CUSD dashboard data (see Action 3.4).
- Additionally, two CUSD student groups were in the "high" range (orange) for suspension rate on the 2025 dashboard: Socioeconomically Disadvantaged students (n= 519) slightly increased status to be in the "high" range at 6%, an increase of 1.7% compared to the 2024 CUSD dashboard data, and Students with Disabilities (n=466) maintained status in the "high" range at 6.2%, a slight decrease of 0.2% compared to the 2024 CUSD dashboard data.
- Per the 2025 CA School Dashboard, the suspension rate for Coronado Middle School experienced an increase and was in the "high" range (orange) at 6.7%, a 1.8% increase compared to 2024 CMS dashboard data. There were two student groups at Coronado Middle School in the "very high" range (red) for suspension rate. CMS Socioeconomically Disadvantaged students (n=114) increased to be in the "very high" range (red) at 14%, a 5.7% increase compared to 2024 dashboard data (see Action 3.4). CMS Students with Disabilities (n=106) increased to be in the "very high" range (red) at 13.2%, a 2.5% increase compared to 2024 dashboard data (see Action 3.4).

Academic Achievement:

- Per the 2025 CA School Dashboard, there were no student groups in CUSD (n=1,341) in the "very low" range (red) in English Language Arts or Mathematics. Students who are Socioeconomically Disadvantaged (n=227), Students with Disabilities (n=221), Hispanic or Latino (n=348), students of Two or More Races (n=102), White (n=748), and English Learners (n=106) either experienced an increase in performance, maintained performance or decreased performance in English language arts or mathematics:
- In spring 2025, the ELA performance of Students with Disabilities (n=221) increased 8.2 points to be 29.3 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the ELA performance of Socioeconomically Disadvantaged Students (n=227) decreased 11.5 points to be 18.6 points below level 3; overall performance levels were in the "high" range (green).
- In spring 2025, the ELA performance of English Learners (n=106) decreased 11.5 points to be 7.1 points below level 3; overall performance levels were in the "low" range (orange).
- In spring 2025, the ELA performance of Hispanic or Latino students (n=348) decreased 2.8 points to be 29.1 points above level 3; overall performance levels were maintained in the "high" range (green).
- In spring 2025, the ELA performance of students of Two or More Races (n=102) was maintained with an increase of 10.2 points to be 76.9 points above level 3; overall performance levels were in the "very high" range (blue).
- In spring 2025, the Mathematics performance of Students with Disabilities (n=222) increased 20.1 points to be 47.6 points below level 3; overall performance levels were in the "medium" range (yellow).

- In spring 2025, the Mathematics performance of Socioeconomically Disadvantaged Students (n=227) decreased 3.2 points to be 14.3 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of English Learners (n=114) decreased 10.9 points to be 22.1 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of Hispanic or Latino students (n=355) decreased 1.5 points to be only 2.3 points above level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of students of Two or More Races (n=102) increased 1.1 points to be 39.8 points above level 3; overall performance levels were in the "very high" range (blue).

English Learner Progress:

- Per the 2025 CA School Dashboard, the ELPI indicator was in the "very low" range (red), with only 39.5% of English Learners (n=43) showing progress towards proficiency or maintaining the highest level, a decrease of 31.1% compared to the 2024 dashboard (Action 1.3).

Graduation Rate:

- Per the 2025 CA School Dashboard, the graduation rate for all students decreased by 0.77%, maintaining status in the "very high" range (blue) with a 96.9% graduation rate. All reported student groups were in the "very high" or "medium" range for graduation rate, ranging from 94.2% to 97.4% graduated.

Learning Recovery Emergency Block Grant (LREBG): CUSD received an additional LREBG allocation for the 2025-2026 school year totaling $38,734.00. These additional funds were added to Goal 3, Action 3.6 to support increased counseling services at Coronado Middle School. We spent all LREBG 2025-2026 funds on Goal 3, Action 3.6.

CUSD will be continue to engage in strategic planning as it relates to our CUSD Portraits of a Graduate, Adult and System. CUSD will also continue to focus on student strengths and the academic achievement of all students by ensuring timely data analysis, providing targeted interventions and supports, and monitoring individual student performance per all state indicators by site administration. We will also continue to work closely with identified and trained Teachers on Special Assignment, Administrators, Student Services Department leadership, and the MTSS Committee to further refine a structure for oversight of data/monitoring, intervention systems/structures/progress monitoring, professional learning, and communication. In addition, CUSD will address behavioral concerns and suspension rates at the various school sites through a thorough review of current behavior policies and plans (through the MTSS Committee), the Discipline Action Guide (DAG) and the incorporation of PBIS practices and SEL supports. Continued monitoring and assessment of student social-emotional well being and mental health continues to be a priority. Additionally, the CUSD will continue to publish a quarterly newsletter with mental health and well being offerings from the Human Resources department. Included in this newsletter will be a survey button for staff to use to ask questions, make suggestions and provide feedback related to mental health and well being resources.

# Reflections: Technical Assistance

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

Not applicable. CUSD is not eligible for nor is CUSD receiving 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.

This section is not applicable as we do not currently have any school sites that have been identified for CSI or TSI.

### *Support for Identified Schools*

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

This section is not applicable as we do not currently have any school sites that have been identified for CSI or TSI.

### *Monitoring and Evaluating Effectiveness*

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

This section is not applicable as we do not currently have any school sites that have been identified for CSI or TSI.

# 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 |
|---|---|
| Teachers and Other School Personnel | LCAP Google Form/Survey (April), Site Leadership Team Meetings (Monthly), PLC Meetings (Monthly), Staff Meetings (Monthly), School Site Council Meetings (3-4 times per year), Superintendent's Culture Club (Monthly), Portrait of a Graduate Strategic Planning Team (5 times), SCRIPT Computer Science Strategic Planning Team (4 times), School Site Safety Meetings, Professional Learning Survey, AI Pilot Feedback Survey |
| Principals and Administrators | LCAP Google Form/Survey (April), Administrative Cabinet Meetings (Monthly), Site Principal Meetings (Monthly), Principal SPSA Development (November - May), Portrait of a Graduate Strategic Planning Team (5 times), SCRIPT Computer Science Strategic Planning Team (4 times) |
| Local Bargaining Units | LCAP Google Form/Survey (April), LCAP Meeting with ACT and CSEA (June) |
| Parents and Guardians | LCAP Google Form/Survey (April), Parent Leadership Council Meetings (Monthly), Community Outreach Meetings (As recommended through MTSS process), School Site Council Meetings (3-4 times per year), DELAC/ELAC meetings held on September 23, 2025, January 27, 2026, April 28, 2026, and April 30th 2026 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Students | LCAP Google Form/Survey (April) and Superintendent's Student Advisory Council (SSAC) Meetings (Monthly) |
| All Educational Partners (School and Community) | LCAP Google Form/Survey (April), Portrait of a Graduate Strategic Planning Sessions (August through May), CUSD Board Meetings (Monthly), South County SELPA CAC |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

CUSD educational partners include: all students; all parents/guardians; all administrators (district administrators, principals, assistant principals and mid-management), all educators (Association of Coronado Teachers - teachers, counselors, SLPs, school psychologists and district nurse) and classified staff (California School Employees Association); all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, South County SELPA CAC, and other parent/school communities; Coronado Schools Foundation, Coronado Arts Education Foundation, Coronado Sports Foundation, and Coronado SAFE Harbor (School and Family Support and Enrichment); Military Local Planning Council, various military partnerships and support organizations, and military parent groups; City of Coronado, including Coronado Police and Fire Departments, Coronado Historical Museum, and Coronado Cultural Arts Commission; Community Services Organizations such as Rotary, Optimist, Lions, and Soroptimist Clubs.

Referring to CUSD Board Policy and Administrative Regulation 6020, CUSD recognizes that parents/guardians are their child's first and most influential educators and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, CUSD ensures parents/guardians and family members are provided opportunities to be involved in their child's education. CUSD works with educational partners to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision making, advocacy roles and activities to support learning. This is achieved through regularly scheduled DAC, D/ELAC, LCAP, SSC meetings, surveys and numerous advisory committees. CUSD ensures that all educational partners receive communications and invitations to participate on committees and in forums. The LCAP process in itself provides ongoing opportunities at the site and district level to assist parents/guardians with understanding expectations for their children. CUSD staff has a deep appreciation for the high levels of parent/guardian involvement. Staff at every school site and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all families. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents/guardians volunteering at school sites each day, provide evidence of effectiveness in this area. Collaboration through the LCAP process and through educational partner advisory committees provide valuable information regarding how best to support our educational partners in continuing to be involved at high levels.

Technology is also used to both communicate information and request feedback about LCAP goals from the community at large. Annual surveys for educational partners are given throughout the school year. Requests for feedback and communication is sought through email communications, district and school site newsletters, local newspapers and social media. Participation from all educational partners is solicited, including parents/guardians of English learners, students receiving special education services, foster children, homeless youth, and low income families. Educational partner surveys were conducted during the 2025-2026 school year via Google forms. Survey results directly

impacted the development of the 2026-2027 LCAP. It is also important to note that educational partners from all student groups had the opportunity to participate and provide feedback. During the 2025-2026 school year, surveys were used to provide important feedback related to LCAP priorities in the areas learning, communication, support, budget, and professional learning. Below is a summary of the topics and participation rates of educational partners who participated in the Google form/survey:

- 2026 LCAP Anonymous Family Google Form/Survey: 156 parent/guardian participants; Average of 69.86% reported being satisfied or very satisfied (average of 3.75% reported being very dissatisfied) with the academic programs offered, the curriculum provided, preparation for college and career readiness, access to resources, level of support. overall climate and environment, feeling safe and supported, and the level of communication. Comments related to areas for improvement included more personalized intervention opportunities, targeted tutoring, increase hands-on learning in STEM, specialized supports for EL, more counseling supports, mental health check-ins, proactive anti-bullying programs, more diverse after school enrichment opportunities or clubs, more direct communication regarding individual student progress, language accessibility, and flexible meeting times to accommodate families.
- 2026 LCAP Anonymous Staff Google Form/Survey: 22 staff participants (6 CHS staff, 4 CMS staff, 6 SSES staff, 8 VES staff, 1 Preschool staff); 62.40% of respondents reported being satisfied or very satisfied (average of 6.7% reported being very dissatisfied) with current curriculum, academic programs preparing students for college and careers, level of student support, addressing needs of students from diverse backgrounds, overall school climate, feeling safe and supported, level of communication, and professional learning opportunities, Comments related to areas for improvement included training to better support students' emotional needs, restorative practices, differentiated instruction, reading/literacy interventions, EL strategies, AI professional learning, time to work with colleagues, more counseling supports for students, and inconsistent behavior management.

Feedback provided by all CUSD educational partners affirmed that the actions and goals in the LCAP remain the critical areas of focus. For example, both staff and parents/guardians reported the need to continue to prioritize student academic and behavioral interventions which directly influenced the continued incorporation of Goal 1, Action 1.1 and Goal 3, Actions 3.4 and 3.6. Partner feedback also suggested increasing counseling supports for students, which directly influenced the incorporation of additional counseling supports in Goal 3, Action 3.6. One last example of partner feedback influencing LCAP goals is the continued focus on STEM and enrichment opportunities which is affirmed by the ongoing incorporation of Goal 1, Action 1.2 (College and Career Readiness).

During the 2025-2026 school year, CUSD continued to partner with SDCOE to engage in the Portrait of a Graduate Strategic Planning process. Critical to this process and to the implementation of the CUSD graduate, adult and system portraits was staff representation and participation from all school sites and the district office. The strategic planning team met six times during the 2025-2026 school year and will continue to meet during the 2026-2027 school year. Included in the strategic planning process will be opportunities for our broader school community to provide input regarding all aspects of the strategic plan.

2025-2026 SPSAs: All CUSD schools have been holding regularly scheduled School Site Council Meetings. Each School Site Council was involved in the site School Plan for Student Achievement process. All SPSAs are aligned to the Governing Board, LCAP and LRP goals: Learning, Communication and Support. Each school develops a SPSA that is aligned to the state SPSA template and the three Governing Board and LCAP goals. This ensures strong alignment between district and all school sites, creating a significantly improved understanding of and use of the LCAP. Each school site held regularly scheduled School Site council meetings that included the SPSA, and had a site staff leadership team that was involved in their SPSA update process. Input from site annual SPSA meetings, SSC meetings, leadership team meetings and staff meetings were highly considered in creating each site's updated plan, specifically in the areas of literacy, professional

learning for certificated and classified staff, communication, MTSS, and further development of academic pathways, student supports and enrichment experiences TK-12.

The LCAP draft #1 was posted on the CUSD website in May 2026, providing an opportunity for educational partners to provide feedback via a Google survey. A Public hearing was held on June 11, 2026 and the LCAP was approved by the CUSD Governing Board on June 18, 2026 during a regularly scheduled CUSD Governing Board meeting.

A LCAP review meeting with ACT and CSEA representation was be held on June 1, 2026. The following topics were discussed: trainings for classified staff, human resources exit interviews and job fairs, where will increases in special education funding be included, onboarding, staff collegiality data, and clarifications regarding wording on specific metrics or where metrics originated from.

Feedback from all educational partners will be prioritized based on available budgetary resources.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | LEARNING: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success. | 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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that educational partners understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to our Portraits of a Graduate, Adult and System, and is also aligned to the work we are doing and the feedback we are receiving from our educational partners related to improving student achievement for all students and providing more opportunities for students to be prepared for college and career. The Learning goal is relevant and is further defined within this plan as a result of the following:
1. Improving academic achievement for all students
2. CUSD focus on college and career readiness through articulated pathways, increase in CTE, work-based learning, internships and dual enrollment opportunities
3. Changing school structures and systems to support flexibility for personalized learning, student schedules and provide opportunities for exploration, acceleration and remediation
4. Continued professional learning for certificated and classified staff, with a special focus on sustainability through the fidelity of the implementation of research-based instructional practices and instructional programs
5. Continued focus on improving academic achievement and building upon the strengths of CUSD English learners, RFEP students, socioeconomically disadvantaged students, Hispanic or Latino students and students with disabilities.
6. Continued development and implementation of the strategic plan for the CUSD Portrait of a Graduate, Portrait of an Adult and the Portrait of the System.

Furthermore, the development of this goal continues to be influenced by current CUSD student achievement data, highlighting the need to

improve academic achievement for all students. Per spring 2025 SBAC results, 73.65% of all students met or exceeded standards in English language arts (decreased 2.12%), and 62.99% of all students met or exceeded standards in mathematics (decreased 1.32%).

- In spring 2025, the ELA performance of Students with Disabilities (n=221) was 41.5% meeting or exceeding standards, a 1.50% increase from 2024 and 32.15% below all students (73.65%).
- In spring 2025, the ELA performance of English Learners (n=106) was 13.33% meeting or exceeding standards, a decrease of 13.69% from 2024 and 60.32% below all students (73.65%).
- In spring 2025, the ELA performance of Hispanic or Latino students (n=348) was 62.33% meeting or exceeding standards, a decrease of 4.15% from 2024 and 11.32% below all students (73.65%).
- In spring 2025, the ELA performance of Economically Disadvantaged students (n=227) was 61.37% meeting or exceeding standards, a decrease of 7.89% from 2024 and 12.28% below all students (73.65%).
- In spring 2025, the ELA performance of Reclassified Fluent English Proficient students (n=112) was 62.73% meeting or exceeding standards, a decrease of 6.77% from 2024 and 10.92% below all students (73.65%).
- In spring 2025, the Mathematics performance of Students with Disabilities (n=222) was 32.16% meeting or exceeding standards, a decrease of 2.84% from 2024 and 30.83% below all students (62.99%).
- In spring 2025, the Mathematics performance of English Learners (n=114) was 22.22% meeting or exceeding standards, a decrease of 28.78% from 2024 and 40.77% below all students (62.99%).
- In spring 2025, the Mathematics performance of Hispanic or Latino students (n=355) was 51.91% meeting or exceeding standards, a decrease of 3.09% from 2024 and 11.08% below all students (62.99%).
- In spring 2025, the Mathematics performance of Economically Disadvantaged students (n=227) was 48.18% meeting or exceeding standards, a decrease of 10.82% from 2024 and 14.81% below all students (62.99%).
- In spring 2025, the Mathematics performance of Reclassified Fluent English Proficient students (n=112) was 58.55% meeting or exceeding standards. an increase of 5.16% from 2024 and 4.44% below all students (62.99%).

