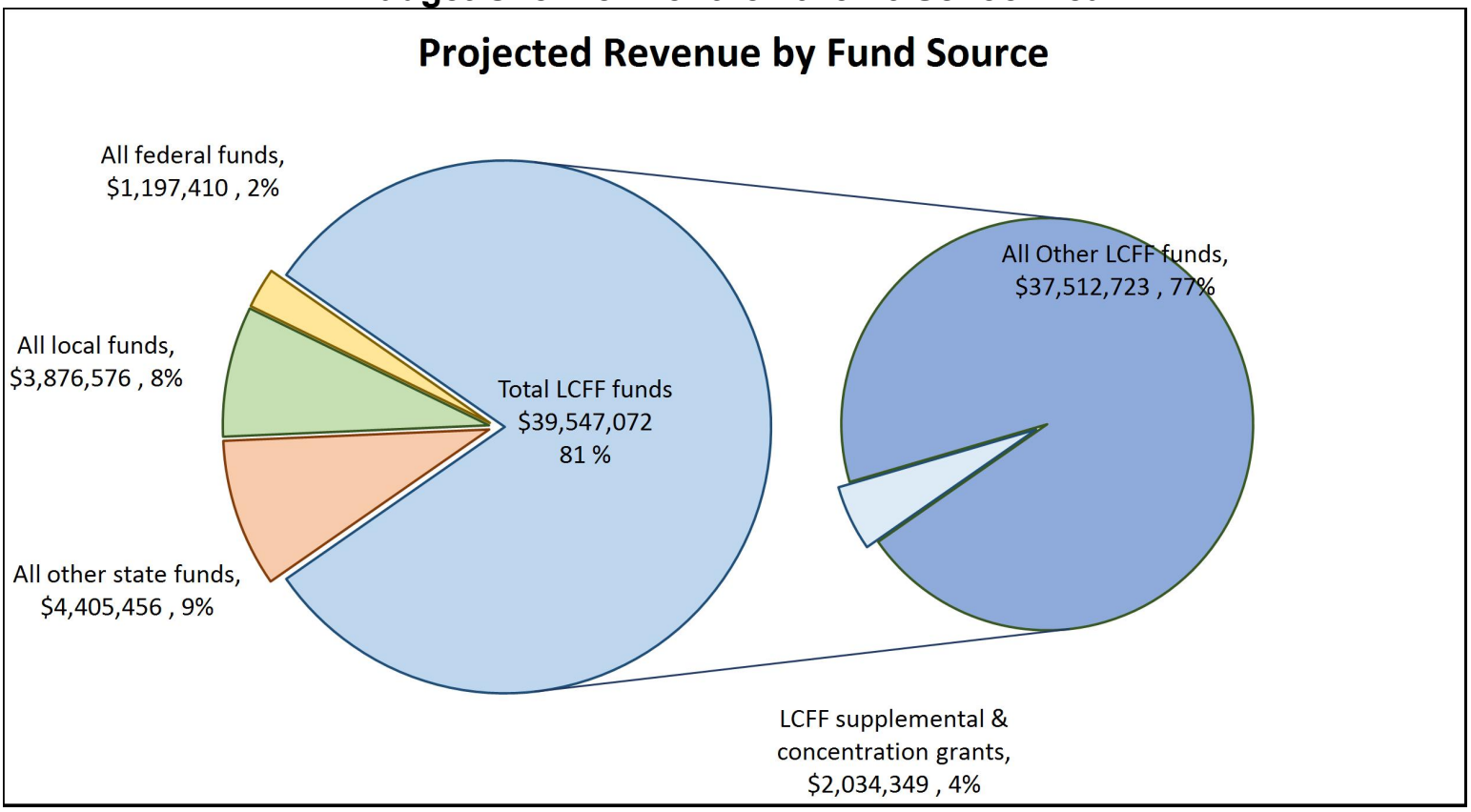
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2025-26
LEA contact information:
Dr. Ramon Miramontes
Superintendent
miramontesr@cabrillo.k12.ca.ua
(650) 712-7100

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 2025-26 School Year

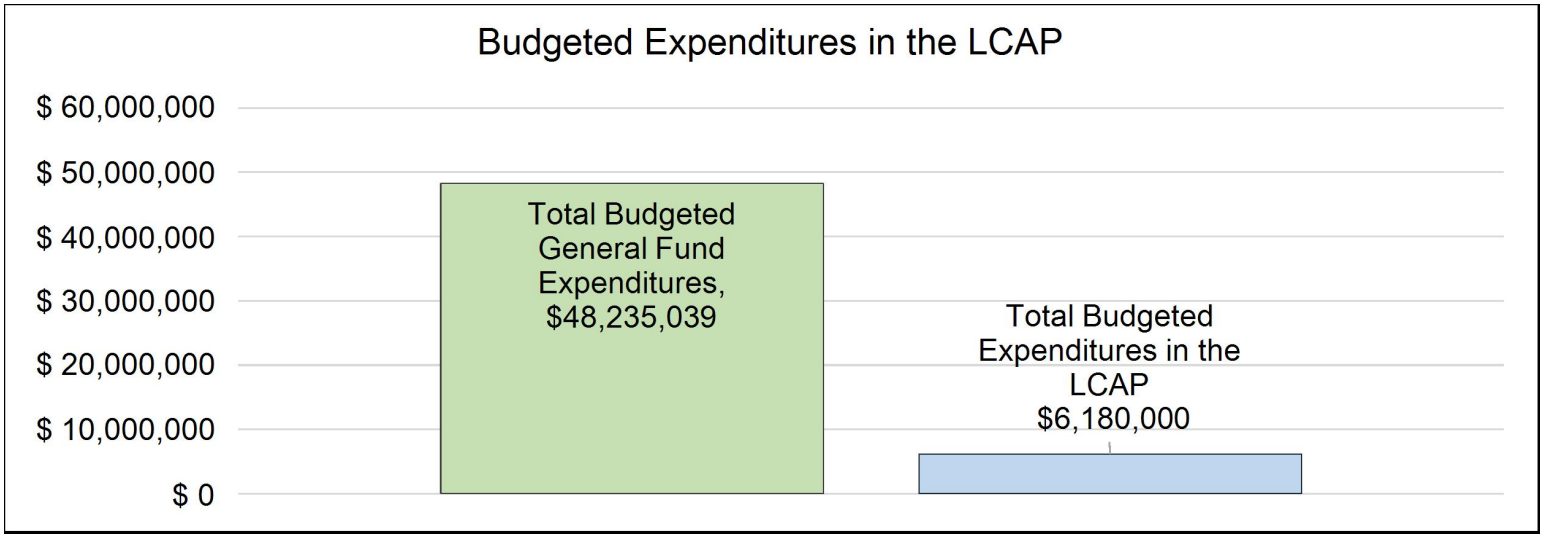


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $49,026,514, of which $39,547,072 is Local Control Funding Formula (LCFF), $4,405,456 is other state funds, $3,876,576 is local funds, and $1,197,410 is federal funds. Of the $39,547,072 in LCFF Funds, $2,034,349 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 Cabrillo Unified School District plans to spend for 2025-26. 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: Cabrillo Unified School District plans to spend $48,235,039 for the 2025-26 school year. Of that amount, $6,180,000 is tied to actions/services in the LCAP and $42,055,039 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