Academic Achievement:

- Per the 2025 CA School Dashboard, there were no student groups in CUSD (n=1,341) in the "very low" range (red) in English Language Arts or Mathematics. Students who are Socioeconomically Disadvantaged (n=227), Students with Disabilities (n=221), Hispanic or Latino (n=348), students of Two or More Races (n=102), White (n=748), and English Learners (n=106) either experienced an increase in performance, maintained performance or decreased performance in English language arts or mathematics:
- In spring 2025, the ELA performance of Students with Disabilities (n=221) increased 8.2 points to be 29.3 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the ELA performance of Socioeconomically Disadvantaged Students (n=227) decreased 11.5 points to be 18.6 points below level 3; overall performance levels were in the "high" range (green).
- In spring 2025, the ELA performance of English Learners (n=106) decreased 11.5 points to be 7.1 points below level 3; overall performance levels were in the "low" range (orange).
- In spring 2025, the ELA performance of Hispanic or Latino students (n=348) decreased 2.8 points to be 29.1 points above level 3; overall performance levels were maintained in the "high" range (green).
- In spring 2025, the ELA performance of students of Two or More Races (n=102) was maintained with an increase of 10.2 points to be 76.9 points above level 3; overall performance levels were in the "very high" range (blue).

- In spring 2025, the Mathematics performance of Students with Disabilities (n=222) increased 20.1 points to be 47.6 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of Socioeconomically Disadvantaged Students (n=227) decreased 3.2 points to be 14.3 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of English Learners (n=114) decreased 10.9 points to be 22.1 points below level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of Hispanic or Latino students (n=355) decreased 1.5 points to be only 2.3 points above level 3; overall performance levels were in the "medium" range (yellow).
- In spring 2025, the Mathematics performance of students of Two or More Races (n=102) increased 1.1 points to be 39.8 points above level 3; overall performance levels were in the "very high" range (blue).

English Learner Progress:
- Per the 2025 CA School Dashboard, the ELPI indicator was in the "very low" range (red), with only 39.5% of English Learners (n=43) showing progress towards proficiency or maintaining the highest level, a decrease of 31.1% compared to the 2024 dashboard (Action 1.3).

Graduation Rate:
- Per the 2025 CA School Dashboard, the graduation rate for all students decreased by 0.77%, maintaining status in the "very high" range (blue) with a 96.9% graduation rate.
- All reported student groups were in the "very high" or "medium" range for graduation rate, ranging from 94.2% to 97.4% graduated.
- 2025 Graduation Rate for Socioeconomically Disadvantaged students (n=52) was 94.2% (decrease of 5.8% from 2024); performance levels were in the "medium" range (yellow).
- 2025 Graduation Rate for Students with Disabilities (n=40) was 82.5% (decrease of 8.8% from 2024); no performance level reported due to size of student group.
- 2025 Graduation Rate for Hispanic/Latino students (n=76) was 94.7% (decrease of 1.2% from 2024); performance levels were in the "medium" range (yellow).
- 2025 Graduation Rate for White students (n=151) was 97.4% (maintained with slight decrease of 1.2% from 2024); performance levels were in the "very high" range (blue).
- 2025 Graduation Rate for students identifying 2 or More Races (n=14) was 100% (maintained from 2024); no performance level reported due to size of student group.

College and Career Readiness:
- Per CA School Dashboard, spring 2025 data on the College/Career Indicator shows that 80.8% of high school graduates (n=260) in 2025 were prepared, placing CUSD in the Very High Range (blue) on the CCI Indicator. There were no student groups on the CCI indicator who were in the "low" or "very low" ranges in 2025.
- 106 graduates will receive the State Seal of Biliteracy in 2025-2026. (81 in 2024-2025; 71 in 2023-2024; 51 in 2022-2023; 47 in 2021-2022; 49 in 2020-2021; 41 in 2019-2020; 34 in 2018-2019; 27 in 2017-2018). Additionally, 32 fifth graders and 37 eighth graders will receive the Biliteracy Attainment Recognition Award for the 2025-2026 school year.
- 117 graduates received the Golden State Seal Merit Diploma in 2025-2026. (124 in 2024-2025; 141 in 2023-2024; 145 in 2022-2023; 145 in 2021-2022)

- Students continue to take Career Technical Education (CTE) courses, 46.0% in 2024-2025, a decrease of 13.0% in 2023-2024.
- In 2024-2025, the AP achievement rates for students scoring a 3, 4, or 5 decreased 0.67% with an overall pass rate of 85.33%.
- Dual Enrollment Participation, earning a C or better in the course:

2019-2020 55 students - Engineering Design and Lifelong Success
2020-2021 72 students - Criminal Law and Am Sign Language
2021-2022 43 students - Intro to Admin of Justice, Medical Term and Intro to Bus
2022-2023 64 students - (first term only) Intro to Bus, Am Sign Lang, Medical Term and Chicano/a Studies
2022-2023 131 students - Intro to Business, Am Sign Lang 101, Medical Terminology, Chicano/a Studies
2023-2024 108 students - Intro to Business, Am Sign Lang 101 and 102
2024-2025 177 students (unduplicated) & 202 students (duplicated) - Intro to Business, Am Sign Lang 101 and 102, Analytic Geometry and Calculus III, and Communications
2025-2026 265 students (duplicated) - Intro to Business, Am Sign Lang 101 and 102, Analytic Geometry and Calculus III, Principles of money Management, and Concepts of Criminal Law