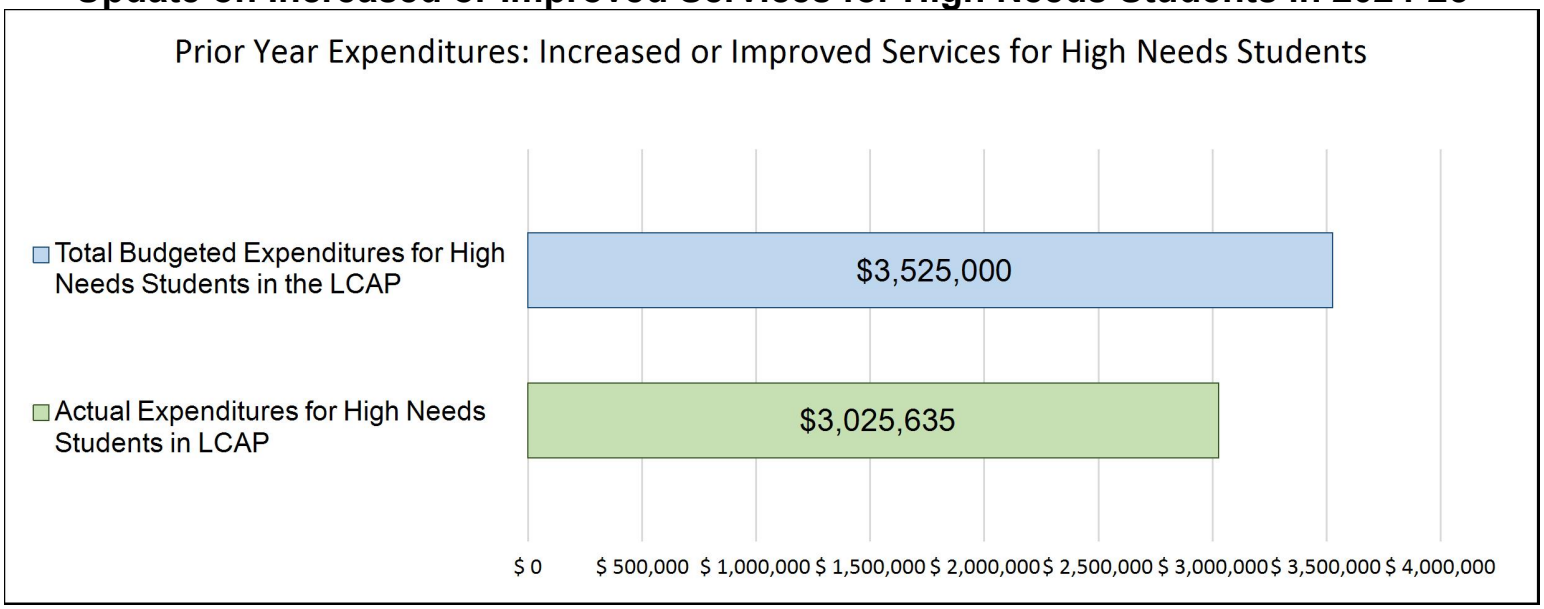
The majority of our General Fund Budget expenditures for the school year were incorporated into our CUSD Local Control Accountability Plan (LCAP). Some expenditures were excluded, specifically those funded by local, state, and federal one-time grants as well as one-time bond expenditures. These excluded some funds and grants supporting various programs and services including facilities expansion, curriculum purchases, and professional development.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Cabrillo Unified School District is projecting it will receive $2,034,349 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $3,525,000 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 2024-25



This chart compares what Cabrillo 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 Cabrillo 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 2024-25, Cabrillo Unified School District's LCAP budgeted $3,525,000 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $3,025,635 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $499,365 had the following impact on Cabrillo Unified School District’s ability to increase or improve services for high needs students:

Our CUSD Local Control Accountability Plan (LCAP) actions and services to increase or improve services for high-needs students in 2024-25 had actual expenditures that were less than the total budgeted expenditures for those planned actions and services. This difference was primarily due to decreased enrollment, which reduced the funding requirements for these programs. Despite spending less than budgeted, CUSD was able to maintain the same level of services for our unduplicated students during the 2024-25 academic school year. All planned actions and services were implemented to their full extent without any negative impact on our unduplicated students.

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
Cabrillo Unified School District	Dr. Ramon Miramontes Superintendent	miramontesr@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2024-2025 school year, our student population is a total of 2,561 Students (Source: CALPADS 1.4 Report).

Below are the demographics of our student subgroups: (Source: CALPADS 1.17 Report)
English Learners: 389 (15%)
Socio-Economically Disadvantaged: 462 (18%)

At CUSD there are 7 ethnic subgroups. Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: At CUSD there are 7 ethnic subgroups.

Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: 1,304 (50.92%)
White: 1,048 (40.92%)
Two or More Races: 140 (5.47%)
Asian: 39 (1.52%)
Filipino: 18 (0.7%)

Black/African American: 5 (0.20%)
Other: 7 (0.27 %)

CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, and one intermediate school
school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

At CUSD, we have adopted an Equity Policy that is at the core of our Local Control Accountability Plan (LCAP) and all district and site-based on school improvement plans. The actions and services offered at CUSD are research-based practices that have been proven to close the achievement gap.

During the 2024-2025 school year, we also engaged in a Multi-tiered System of Support (MTSS), which is the framework that we continue to implement to ensure all students have the opportunity to be successful.
Some of our initiatives include the following:

* Implementation of a Strategic Plan for Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
* Professional Development focused on ELA Adopted core material (Tier 1 supports)
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Environmental Sustainability Action Plan
* Secondary Dual Enrollment and Concurrent Enrollment
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Secondary Mathematics and Elementary Science Adoptions
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our LCAP goals in supporting student success, we continue to grow and strengthen partnerships with local organizations, including the Big Lift Learning Initiative, Boys and Girls Club, Chamber of Commerce, Half Moon Bay Rotary, HEAL Project, Ayudando Latinos A Sonar (ALAS), the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, District English Learner Advisory Committee, and school-based Parent Teacher Organizations within our District.

As Cabrillo Unified School District (CUSD) reflects on our 2024-2025 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

CA DASHBOARD DATA (2024-2025)

****
After a careful review of our CA DASHBOARD 2023-2024 data, we had great success in various indicators.

This academic school year, we will measure growth by comparing CA DASHBOARD 2022-2023 to CA Dashboard 2023-2024 data.

For CUSD "All Students", we demonstrated the following gains/successes on the following LCAP Indicators:

(1) ACADEMIC PERFORMANCE

ENGLISH LANGUAGE ARTS:

All Students
Performance Level | Yellow
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level | Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

Socioeconomically Disadvantaged
Performance Level | Orange
73.7 points below standard
Increased 3.9 Points
Number of Students: 533

White
Performance Level | Green
26.7 points above standard
Increased 3.7 Points
Number of Students: 503

Two or More Races
48.8 points above standard
Increased 3.2 Points
Number of Students: 64

MATHEMATICS:

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

(2) ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM:

ALL Student
Performance Level | Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

English Learners
Performance Level | Yellow
18.5% chronically absent
Declined 7.5%
Number of Students: 401

Hispanic
Performance Level | Yellow
18.2% chronically absent
Declined 8.5%
Number of Students: 887

Socioeconomically Disadvantaged
Performance Level | Yellow
18.7% chronically absent
Declined 8.1%
Number of Students: 715

Students with Disabilities
26.4% chronically absent

Declined 6.8%
Number of Students: 258

White
12.3% chronically absent
Declined 8.4%
Number of Students: 648

(3) CONDITIONS AND CLIMATE

Suspension Rate:

Long-term English Learners
Performance Level | Orange
8.9% suspended at least one day
Declined 0.6%
Number of Students: 123

Students with Disabilities
Performance Level | Yellow
5.2% suspended at least one day
Declined 1.9%
Number of Students: 442

English Learners
Performance Level | Green
3.1% suspended at least one day
Declined 0.3%
Number of Students: 514

Hispanic
Performance Level | Green
3.3% suspended at least one day
Declined 0.9%
Number of Students: 1,445

Two or More Races
Performance Level | Green
2.2% suspended at least one day

Declined 0.5%
Number of Students: 139

Socioeconomically Disadvantaged
Performance Level | Green
3.5% suspended at least one day
Declined 0.9%
Number of Students: 1,158

4) GRADUATION RATE

All Students
Performance Level | Green
89.4% graduated
Increased 3.2%
Number of Students: 302

English Learners
Performance Level | Yellow
76.3% graduated
Increased 6.3%
Number of Students: 38

Hispanic
Performance Level | Green
85.8% graduated
Increased 3.4%
Number of Students: 155

Long-term English Learners
Performance Level | Green
82.8% graduated
Increased 10.9%
Number of Students: 29

Socioeconomically Disadvantaged
Performance Level | Green
86.5% graduated
Increased 5.7%
Number of Students: 155

Students with Disabilities
Performance Level | Green
83.9% graduated
Increased 9.5%
Number of Students: 56

White
Performance Level | Green
93.3% graduated
Increased 4.7%
Number of Students: 120

Additional data demonstrating growth is described below:

California Science Test (CAST)
All Students performed at 27.86% Proficient or Above in 2023-2024 compared to 23.96% Proficient or Above in 2022-2023. This is a 3.9% increase.

Teacher Induction Program
We continue to serve 100% of our new teachers by providing new teachers with mentorship and support through our San Mateo County Office of Education (SMCOE) new teacher induction services.
Professional Development

During the 2024-2025 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and a Multi-Tiered System of Support (MTSS). At the elementary level, we had the opportunity to provide professional development on the Science of Reading using Dibels 8th assessment to engage in data chats were conducted for grades TK-3rd. In addition, the district-wide teaching staff was provided with additional professional development using ELD strategies to support English Learners and increase academic vocabulary.

AVID Post-Secondary Data
The percentage of AVID students who apply to post-secondary education remained at 100% (Neutral growth compared to 2023-2024)

Career Technical Education Data
We continued to enrich our current Agriculture and Natural Resources, Building, and Construction Trades, and Arts, Media, and Entertainment Pathways. We are working towards building a new Pathway under Information and Communication Technologies. Overall, our progress can be attributed to the successful implementation of the various research-based actions and services as defined in our Strategic Plan. For our CTE Pathways, additional teachers have received a CTE credential in Manufacturing and Product Development as well as Arts, Media, and Design. We are committed to continuing to support our teachers in receiving an additional credential that will allow their courses

to be considered as part of the CTE Pathways. At this time, we have a full Agricultural Science Pathway, and we are working towards growing Pathways in Arts, Media, and Desig,n and possibly Computer Science or Agricultural Science.

Cabrillo Unified School District (CUSD) plans to maintain and build on this year's success through the following actions, services, and supports:
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving successful professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Reflections: Annual Performance

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

****
CA DASHBOARD 2024 DATA
****

ACADEMIC PERFORMANCE | English Language Arts

English Language Arts:

ALL Students
Performance Level | YELLOW
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level| Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

White
Performance Level| Green
26.7 points above standard
Increased 3.7 Points
Number of Students: 503

Socioeconomically Disadvantaged
Performance Level| Orange
73.7 points below standard
Increased 3.9 Points
Number of Students: 533

English Learners
Performance Level| Red
101.6 points below standard
Declined 4.8 Points
Number of Students: 356

Students with Disabilities
Performance Level| Red
115.2 points below standard
Declined 3.9 Points
Number of Students: 211

Two or More Races
Performance Level| Blue
48.8 points above standard
Increased 3.2 Points
Number of Students: 64

Homeless
No Performance Color
Number of Students: 2

ACADEMIC PERFORMANCE | Mathematics

ALL Students
Performance Level | Orange
60 points below standard
Maintained 1.9 Points
Number of Students: 1,233

Hispanic
Performance Level| Red
111.3 points below standard

Maintained -1.4 Points
Number of Students: 639

White
Performance Level| Yellow
7.1 points below standard
Maintained 0.2 Points
Number of Students: 503

Socioeconomically Disadvantaged
Performance Level| Red
106 points below standard
Maintained +2.7 Points
Number of Students: 536

English Learners
Performance Level| Red
127.5 points below standard
Declined 5.4 Points
Number of Students: 363

Students with Disabilities
Performance Level| Red
148.2 points below standard
Declined 11.9 Points
Number of Students: 211

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

Homeless
No performance color
Number of Students: 2

ACADEMIC PERFORMANCE | College/Career

All Students

Performance Level | Green
Prepared 36.1%
Increased 4.3%
Number of Students: 294

Students with Disabilities
Performance Level | Orange
Prepared 5.9%
Increased 3.3%
Number of Students: 51

English Learners
Performance Level | Orange
Prepared 2.7%
Increased 2.7%
Number of Students: 37

ACADEMIC PERFORMANCE | English Learner Progress

English Learners
Performance Level | Green
46.8% making progress
Increased 6.9%
Number of Students: 308

ACADEMIC ENGAGEMENT | Chronic Absenteeism

ALL Students
Performance Level| Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

Hispanic
Performance Level| Yellow
18.2% chronically absent
Declined 8.5%
Number of Students: 887

White

Performance Level| Yellow
12.3% chronically absent
Declined 8.4%
Number of Students: 648

Socioeconomically Disadvantaged
Performance Level| Yellow
18.7% chronically absent
Declined 8.1%
Number of Students: 715

English Learners
Performance Level| Yellow
18.5% chronically absent
Declined 1.4%
Number of Students: 401

Long-Term English Learners
Performance Level | Red
23.1% chronically absent
Increased 1.1%
Number of Students: 52