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership.<br><br>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #2 - Implementation of Academic Standards) | 2023-2024 Baseline: Professional learning, and instructional materials received ratings of 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings of 4 (Full Implementation). | 2024-2025: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 (Full | 2025-2026: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 (Full | 2026-2027 Outcome: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 | Two areas in LCFF Priority 2, Reflection Tool Area 1 and 2 had four ratings that moved from a 4 to a 5. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Implementation) to 5 (Full Implementation and Sustainability). | Implementation) to 5 (Full Implementation and Sustainability). | (Full Implementation) to 5 (Full Implementation and Sustainability). | |
| 1.2 | All students will have standards aligned instructional materials, as measured by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. | 2023-2024: Maintain baseline.<br>Williams sufficiency was met at 100%. CUSD has devices available to all students and issues mobile hotspots to families upon request. | 2024-2025:<br>CUSD is maintaining baseline at 100% meeting WIlliams sufficiency. | 2025-2026:<br>CUSD is maintaining baseline at 100% meeting Williams sufficiency. | 2026-2027 Outcome:<br>Maintain baseline.<br>Williams sufficiency was met at 100%.<br>CUSD has devices available to all students and issues mobile hotspots to families upon request. | No difference to report. Current outcome is meeting the target at 100%. |
| 1.3 | 100% of CUSD educators will be appropriately credentialed and assigned. | 2023-2024: Maintain baseline.<br>100% of educators in 2023-2024 were appropriately credentialed and assigned per internal audit. | 2024-2025:<br>CUSD is maintaining baseline with 100% of teachers being appropriately credentialed and assigned per internal audit. | 2025-2026:<br>CUSD is maintaining baseline with 100% of teachers being appropriately credentialed and assigned per internal audit. | 2026-2027 Outcome:<br>Maintain baseline.<br>100% of educators in 2026-2027 were appropriately credentialed and assigned per internal audit. | No difference to report. Current outcome is meeting the target at 100%. |
| 1.4 | Academic Achievement in ELA | Per Spring 2023 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11: | Per Spring 2024 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11: | Per Spring 2025 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11: | 2026-2027 Outcome:<br>The overall CUSD average of students in grades 3-8, 11 who met or exceeded | Current difference from baseline for SBAC ELA achievement:<br>All Students: -2.85% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SBAC ELA 76.5% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 60%<br>Students with disabilities: 41%<br>Two or More Races: 79%<br>Hispanic or Latino: 68%<br>English Learners: 27%<br>RFEP: 75%<br>Military: 82%<br><br>Other subgroups of need may be identified based on previous year's performance. | SBAC ELA 75.77% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 69%<br>Students with disabilities: 40%<br>Two or More Races: 77%<br>Hispanic or Latino: 66%<br>English Learners: 27%<br>RFEP: 69%<br>Military: 81.6% | SBAC ELA 73.65% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 61.37%<br>Students with disabilities: 41.50%<br>Two or More Races: 75.80%<br>Hispanic or Latino: 62.33%<br>English Learners: 13.33%<br>RFEP: 62.73%<br>Military: 78.37% | standards in ELA will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2023 all student ELA average. | Socio-economically disadvantaged: +1.37%<br>Students with disabilities: +0.50%<br>Two or More Races: -4.0%<br>Hispanic or Latino: -5.67%<br>English Learners: -13.67%<br>RFEP: -12.27%<br>Military: -3.63% |
| 1.5 | Academic Achievement in Math | Per Spring 2023 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11:<br>SBAC Math 64.9% of students met or exceeded standards. | Per Spring 2024 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11:<br>SBAC Math 64.31% of students met or exceeded standards. | Per Spring 2025 SBAC:<br><br>Overall Student Achievement in grades 3-8, 11:<br>SBAC Math 62.99% of students met or exceeded standards. | 2026-2027 Outcome:<br>The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in Math will increase by 3% (~1% per year) and by 6% (~2% | Current difference from baseline for SBAC Math achievement:<br>All Students: -1.91%<br>Socio-economically disadvantaged: +0.18% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 48%<br>Students with disabilities: 38%<br>Two or More Races: 63%<br>Hispanic or Latino: 54%<br>English Learners: 40%<br>RFEP: 55%<br>Military: 74%<br><br>Other subgroups of need may be identified based on previous year's performance. | Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 59%<br>Students with disabilities: 35%<br>Two or More Races: 70%<br>Hispanic or Latino: 55%<br>English Learners: 51%<br>RFEP: 53%<br>Military: 73% | Student groups, met/exceeded standards:<br><br>Socio-economically disadvantaged: 48.18%<br>Students with disabilities: 32.16%<br>Two or More Races: 66.49%<br>Hispanic or Latino: 51.91%<br>English Learners: 22.22%<br>RFEP: 58.55%<br>Military: 71.73% | per year) for each student group below the spring 2019 all student Math average. | Students with disabilities: -5.84%<br>Two or More Races: +3.49%<br>Hispanic or Latino: +11.91%<br>English Learners: -17.78%<br>RFEP: +3.55%<br>Military: -2.27% |
| 1.6 | Academic Achievement in Science | Per Spring 2023 CAST:<br><br>Overall Student Achievement in grades 5, 8 and 11: CAST Science 56.51% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards:<br><br>Socio-economically Disadvantaged: 33.7% | Per Spring 2024 CAST:<br><br>Overall Student Achievement in grades 5, 8 and 11: CAST Science 51.43% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards: | Per Spring 2025 CAST:<br><br>Overall Student Achievement in grades 5, 8 and 11: CAST Science 59.85% of students met or exceeded standards.<br><br>Student groups, met/exceeded standards: | 2026-2027 Outcome:<br>The overall CUSD average of students in grades 5, 8, and 11 who met or exceeded standards in Science (per the CAST) will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring | Current difference from baseline for CAST achievement:<br>All Students: +3.34%<br>Socio-economically disadvantaged: +9.16%<br>Students with disabilities: +4.72%<br>Two or More Races: +3.60% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | Students with Disabilities: 30.0%<br>Two or More Races: 61.91%<br>Hispanic or Latino: 41.88%<br>EL: 18.18%<br>RFEP: 37.21%<br>Military: 67.31%<br><br>Other subgroups of need may be identified based on previous year's performance. | Socio-economically Disadvantaged: 40%<br>Students with Disabilities: 18.75%<br>Two or More Races: 53.52%<br>Hispanic or Latino: 34.44%<br>EL: 6.67%<br>RFEP: 36.51%<br>Military: 61.05% | Socio-economically Disadvantaged: 42.86%<br>Students with Disabilities: 34.72%<br>Two or More Races: 65.51%<br>Hispanic or Latino: 43.78%<br>EL: N/A (fewer than 11 students)<br>RFEP: 43.34%<br>Military: 68.61% | 2019 all student Science average. | Hispanic or Latino: +1.9%<br>English Learners: N/A<br>RFEP: +6.13%<br>Military: +1.30% |
| 1.7 | Local ELA and Math Achievement Metrics | 2023-2024:<br>ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment:<br>All = 54% (26% increase from Interim 1)<br>K = 63% (30% increase from Interim 1)<br>1 = 75% (48% increase from Interim 1)<br>2 = 54% (25% increase from Interim 1)<br>3 = 41% (18% increase from Interim 1)<br>4 = 59% (44% increase from Interim 1)<br>5 = 39% (1% decrease from Interim 1) | 2024-2025:<br><br>The elementary metric is for the Benchmark Advance Interim 3 and Number Corner Check-Up 3 Assessments. Beginning this school year, CUSD began using the STAR assessment in grades 2-5 and moving forward, will only facilitate the Interim and Check-Up in grades K-1. which will be facilitated in the spring and | 2025-2026:<br>Beginning this school year, CUSD began using the STAR Early Literacy assessment for grades K-1 and continued to use the STAR Reading and Math assessment for grades 2-8.<br><br>Grades K-1 percentage of students at or above the MOY Star Early Literacy benchmark assessment: | 2026-2027 Outcome:<br>The percentage of students in grades K-5 meeting standards in ELA will increase by 3% (~1% per year).<br>The percentage of students in grades K-5 meeting or approaching standards will increase by 3% (~1% per year).<br>The average GPA for students in ELA and Math in grade 6-12 will increase by 0.6 (~0.2 per year). | ELA and Math STAR MOY Benchmark Grades 2-8:<br>New baseline assessment being used.<br><br>ELA and Math Grades 2-8 percentage from year 2 baseline on MOY Reading and Math STAR assessment:<br>2 = +6% in Reading and +16% in Math<br>3 = +1% in Reading and -14% in Math |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:<br>K = 94%<br>1 = 94%<br>2 = 81%<br>3 = 89%<br>4 = 88%<br>5 = 81%<br><br>The average English course GPA for students in grades 6-8 during fall semester 1 2023 was 3.32. The average Math course GPA for students in grades 6-8 during fall semester 1 2023 was 3.26.<br><br>The average English course GPA for students in grades 9-12 during fall term 1 2023 was 3.27. The average Math course GPA for students in grades 9-12 during fall term 1 2023 was 2.59. | moving forward, will only be facilitated in grades K and 1.<br><br>ELA Grades K-1 percentage of students meeting EOY standards on the Benchmark Advance Interim 3 Assessment:<br>K = 60% meeting (28% increase from Interim 1)<br>1 = 79% meeting (38% increase from Interim 1)<br><br>Math Grades K-1 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:<br>K = 91%<br>1 = 95%<br><br>ELA and Math Grades 2-5 percentage of students at or above the MOY Star Reading and | K = 53%<br>1 = 49%<br><br>ELA and Math Grades 2-8 percentage of students at or above the MOY Reading and Math benchmark assessment:<br>2 = 56% in Reading and 57% in Math<br>3 = 59% in Reading and 65% in Math<br>4 = 62% in Reading and 58% in Math<br>5 = 65% in Reading and 70% in Math<br>6 = 63% in Reading and 62% in Math<br>7 = 53% in Reading and 46% in Math<br>8 = 62% in Reading and 64% in Math<br><br>The average English course GPA for students in Grades 9-12 | | 4 = -5% in Reading and +/- 0% in Math<br>5 = -12% in Reading and +13% in Math<br>6 = -7% in Reading and +14% in Math<br>7 = -19% in Reading and -7% in Math<br>8 = -9% in Reading and +11% in Math<br><br>English & Math GPA for Grades 9-12 difference from baseline:<br>English = -0.12 points<br>Math = +0.06 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | Math benchmark assessment:<br>Silver Strand Elementary<br>2 = 50% in Reading and 41% in Math<br>3 = 58% in Reading and 51% in Math<br>4 = 67% in Reading and 50% in Math<br>5 = 77% in Reading and 57% in Math<br>Village Elementary<br>2 = 65% in Reading and 61% in Math<br>3 = 60% in Reading and 52% in Math<br>4 = 66% in Reading and 64% in Math<br>5 = 68% in Reading and 57% in Math<br><br>The GPA metric for secondary students was used during COVID to have a local measure of student progress | during fall term 1 2025 was 3.15. The average Math course GPA for students in grades 9-12 during fall term 1 2025 was 2.65. | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | and performance. Moving forward, the Star Reading and Math assessment will be used in Grades 6-8 as a screener and a benchmark to measure student growth.<br>Grades 6-8 percentage of students at or above the MOY Star Reading & Math benchmark assessment:<br>6 = 70% in Reading and 48% in Math<br>7 = 72% in Reading and 53% in Math<br>8 = 71% in Reading and 53% in Math<br><br>The average English course GPA for students in Grades 9-12 during fall term 1 2024 was 3.24. The average Math course GPA for students in grades 9-12 during fall | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | term 1 2024 was 2.90. | | | |
| 1.8 | Graduation Rate | 2022-2023 4-year cohort graduation rate was 95.90% | 2023-2024 4-year cohort graduation rate was 97.67% | 2024-2025 4-year cohort graduation rate was 96.90% | 2026-2027 Outcome: The 4-year cohort graduation rate will increase by 1.5% (~0.5% per year). | +1.0% |
| 1.9 | UC A-G Rate | 71.59% in 2022-2023 | 2023-2024 UC A-G rate was 79.46% | 2024-2025 UC A-G rate was 77.70% | 2026-2027 Outcome: The UC A-G rate will increase by 6%. (~2% per year) | +6.11% |
| 1.10 | CTE Participation and Achievement | The percent of students (unduplicated n=636/1062) who participated in CTE courses in 2022-2023 was 60.0%.<br><br>The percent of students who received a “C” or better in capstone CTE courses in 2022-2023 was 99.0% (n=236/238). | The percent of students (unduplicated n=592/1004) who participated in CTE courses in 2023-2024 was 59%.<br><br>The percent of students who received a “C” or better in capstone CTE courses in 2023-2024 was 100.0% (n=190/190).<br><br>42.2% of 2023-2024 graduates | The percent of students (unduplicated n=463/1008) who participated in CTE courses in 2024-2025 was 46%.<br><br>The percent of students who received a “C” or better in capstone CTE courses in 2024-2025 was 96% (n=171/178).<br><br>28.8% of 2024-2025 graduates completed at least one CTE Pathway. | 2026-2027 Outcome: The percentage of unduplicated students participating in CTE courses will increase by 3%. The percentage of students who receive a "C" or better in a capstone CTE course will be maintained. | % Students Participating: -14.0%<br><br>% Receiving "C" or Better: -3.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | completed at least one CTE Pathway. | | | |
| 1.11 | UC A-G Rate and CTE Completion (LCFF Priority 4) | The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2022-2023 was 31.3% (n=84). | The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2023-2024 was 39.5% (n=102). | The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2024-2025 was 24.2% (n=63). | 2026-2027 Outcome: The percentage of students meeting UC/CSU requirements and completing at least one CTE pathway will increase by 6% (~2% per year). | -7.1% |
| 1.12 | AP Participation and AP Pass Rates | 56.4% participation rate in 2022-2023 with a pass rate of 80%.<br><br>43.5% of graduating seniors in 2023 scored 3 or higher on at least one exam at any point during high school. | 64.5% participation rate in 2023-2024 with a pass rate of 86%.<br><br>43.9% of graduating seniors in 2024 scored 3 or higher on at least one exam at any point during high school. | 64% participation 809 AP exams taken (n=368) in 2024-2025 with a pass rate of 85.33%.<br><br>College Credit Report (Formerly Equity and Excellence Report): 48.0% of graduating seniors in 2025 scored 3 or higher on at least one exam at any point during high school. | 2026-2027 Outcome: The participation rate will increase by 5% and the pass rate will increase by 3%. (~1% per year) | Participation Rate: +7.6%<br><br>Pass Rate: +5.33% |
| 1.13 | Early Admission Program (EAP; based on | Per Spring 2023 SBAC: | Per Spring 2024 SBAC: | Per Spring 2025 SBAC: | 2026-2027 Outcome: | Conditionally Ready: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | SBAC scores for grade 11) | Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 51.26%; Students who are considered Conditionally Ready in ELA (Standard Met): 34.03%.<br><br>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 23.91%; Students who are considered Conditionally Ready in Math (Standard Met): 28.26%. | Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 40.42%; Students who are considered Conditionally Ready in ELA (Standard Met): 33.75%.<br><br>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 25.10%; Students who are considered Conditionally Ready in Math (Standard Met): 20.08%. | Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 51.07%; Students who are considered Conditionally Ready in ELA (Standard Met): 30.90%.<br><br>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 29.69%; Students who are considered Conditionally Ready in Math (Standard Met): 24.89%. | The percentages of students who are considered Ready in ELA and Math (standard exceeded) and those who are considered Conditionally Ready in ELA and Math (standard met) will increase 1% over the previous year. | ELA = -3.13%<br>Math = -3.37%<br><br>Ready:<br>ELA = -0.19%<br>Math = +5.78% |
| 1.14 | Digital Literacy and Digital Citizenship | Baseline will be determined during the 2024-2025 school year.<br><br>AB 873 was passed in October 2023 and will guide the development of the local scope and sequence for digital literacy and digital | CUSD is in year 2 of piloting the digital citizenship curriculum, Neptune Navigate. CHS is in year 1 of implementing digital literacy and citizenship lessons from | CUSD is in year 3 of piloting the digital citizenship curriculum, Neptune Navigate. CHS is in year 2 of implementing digital literacy and citizenship lessons from | 2026-2027 Outcome:<br>The digital literacy and digital citizenship scope and sequence is developed and in full implementation. | CUSD is in the developing stages. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | citizenship. Additionally, CUSD is currently piloting the digital citizenship curriculum, Neptune Navigate, at all school sites. | commonsense.org in the Freshman Islander Experience course. CUSD is in the beginning stages of forming a team to develop a draft scope and sequence for digital literacy and digital citizenship. Elementary school sites are continuing to use Neptune Navigate to deliver digital citizenship lessons. CUSD participated in the SCRIPT computer science strategic visioning process and will continue this work next year. Part of the SCRIPT process will be to develop a scope and sequence for digital literacy that will include AI competencies and CS competencies. CUSD has also convened an Artificial | commonsense.org in the Freshmen Islander Experience course. CUSD is in the beginning stages of forming a team to develop a draft scope and sequence for digital literacy and digital citizenship that is aligned to the CUSD Portrait of a Graduate and the CUSD AI initiative. | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | Intelligence Committee to adopt a closed system AI platform, develop a 2025-2026 PL plan and create an AI handbook. | | | |
| 1.15 | CA Physical Fitness Test (PFT) | CUSD administered the PFT between February 2024 - May 2024. PFT participation rates for spring 2024:<br>CUSD: 97.2%<br>CHS: 95.2%<br>CMS: 98.5%<br>VES: 98.1%<br>SSES: 100% | CUSD administered the PFT between February 2025 - May 2025. PFT participation rates for spring 2025:<br>CUSD: 97.8%<br>CHS: 97.6%<br>CMS: 99.06%<br>VES: 96%<br>SSES: 100% | CUSD administered the PFT between February 2026 - May 2026. PFT participation rates for spring 2026:<br>CUSD: 97.4%<br>CHS: 95.9%<br>CMS: 98.9%<br>VES: 97.6%<br>SSES: 97.8% | 2026-2027 Outcome:<br>PFT participation rates for CUSD and all school sites will be maintained for all eligible students. | Current outcome is meeting the maintenance target.<br>CUSD: + 0.2%<br>CHS: + 0.7%<br>CMS: + 0.4%<br>VES: - 0.5%<br>SSES: - 2.2% |
| 1.16 | College and Career Indicator (CCI) | Per 2023 CA School Dashboard:<br>70.5% (n=268) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 13.8% of graduating seniors were placed in the "Approaching Prepared" level and 15.7% were placed in the "Not Prepared" level. | Per 2024 CA School Dashboard:<br>77.4% (n=257) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 8.6% of graduating seniors were placed in the "Approaching Prepared" level and 14.0% were | Per 2025 CA School Dashboard:<br>80.8% (n=260) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 8.1% of graduating seniors were placed in the "Approaching Prepared" level and 11.2% were | 2026-2027 Outcome:<br>76% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups. (~2% per year) | +10.3% of graduating seniors at the "Prepared" level<br>+12.4% of Hispanic or Latino students in high range<br>+10.4% of White students in high range<br>+6.4% of Socioeconomically Disadvantaged |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | Summary of group "Prepared" averages:<br>Hispanic or Latino: 65.2% (n=66) - high range<br>White = 71.1% (n=149) - very high range<br>Socioeconomically Disadvantaged = 60.9% (n=64) - high range | placed in the "Not Prepared" level.<br><br>Summary of group "Prepared" averages:<br>Hispanic or Latino: 76.7% (n=73) - high range<br>White = 78.2% (n=133) - very high range<br>Socioeconomically Disadvantaged = 66.7% (n=51) - high range | placed in the "Not Prepared" level.<br><br>Summary of group "Prepared" averages:<br>Hispanic or Latino: 77.6% (n=76) - high range<br>White = 81.5% (n=151) - very high range<br>Socioeconomically Disadvantaged = 67.3% (n=52) - medium range | | students in high range |
| 1.17 | Discrete VAPA Instruction | 2022-2023 Discrete VAPA Instruction:<br>CHS Discrete Arts Enrollment: 65.63% of students are enrolled in the arts (baseline - 697/school enrollment 1,062)<br><br>CMS Discrete Arts Enrollment:<br>56.67% of students are enrolled in the arts (baseline - 378/667 school enrollment)<br><br>(per CUSD Strategic Arts Plan) | 2023-2024 Discrete VAPA Instruction:<br>CHS Discrete Arts Enrollment: 64.2% of students are enrolled in the arts (baseline - 645/school enrollment 1,004)<br><br>CMS Discrete Arts Enrollment:<br>55.0% of students are enrolled in the arts (baseline - 346/630 school enrollment) | 2024-2025 Discrete VAPA Instruction:<br>CHS Discrete Arts Enrollment: 56.8% of students are enrolled in the arts (baseline - 580/school enrollment 1,021)<br><br>CMS Discrete Arts Enrollment:<br>50.1% of students are enrolled in the arts (baseline - 343/684 school enrollment) | 2026-2027 Outcome:<br>The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year). | 8.83% decrease in percentage of students enrolled in discrete arts at CHS<br><br>6.57% decrease in percentage of students enrolled in discrete arts at CMS |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | (per CUSD Strategic Arts Plan) | (per CUSD Strategic Arts Plan) | | |
| 1.18 | English Learners Annual progress on becoming English Proficient | Per 2023 CA School Dashboard:<br>78.2% of English learners (n=78) are making progress towards English language proficiency.<br>69.2% of ELs progressed at least one ELPI level<br>6.4% of ELs maintained ELPI level 4<br>12.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br>6.4% of ELs decreased at least one ELPI level<br><br>2022-2023 ELPAC Summative Assessment:<br>45.22% of English Learners were well developed<br>33.04% of English learners were moderately developed<br>14.78% of English learners were somewhat developed<br>6.96% of English learners were in the beginning stage | Per 2024 CA School Dashboard:<br>70.6% of English learners (n=51) are making progress towards English language proficiency.<br>68.6% of ELs progressed at least one ELPI level<br>0.0% of ELs maintained ELPI level 4<br>19.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br>5.9% of ELs decreased at least one ELPI level<br><br>2023-2024 ELPAC Summative Assessment:<br>38.46% of English Learners were well developed<br>38.46% of English learners were moderately developed | Per 2025 CA School Dashboard:<br>39.5% of English learners (n=43) are making progress towards English language proficiency.<br>31% of ELs progressed at least one ELPI level<br>7.1% of ELs maintained ELPI level 4<br>31% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br>31% of ELs decreased at least one ELPI level<br><br>2024-2025 ELPAC Summative Assessment:<br>26.09% of English Learners were well developed<br>41.30% of English learners were moderately developed | 2026-2027 Outcome:<br>The California Dashboard will report 80% of our EL students progressing towards English language proficiency (ELPI).<br>The number of English learners will increase by 3% who performed at the well developed or moderately developed levels. | -38.7% of English Learners made progress towards English language proficiency. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | | 11.54% of English learners were somewhat developed<br>11.54% of English learners were in the beginning stage | 28.26% of English learners were somewhat developed<br>4.35% of English learners were in the beginning stage | | |
| 1.19 | EL Reclassification Rate | EL Reclassification rate for 2022-2023 was 17.4%, a 5.3% increase compared to the 2021-2022 reclassification rate of 12.1%. | EL Reclassification rate for 2023-2024 was 57.39%, a 39.99% increase compared to the 2022-2023 reclassification rate of 17.4%. | EL Reclassification rate for 2024-2025 was 20%, a 37% decrease compared to the 2023-2024 reclassification rate of 57%. | 2026-2027 Outcome:<br>The reclassification rate for English learner students will increase by 3% (~1% per year). | +2.6% increase in reclassification rate |
| 1.20 | Long-term English Learner Count | In 2022-2023, there were 22 students meeting the criteria for long-term English learner (LTEL). | In 2023-2024, there were 10 students meeting the criteria for long-term English Learner (LTEL). | In 2024-2025, there were 7 students meeting the criteria for long-term English Learner (LTEL). | 2026-2027 Outcome:<br>CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs. | Decrease of 15 students classified as LTELs putting CUSD on target for outcome |
| 1.21 | Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency | In 2022-2023, an audit of school site master schedules showed that 100% of English learners were strategically placed and receiving designated and integrated ELD | In 2023-2024, an audit of the school site master schedules and plans showed that 100% of English learners were strategically placed | In 2024-2025, an audit of the school site master schedules and plans showed that 100% of English learners were strategically placed | 2026-2027 Outcome:<br>CUSD will annually audit the master schedule and EL student course placement in order to maintain the | No difference to report. Current outcome is meeting the maintenance target. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | | instruction in addition to daily access to the CCSS. | and receiving designated and integrated ELD instruction in addition to daily access to the CCSS. | and receiving designated and integrated ELD instruction in addition to daily access to the CCSS. | percentage of EL receiving designated and integrated ELD instruction in addition to daily access to the CCSS. | |

# Goal Analysis [2025-26]

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.

Integrating personalized learning with assessment methods to prepare all students for academic and postsecondary success continues to be an important part of our instructional strategy to help all students, especially our unduplicated students and students performing below grade level standards. Our work has progressed, as anticipated, in pace with our goals and actions. CUSD has made progress in aligning instruction and materials to the frameworks for ELA, math, history-social science, NGSS, VAPA, CS, CTE and world language (Actions 1.1, 1.2 and 1.4). CUSD continues to provide professional learning on data analysis, MTSS, literacy strategies, academic discourse, PBIS, restorative practices, social/emotional/behavioral strategies, educational technology, integrated and designated ELD, core content areas, PLTW and assessments (screeners, progress monitoring, interims, benchmark, summative and formative) (Actions 1.4 and 1.7). CUSD has also continued to provide a broad course of study to all students via core and elective course options in STEAM (Science, Technology, Engineering, Arts, and Mathematics), world language, CTE/STEM pathways and dual enrollment (Actions 1.1 and 1.2). Intervention services via elementary reading and math support opportunities and secondary reading and math intervention courses, with accompanying data systems, were provided to most identified students and English Learners (Actions 1.1, 1.3 and 1.6). With a critical focus on MTSS, CUSD continued to support the collaboration at the site level within the MTSS Committee and the MTSS Data Network comprised of teachers, classified staff, administrators, TOSAs, counselors, and special educators to further develop the behavioral and academic MTSS framework for each school site and for CUSD (Actions 1.1 and 1.4). These committees and site sub-committees met regularly throughout the school year in collaboration with district administrators to progress in this important work. CUSD engaged in pilots with closed-system AI platforms. These pilots will inform our decisions regarding AI implementation and the development of digital literacy and citizenship scope and sequences that are relevant in the ever-changing tech landscape (Action 1.5). CUSD also convened a strategic planning committee to continue efforts related to the CUSD Portrait of a Graduate that aligns to our LCAP and to the Superintendent's Long Range Plan (LRP). Lastly, the CUSD Human Resources department implemented a new HR Staff Newsletter and continued to make progress with streamlining processes and procedures that make recruiting and onboarding staff more efficient (Action 1.8). Challenges related to the implementation of the described actions included securing substitutes for professional learning opportunities and time within the school calendars to schedule collaboration time and meetings. CUSD was able to overcome these challenges and still make progress in each of the described actions for

Goal #1: Learning. There were no instances this school year where a planned action or the implementation of a planned action differed substantially from how it was described in the adopted LCAP.