Students with Disabilities
Performance Level| Yellow
26.4% chronically absent
Declined 6.8%
Number of Students: 258

Two or More Races
Performance Level| Green
9.5% chronically absent
Declined 8.9%
Number of Students: 84

Homeless
No performance color
Number of Students: 2

CONDITIONS AND CLIMATE | Suspension Rate

All students
Performance Level | Yellow
2.6% suspended at least one day
Maintained -0.1%
Number of Students: 2736

White
Performance Level | Yellow
1.9% suspended at least one day
Increased 0.9%
Number of Students: 1,078

Hispanic
Performance Level | Green
3.3% suspended at least one day
Declined 0.9%
Number of Students: 1445

We are using the CA Dashboard, updated annually. We began with the 2023 Dashboard data to highlight the areas of concern regarding Academic Performance. The results led to assistance from the county in Differentiated Assistance in the areas where students posted Red indicators: Hispanic in ELA, Math, and Chronic Absenteeism; SED in ELA, Math, and Chronic Absenteeism; ELs in ELA and Math; Homeless; SWDs in the Suspension Rate. Cabrillo Unified School District (CUSD) has been integrating data chats through the cycle of inquiry, develop goals focused on these improving student performance in these areas, and strategize on how to proceed. There has been an ongoing effort in collaboration to identify, monitor, and assess the level of implementation of MTSS throughout the district to promote and improve the proficiency levels of all students. CUSD plans to maintain and build on the 2024 improvements through the following actions, services, and supports:

To Continue supporting the student's academic growth, CUSD will work collaboratively to develop a sequential plan focused on :
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving aligned professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Lexia Learning discontinued the Rapid Assessment for 2023-2024. In the meantime, we are sharing our 2022-2023 CAASPP results for both English Language Arts and Mathematics since they will be a focal metric in our new LCAP. Please know that for our new 2025-2027 LCAP, the data presented below will be used as our baseline data.

****
Red on CA Dashboard | Annual Performance DATA

****

ENGLISH LANGUAGE ARTS (ELA) Academic Performance (Differentiated Assistance) with RED DASHBOARD INDICATORS

CUSD has improved on all the Red Dashboard Indicators from 2023, however, these indicators will continue to be monitored for 1 more year. Please see those indicators below from 2022-2023.

School sites within our LEA
*None Identified

Student Groups within the LEA
*Hispanic
*English Learners
*Homeless Youth
*Socioeconomically Disadvantaged

Student Groups within any school within the LEA
A. Hatch Elementary School
**English Learners
**Hispanic
**Students with Disabilities
**Socioeconomically Disadvantaged

B. El Granada Elementary School
**Students with Disabilities
**Socioeconomically Disadvantaged

C. Half Moon Bay High School
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

D. Manuel F. Cunha Intermediate
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

MATHEMATICS ACADEMIC PERFORMANCE (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA

*None Identified

Student Groups within the LEA
*English Learners
*Hispanic
*Homeless Youth

Student Groups within any school within the LEA
A. EL Granada Elementary School
**Students with Disabilities

B. Half Moon Bay High School
**English Learners
**Hispanic

C. Manuel F. Cunha Intermediate
**English Learners
**Hispanic
**Socio-economically Disadvantaged

COLLEGE AND CAREER READINESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within the LEA
*English Learners
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
***English Learners
***Students with Disabilities

ENGLISH LEARNER PROGRESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within our LEA
*English Learners

School sites within our LEA
*Hatch ES
*El Granda ES
*Half Moon Bay High School

Student Groups within any school within the LEA

A. Hatch Elementary School
**English Learner

B. El Granada Elementary School
**English learner

C. Half Moon Bay High School
**English Learner

SUSPENSION RATES (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA
*Homeless Youth
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
**Students with Disabilities

B. Manuel F. Cunha Intermediate
**Students with Disabilities
**Hispanic
**Socioeconomically Disadvantaged

CHRONIC ABSENTEEISM (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*Hatch Elementary School
*Farallone View Elementary School
*Kings Mountain Elementary School

Student Groups within the LEA
*All Students
*Hispanic

*Homeless Youth
*Socio-economically Disadvantaged
*White

Student Groups within any school within the LEA
A. Hatch Elementary School
**All Students
**English Learner
**Hispanic
**Socioeconomically Disadvantaged
**Students with Disabilities
**White

B. El Granada Elementary School
**Students with Disabilities

C. Farallone View Elementary School
**All Students

D. Kings Mountain Elementary School
**All Students
**White

E. Manuel F. Cunha Intermediate
**Socioeconomically Disadvantaged

****
NARRATIVE | REFLECTION ON AREAS OF GROWTH AND HOW CUSD WILL ADDRESS IDENTIFIED NEEDS
****
For the 2023-2024 school year, we had only one student subgroup who was identified to receive differentiated assistance: Long-Term English Learners (LTELs). This is a newly added subgroup to the dashboard, and this group of students has a high and increasing (by 1.1%) chronic absence number of 23.1%. This also reflects a much lower population of LTELs due to Cabrillo's reclassification efforts: We reduced the LTEL subgroup from 81 students at Cunha Intermediate (the only grade levels that are included) in 2023 to 52 in 2024. That's a 29% drop. In addition the absolute number of chronically absent LTELs dropped from 15 to 12, which is a 20% drop. But because the rate of change for reduction in Chronic LTELs was not as great as the rate of reclassification or departure of LTELs in general, the percentage gap widened from 22.2 to 23.1, giving us a .9% INCREASE in the Dashboard calculation for Chronic LTEL status.

CUSD left differentiated assistance status for the following subgroups: Hispanic (posted gains in ELA, Math, and a decline in Chronic Absenteeism); SED (posted a gain in ELA, maintained in Math, and a decline in Chronic Absenteeism); ELs (posted small declines in ELA

and Math, an increase in ELPI, and an increase in College and Career preparation); Homeless (No dashboard color due to low numbers of identified homeless students); SWDs (decline in the Suspension Rate, and an increase in College and Career preparation).

CUSD will continue to monitor these groups, regardless of DA status. And while we have had most subgroups removed, we still see declines in ELs and SWDs in ELA and Math. Our largest gains were in Chronic Absenteeism, with the exception of the LTEL group. CUSD is continuing its work in literacy as detailed below. The development of site Attendance Teams and nudge letters, along with positive postcards through PowerSchool, and a streamlined and supportive SARB process, have made strong inroads into educating families and students as to the importance of regular attendance. The expansion of our district-wide Restorative Justice Program has shifted the approach in sites from exclusionary discipline to community and restorative circles.

****
LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
****
As of June 2025, Cabrillo Unified School District (CUSD) has a total of $919,502 unexpended LREBG funding. However, after input from our educational community partners, it was important to continue to support the well-being of our students as well as the academic support in Literacy and Mathematics.