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.

There are no material differences to report at this time.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions Standards-Aligned Core Curriculum, Assessment, and High Quality Instruction, College and Career Readiness, Academic Achievement, Systematic Data Analysis, and Professional Learning (Actions 1.1, 1.2, 1.4, 1.6, and 1.7) were effective. Evidence of the effectiveness of these actions includes teacher feedback during professional learning, classroom walkthrough data, Renaissance data input from educators, data analysis professional learning, ToSA professional learning and collaboration with teacher teams, maintenance of the percentage of students meeting or exceeding standards in ELA, Math and Science, CTE/PLTW pathway alignment K-12, progress made in implementing common screening and benchmark assessments across grade levels and departments, a 10.3% increase of graduating seniors at the "Prepared" level on the CCI indicator, a 6.11% increase of graduating seniors meeting UC A-G requirements, a 1% increase in graduation rate, and 106 students (increased by 25) earning the State Seal of Biliteracy. By evaluating the data above alongside educational partner feedback from staff and families, it is clear that the actions have partially met the intended outcomes for K-12 students, particularly in CCR, improving data analysis, assessment of student learning, targeted professional learning and fidelity to adopted curricula.

The action English Language Development (Action 1.3) was not effective this year. While the overall enrollment of English Learners increased from 83 to 103 students (including an increase in newcomer students), state dashboard metrics reveal a substantial downturn in language acquisition outcomes. Specifically, according to the 2025 ELPI, only 39.5% of the English Learner population made progress towards English language proficiency (n=43). This reflects a severe decline of 31.1% compared to the 70.6% proficiency progress rate recorded in 2024. Furthermore, the 2024–2025 Summative ELPAC reveals that only 26.09% of English learners achieved a "well developed" level, while 41.30% were "moderately developed," 28.26% were "somewhat developed," and 4.35% remained at the "beginning stage". This deceleration in language development is also evident in the district's reclassification rate, which dropped to 20% in 2024–2025 - a significant 37% decrease from the 2023–2024 reclassification rate of 57%. Although the district experienced a minor positive shift with a small decrease in the number of Long Term English Learners (LTELs) from 10 students to 7 students, the overarching quantitative indicators conclusively demonstrate that current ELD instructional services did not meet the intended outcomes. Providing more professional learning in designated and integrated ELD, and engaging EL families will continue to be a critical part of the action plan (Goal 1, Action 3, Metrics 18, 19, 20, and 21).

The action Digital Literacy and Digital Citizenship (Action 1.5) demonstrated emerging effectiveness in preparing students for a technologically advanced landscape. Because this action includes emerging technologies, effectiveness is primarily demonstrated through educational partner feedback and professional learning metrics. Based on the results from the staff AI platform (closed-system) pilot and professional learning surveys, it is clear that this action partially met the intended outcomes, as there is still work to be done with developing the digital scope and sequences, additional curriculum mapping and development of digital competencies mastery rubric across grade levels.

The action Recruit and Retain Highly Qualified Staff (Action 1.8) was effective in ensuring that CUSD classrooms are staffed with highly qualified, appropriately credentialed educators while establishing robust support systems that maximize employee longevity. Evidence of the effectiveness of this action includes recruitment outcomes through active participation in regional teacher career fairs, formal partnerships with local universities (such as San Diego State University and the University of San Diego), and a structured student-teacher and internship placement program. Per the district's internal human resources audit and annual Williams Compliance monitoring, 100% of CUSD teachers are appropriately credentialed and properly assigned to their respective subject areas. Additional evidence of effectiveness includes an exit interview process for departing employees and enhancement of employee onboarding efforts as a result of feedback from union partnerships and individual employees. By evaluating the data above and employee feedback, it is clear that this action has met the intended outcomes for staff recruitment and retention.

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.

No significant changes have been made to this goal, expected outcomes, metrics, or actions and services at this time. One addition in the description for Action 1.7 included continuing to provide professional learning and collaboration time for ongoing professional learning related to the computer science standards, SCRIPT goals and the continued development of the elementary computer science curriculum crosswalk.

**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** | Standards-Aligned Core Curriculum, Assessment and High Quality Instruction | Academic and performance standards will continue to be aligned with California State Standards, including the ELD standards, in the following content areas: ELA, Mathematics, Career Technical Education, Computer Science, Health Education, History-Social Science, Physical Education, Science, Arts Education, and World Languages.<br>1. Educators will participate in piloting curriculum and recommending the adoption of instructional materials, professional learning in instructional best practices related to content area frameworks, CCR standards, formative assessment and literacy.<br>2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement. | $46,540,005.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 3. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure that all staff are trained and are highly qualified<br>4. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure there are Multi-Tiered System of Supports (MTSS) in place to provide intervention and enrichment services that support the needs of all learners.<br>5. CUSD will utilize the NCUST recommendations, aligned with the CUSD Portrait of a Graduate, to ensure high quality instruction and programming is evident and accessible to all students.<br>5. CUSD and school sites will ensure that all students are receiving high quality instruction in a safe and inclusive learning environment that supports social emotional learning, PBIS and utilizes restorative practices to build positive and healthy learning communities that demonstrate value for the individual.<br>6. All classrooms will provide focused intervention support, social emotional supports, and the continued development and refinement of inclusive learning environments. | | |
| **1.2** | College and Career Readiness | Provide learning opportunities for all students in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) pathways, Project Lead the Way (PLTW) curricula, dual enrollment (Southwestern Community College), State Seal of Biliteracy (SSB) opportunities, State Seal of Civic Engagement (SSCE) opportunities, internships, work-based learning experiences, completion of A-G requirements and Advanced Placement (AP) courses. These pathways and opportunities will allow students to incorporate applied learning across disciplines preparing them for both college and career. CUSD will continue to engage in the development and implementation of a strategic plan to support the Portrait of a Graduate that is representative of the CUSD mission for all students to attain proficiency in the core content areas and graduate from high school prepared for postsecondary and career options. | $3,396,450.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | English Language Development | English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills in English to be college and career ready.<br>1. Assigned staff will work with all four school sites relative to providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers/educators and instructional assistants related to instructional resources, academic assessment and data analysis, and tiered supports for English learner students.<br>2. Provide ongoing professional learning as needed for teachers/educators on integrated and designated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.<br>3. Monitor academic progress in ELA and math for all EL and RFEP students.<br>4. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation<br>5. Ensure and support reclassification celebrations, biliteracy attainment (grades 5 and 8) and Seal of Biliteracy (grade 12) at each school site.<br>6. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing continued professional learning for teachers/educators and instructional assistants, and the integration of common formative assessments (ELPAC Interim assessments) to inform instruction for English learner students and improve English learner language acquisition and academic achievement. | $229,300.00 | Yes |
| **1.4** | Academic Achievement | Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. Continue to assign one Math/Science TOSA to work with all four school sites relative to providing instructional support to teachers, education specialists, and instructional assistants. The TOSA will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed. Members of the Learning Department will provide ELA/ELD supports on an ongoing basis to school sites. | $302,100.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Digital Literacy and Digital Citizenship | CUSD will prioritize the implementation of the Portrait of a Graduate, Portrait of an Adult and Portrait of a System through continued strategic planning. CUSD recognizes that technology plays an important role in building and implementing these portraits. CUSD will ensure all students and staff have access to and proficiency of 21st century learning tools, resources, and skills. CUSD will continue to develop and refine an articulated K-12 Digital Literacy and Digital Citizenship Plan (aligned to AB 873) to guide instruction, ensuring that all student groups receive instruction from educators with an increased capacity for 21st century best practices. CUSD will continue to participate in the SCRIPT computer science strategic visioning and implementation process. Part of the SCRIPT process will be to develop a scope and sequence for digital literacy that will include AI competencies and CS competencies. CUSD will also continue to evaluate AI policies and consider the adoption of a closed system AI platform, develop an AI PL plan and create an AI handbook. | $1,190,000.00 | No |
| **1.6** | Systematic Data Analysis | Staff will receive ongoing professional learning on the data analytics system Renaissance (Illuminate DnA, Educlimber and Star assessments). Staff will also receive ongoing support on the Student Information System (Synergy) and on the Learning Management System (Canvas). | $146,200.00 | No |
| **1.7** | Professional Learning | Professional learning will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and to support all students including English learners, students with disabilities, and other identified special populations. CUSD professional learning will be coordinated by school site administration and the Learning Department, in collaboration with school site leadership teams, grade level teams and department teams. A professional learning calendar and focus areas will be collaboratively developed between the Learning Department, Student Services Department, site administrators and teacher leaders. | $999,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Professional learning for certificated and classified staff will also be tailored to the individual needs of each school site, department, grade level and staff member. CUSD priorities for professional learning include:<br>1. Professional Learning Communities (PLCs), data analysis and data discussions<br>2. Formative Assessment (Common Lit, DIBELS, Number Corner, Benchmark Advance, STAR, CAASPP Interims)<br>3. MTSS: PBIS, restorative practices, Harmony, Second Step, Leader in Me, SEL, building learning communities, and academic tiered resources and strategies (EBPs and HLPs)<br>4. Academic-related training will include paraprofessionals when appropriate to content or service<br>5. Review integrated and designated ELD strategies<br>6. CCR Literacy Standards and Literacy Best Practices (focus on phonics)<br>7. Content-specific and curriculum adoptions<br>8. Elementary Bridges in Mathematics and Benchmark Advance<br>9. PLTW<br>10. NCUST Instructional Best-Practices<br>11. Co-teaching<br>12. Instructional learning walks<br>13. Advanced Placement courses<br>14. FOSS Pathways (grades K-5)<br>15. Portraits of a Graduate, Adult and System<br>16. CPR, CPI, behavioral supports, and onboarding for technology systems (classified)<br>17. Savvas Elevate Curricula (Science grade 6-8)<br>18. Renaissance STAR and software platforms (Freckle, Lalilo)<br>19. College and Career Pathways, including CTE<br>20. Computer Science Standards, SCRIPT goals and curriculum crosswalk (new for 2026) | | |
| **1.8** | Recruit and Retain Highly Qualified Staff | CUSD will recruit and retain highly qualified, appropriately credentialed staff. Recruitment will include participation in job fairs, partnerships with local universities, and internship and student-teacher coordination and placement. Retention of educators will be measured by coordinated professional learning and support from school site instructional leaders and | $1,831,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | administrators. Additionally, the CUSD Human Resources department will conduct thorough exit interviews with employees who decide to leave CUSD in order to learn more about why an employee is leaving and how CUSD can improve further retention efforts and employee support systems. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Communication: Communicate openly, freely, and accurately to engage and involve all educational partners. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that educational partners understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to the work we are doing and the feedback we are receiving from our educational partners related to improving and streamlining communication between school sites, district office and educational partners. The state priorities addressed by this goal are priorities 3, 6, and 7. The Communication goal in particular continues to remain relevant and further defined within this plan as a result of the following:
1. Importance of parents/guardians/families as partners in the educational experience of all CUSD students.
2. Improve equitable access to all CUSD educational partners communications and resources.
3. Continue to be responsive to needs of all educational partners relative to timely communication, collaborative problem solving, and improving communication and relationships with all educational partners.
4. Improve communications and equitable opportunities for involvement for students and families within special populations, such as: English learner, homeless, foster youth, socioeconomically disadvantaged, special education, hispanic or latino, and military-connected.

Furthermore, the development of this goal and the continued focus on communication was directly influenced by educational partner participation and feedback on CUSD feedback surveys (need to continue to improve the number of parents/guardians providing feedback and continue to improve communication with staff and families), as well as parent/guardian/family participation on CUSD committees (need more parent representation from student groups).