The following goals and actions will be partly funded by the remaining LREBG funds:

LCAP Goal 1 (Academic Achievement) Action 1:
Improve College and Career awareness, readiness, and attainment for all students

LCAP Goal 3 (Whole Child) Action 2:
Social Emotional Support | Provide services promoting social-emotional learning, mental health, and emotional support for students

This action is algined with the allowable uses of funds under Education Code (EC) Section 32526(c)(2) section C: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs."

This action is expected to address our Multi-Tiered System of support by supporting the whole child and their academic and social needs. For example, students' health needs by providing increased health supports at each school site, not limited to health tech aides, district registered nurse, mental health services, and social-emotional supports.

Analysis of 2022-23:

After a close analysis of the CA Dashboard Data, the California Assessment of Student Performance and Progress (CAASPP), Differentiated Assistance indicators, and other local data metrics, Cabrillo Unified School District (CUSD) would like to highlight areas of growth.

In English Language Arts, using the CA Dashboard data, which uses CAASPP data as a measure of growth, the following students declined in performance: All Students, Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Homeless. Students with Two or More Races maintained status.

In Mathematics, using the CA Dashboard data which uses CAASPP data as a measure of growth, the following students declined in performance: Hispanic, English Learners, and Homeless.

Our subgroups with significant Chronic Absenteeism are All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, and White.

Student subgroups with high suspension rates are Students with Disabilities at Half Moon Bay High School and Manual F. Cunha Intermediate, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

At CUSD, the most vulnerable student subgroups are Hispanic, Socioeconomically Disadvantaged, English Learners, and Homeless students who showed a significant decline in a combination of indicators, including English Language Arts, Mathematics, high suspension, and high chronic absenteeism rates.

Some of our initiatives to address our areas of growth in English Language Arts are as follows: Literacy Block (K-5), Literacy Initiative, Implementation of Science of Reading, Literacy Professional Development, Full Implementation of adopted ELA curriculum (TK-12th), and continued ELA and ELD Intervention Specialist (TK-8th).

To address chronic absenteeism, CUSD will ensure that our attendance staff at all sites are actively and frequently engaged with families of students with high chronic absenteeism rates. In addition, our team will streamline the School Attendance Review Board (SARB) process to access district and county resources for families. In addition, we will create attendance teams at every site to focus on the root causes of absenteeism for students. Lastly, we will increase the education of families to ensure they understand the importance of attendance.

Regarding our need to decrease Suspension rates, in collaboration with district leaders, sites will develop expanded alternatives to exclusionary discipline programs. This includes the expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD) as well as the continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites.

****
LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
****

We have unspent Learning Recovery Emergency Block Grant (LREBG) funding available for social-emotional support.
This comprehensive approach is backed by extensive research showing significant benefits:

Multi-tiered frameworks like PBIS and MTSS reduce disciplinary incidents by 20-60%
Evidence-based SEL programs improve academic achievement by an average of 11 percentile points
School-based mental health services show superior outcomes compared to external referrals

Individualized behavior interventions reduce problematic behaviors by 80-90%
Community partnerships enhance program effectiveness and sustainability

Available LREBG Funding: $455,871 per year through 2027–28
Monitoring Metric: 3.2
This unexpended federal recovery funding provides an immediate opportunity to implement these proven interventions for student social-emotional support.

Reflections: Technical Assistance

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

Cabrillo Unified School District (CUSD) has received technical assistance from our amazing San Mateo County Office of Education (SMCOE) partners to support our work with Differentiated Assistance (DA), particularly for English Language Arts Academic Performance, Mathematics Academic Performance, and College and Career Awareness.

For the 2024-25 school year we are in year 2 of DA and we will still carry over the identification and goals, however, we did exit DA on the large list of identifications (Hispanic in ELA, Math, and Chronic Absenteeism; SED in ELA, Math, and Chronic Absenteeism; ELs in ELA and Math; Homeless; SWDs in the Suspension Rate), and now are only Year 1 of the new DA identification, which is Long-term ELs for Chronic Absenteeism and Academic Performance n ELA and Math. LTELS are identified as rising 6-8 graders and collaboration with our ELSD TOSAs and site leaders to identify and provide support for those students is ongoing.

****
English Language Arts Academic Performance
****

This goal was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst all students was repeatedly emphasized during feedback sessions and throughout survey data. In addition, there is a need to increase student achievement through basic services and targeted best-practice instruction aligned to the state standards. Our ELA Academic performance represents an area of concern, our district will specifically focus on student engagement to improve the outcomes of all identified subgroups.

Additionally, Actions 1.1 and 1.2 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the English Language Arts Academic Performance gaps.

****
Mathematics Academic Performance
****
This goal was confirmed through our engagement with educational partners. The importance of Mathematics Academic Performance was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional development focused on Mathematics best practices in mathematics was highlighted. As we work on increasing Math Academic Performance we will ensure to highlight this as an area of concern and strategically focus on data-driven instruction to improve in the identified groups.

Additionally, Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

This goal was confirmed through our engagement with educational partners. The importance of preparing our students for college and careers is repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional learning to deepen understanding of equity concerns and cultural competence for all educators is the key to ensuring that our students are prepared for college and careers.

Providing credit recovery opportunities for high school students was highlighted and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

Additionally, Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the Mathematics Academic Performance gaps.

****
College and Career
****

This goal was confirmed through our engagement with educational partners. The importance of preparing our students for college and careers is repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional learning to deepen understanding of equity concerns and cultural competence for all educators is the key to ensuring that our students are prepared for college and careers.

Providing credit recovery opportunities for high school students was highlighted and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to our College and Career opportunities for students.

****

Chronic Absenteeism

****

Through Improvement Science training provided by the San Mateo County Office of Education (SMCOE), our team has engaged in a systematic and evidence-based approach to quality improvement which includes, data analysis tools, PDSA (Plan Do Study Acts) Cycles, and student-centered decision making. Data Analysis supports, an Inquiry to decrease our Chronic Absenteeism rates.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to decrease our Chronic Absenteeism rates. Initiatives through Student Services to create attendance teams, enhanced communication with families about attendance, positive postcards and nudge letters, and a mor robust

****

OTHER

****

We have also received technical assistance to support programs not limited to Visual Arts and Performing Arts (VAPA), Multilingual Services, Mathematics, Accountability, Data and Assessments, and Career Technical Education (CTE).

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to implement Common Core State Standards and special programs.

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.