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Educational Partner Survey Data Participation Counts | 2023-2024 average participation on family surveys facilitated via ThoughtExchange:<br>Average Participants: 308<br>Average Number of Thoughts: 245<br>Average Number of Ratings: 6,053 | CUSD no longer uses the ThoughtExchange Platform. Google forms will be used to gather feedback from educational partners.<br><br>2024-2025 participation on the family survey facilitated via Google Forms:<br>Number of Participants: 130<br><br>2024-2025 participation on the staff survey facilitated via Google Forms:<br>Number of Participants: 38 | Google forms were used to gather feedback from educational partners.<br><br>2025-2026 participation on the family survey facilitated via Google Forms:<br>Number of Participants: 156<br><br>2025-2026 participation on the staff survey facilitated via Google Forms:<br>Number of Participants: 22 | 2026-2027 Outcome:<br>Increase educational partner participation on all CUSD surveys by 100 participants. Updated in 2026-2027 to reflect the switch to Google forms. | Number of participants decreased by 130 total participants. It is important to note this is the second year this metric is being used. |
| 2.2 | Learning Management System (Canvas) Usage Data | 2023-2024 Canvas Usage Data<br>(as of April 23, 2024):<br>530 Courses<br>157 Teacher Users<br>2,125 Student Users<br><br>CHS: Term 1<br>-There are 151 courses, 63 teachers, and 958 students | 2024-2025 Canvas Usage Data<br>(as of May 2, 2025):<br>517 Courses<br>151 Teacher Users<br>2,976 Student Users<br><br>Coronado High School: Term 1 | 2025-2026 Canvas Usage Data<br>(as of May 5, 2026):<br>400 Courses (plus 122 unpublished courses)<br>138 Teacher Users<br>2,107 Student Users | 2026-2027 Outcome:<br>Maintain educator and student usage data in Canvas, especially at the secondary level. | Number of student users decreased by 18 students.<br><br>Number of teacher users decreased by 19 teachers.<br><br>Number of files uploaded increased at every school site. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | -There were 8,801 assignments created, 985 discussion topics, 93 media recordings and 14,575 files uploaded<br>-The top activity categories included: general, other, assignments, files and grades<br><br>Coronado High School: Term 2<br>-There are 142 courses, 62 teachers, and 975 students<br>-There were 7,336 assignments created, 667 discussion topics, 137 media recordings and 13,615 files uploaded<br>-The top activity categories included: general, other, assignments, files and grades<br><br>Coronado Middle School:<br>-There are 70 courses, 38 teachers, and 627 students<br>-There were 4,809 assignments created, 264 discussion topics, | -There are 149 courses, 58 teachers, and 951 students<br>-There were 404,496 assignments, 67,052 discussions, 0 media recordings and 1,279,768 files uploaded<br>-The top activity categories included: files, course home, assignments, and grades<br><br>Coronado High School: Term 2<br>-There are 151 courses, 61 teachers, and 961 students<br>-There were 253,735 assignments, 62,228 discussions, 0 media recordings and 994,218 files uploaded<br>-The top activity categories included: files, course home, | Coronado High School: Term 1<br>-There are 140 courses, 59 teachers, and 959 students<br>-There were 320,323 assignments, 96,464 discussions, 0 media recordings and 1,227,436 files uploaded<br>-The top activity categories included: files, course home, assignments, and grades<br><br>Coronado High School: Term 2<br>-There are 146 courses, 59 teachers, and 974 students<br>-There were 243,508 assignments, 61,362 discussions, 0 media recordings and 876,248 files uploaded<br>-The top activity categories | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 144 media recordings and 5,480 files uploaded<br>-The top activity categories included: general, other, assignments, files, modules and grades<br><br>Village Elementary:<br>-There are 34 courses, 17 teachers, and 436 students<br>-There were 941 assignments created, 251 discussion topics, 0 media recordings and 2,403 files uploaded<br>-The top activity categories included: general, other, assignments, files and modules<br><br>Silver Strand Elementary:<br>-There are 12 courses, 15 teachers, and 199 students<br>-There were 262 assignments created, 19 discussion topics, 0 media recordings and 371 files uploaded<br>-The top activity categories included: general, other, | assignments, and grades<br><br>Coronado Middle School:<br>-There are 75 courses, 36 teachers, and 650 students<br>-There were 551,807 assignments, 31,817 discussions, 0 media recordings and 2,876,368 files uploaded<br>-The top activity categories included: files, course home, assignments, and grades<br><br>Village Elementary:<br>-There are 32 courses, 16 teachers, and 365 students<br>-There were 34,428 assignments, 15, 143 discussions, 0 media recordings and 484,854 files uploaded | included: files, course home, assignments, and grades<br><br>Coronado Middle School:<br>-There are 72 courses, 39 teachers, and 617 students<br>-There were 496,838 assignments, 44,813 discussions, 0 media recordings and 2,504,002 files uploaded<br>-The top activity categories included: files, course home, assignments, and grades<br><br>Village Elementary:<br>-There are 32 courses, 28 teachers, and 370 students<br>-There were 30,484 assignments, 16,063 discussions, 0 | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | assignments, pages, files and modules | -The top activity categories included: files, course home, assignments, and pages<br><br>Silver Strand Elementary:<br>-There are 11 courses, 12 teachers, and 140 students<br>-There were 9064 assignments, 0 discussions, 0 media recordings and 112,788 files uploaded<br>-The top activity categories included: files, course home, modules, and pages | media recordings and 473,520 files uploaded<br>-The top activity categories included: files, course home, assignments, and pages<br><br>Silver Strand Elementary:<br>-There are 10 courses, 15 teachers, and 141 students<br>-There were 11,149 assignments, 296 discussions, 0 media recordings and 96,770 files uploaded<br>-The top activity categories included: files, course home, modules, and assignments | | |
| 2.3 | Local Indicator Self-Reflection Tool rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and | 2023-2024:<br>Building relationships between school staff and families received ratings of 4 (Full Implementation).<br>Building partnerships | 2024-2025:<br>Building relationships between school staff and families received ratings ranging from 4 | 2025-2026:<br>Building relationships between school staff and families received ratings ranging from 4 | 2026-2027 Outcome:<br>The areas of building relationships between school staff and families, | Two of the three areas in LCFF Priority 3, Reflection Tool Area 1 and 3, had two ratings that |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | seeking input for decision-making.<br><br>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Building Relationships) | for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings of 4 (full implementation). | (Full Implementation) to 5 (Full Implementation and Sustainability). Building partnerships for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). | (Full Implementation) to 5 (Full Implementation and Sustainability). Building partnerships for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). | building partnerships for student outcomes, and seeking input for decision making will be implemented with ratings between 4 and 5. | moved from a 4 to a 5. |
| 2.4 | Required Parent/Guardian School Participation | 2023-2024:<br>-All schools have a robust Parent Teacher Organization.<br>-All schools with an EL count over 21 have an English Learner Advisory (VES).<br>-CUSD has a District English Learner Advisory Committee (DELAC).<br>-CUSD participates in the SELPA CAC.<br>-CUSD has a Parent/Guardian | 2024-2025:<br>-All schools have a robust Parent Teacher Organization.<br>-All schools with an EL count over 21 have an English Learner Advisory (VES).<br>-CUSD has a District English Learner Advisory Committee (DELAC). | 2025-2026:<br>-All schools have a robust Parent Teacher Organization.<br>-All schools with an EL count over 21 have an English Learner Advisory (VES).<br>-CUSD has a District English Learner Advisory Committee (DELAC). | 2026-2027 Outcome:<br>Maintain and improve current attendance at parent/guardian school participation forums. | No difference to report. Current outcome is meeting the maintenance target. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Leadership Committee which represents parents/guardians from each site. | -CUSD participates in the SELPA CAC.<br>-CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site. | -CUSD participates in the SELPA CAC.<br>-CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site. | | |
| 2.5 | Parent/Guardian - Elementary Teacher Conferences | 2023-2024:<br>Participation in elementary parent teacher conferences:<br>Silver Strand Elementary: 90%<br>Village Elementary: 98% | 2024-2025:<br>Participation in elementary parent/guardian - teacher conferences:<br>Silver Strand Elementary: 95%<br>Village Elementary: 97% | 2025-2026:<br>Participation in elementary parent/guardian - teacher conferences:<br>Silver Strand Elementary: 95.6%<br>Village Elementary: 97.0% | 2026-2027 Outcome:<br>Maintain and improve current participation rates at parent teacher conferences at SSES and VES. | SSES = +5.6% participation<br>VES = -1% participation |
| 2.6 | School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA). | 2023-2024:<br>100% of SSC participants were involved in the process of creating, analyzing, and approving site SPSA plans. | 2024-2025:<br>100% of SSC participants are currently participating in the process of creating, analyzing, and approving site SPSA plans. | 2025-2026:<br>100% of SSC participants are currently participating in the process of creating, analyzing, and approving site SPSA plans. | 2026-2027 Outcome:<br>Maintain - 100% of School Site Council participants were involved in creating, analyzing, and approving site SPSA plans. | No difference to report. Current outcome is meeting the target of 100%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | Measurement of progress in which students have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and individuals with exceptional needs.<br><br>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #7 - A Broad Course of Study) | 2023-2024:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7<br><br>LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2024. The report includes specific local measures, tools, summary of results, identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs. | 2024-2025:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7<br><br>LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2025. The report includes specific local measures, tools, summary of results, identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs. | 2025-2026:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7<br><br>LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2026. The report includes specific local measures, tools, summary of results, identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs. | 2026-2027 Outcome:<br>Present an annual narrative to the CUSD Governing Board noting progress in which students have access to, and are enrolled in, a broad course of study for grades 1-12. | Students continue to have access to a broad course of study. |
| 2.8 | English Learner Parent/Guardian Participation | 2023-2024:<br>English Learners:<br>On average, 13 English learner families attended ELAC/DELAC meetings. All meetings were held in-person. | 2024-2025:<br>English Learners:<br>On average,10 English learner families attended ELAC/DELAC meetings. All | 2025-2026:<br>English Learners:<br>On average, 4 English learner families attended ELAC/DELAC meetings. All meetings were | 2026-2027 Outcome:<br>Increase the average number of EL families attending ELAC/DELAC meetings by 25% | Decreased an average of 9 families. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | meetings were held in-person. | held in-person. Additionally, 13 English learner families completed the LCAP Parent/Guardian survey. | annually (~3 additional families). | |
| 2.9 | Measurement of progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs.<br><br>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Parent Engagement) | 2020-2021:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3<br><br>LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2024. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making. | 2024-2025:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3<br><br>LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2025. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for | 2025-2026:<br>LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3<br><br>LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2026. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for | 2026-2027 Outcome:<br>Present an annual narrative to the CUSD Governing Board noting progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs. | CUSD continues to improve efforts to improve engagement of underrepresented families. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | student outcomes, and seeking input for decision making. | student outcomes, and seeking input for decision making. | | |

# Goal Analysis [2025-26]

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.

Communicating openly, freely, and accurately to engage and involve all educational partners continues to be an important part of the work that we do on a daily basis to partner with our community, and provide support to each school site and the students that they serve. CUSD continues to provide a variety of ways for parents/guardians and the community to access information about our schools and programs, including face-to-face and virtual methods (Actions 2.1, 2.2 and 2.3). CUSD facilitated educational partner surveys related to the three LCAP and Governing Board goals (Learning, Communication and Support), with sustained educational partner responses over the previous years' efforts (Action 2.1). Lastly, CUSD continues to align our LCAP to the Superintendent's Long Range Plan (LRP) and the CUSD Portraits of a Graduate, Adult and System. The CUSD Public Information Officer has made tremendous progress in all areas of communication, celebrations, streamlining processes and regular collaboration with site parent organizations (Action 2.2). CUSD has also continued to make progress with evaluating the website and weedingt hrough outdated content, in addition to supporting school sites with website updates through ongoing training and "Website Wednesdays" that shares tips and tricks for updating and using the website platform (Action 2.3). The primary challenge related to the implementation of the described actions was engaging educational partners that represent all student groups on a regular basis. While we did see a slight increase in 2025-2026 with the number of participants (surveys, committees, strategic planning teams, conferences, etc.), this continues to be an area of improvement, especially engaging our English learner families. There were no instances this school year where a planned action or the implementation of a planned action differed substantially from how it was described in the adopted LCAP.

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.

There are no material differences at this time.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions Educational Partner Participation, Communication and Engagement, Two-Way Communication, and CUSD Website (Actions 2.1, 2.2, and 2.3) were effective. Evidence of effectiveness includes 82% of parents/guardians (n=156) reporting satisfaction with

communication on the LCAP Google Feedback Form and 63.6% of staff (n=22/369) reporting satisfaction with communication on the LCAP Google Feedback Form. Additional evidence of effectiveness includes the efforts of the CUSD Public Information Officer to streamline communication with local news outlets and monthly meetings with parent organizations regarding school and district initiatives. Additionally, CUSD continues to engage close to 100% of parents/guardians in elementary parent/guardian-teacher conferences. By evaluating the data presented above, it is clear that the actions have met the intended outcomes to successfully engage educational partners regarding streamlining communication and improving our schools.

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.

No significant changes have been made to this goal, expected outcomes, metrics, or actions and services at this time. One revision in the description for Action 2.1 included the CUSD superintendent will continue to engage regularly with the CUSD staff "culture club" during the 2026-2027 school year. Another revision was made to metric 2.1 to reflect the switch to using Google forms to solicit feedback from educational partners instead of the ThoughtExchange platform.

**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** | Educational Partner Participation, Communication and Engagement | Continue to hold required (ED Code) and local parent/guardian participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Partnership (M-LPC), South Bay SELPA Community Advisory Committee (CAC), School Site Safety meetings, and Parent Teacher Organizations. CMS and CHS will continue to engage regularly with a Student Advisory group during the 2026-2027 school year. The CUSD Superintendent will continue to engage regularly with the Superintendent's Student Advisory Council during the 2026-2027 school year. The CUSD superintendent will continue to engage regularly with the CUSD staff "culture club" during the 2026-2027 school year.<br><br>Annual surveys and meetings regarding LCAP Board goal areas will continue to be conducted to inform progress and effectiveness of District efforts. Surveys may include feedback from the following educational | $62,600.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | partners: parents/guardians, students, teachers, administrators, other school personnel, and local bargaining units.<br><br>CUSD will continue to strive for 100% participation in TK-5 parent-teacher conferences at both Silver Strand and Village Elementary Schools. | | |
| **2.2** | Two-Way Communication | Continue to utilize a variety of avenues to promote two-way communication with parents/guardians, students, staff, and the community. Enhance educational partner involvement via such methodologies as Google forms, site surveys, site and district committees, and staff meetings which encourage feedback on areas of celebration and areas of growth. Continue to create activities, spaces and opportunities to connect with parents/guardians as partners in their child's education.<br><br>CUSD and each school site will provide timely and informative communication to the CUSD community via email blasts, newsletters, social media, local news outlets, etc.<br><br>School sites and the District office will continue to engage in and provide timely and collaborative communication. Continue to improve communication through evaluating the effectiveness of communication from sites to District office, and from District office to sites.<br><br>Continue to utilize the CUSD Public Information Officer in all communication efforts that align to LCAP goals and district initiatives. | $52,500.00 | No |
| **2.3** | CUSD Website | Professional learning related to navigating and updating the website content will continue to be provided to all staff who will be making these updates on an ongoing basis. CUSD will continue to provide support to staff related to the website, website features and ongoing professional learning. CUSD will continue to update the website and weed through content that is no longer applicable. | $458,300.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Support: Maintain safe and supportive schools where students and staff thrive. | 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 development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that educational partners understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to the work we are doing and the feedback we are receiving from our educational partners related to MTSS, access, school climates, and social/emotional/mental health. Priorities addressed by this goal are priorities 1, 5 and 6. The Support goal in particular continues to remain relevant and further defined within this plan as a result of the following:
1. Students need to learn in a physically and emotionally safe learning environment.
2. Teachers and staff need to teach and work in a physically and emotionally safe school community.
3. A focus on social-emotional wellness in order to respond to the anticipated mental health needs. Research supports that the physical, social, emotional, and behavioral health of each learner is critical for student learning.
4. As the need for flexibility to support staff and students broadens, it is important to provide multiple pathways in ensuring access to learning, both academically and professionally.

Furthermore, the development of this goal was directly influenced by current CUSD Suspension Rates, Chronic Absenteeism Rates and CA Healthy Kids Survey results, especially for any school and/or student group in CUSD that received the lowest performance level on one or more state indicators on the 2026 Dashboard (please see data below under Chronic Absenteeism and Suspension Rates).

The CA Healthy Kids Survey was administered in spring 2025. Data from the CA Healthy Kids Survey spring 2025 Student Results (% Strongly Agree) are below.
Participation Rate:
Gr. 5: VES 65%
Gr. 5: SSES 74%
Gr. 7: 94%
Gr. 9: 89%
Gr. 11: 86%
School Connectedness:

Gr. 5: VES 74%
Gr. 5: SSES 83%
Gr. 7: 71%
Gr. 9: 65%
Gr. 11: 70%
Caring Adult Relationships
Gr. 5: VES 67%
Gr. 5: SSES 81%
Gr. 7: 67%
Gr. 9: 60%
Gr. 11: 72%
Feel Safe at School
Gr. 5: VES 79%
Gr. 5: SSES 97%
Gr. 7: 72%
Gr. 9: 72%
Gr. 11: 76%

The CA Healthy Kids survey - Staff Survey was administered in spring 2025. Data from the CA Healthy Kids Staff Survey spring 2025 Results (% Strongly Agree) are below.
Number of Respondents:
VES: 41 Staff Members
SSES: 25 Staff Members
CMS: 13 Staff Members
CHS: 50 Staff Members
Caring Adult Relationships:
VES: 34%
SSES: 51%
CMS: 58%
CHS: 33%
Staff Collegiality:
VES: 12%
SSES: 29%
CMS: 33%
CHS: 24%
Creating a Positive School Climate:
VES: 44%
SSES: 42%
CMS: 60%
CHS: 31%

The CA Healthy Kids survey - Parent Survey was administered in spring 2025. Data from the CA Healthy Kids Parent Survey spring 2025 Results (% Strongly Agree) are below.
Number of Respondents:
VES: 33 Parent/Guardian Respondents
SSES: 16 Parent/Guardian Respondents
CMS: 41 Parent/Guardian Respondents
CHS: 24 Parent/Guardian Respondents
Parent Involvement in School:
VES: 67%
SSES: 66%
CMS: 59%
CHS: 68%
School is a Safe Place:
VES: 31%
SSES: 36%
CMS: 26%
CHS: 24%
Responsive to Student Social and Emotional Needs:
VES: 86%
SSES: 79%
CMS: 64%
CHS: 39%

An analysis of the CA School Dashboard data (Fall 2023, 2024 and 2025) related to goal 3 is provided below.

Chronic Absenteeism Rates:

- Per the 2023 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,820) was in the "high" range (orange) at 10.7%, a decrease of 0.5% compared to 2022 dashboard data. There was one student group at Silver Strand in the "very high" range (red) for chronic absenteeism. The one student group at Silver Strand in the lowest performance level: Students with Disabilities (n=75) increased chronic absenteeism status to be in the "very high" range (red) at 22.7%, a 5.5% increase compared to 2022 dashboard data (see Action 3.5).
- However, there were five CUSD student groups that maintained or experienced a slight increase in chronic absenteeism rates, placing those student groups in the "high" range (orange) on the 2023 dashboard: 11.2% of Hispanic or Latino students (n=428) were chronically absent, 14.3% of students with Two or More Races (n=244) were chronically absent, 18.5% of Economically Disadvantaged students (n=302) were chronically absent, 16.1% of Students with Disabilities (n=305) were chronically absent, and 9.7% of White students (n=1,069) were chronically absent.
- Per the 2023 CA School Dashboard, the chronic absenteeism rate for Silver Strand Elementary maintained status in the "high" range (orange) at 15.9%, a 0.2% increase compared to 2022 dashboard data.

- Per the 2024 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,795) was in the "low" range (green) at 9.4%, a decrease of 1.2% compared to 2023 dashboard data. There was no schools or student groups in the "very high" range (red) for chronic absenteeism.
- There was one CUSD student group, English Learners (n=109) that maintained or experienced a slight increase in chronic absenteeism rate, placing those student groups in the "high" range (orange) on the 2024 CUSD dashboard with 12.8% chronically absent.
- Per the 2024 CA School Dashboard, the chronic absenteeism rate for Coronado Middle School experienced a slight increase and was in the "high" range (orange) at 8.5%, a 2.0% increase compared to 2023 CMS dashboard data.
- Per the 2025 CA School Dashboard, the CUSD chronic absenteeism rate for grades K-8 (n=1,854) was in the "high" range (orange) at 10.1%, an increase of 0.7% compared to 2024 dashboard data. There was one student group in the "very high" range (red) for chronic absenteeism: Socioeconomically Disadvantaged students (n=350) increased chronic absenteeism status to be in the "very high" range (red) at 18.6%, a 4.4% increase compared to the 2024 CUSD dashboard data (see Action 3.5).
- However, there were five CUSD student groups that maintained or experienced a slight increase in chronic absenteeism rates, placing those student groups in the "high" range (orange) on the 2025 dashboard: 13.2% of Hispanic or Latino students (n=479) were chronically absent, 9.3% of White students (n=1,055) were chronically absent, 12.5% of English Learner students (n=88) were chronically absent, 14.8% of Students with Disabilities (n=338) were chronically absent, and 7.1% of Black/African American students (n=42) were chronically absent.
- Per the 2025 CA School Dashboard, the chronic absenteeism rate for Coronado Middle School experienced an increase and was in the "very high" range (red) at 12.1%, a 3.6% increase compared to 2024 CMS dashboard data. There were two student groups at Coronado Middle School in the "very high" range (red) for chronic absenteeism. CMS Socioeconomically Disadvantaged students (n=113) increased to be in the "very high" range (red) at 21.2%, a 9.7% increase compared to 2024 dashboard data (see Action 3.5). CMS Hispanic or Latino students (n=181) increased to be in the "very high" range (red) at 16%, a 7.6% increase compared to 2024 dashboard data (see Action 3.5).
- Per the 2025 CA School Dashboard, the chronic absenteeism rate for Village Elementary School was maintained and was in the "medium" range (yellow) at 10%, a 0.2% decrease compared to 2024 VES dashboard data. However, there were two student groups at VES in the "very high" range (red) for chronic absenteeism. VES Socioeconomically Disadvantaged students (n=150) increased to be in the "very high" range (red) at 19.3%, a 4.6% increase compared to 2024 dashboard data (see Action 3.5). VES Students with Disabilities (n=151) increased to be in the "very high" range (red) at 18.5%, a 4.7% increase compared to 2024 dashboard data (see Action 3.5).

Suspension Rates:

- Per the 2023 CA School Dashboard, the overall CUSD suspension rate was in the "medium" range (yellow) at 2.2% suspended at least one day, an increase of 0.9% compared to 2022 dashboard data. There was one student group in the "very high" range (red) for suspension rate on the 2023 dashboard: 5.5% of Students with Disabilities (n=435) were suspended at least one day, a 3.5% increase compared to 2022 dashboard data.
- Additionally, there were four student groups that experienced a slight increase in suspension rates, placing those student groups in the "high" range (orange) on the 2023 dashboard: 2.7% of English Learners (n=150) were suspended at least one day, 2.8% of Hispanic or Latino students (n=717) were suspended at least one day, 2.9% of students with Two or More Races (n=382) were suspended at least one day, and 5.5% of Economically Disadvantaged students (n=475) were suspended at least one day.

- Per the 2023 CA School Dashboard, the suspension rate for CMS experienced a slight increase placing CMS in the "high" range (orange) at 5.1% suspended at least one day, a 2.2% increase compared to 2022 dashboard data. CMS also has two student groups in the lowest performance level: Economically Disadvantaged students (n=110) increased suspension rate status to be in the "very high" range (red) at 12.7% suspended at least one day, an increase of 2%, and Students with Disabilities (n=97) increased suspension rate status to be in the "very high" range (red) at 14.4%, and increase of 8.7%.
- Per the 2024 CA School Dashboard, the overall CUSD suspension rate was in the "high" range (orange) at 3.4% suspended at least one day, an increase of 1.2% compared to 2023 dashboard data. There were five student groups that experiences a slight increase in suspension rates, placing those students in the "high" range (orange) on the 2024 CUSD dashboard: 5.9% of Long-Term English Learners (n=17) were suspended at least one day, 6.4% of Students with Disabilities (n=437) were suspended at least one day, 3.8% of African American students (n=53) were suspended at least one day, 3.4% of Hispanic students (n=726) were suspended at least one school day, and 3.5% of White students (n=1616) were suspended at least one school day.
- There was one school in CUSD, Silver Strand Elementary School, that was in the "very high" range (red) for all students with 5.6% suspended at least one day. Silver Strand Elementary School also had one student group in the "very high" range (red) for suspension rate on the 2024 dashboard: 7.1% of White (n=198) students were suspended at least one day, a 6.6% increase compared to 2023 SSES dashboard data (see Action 3.4).
- Per the 2024 CA School Dashboard, the chronic absenteeism rate for Coronado High School experienced a slight increase and was in the "high" range (orange) at 3.5%, a 1.7% increase compared to 2023 CHS dashboard data.
- Per the 2025 CA School Dashboard, the CUSD suspension rate (n=2,894) was in the "low" range (green) at 3.1%, a decrease of 0.3% compared to 2024 dashboard data.
- However, there was one student group in the "very high" range (red) for suspension rate: Black/African American students (n=60) increased suspension rate status to be in the "very high" range (red) at 11.7%, a 7.9% increase compared to the 2024 CUSD dashboard data (see Action 3.4).
- Additionally, two CUSD student groups were in the "high" range (orange) for suspension rate on the 2025 dashboard: Socioeconomically Disadvantaged students (n= 519) slightly increased status to be in the "high" range at 6%, an increase of 1.7% compared to the 2024 CUSD dashboard data, and Students with Disabilities (n=466) maintained status in the "high" range at 6.2%, a slight decrease of 0.2% compared to the 2024 CUSD dashboard data.
- Per the 2025 CA School Dashboard, the suspension rate for Coronado Middle School experienced an increase and was in the "high" range (orange) at 6.7%, a 1.8% increase compared to 2024 CMS dashboard data. There were two student groups at Coronado Middle School in the "very high" range (red) for suspension rate. CMS Socioeconomically Disadvantaged students (n=114) increased to be in the "very high" range (red) at 14%, a 5.7% increase compared to 2024 dashboard data (see Action 3.4). CMS Students with Disabilities (n=106) increased to be in the "very high" range (red) at 13.2%, a 2.5% increase compared to 2024 dashboard data (see Action 3.4).

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Williams Facilities Inspection Tool (FIT) | 2023-2024:<br>100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT). | 2024-2025:<br>100% of schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT). | 2025-2026:<br>100% of schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT). | 2026-2027 Outcome:<br>Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints. | No difference to report. Current outcome is meeting the maintenance target. |
| 3.2 | Required Safety Drills<br>SSES: monthly<br>VES: monthly<br>CMS: 4 times a year<br>CHS: 2 times a year | 2023-2024:<br>To date, all schools are making progress with facilitating the required safety drills. | 2024-2025:<br>To date, all schools are making progress with facilitating the required safety drills. | 2025-2026:<br>To date, all schools are making progress with facilitating the required safety drills. | 2026-2027 Outcome:<br>Maintain. | No difference to report. Current outcome is meeting the maintenance target. |
| 3.3 | CA Healthy Kids Survey (State required, locally reported; administered every 2 years) | CA Healthy Kids Survey Spring 2023 Student Results (% Strongly Agree):<br>Participation Rate:<br>Gr. 5: VES 45%<br>Gr. 5: SSES 97%<br>Gr. 7: 92%<br>Gr. 9: 91%<br>Gr. 11: 84%<br>School Connectedness:<br>Gr. 5: VES 81%<br>Gr. 5: SSES 88%<br>Gr. 7: 68%<br>Gr. 9: 68%<br>Gr. 11: 67%<br>Caring Adult Relationships<br>Gr. 5: VES 75% | 2024-2025:<br>The CA Healthy Kids Survey will be administered in spring 2025, therefore we do not currently have 2024-2025 data. Results from spring 2025 will be provided as part of the 2026-2027 LCAP. The most recent data CA Healthy Kids Survey Spring 2023 Student Results (% Strongly Agree): | 2025-2026:<br>The CA Healthy Kids Survey was administered in spring 2025. Data from the CA Healthy Kids Survey spring 2025 Student Results (% Strongly Agree) are below.<br>Participation Rate:<br>Gr. 5: VES 65%<br>Gr. 5: SSES 74%<br>Gr. 7: 94%<br>Gr. 9: 89%<br>Gr. 11: 86% | 2026-2027 Outcome:<br>Improve +2% over the 2023 baseline.<br><br>Use results from CUSD student surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the previous year's results. | Differences from baseline:<br>Participation Rate:<br>Gr. 5: VES +20%<br>Gr. 5: SSES -23%<br>Gr. 7: +2%<br>Gr. 9: -2%<br>Gr. 11: +2%<br>School Connectedness:<br>Gr. 5: VES -7%<br>Gr. 5: SSES -5%<br>Gr. 7: +3%<br>Gr. 9: -3%<br>Gr. 11: +3%<br>Caring Adult Relationships<br>Gr. 5: VES -8%<br>Gr. 5: SSES -12% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Gr. 5: SSES 93%<br>Gr. 7: 73%<br>Gr. 9: 63%<br>Gr. 11: 68%<br>Feel Safe at School<br>Gr. 5: VES 87%<br>Gr. 5: SSES 82%<br>Gr. 7: 73%<br>Gr. 9: 79%<br>Gr. 11: 77% | Participation Rate:<br>Gr. 5: VES 45%<br>Gr. 5: SSES 97%<br>Gr. 7: 92%<br>Gr. 9: 91%<br>Gr. 11: 84%<br>School Connectedness:<br>Gr. 5: VES 81%<br>Gr. 5: SSES 88%<br>Gr. 7: 68%<br>Gr. 9: 68%<br>Gr. 11: 67%<br>Caring Adult Relationships<br>Gr. 5: VES 75%<br>Gr. 5: SSES 93%<br>Gr. 7: 73%<br>Gr. 9: 63%<br>Gr. 11: 68%<br>Feel Safe at School<br>Gr. 5: VES 87%<br>Gr. 5: SSES 82%<br>Gr. 7: 73%<br>Gr. 9: 79%<br>Gr. 11: 77% | School Connectedness:<br>Gr. 5: VES 74%<br>Gr. 5: SSES 83%<br>Gr. 7: 71%<br>Gr. 9: 65%<br>Gr. 11: 70%<br>Caring Adult Relationships<br>Gr. 5: VES 67%<br>Gr. 5: SSES 81%<br>Gr. 7: 67%<br>Gr. 9: 60%<br>Gr. 11: 72%<br>Feel Safe at School<br>Gr. 5: VES 79%<br>Gr. 5: SSES 97%<br>Gr. 7: 72%<br>Gr. 9: 72%<br>Gr. 11: 76% | | Gr. 7: -6%<br>Gr. 9: -3%<br>Gr. 11: +4%<br>Feel Safe at School<br>Gr. 5: VES -8%<br>Gr. 5: SSES +15%<br>Gr. 7: -1%<br>Gr. 9: -7%<br>Gr. 11: -1% |
| 3.4 | Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention and Tier 2 support | 2023-2024 School Year:<br><br>CHS (Credit Recovery, Math Support, Palm): 8 Sections<br>CMS (Math Support, Literacy Lab): 4 sections | 2024-2025 School Year:<br><br>CHS (Credit Recovery, Math Support, Palm): 8 Sections | 2025-2026 School Year:<br><br>CHS (Credit Recovery, Math Support, Palm): 8 Sections<br>CMS (Academic Lab): 1 section | 2026-2027 Outcome:<br>Based on student need, maintain or adjust the number of sections at CHS (Credit Recovery, Math Support, Palm). | No difference to report. Current outcome is meeting the target of providing intervention supports based on student data/need. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SSES: 2.2% FTE for academic support<br>VES: 1.5% FTE for academic support | CMS (Math Support, Literacy Lab): 4 sections<br>SSES: 1.6% FTE for academic support<br>VES: 1.5% FTE for academic support | SSES: 1.6% FTE for academic support<br>VES: 1.5% FTE for academic support | Based on student need, maintain or adjust the number of sections at CMS (Math Support, Literacy Lab).<br><br>Based on student need, maintain or adjust the %FTE at SSES.<br><br>Based on student need, maintain or adjust the %FTE at VES.<br><br>Using data from the previous year, evaluate expense and effectiveness of academic interventions.<br><br>Evaluation will inform restructuring intervention sections and services based on individual student need. | |
| 3.5 | P2 Attendance Rate (annually in April) | The 2023-2024 P2 attendance rate is 95.26% | The 2024-2025 P2 attendance rate is 95.24% | The 2025-2026 P2 attendance rate is 95.54% | 2026-2027 Outcome: | +0.28% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Increase 0.5% over the previous year. | |
| 3.6 | Chronic Absenteeism Rate | As of spring 2024 P2 (April), the chronic absenteeism rate for CUSD was 10.95%, a decrease of 13.25% over spring 2023 P2.<br>CHS: 11.16% (-24.12%)<br>CMS: 11.25% (-14.85%)<br>SSES: 11.3% (-2.5%)<br>VES: 10.41% (-1.19%) | As of spring 2025 P2 (April), the chronic absenteeism rate for CUSD was 11.42%, an increase of 0.47% over spring 2024 P2.<br>CHS: 12.30% (+1.14%)<br>CMS: 12.94% (+1.69%)<br>SSES: 7.02% (-4.28%)<br>VES: 10.41% (+0.26%)<br><br>The 2024 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "green" category with 9.4% of students in grades K-8 chronically absent. One student group was in the "orange" performance level: English Learners. | As of spring 2026, P2 (April), the chronic absenteeism rate for CUSD was 7.72%, a decrease of 3.7% over spring 2025 P2.<br>CHS: 10.97% (-1.33%)<br>CMS: 6.94% (-6.45%)<br>SSES: 4.41% (-2.61%)<br>VES: 5.94% (-4.47%)<br><br>The 2025 CA School Dashboard Chronic Absenteeism Indicator for CUSD grades K-8 (n=1,854) was in the "orange" category with 10.1% of students in grades K-8 chronically absent. One student group was in the "red" performance level: Socioeconomically | 2026-2027 Outcome: Decrease chronic absenteeism overall and at each site by 1% over the previous year. | CUSD: -3.23%<br>CHS: -0.19%<br>CMS: -4.31%<br>SSES: -6.89%<br>VES: -4.47% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | All other significant student groups were in the "yellow" and "green" performance levels. In comparison with the 2023 Dashboard, CUSD chronic absenteeism declined by 1.2%. | Disadvantaged students. All other significant student groups were in the "orange" and "green" performance levels. In comparison with the 2024 Dashboard, CUSD chronic absenteeism increased by 0.7%. | | |
| 3.7 | Suspensions and Expulsions | 2022-2023: 3.14% of students were suspended (1.14% out of school = 32 students and 2.0% in school = 56 students); there was 1 expulsion (0.2%) | 2023-2024: 4.3% of students were suspended (1.28% out of school = 35 students and 3.0% in school = 82 students); there were zero expulsions<br><br>The 2024 CA School Dashboard Suspension Rate Indicator for CUSD was in the "orange" category with 3.4% of students (n=2,845) suspended at least one day. Five student groups were in the | 2024-2025: 5.3% of students were suspended (2.77% out of school = 80 students and 2.56% in school = 74 students); there were zero expulsions<br><br>The 2025 CA School Dashboard Suspension Rate Indicator for CUSD was in the "green" category with 3.1% of students (n=2,894) suspended at least one day. One student group was in the "red" | 2026-2027 Outcome: Decrease suspensions overall and at each site by 0.5% over the previous year. Maintain an expulsion rate of 0%. | Suspensions increased 2.16%<br><br>Expulsions decreased to zero |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | "orange" performance level: African American, Hispanic, Long-Term English Learners, Students with Disabilities and White. In comparison with the 2023 Dashboard, the CUSD suspension rate increased by 1.2%. | category: African American. Three student groups were in the "orange" performance level and three student groups were in the "green" performance level. One student group was in the "blue" category. In comparison with the 2024 Dashboard, the CUSD suspension rate decreased by 0.3%. | | |
| 3.8 | Dropout Counts | 2022-2023 Dropout Counts:<br>CHS: 2 students<br>CMS: 4 students | 2023-2024 Dropout Counts:<br>CHS: 6 students/1004 students (0.59%)<br>CMS: 0 students | 2024-2025 Dropout Counts:<br>CHS: 3 students/999 students (0.30%)<br>CMS: 0 students | 2026-2027 Outcome:<br>Reduce the dropout counts at each secondary school site by 10% per year. | Dropouts increased by:<br>1 student at CHS<br><br>Dropouts decreased by:<br>4 students at CMS to 0 students |
| 3.9 | % FTE and Type of Counseling Services | 2023-2024:<br>Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS<br>Head Counselor at CHS: 1.0<br>Clinical Counselors: 6.0 | 2024-2025:<br>School Counselors: 1.0 @ CMS; 3.0 @ CHS<br>Head Counselor at CHS: 1.0<br>Clinical Counselors: 4.75 | 2025-2026:<br>Guidance Counselors: 1.8 @ CMS; 3.2 @ CHS<br>Head Counselor at CHS: 1.0<br>Clinical Counselors: 4.75 | 2026-2027 Outcome:<br>Based on student need, annually adjust the number and type of counseling services. | No difference to report. Current outcome is meeting the target of providing counseling supports based on student data/need. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Educationally Related Mental Health (ERMHs) Professionals: 1.80<br>Military Family Life Counselors: 4.0 | Military Family Life Counselors: 4.0 | Military Family Life Counselors: 3.0 | | |
| 3.10 | Staff School Climate Survey<br>(LCFF Priority 6c) | 2023-2024:<br>The CA Healthy Kids Survey - Staff Survey is administered every 2 years. Data from the CA Healthy Kids Staff Survey spring 2023 Results (% Strongly Agree) are below.<br>Number of Respondents:<br>VES: 24<br>SSES: 26<br>CMS: 38<br>CHS: 52<br>Caring Adult Relationships:<br>VES: 33%<br>SSES: 40%<br>CMS: 61%<br>CHS: 55%<br>Staff Collegiality:<br>VES: 15%<br>SSES: 28%<br>CMS: 49%<br>CHS: 37%<br>Creating a Positive School Climate:<br>VES: 21%<br>SSES: 50%<br>CMS: 58% | 2024-2025:<br>The CA Healthy Kids Survey Staff Survey will be administered in spring 2025. Results will be provided as part of the 2026-2027 LCAP. | 2025-2026:<br>The CA Healthy Kids survey - Staff Survey was administered in spring 2025. Data from the CA Healthy Kids Staff Survey spring 2025 Results (% Strongly Agree) are below.<br>Number of Respondents:<br>VES: 41<br>SSES: 25<br>CMS: 13<br>CHS: 50<br>Caring Adult Relationships:<br>VES: 34%<br>SSES: 51%<br>CMS: 58%<br>CHS: 33%<br>Staff Collegiality:<br>VES: 12%<br>SSES: 29%<br>CMS: 33%<br>CHS: 24%<br>Creating a Positive School Climate: | 2026-2027 Outcome:<br>Improve +2% over the 2023-2024 baseline.<br><br>Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety, sense of connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results. | Differences from baseline:<br>Number of Respondents:<br>VES: +17<br>SSES: -1<br>CMS: -25<br>CHS: -2<br>Caring Adult Relationships:<br>VES: +1%<br>SSES: +11%<br>CMS: -3%<br>CHS: -22%<br>Staff Collegiality:<br>VES: -3%<br>SSES: +1%<br>CMS: -16%<br>CHS: -13%<br>Creating a Positive School Climate:<br>VES: +23%<br>SSES: -8%<br>CMS: +2%<br>CHS: -9%<br>Safe Place for Students<br>VES: -7%<br>SSES: -22%<br>CMS: -30%<br>CHS: -8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CHS: 40%<br>Safe Place for Students:<br>VES: 22%<br>SSES: 54%<br>CMS: 57%<br>CHS: 41% | | VES: 44%<br>SSES: 42%<br>CMS: 60%<br>CHS: 31%<br>Safe Place for Students<br>VES: 15%<br>SSES: 32%<br>CMS: 27%<br>CHS: 33% | | |
| 3.11 | Parent/Guardian School Climate Survey (LCFF Priority 6c) | 2023-2024:<br>The CA Healthy Kids Survey - Parent/Guardian Survey is administered every 2 years. Data from the CA Healthy Kids Parent Survey spring 2023 Results (% Strongly Agree) are below.<br>Number of Respondents:<br>VES: 60<br>SSES: 37<br>CMS: 38<br>CHS: 75<br>Parent Involvement in School:<br>VES: 63%<br>SSES: 69%<br>CMS: 67%<br>CHS: 64%<br>School is a Safe Place:<br>VES: 25%<br>SSES: 47%<br>CMS: 42% | 2024-2025:<br>The CA Healthy Kids Survey - Parent/Guardian Survey will be administered in spring 2025. Results will be provided as part of the 2026-2027 LCAP. | 2025-2026:<br>The CA Healthy Kids survey - Parent/Guardian Survey was administered in spring 2025. Data from the CA Healthy Kids Parent Survey spring 2025 Results (% Strongly Agree) are below.<br>Number of Respondents:<br>VES: 33<br>SSES: 16<br>CMS: 41<br>CHS: 24<br>Parent Involvement in School:<br>VES: 67%<br>SSES: 66%<br>CMS: 59% | 2026-2027 Outcome:<br>Improve +2% over the 2023-2024 baseline.<br><br>Use results from CUSD parent/guardian surveys related to safety and learning to inform action steps related to student safety, sense of connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results. | Differences from baseline:<br>Number of Respondents:<br>VES: -27<br>SSES: -21<br>CMS: +3<br>CHS: -51<br>Parent Involvement in School:<br>VES: +4%<br>SSES: -3%<br>CMS: -8%<br>CHS: +4%<br>School is a Safe Place:<br>VES: 31%<br>SSES: 36%<br>CMS: 26%<br>CHS: 24%<br>Responsive to Student Social and Emotional Needs:<br>VES: +2%<br>SSES: -14% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CHS: 37%<br>Responsive to Student Social and Emotional Needs:<br>VES: 84%<br>SSES: 93%<br>CMS: 72%<br>CHS: 70%<br>Student Connectedness and Motivation to Learn:<br>VES: 23%<br>SSES: 53%<br>CMS: 19%<br>CHS: 30% | | CHS: 68%<br>School is a Safe Place:<br>VES: 31%<br>SSES: 36%<br>CMS: 26%<br>CHS: 24%<br>Responsive to Student Social and Emotional Needs:<br>VES: 86%<br>SSES: 79%<br>CMS: 64%<br>CHS: 39%<br>Student Connectedness and Motivation to Learn:<br>VES: 17%<br>SSES: 36%<br>CMS: 12%<br>CHS: 16% | | CMS: -8%<br>CHS: -31%<br>Student Connectedness and Motivation to Learn:<br>VES: -6%<br>SSES: -17%<br>CMS: -7%<br>CHS: -14% |
| 3.12 | Staff LCAP School Climate Survey (Google Form)<br>(LCFF Priority 6c) | 2024-2025:<br>Staff LCAP Google Feedback Form.<br>Results related to safety and connectedness are below:<br># of Respondents: 38<br>Strongly Agree/Agree that Students feel safe and supported at school: 81.6%<br>Excellent and Good ratings related to school | Not Applicable - the Google Feedback Form was first administered in 2024-2025. | 2025-2026:<br>Staff LCAP Google Feedback Form.<br>Results related to safety and connectedness are below:<br># of Respondents: 22<br>Strongly Agree/Agree that Students feel safe and supported at school: 81.8% | 2026-2027 Outcome:<br>Improve +2% over the 2024-2025 baseline.<br><br>Use results from CUSD staff survey related to safety, connectedness and learning to inform action steps related to student safety, sense of | Differences from baseline:<br># of Respondents: -16<br>Strongly Agree/Agree that Students feel safe and supported at school: +0.2%<br>Excellent and Good ratings related to school climate and |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | climate and connectedness: 65.8% | | Excellent and Good ratings related to school climate and connectedness: 50% | connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results. | connectedness: -15.8% |
| 3.13 | Parent/Guardian LCAP School Climate Survey (LCFF Priority 6c) | 2024-2025:<br>Parent/Guardian Google Feedback Form. Results related to safety and connectedness are below:<br># of Respondents: 130<br>Strongly Agree/Agree that Students feel safe and supported at school: 71.5%<br>Excellent and Good ratings related to school climate and connectedness: 70% | Not Applicable - the Google Feedback Form was first administered in 2024-2025. | 2025-2026:<br>Parent/Guardian Google Feedback Form. Results related to safety and connectedness are below:<br># of Respondents: 156<br>Strongly Agree/Agree that Students feel safe and supported at school: 70.5%<br>Excellent and Good ratings related to school climate and connectedness: 67.3% | 2026-2027 Outcome:<br>Improve +2% over the 2024-2025 baseline.<br><br>Use results from CUSD parent/guardian survey related to safety, connectedness and learning to inform action steps related to student safety, sense of connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results. | Differences from baseline:<br># of Respondents: +26<br>Strongly Agree/Agree that Students feel safe and supported at school: -1.0%<br>Excellent and Good ratings related to school climate and connectedness: -2.7% |