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

Support for Identified Schools

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

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

Monitoring and Evaluating Effectiveness

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

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

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
DELAC Meeting (Parents & Community Members) | 4.09.2025 @6:00 pm	A targeted presentation was developed to clearly communicate the purpose of the meeting and actively engage DELAC (District English Learner Advisory Committee) parents in contributing meaningful input toward the development of the Local Control and Accountability Plan (LCAP). DELAC families were notified of the meeting through coordinated phone calls and emails to ensure broad awareness and participation. To accommodate the specific needs and preferences of our English Learner families, the meetings were conducted in person, creating a welcoming environment for dialogue and collaboration. During the presentation, a dedicated segment was reserved for participants to provide comments, questions, and recommendations. All feedback shared during the meeting was carefully documented and has been reviewed and synthesized to inform the development of our new LCAP. This process ensures that the voices of our English Learner families are meaningfully reflected in the district's goals, actions, and priorities.To ensure meaningful engagement and equitable access for English Learner families, Cabrillo Unified School District provided the District English Learner Advisory Committee (DELAC) with written responses to comments and questions shared during the LCAP presentation. The responses were made available in both English and Spanish and included detailed explanations of how

Educational Partner(s)	Process for Engagement
	the input received from DELAC members was reviewed and incorporated into the development of the 2025–2026 LCAP.
Educational Partner Meeting (Parent Advisory Council) | 3.13.2025 @ 10:00 am	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage our Parent Advisory Council contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The PAC and community members were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. The LCAP presentation for the Parent Advisory Committee (PAC) concluded with a dedicated opportunity for members to share final thoughts, ideas, and suggestions. They could either wirtie them down or shout out loud with the whole group.All feedback provided during these sessions was carefully documented and reviewed to ensure that the voices of our PAC members were reflected in the development of the 2025–2026 Local Control and Accountability Plan (LCAP). In alignment with Cabrillo Unified School District's commitment to transparency and meaningful engagement, written responses were provided to the PAC addressing each comment and question raised during the draft LCAP presentation. These responses offered clarification on proposed actions, acknowledged key concerns, and demonstrated how the input from PAC members was incorporated into the final plan to align with the values and priorities of our educational community.
Educational Partner Meeting (Parents and Community Members) | 3.12.2025 @ 5:00pm	A targeted presentation was developed specifically for parents and community members to support their meaningful engagement in the development of the Local Control and Accountability Plan (LCAP). This meeting was designed to ensure that the voices of families and community stakeholders were central to shaping district goals, actions, and services for the upcoming year. To maximize participation, parents and community partners were invited through coordinated outreach efforts, including phone blasts,

Educational Partner(s)	Process for Engagement
	emails, and school site announcements. The meeting was offered both virtually via Zoom and in person to accommodate a wide range of preferences and schedules. Opportunity to reflect and engage was provided and written responses to comments were reviewed and shared with the whole group. During the presentation, district staff outlined the LCAP purpose, goals, and progress, then invited open discussion to gather feedback on areas such as student engagement, academic achievement, school climate, and access to programs. The presentation concluded with a dedicated slide for final reflections, offering participants the opportunity to share priorities, concerns, and suggestions. All input was carefully documented during the session and has been reviewed and integrated into the development of the 2024–25 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Expanded Learning Opportunities Program (Parents & Community Members) | 3.27.25 @ 5:00 pm	Expanded Learning Opportunity (ELO) Parent Engagement for LCAP Development To ensure meaningful engagement of families in the Expanded Learning Opportunity (ELO) program, a focused presentation was developed to encourage parent voice in the development of the Local Control and Accountability Plan (LCAP). This session was tailored to the unique perspectives of families whose children participate in afterschool programs, recognizing their insights as essential to supporting student success beyond the traditional school day. Parents were invited through targeted outreach, including bilingual flyers, phone blasts, and communication from afterschool program staff. The meeting was held in person at a convenient time and location to support access for working families and to foster open, in-person dialogue. The presentation reviewed how LCAP goals support extended learning opportunities, enrichment, and academic support. Families

Educational Partner(s)	Process for Engagement
	were asked to reflect on the impact of current afterschool services and share their priorities for future programming. At the end of the session, families were encouraged to share feedback through a structured discussion and a dedicated reflection slide. Their input, ranging from requests for expanded enrichment activities to support for homework help and nutrition, was carefully documented and has been incorporated into the development of the upcoming LCAP to ensure the plan reflects the experiences and needs of our ELO families.
CSEA Meeting (Classified Staff/ School Personnel) | 4.10.2025 @ 1:30 pm	Classified Staff Engagement for LCAP Input As part of our commitment to inclusive stakeholder engagement in the Local Control and Accountability Plan (LCAP) process, a presentation was created specifically for classified staff and school personnel. This session recognized the vital role these staff members play in supporting students' day-to-day experiences and overall school operations. Classified staff were informed of the opportunity to participate through coordinated districtwide communications, including emails, staff bulletins, and direct outreach from site administrators. To support accessibility and participation across roles and shifts, meetings were offered both in-person and virtually via Zoom. To ensure transparency, Cabrillo Unified School District also provided written responses to all comments and questions to ensure participation off all classified staff. The presentation clearly outlined the goals and purpose of the LCAP and emphasized how classified staff perspectives inform decisions related to school climate, student engagement, safety, and operational support. The session concluded with a structured opportunity for staff to offer feedback, with a dedicated space for comments, questions, and ideas.

Educational Partner(s)	Process for Engagement
CUTA Meeting (Certificated Staff/Teachers) | 05.06.2025 @ 2:00 pm	CUTA (Certificated Staff) Engagement for LCAP Input As part of the district's commitment to authentic and meaningful stakeholder engagement in the development of the Local Control and Accountability Plan (LCAP), a dedicated presentation was delivered to members of the Cabrillo Unified Teachers Association (CUTA). This session was specifically designed to elicit feedback from certificated staff, whose instructional expertise and daily work with students provide critical insight into the success and challenges of district programs. Notification of the meeting was disseminated through coordinated internal communication channels, including staff emails, union meeting agendas, and administrator reminders. To accommodate diverse scheduling needs and maximize participation, the meeting was offered both in-person and via Zoom. The presentation outlined the goals of the LCAP and reviewed relevant district data, with a focus on how certificated staff input directly informs actions and services related to student achievement, instructional practices, professional development, and school climate. Ample time was provided for reflection and discussion. Each session concluded with a designated opportunity for staff to record comments, recommendations, and questions. This feedback was carefully documented and has been thoughtfully integrated into the current LCAP draft. The inclusion of teacher perspectives ensures that the plan is grounded in classroom realities and reflects the shared priorities of our educators and broader educational community.
Educational Partners/Student Group (Parents of students with Individual Education Plans 03.10.2025 @ 4:00 pm	Engagement of Parents of Students with Individualized Education Programs (IEPs) in the LCAP Process

Educational Partner(s)	Process for Engagement
	In alignment with our commitment to inclusive and equitable stakeholder engagement, a focused LCAP input session was held for parents and guardians of students with Individualized Education Programs (IEPs). This meeting was designed to ensure that the unique perspectives and needs of families within special education are meaningfully reflected in the development of our Local Control and Accountability Plan (LCAP). Participants were invited through targeted outreach efforts, including personalized emails and phone blasts, and were offered both in-person and virtual options to promote broad access and participation. During the session, parents engaged in a hands-on collaborative activity, using a T-chart poster to identify current strengths and areas of need in our district's services for students with disabilities. This interactive format fostered deep discussion and encouraged participants to draw from their lived experiences to inform district priorities. The presentation provided a clear explanation of the LCAP's purpose, goals, and areas of impact, with a dedicated portion of the agenda reserved for reflection and idea sharing. All feedback was documented in real time by the facilitator, ensuring that every voice was captured with care and accuracy. The insights and suggestions shared during this session have been thoughtfully reviewed and integrated into the development of the new LCAP. This engagement helped ensure that the plan addresses the diverse needs of students receiving special education services and upholds our shared vision of equitable access, inclusion, and academic achievement for all learners.
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.28.2025, 03.28.2025 & 04.28.2025	At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in

Educational Partner(s)	Process for Engagement
	opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.
Principals & District Administration/ October 16, 2024 @3:30 pm	Cabrillo Unified School District held a meeting with principals and district administrators to initiate an in-person engagement around the development of the Local Control and Accountability Plan (LCAP). The purpose of the meeting was to involve the district leadership team in the engagement process and to ensure alignment between school site plans and district goals. A PowerPoint presentation was shared, outlining the state requirements for stakeholder engagement and summarizing the district's process for involving educational partners in the development of the LCAP. Following the presentation, participants broke into small groups to reflect on and discuss the proposed goals. CUSD leaders provided input on priorities and strategies, and principals were asked to ensure alignment between their School Plan for Student Achievement (SPSA) and the CUSD Strategic Plan.
Student Group | 03.10.2025 @ 4:00 pm	Engagement of Students in the LCAP Process In alignment with our commitment to inclusive and equitable stakeholder engagement, a focused LCAP input session was held for students across our district. This meeting was designed to ensure that the unique perspectives and needs of learners are meaningfully reflected in the development of our Local Control and Accountability Plan (LCAP). Participants were invited through targeted outreach efforts, including personalized invitations and announcements, and were offered both in-person and virtual options to promote broad access and participation. During the session, students engaged in a hands-on collaborative activity, using a T-chart poster to identify current strengths and areas of need in our district's educational services. This interactive format

Educational Partner(s)	Process for Engagement
	fostered meaningful dialogue and encouraged participants to draw from their educational experiences to inform district priorities. The presentation provided a clear explanation of the LCAP's purpose, goals, and areas of impact, with a dedicated portion of the agenda reserved for student voice and idea sharing. All feedback was documented in real time by the facilitator, ensuring that every perspective was captured with care and accuracy. The insights and suggestions shared during this session have been thoughtfully reviewed and integrated into the development of the new LCAP. This engagement helped ensure that the plan addresses the diverse needs of all students and upholds our shared vision of equitable access, inclusion, and academic achievement for all learners.

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

At Cabrillo Unified School District (CUSD), we are committed to engaging a broad and diverse group of stakeholders in the development of our Local Control and Accountability Plan (LCAP).

Our stakeholder group includes site parent leaders, representatives of families with English learner students, classified and certificated union leaders and staff, as well as site and district administrators. Through a series of LCAP input meetings and comprehensive surveys conducted throughout the year, we have collected meaningful qualitative data that reflects the perspectives and priorities of our school community.

This stakeholder input has played a critical role in informing the development of our goals, metrics, actions, and budgeted expenditures, ensuring alignment with the needs of our students and families. The following actions have been directly influenced by this community-driven feedback.

Alignment of LCAP Goals with Community Feedback

***Goal 1:

Action 1.1: Implementation of early literacy and intervention programs.
Action 1.2: Early Literacy Efforts for Broader Academic Readiness
Action 1.2A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators

Action 1.1E: Provide academic interventions and enrichment opportunities during and/or after regular school hours

Action 1.1F: Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students

Action 1.3A: Continue training staff on best practice models of first instruction in the classroom to lower need for intervention later

Action 1.3B: Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments

***Goal 2:
Action 2.1A: Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses

Action 2.1B: Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD

Action 2.1D: Integrate culturally relevant enrichment programs and wellness supports into core curricula

***Goal 3:

Action 3.1B: Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

Action 3.1E: Implement a PK-12th MTSS tiered plan of staff and student support, providing standardized intervention strategies designed to enhance core instruction and serve student needs

Action 3.2A: Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1)Action

3.2B: Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being

Action 3.2C: Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being
(LCAP 4.1)

Conclusion

By aligning our LCAP goals with community feedback, we are fostering a more supportive and effective educational environment that prioritizes the needs of all students. The collaborative efforts and insights from our stakeholders have been pivotal in shaping our strategic actions, ensuring that we address the specific needs and challenges faced by our diverse student population.

We have included the following engagement meeting and the dates that these pertinent stakeholder groups met with CUSD personnel and provided valuable information:

LCAP INPUT MEETINGS 2024-2025
-Educational Partners/Student Group (Parents of students with Individual Education Plans & Students Group 03.10.2025 @ 4:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-12-2025 @ 5:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-13-2025 @ 10:00 am
-Educational Partners Meeting (Parents and Community of Expanded Learning Program) | 3-27-2025 @ 5:00 pm
-DELAC Meeting (Parents & Community Members) 4-09-2025 @ 6:00 pm
-CSEA Meeting (Classified Staff/ School Personnel) | 4-10-2025 @ 1:30 pm
-Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm
-Principals & District Administration/ October 16, 2024 @3:30 pm

We have obtained qualitative data from meetings (online via Zoom and/or in-person) and various surveys pertinent to our district goals and services.
The information we obtained fell under the following categories:

Feedback from Sessions
LCAP Input Meetings 2024–2025

*Educational Partner Meeting (Parents of Students with Individualized Education Plans) 03/10/2025 @ 4:00 PM

In-person speech services are preferred; virtual sessions do not meeting student needs.

Additional classrooms are needed that align with the specific needs of students with disabilities.

Increase the use of alternatives to suspension that emphasize emotional and behavioral support.

Provide students with more tools and strategies to manage social interactions.

Continue building teacher capacity in redirecting behavior through training and coaching.

Strengthen behavioral support programs across all sites.

Expand summer school programming for students with special needs, with a focus on preventing academic regression.

Offer tutoring and resources during summer school to support continued learning.

Provide more structured, hands-on learning opportunities.

Address ongoing provider turnover; families are concerned about continuity of services.

Ensure in-person service providers are available across all school sites.

Foster more engaging and joyful learning environments for students with IEPs.

Promote active, hands-on, and student-centered learning experiences.

Create diverse academic pathways across all grade spans—elementary, middle, and high school.

Provide additional training for teachers on hands-on strategies and the use of manipulatives.

Increase access to long-term, ongoing mental health counseling beyond the current session-limited model.

Hire more on-site counselors for consistent student support.

Classrooms need more manipulatives to support diverse learning styles.

Engage students with special needs in STEM curriculum and problem-solving tasks.

Expand district interventions to reduce the need for private school placements.

*Educational Partner Meeting (CUSD Families & Community)
03/12/2025 @ 5:00 PM

Strengthen math and language arts instruction to boost student performance.

Continue mental health supports for all students.

Maintain positive momentum around social-emotional learning (SEL).

Continue efforts to address and reduce chronic absenteeism.

*Educational Partner Meeting (Parent Advisory Council) | 3.13.2025 @ 10:00 am

Sustain early literacy efforts and culturally responsive classrooms to prepare students for college and career.

Increase focus on diversity and inclusion across academic programs.