# Goal Analysis [2025-26]

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.

Maintaining safe and supportive schools where students and staff thrive continues to be an important part of the work that we do on a daily basis. This work is supported through our efforts to have clean, well-maintained facilities that welcome our students on a daily basis (Action 3.1). Every school site has social, emotional and behavioral supports that meet the needs of each individual student. (Actions 3.3 and 3.4) School safety is ensured through comprehensive site safety plans, staff and student training, and the safety committee (Action 3.2). Site and CUSD safety plans were reviewed and revised as needed (Action 3.2). Staff continued to engage in their annual site specific safety training (Action 3.2). As mentioned in the goal analysis section for Goal #1: Learning, CUSD continued to support the collaboration within the MTSS Committee and focused on refining PBIS at each school site and continued to refine/define tier 1 academic supports and systems (Actions 3.3 and 3.7). Part of this MTSS work focused on professional learning within the Renaissance platform, EduClimber, which now serves as the SST, 504 and MTSS data tracking system for CUSD (Actions 3.3 and 3.7). CUSD has also continued to evaluate counseling services and has increased counseling services and supports in response to data analysis and educational partner feedback (Action 3.6). Lastly, CUSD has made progress in decreasing overall chronic absenteeism rates, however, this continues to be a focus and sites have been trained to use the EduClimber system to triangulate data to determine contributing factors and patterns of absenteeism (Action 3.5). Challenges related to implementation of the described actions included securing substitutes for professional learning opportunities and student attendance. Overall, CUSD has been able to navigate these challenges and make progress in each of the described actions for Goal #3: Support. There were no instances this school year where a planned action or the implementation of a planned action differed substantially from how it was described in the adopted LCAP.

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.

There are no material differences to report at this time.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, based on the metrics for this goal, CUSD is making progress relative to improving the safety of our schools and supporting student learning through an emphasis on attendance and social/emotional/behavioral supports (Goal 3, Actions 3, 4, 5, 6, and Metrics 3, 5, 6, 8, 9). CUSD provided a wide variety of social/emotional supports at all levels for CUSD students. Despite the slight increase in the CUSD attendance rates and a slight decrease in chronic absenteeism, CUSD remained focused on student attendance and engagement. Administrators and related staff continued a concerted effort to ensure attendance procedures are followed and parents are appropriately notified in a timely manner. CUSD continued to make progress related to the implementation of MTSS at each school site and at the district level (Goal 3, Actions 3, 4, 7, and Metrics 3, 4, 9).

The action Safe and Clean Facilities for Students and Staff (Action 3.1) was effective in maintaining, upgrading, and securing safe, clean, and well-functioning learning environments across all campus sites. By prioritizing data-driven recommendations from facilities staff, the

district has successfully executed targeted modernizations on top-tier identified needs. Evidence of the effectiveness is reflected in the state-required Facilities Inspection Tool (FIT) reports. Following the comprehensive physical audits conducted across all district campuses, 100% of CUSD school sites achieved an overall rating of "Good" or "Exemplary." This marks sustained excellence and ensures that structural systems, clean air/ventilation, and interior/exterior environments comply fully with California Education Code standards. By evaluating this data and the completion of prioritized work orders, it is clear that this action met the intended outcome to continuously improve top tier identified facilities through 2027.

The action School Site Safety Plans (Action 3.2) was effective in ensuring that 100% of CUSD school sites maintain up-to-date, legally compliant, and actionable emergency preparedness frameworks. By leveraging actionable insights from the prior school year's drills and multi-agency debriefs, the district successfully modernized its site-specific emergency protocols and expanded training across school sites. Evidence of effectiveness includes staff participation in mandatory safety trainings and 100% of school sites successfully completing, obtaining School Site Council approval for, and submitting their Comprehensive School Safety Plans (CSSPs) prior to the statutory March 1 state deadline. Every plan was systematically built using the latest adopted California Department of Education (CDE) template, ensuring full alignment with strict state mandates and local law enforcement operational standards.  By evaluating this data it is clear that this action met the intended outcome to have secure CUSD learning environments at all school sites.

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.

No significant changes have been made to this goal, expected outcomes, metrics, or actions and services at this time.  One revision was the result of a new state allocation on Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-2026 school year. CUSD expended all LREBG funds at the end of the 2024-2025 school year, but received an additional LREBG allocation for the 2025-2026 school year totaling $38,734.00.  These additional funds were added to Goal 3, Action 3.6 to support increased counseling services at Coronado Middle School. Another revision was the addition of two new metrics (metric 3.12 and 3.13).  These two metrics were added in order to have annual feedback data from staff and parents/guardians related to school safety and school connectedness.  Previously, the CHKS staff and parent/guardian surveys have been used (metrics 3.10 and 3.11), but these surveys are only administered every other year.  Therefore, it was important for CUSD to have an additional internal measure that we can use to solicit feedback on an annual basis.

**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** | Safe and Clean Facilities for Students and Staff | Working collaboratively with the CUSD Maintenance and Operations Department, CUSD will provide safe and clean facilities for students and staff.  CUSD will continue to take recommendations from the Maintenance | $2,342,550.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and Operations Department to improve top tier identified facilities through 2027. | | |
| **3.2** | School Site Safety Plans | All school sites will annually update safety plans using the adopted CA template and follow the requirements therein. Based on learnings from the previous school year, site safety plans will be revised/updated and staff will participate in safety training and update site-specific protocols as necessary. Part of the annual review process will include updating the new SB 153 requirement related to the addition of an Instructional Continuity Plan in all CSPPs. | $78,000.00 | No |
| **3.3** | Multi-Tiered System of Supports | Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:<br>1. Continue to work with the MTSS Committee at each school site and the Student Services Department to further develop and refine a system for MTSS, with special focus on the behavioral and academic tiers of support.<br>2. Support appropriate instructional involvement at all school sites for identified students.<br>3. Implement and refine a balanced assessment system at all school levels, continue to use interim/benchmark assessments, and continue to use assessment data formatively to provide targeted interventions and resources to individual students.<br>4. Provide training and access for teachers and related staff on academic data systems (CA School Dashboard, Renaissance (DnA and Educlimber and Star), CAASPP, SEIS, Canvas, Synergy, iiTAAP) and supplemental instructional technology resources, including artificial intelligence platforms.<br>5. Professional learning opportunities for teachers/educators and classified staff on creating experiences such as Universal Design for Learning, effective co-teaching, and MTSS supports. | $380,092.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 6. Continue to provide mental health and wellness supports to staff and students through CUSD programs and community partnerships (i.e.: Care Solace, VEBA resources, Employee Assistance Program, Coronado SAFE Harbor, MFLCs, etc.) and continue to develop a system/structure for gathering feedback from students, staff and families relative to monitoring mental health and wellness, and ability to access CUSD provided resources (i.e.: CHKS, Google Surveys, Staff Meetings, individual school site Student Wellness checks, HR Newsletter, etc.). | | |
| **3.4** | Behavioral and Social Emotional Learning (Suspension Rate) | CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support a deeper understanding and implementation of the following:<br>1. Positive Behavior Interventions and Supports (PBIS)<br>2. Restorative Justice Practices<br>3. Clubs and organizations promoting positive school climate<br>4. Training for all counselors and support staff related to suicide prevention<br>5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family<br>6. Deeper analysis of suspension rates (per 2024 Dashboard) at the LEA ("orange" status) and site levels for CUSD students to determine specific needs, individual student support, family check-ins and outreach, and directing intentional resources for students and families. All sites will have increased monitoring and support for all student groups, especially the All Student group at Silver Strand Elementary ("red" status) and white student group at Silver Strand Elementary ("red" status). Disaggregated data will be regularly reviewed to determine success strategies as well as opportunities for improvement.<br>7. Continued monitoring of suspension rates (per 2023 Dashboard) at the site level will continue in order to monitor and make adjustments to supports, outreach and allocation of resources for students and families. | $177,300.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Per the 2023 dashboard, intentional monitoring will continue for one student group at Silver Strand in the lowest performance level: Students with Disabilities (n=75) increased chronic absenteeism status to be in the "very high" range (red) at 22.7%, a 5.5% increase compared to 2022 dashboard data.<br><br>Per the 2024 dashboard, intentional monitoring will continue at Silver Strand Elementary School. Silver Strand Elementary School was in the "very high" range (red) for all students with 5.6% suspended at least one day. Silver Strand Elementary School also had one student group in the "very high" range (red) for suspension rate on the 2024 dashboard: 7.1% of White (n=198) students were suspended at least one day, a 6.6% increase compared to 2023 SSES dashboard data.<br><br>Per the 2025 dashboard, intentional monitoring will also continue throughout CUSD and at Coronado Middle School. There was one CUSD student group in the "very high" range (red) for suspension rate: Black/African American students (n=60) increased suspension rate status to be in the "very high" range (red) at 11.7%, a 7.9% increase compared to the 2024 CUSD dashboard data. There were also two student groups at Coronado Middle School in the "very high" range (red) for suspension rate. CMS Socioeconomically Disadvantaged students (n=114) increased to be in the "very high" range (red) at 14%, a 5.7% increase compared to 2024 dashboard data (see Action 3.4). CMS Students with Disabilities (n=106) increased to be in the "very high" range (red) at 13.2%, a 2.5% increase compared to 2024 dashboard data.<br><br>Action 3.4 will be monitored with Metric 3.7 (Suspension and Expulsion Rates) and actions documented in the school's SPSA and MTSS meeting agenda/notes. | | |
| **3.5** | Student Engagement & Dropout Prevention (Chronic Absenteeism Rate) | Improve CUSD attendance and chronic absenteeism rates for all students.<br>1. Ensure all site attendance is accurately reported daily into Synergy.<br>2. Ensure all site attendance clerks and identified site administrators notify parents/guardians on a weekly basis of absences, including providing official CUSD absence threshold letters to parents/guardians on a timely | $468,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | basis.<br>3. Ensure all sites promote and/or incentivize positive attendance.<br>4. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.<br>5. Enhance the process of identifying and supporting chronically absent students.<br>6. Continue to utilize counseling support in early identification of middle and high school student potential dropouts and identify students who may benefit from targeted intervention support to meet graduation requirements.<br>7. Deeper analysis of chronic absenteeism rates at the site level (per 2024 Dashboard) will continue in order to ensure that CUSD continues to decrease chronic absenteeism rates. Analysis will include determining specific needs, individual student support, family check-ins and outreach, and directing intentional resources for students and families. Disaggregated data will be regularly reviewed to determine success strategies as well as opportunities for improvement.<br>8. Continued monitoring of chronic absenteeism (per 2023, 2024 and 2025 Dashboard) at the site level will continue in order to monitor and make adjustments to supports, outreach and allocation of resources for students and families.<br><br>Per the 2023 dashboard, intentional monitoring will continue to the two student groups at CMS in the lowest performance level: Economically Disadvantaged students (n=110) increased suspension rate status to be in the "very high" range (red) at 12.7% suspended at least one day, an increase of 2%, and Students with Disabilities (n=97) increased suspension rate status to be in the "very high" range (red) at 14.4%, and increase of 8.7%.<br><br>Per the 2025 dashboard, there was one CUSD student group in the "very high" range (red) for chronic absenteeism: Socioeconomically Disadvantaged students (n=350) increased chronic absenteeism status to be in the "very high" range (red) at 18.6%, a 4.4% increase compared to the 2024 CUSD dashboard data.<br><br>Per the 2025 dashboard, the chronic absenteeism rate for Coronado Middle School experienced an increase and was in the "very high" range | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | (red) at 12.1%, a 3.6% increase compared to 2024 CMS dashboard data. There were two student groups at Coronado Middle School in the "very high" range (red) for chronic absenteeism. CMS Socioeconomically Disadvantaged students (n=113) increased to be in the "very high" range (red) at 21.2%, a 9.7% increase compared to 2024 dashboard data. CMS Hispanic or Latino students (n=181) increased to be in the "very high" range (red) at 16%, a 7.6% increase compared to 2024 dashboard data.<br>• Per the 2025 dashboard, there were two student groups at VES in the "very high" range (red) for chronic absenteeism. VES Socioeconomically Disadvantaged students (n=150) increased to be in the "very high" range (red) at 19.3%, a 4.6% increase compared to 2024 dashboard data. VES Students with Disabilities (n=151) increased to be in the "very high" range (red) at 18.5%, a 4.7% increase compared to 2024 dashboard data.<br><br>Action 3.5 will be monitored with Metric 3.6 (Chronic Absenteeism Rates) and actions documented in the school's SPSA and MTSS meeting agenda/notes. | | |
| **3.6** | Counseling Services | CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.<br>1. Clinical Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent/guardian consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. As a result of this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.<br>2. Social emotional needs of students will be addressed through targeted collaboration between district departments, counselors, the CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants | $993,600.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | (MFLCs), Coronado SAFE, and the CUSD Resource Officer from the Coronado Police Department.<br>3. Information on available local services for supporting staff will be offered by the Human Resources Department.<br>4. Continued training and support related to character development and social emotional learning programs for all students will be provided to staff, including the Triton 3, Explorer 4, Second Step, Leader in Me, and other campus clubs and organizations promoting positive school culture.<br><br>The total budgeted funds was revised to include additional counseling services that were allocated to CMS using the additional 2025-2026 LREBG funds that CUSD received ($38,734.00). | | |
| **3.7** | Belonging and Accessibility | Review recommendations made from the MTSS Committee and develop an action plan. Provide annual professional learning for all staff for the CUSD Discipline Action Guide. Build capacity of staff to address issues of belonging and accessibility and implement strategies at each site. Build capacity by ensuring that site MTSS committee members regularly inform and provide professional learning for the rest of their site staff. | $26,250.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,088,792 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 3.414% | 0.000% | $0.00 | 3.414% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.4** | **Action:**<br>Academic Achievement<br><br>**Need:**<br>English learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally | The actions in the identified needs section will provide the necessary supports to improve academic achievement in ELA and mathematics. The services described below will provide the necessary supports to improve academic achievement in ELA and mathematics. Benchmark Advance and instructional strategies, such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve academic achievement of unduplicated students. In addition | Metrics 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.16, 1.18, 1.19 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | directed at providing the following services to our unduplicated student populations (particularly EL students).<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | to these research-based programs and strategies, CUSD is committed to continuing to provide in depth professional learning to all general education teachers related to integrated and designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.<br><br>Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated student groups. Continue to assign one Math/Science TOSA to work with all four school sites relative to providing instructional support to teachers, education specialists, and instructional assistants. The TOSA will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed. Members of the Learning Department will provide ELA/ELD supports on an ongoing basis to school sites.<br><br>Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students. | |
| **3.3** | **Action:**<br>Multi-Tiered System of Supports<br><br>**Need:**<br>English learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students).<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Critical to this targeted, research-based professional learning, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive ongoing training on MTSS/SST/PBIS/Restorative Practices at every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.<br><br>Multi-Tiered Systems of Support:<br>Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:<br>1. Continue to work with the MTSS Committee at each school site to further develop and refine a | Metrics 1.4, 1.5, 1.6, 1.15, 1.17, 1.18, 1.19, 1.20<br>Metrics 3.4, 3.5, 3.6, 3.7 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | system for MTSS, with special focus on the behavioral and academic tiers of support.<br>2. Support appropriate inclusion at all school site for identified students.<br>3. Implement new balanced assessment system, develop and use interim/benchmark assessments, use assessment data formatively to provide targeted interventions and resources to individual students.<br>4. Provide training and access for teachers and related staff on academic data systems (Beyond SST, CA School Dashboard, Renaissance, CAASPP, SEIS, Canvas, Synergy) and supplemental instructional technology resources, including artificial intelligence resources.<br>5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.<br>(Goal 3, Action 3)<br><br>Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students. | |
| **3.4** | **Action:**<br>Behavioral and Social Emotional Learning (Suspension Rate) | Critical to this targeted, research-based professional learning, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students | Metrics 1.4, 1.5, 1.6, 1.15, 1.17, 1.18, 1.19, 1.20<br>Metrics 3.4, 3.5, 3.6, 3.7 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>English learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students).<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | are receiving equitable services, all teachers will continue to receive training on MTSS/SST/PBIS/Restorative Practices at every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.<br>Social-Emotional Learning:<br><br>CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support and also deepen understanding and implementation of the following:<br>1. Positive Behavior Interventions and Supports (PBIS)<br>2. Restorative Justice Practices<br>3. Clubs and organizations promoting positive school climate<br>4. Training for all counselors and support staff related to suicide prevention<br>5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | individual check-ins for each family (Goal 3, Action #4)<br><br>Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students. | |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>English Language Development<br><br>**Need:**<br>English learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students). | The actions in the identified needs section will provide the necessary supports to improve academic achievement in ELA and mathematics. Benchmark Advance and instructional strategies, such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to continuing to provide in depth professional learning to general education teachers related to integrated and designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD | Metrics 1.4, 1.5, 1.6, 1.15, 1.17, 1.18, 1.19, 1.20<br>Metrics 3.4, 3.5, 3.6, 3.7 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | frameworks and high impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding. | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable - CUSD does not receive this additional funding.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

# 2026-27 Total Planned 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 | $31,893,548 | $1,088,792 | 3.414% | 0.000% | 3.414% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $33,502,543.00 | $5,642,295.00 | $15,640,230.00 | $4,888,179.00 | $59,673,247.00 | $47,329,997.00 | $12,343,250.00 |

| 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 | Standards-Aligned Core Curriculum, Assessment and High Quality Instruction | All | No | | | All Schools | | $36,544,555.00 | $9,995,450.00 | $24,105,501.00 | $5,140,295.00 | $14,008,230.00 | $3,285,979.00 | $46,540,005.00 | |
| 1 | 1.2 | College and Career Readiness | All | No | | | All Schools | | $2,870,400.00 | $526,050.00 | $469,050.00 | $250,000.00 | $1,512,000.00 | $1,165,400.00 | $3,396,450.00 | |
| 1 | 1.3 | English Language Development | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | | $176,800.00 | $52,500.00 | $229,300.00 | | | | $229,300.00 | |
| 1 | 1.4 | Academic Achievement | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: Elementary and Secondary K-12 | | $249,600.00 | $52,500.00 | $302,100.00 | | | | $302,100.00 | |
| 1 | 1.5 | Digital Literacy and Digital Citizenship | All | No | | | All Schools | | $728,000.00 | $462,000.00 | $938,000.00 | $252,000.00 | | | $1,190,000.00 | |
| 1 | 1.6 | Systematic Data Analysis | All | No | | | All Schools | | $83,200.00 | $63,000.00 | $146,200.00 | | | | $146,200.00 | |
| 1 | 1.7 | Professional Learning | All | No | | | All Schools | | $936,000.00 | $63,000.00 | $687,000.00 | | | $312,000.00 | $999,000.00 | |
| 1 | 1.8 | Recruit and Retain Highly Qualified Staff | All | No | | | All Schools | | $1,768,000.00 | $63,000.00 | $1,831,000.00 | | | | $1,831,000.00 | |
| 2 | 2.1 | Educational Partner Participation, Communication and Engagement | All | No | | | All Schools | | $41,600.00 | $21,000.00 | $62,600.00 | | | | $62,600.00 | |
| 2 | 2.2 | Two-Way Communication | All | No | | | All Schools | | $0.00 | $52,500.00 | $52,500.00 | | | | $52,500.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | CUSD Website | All | No | | | All Schools | | $384,800.00 | $73,500.00 | $458,300.00 | | | | $458,300.00 | |
| 3 | 3.1 | Safe and Clean Facilities for Students and Staff | All | No | | | All Schools | | $1,528,800.00 | $813,750.00 | $2,342,550.00 | | | | $2,342,550.00 | |
| 3 | 3.2 | School Site Safety Plans | All | No | | | All Schools | | $78,000.00 | $0.00 | $78,000.00 | | | | $78,000.00 | |
| 3 | 3.3 | Multi-Tiered System of Supports | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | $353,842.00 | $26,250.00 | $380,092.00 | | | | $380,092.00 | |
| 3 | 3.4 | Behavioral and Social Emotional Learning (Suspension Rate) | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | $124,800.00 | $52,500.00 | $177,300.00 | | | | $177,300.00 | |
| 3 | 3.5 | Student Engagement & Dropout Prevention (Chronic Absenteeism Rate) | All | No | | | All Schools | | $468,000.00 | $0.00 | $468,000.00 | | | | $468,000.00 | |
| 3 | 3.6 | Counseling Services | All | No | | | All Schools | | $993,600.00 | $0.00 | $748,800.00 | | $120,000.00 | $124,800.00 | $993,600.00 | |
| 3 | 3.7 | Belonging and Accessibility | All | No | | | All Schools | | $0.00 | $26,250.00 | $26,250.00 | | | | $26,250.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $31,893,548 | $1,088,792 | 3.414% | 0.000% | 3.414% | $1,088,792.00 | 0.000% | 3.414 % | **Total:** | $1,088,792.00 |
| | | | | | | | | **LEA-wide Total:** | $859,492.00 |
| | | | | | | | | **Limited Total:** | $229,300.00 |
| | | | | | | | | **Schoolwide Total:** | $859,492.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.3** | English Language Development | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $229,300.00 | |
| **1** | **1.4** | Academic Achievement | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Elementary and Secondary<br>K-12 | $302,100.00 | |
| **3** | **3.3** | Multi-Tiered System of Supports | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $380,092.00 | |
| **3** | **3.4** | Behavioral and Social Emotional Learning (Suspension Rate) | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $177,300.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $54,047,683.00 | $56,253,683.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Standards-Aligned Core Curriculum, Assessment and High Quality Instruction | No | $41,424,620.00 | $43,630,620.00 |
| **1** | **1.2** | College and Career Readiness | No | $3,261,000.00 | $3,261,000.00 |
| **1** | **1.3** | English Language Development | Yes | $220,000.00 | $220,000.00 |
| **1** | **1.4** | Academic Achievement | Yes | $290,000.00 | $290,000.00 |
| **1** | **1.5** | Digital Literacy and Digital Citizenship | No | $1,140,000.00 | $1,140,000.00 |
| **1** | **1.6** | Systematic Data Analysis | No | $140,000.00 | $140,000.00 |
| **1** | **1.7** | Professional Learning | No | $960,000.00 | $960,000.00 |
| **1** | **1.8** | Recruit and Retain Highly Qualified Staff | No | $1,760,000.00 | $1,760,000.00 |
| **2** | **2.1** | Educational Partner Participation, Communication and Engagement | No | $60,000.00 | $60,000.00 |
| **2** | **2.2** | Two-Way Communication | No | $50,000.00 | $50,000.00 |
| **2** | **2.3** | CUSD Website | No | $440,000.00 | $440,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.1** | Safe and Clean Facilities for Students and Staff | No | $2,245,000.00 | $2,245,000.00 |
| **3** | **3.2** | School Site Safety Plans | No | $75,000.00 | $75,000.00 |
| **3** | **3.3** | Multi-Tiered System of Supports | Yes | $458,329.00 | $458,329.00 |
| **3** | **3.4** | Behavioral and Social Emotional Learning (Suspension Rate) | Yes | $170,000.00 | $170,000.00 |
| **3** | **3.5** | Student Engagement & Dropout Prevention (Chronic Absenteeism Rate) | No | $450,000.00 | $450,000.00 |
| **3** | **3.6** | Counseling Services | No | $878,734.00 | $878,734.00 |
| **3** | **3.7** | Belonging and Accessibility | No | $25,000.00 | $25,000.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,139,068 | $1,138,329.00 | $1,140,658.00 | ($2,329.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.3 | English Language Development | Yes | $220,000.00 | $222,329 | | |
| 1 | 1.4 | Academic Achievement | Yes | $290,000.00 | $290,000.00 | | |
| 3 | 3.3 | Multi-Tiered System of Supports | Yes | $458,329.00 | $458,329.00 | | |
| 3 | 3.4 | Behavioral and Social Emotional Learning (Suspension Rate) | Yes | $170,000.00 | $170,000.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $30,901,450 | $1,139,068 | 0 | 3.686% | $1,140,658.00 | 0.000% | 3.691% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). 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.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## *Purpose*

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

# Requirements and Instructions

**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.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## *Purpose*

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## *Purpose*

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## *Total Planned Expenditures Table*

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## *Annual Update Table*

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## *Contributing Actions Annual Update Table*

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## *Calculations in the Action Tables*

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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