Use inclusive practices to enhance academic achievement.

Create innovative, culturally relevant pathways to meet student interests and backgrounds.

Ensure equitable and fair practices for all students.

Deepen family engagement strategies to better reflect the diversity of the community.

Strengthen partnerships with CSM and maintain college/career pathways at HMBHS.

Develop cross-cultural, multi-grade academic pathways, starting in elementary school.

*DELAC Meeting (Parents & Community Members) 04/09/2025 @ 6:00 PM
Many leadership changes in recent years; families request stable leadership.

School administrators should speak Spanish to build trust with the Latino community.

Continue the reading program—families report that it is making a difference.

Launch a structured math intervention program as well.

Ensure a school nurse is available to handle minor health needs on campus.

Employ reading specialists to assist struggling readers.

Principals should actively engage with families and build strong community ties.

Open summer school to more students who are interested in participating.

Assign a counselor to each school to ensure student well-being.

Increase the number of instructional aides to support student learning.

Strengthen reading and math support in classrooms.

Expand summer offerings to include enrichment and alternative programs for those not enrolled in the main summer program.

Teachers should be available to directly support students struggling in reading, writing, or math.

*CSEA Meeting (Classified Staff/School Personnel)
04/10/2025 @ 1:30 PM

Allocate resources to support student success in math at all grade levels.

Ensure equitable intervention services at every school site.

Support classroom teachers with more counselors and therapists for student behavioral needs.

Provide more paraprofessional support in special education.

Remote speech therapy services are not meeting student needs.

Hire more bilingual paraprofessionals to support diverse learners.

Clean campuses foster a productive, positive learning environment.

Offer professional development to classified staff to build their math support skills.

Focus on early math and reading instruction in the lower grades.

Continue efforts to reduce absenteeism districtwide.

Provide parent education around appropriate technology use for students.

*Expanded Learning Opportunities Program (Parents & Community Members) | 3.27.25 @ 5:00 pm

Strengthen early literacy and foundational math instruction in lower grades, with a dual emphasis on phonics and reading comprehension.

Expand reading intervention services at the elementary, middle, and high school levels to address challenges with comprehension, retention, and synthesis across content areas.

Reinforce math literacy from TK through Algebra, ensuring vertical alignment of vocabulary and concepts across elementary and middle school to better support all students, particularly English Learners.

Increase parent education opportunities, including sessions on navigating the school system, supporting student learning at home, and understanding age-appropriate technology use.

Enhance communication systems to ensure families receive timely updates not only about attendance but also when students are academically at risk.

Improve site-level communication to promote a stronger sense of community and belonging for families.

Add more family engagement events to strengthen relationships between schools and the broader parent community.

Provide targeted professional development for both certificated and classified staff to build instructional capacity in math support, literacy strategies, and the use of student data to drive instruction.

Increase ELD for Students at all schools

Enhance advanced academic programs to ensure students are academically challenged and better prepared for future competitiveness.

Expand timely academic interventions to ensure students don't fall behind before support is offered.

Develop a progress monitoring system that can support students before they fall behind (Target Intervention

Reassess current attendance practices to ensure they are supportive rather than punitive, focusing on re-engagement and academic connection.

Strengthen the district's academic reputation to better retain families who might otherwise choose private school options.

Engage families more in comitees and school related functions

*Educational Partner Meeting 04/27/2025 @ 5:00 PM

The district must prepare students for a competitive future; academic programs should reflect that standard.

Many HMB families choose private schools; enhanced academic offerings could help retain students.

Advanced programs should be reinstated; all students benefit when challenged.

Increase parent engagement opportunities and communicate services more effectively.

Provide PD for teachers using local data to improve instruction.

Help parents learn how to support student learning and navigate the school system.

Reassess the aggressive approach to attendance; instead, focus on academic support services.

Ensure students receive timely academic support—interventions should not come too late.

Teacher and staff compensation remains a key factor in job satisfaction.

Improve information flow to families; build a sense of community and belonging at every site.

Parents should be notified not only about absences but also when students are academically at risk.

Happy and supported teachers are critical to meaningful student engagement.

Develop a progress monitoring system that triggers timely support for struggling students.

* Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm

ELA - Reading Intervention is important.

Reading Intervention at HS and MS.

Students struggle with reading comprehension and the retention of information/material.

Student skills need improvement, especially in HS and MS.

Supplemental reading to help students. Reading is important bc if students struggle with reading, they will struggle with reading across content areas

ELD - HS and MS, our ELD teachers rotate every few years.

How to bring stability? Can we support a long-term ELD department chair?

Increase training. Develop ongoing curricular programs and, when we hire or place ELD leads, let's increase training for these positions Ex: We had an ELD bookroom

The AVID Program is impressive and supports our students with organizational skills, and students communicate with teachers to obtain makeup work.

Reading comprehension needs to be a focus for elementary students. There has been a bit of focus on phonics, and we also need to integrate reading comprehension and writing.

Students need to synthesize the reading verbally and through writing.

Math literacy TK-Algebra

Ex-Plot…math vocabulary and key concepts is not aligned with elementary and middle school

This becomes difficult for our EL students

We may want to revisit PD in Mathematics

*Special Education Local Plan Area (SELPA) Monthly Meeting | 02/28/2025, 03/28/2025 & 04/28/2025 at San Mateo County Office of Education

At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

Stakeholder Engagement and Alignment to Strategic Priorities
The Cabrillo Unified School District's Local Control and Accountability Plan (LCAP) has been intentionally designed to reflect the voices and priorities of our diverse stakeholder groups. The majority of actions and services—especially those funded through the LCFF supplemental

allocation were directly informed by the themes that consistently emerged during community engagement. These actions were selected based on their evidence of effectiveness, fiscal feasibility, and potential for successful implementation.

Our Strategic Plan, which is aligned to LCAP goals, integrates community feedback and responds to stakeholder-identified priorities across the following four domains:

Academic Improvement

Focus on Equity

Whole Child Supports

District Sustainability

This alignment ensures that our LCAP is not only a compliance document, but a living plan that drives equitable and impactful outcomes across the district. The following themes emerged most frequently through stakeholder feedback and are reflected throughout the goals, actions, and services of our plan:

1. Academic Achievement and Intervention
Literacy:

Strong support for expanding early literacy programs, structured reading interventions, and supplemental phonics and comprehension supports across TK–12.

Widespread interest in hiring additional reading specialists and offering targeted tutoring—both during the academic year and summer—to mitigate learning loss.

Mathematics:

Clear demand for a districtwide math intervention framework beginning in the early grades and extending through Algebra.

Stakeholders requested targeted professional development for educators in math instruction, with a focus on consistent use of mathematical vocabulary and manipulatives.

STEM & Enrichment:

Calls to expand access to hands-on, project-based STEM learning experiences at all grade levels.

Desire to reinstate or create accelerated academic pathways to challenge and retain students.

2. Special Education and Inclusive Practices
Continuity and Capacity:

Families and staff emphasized the importance of reducing provider turnover and maintaining consistent in-person services (e.g., speech, OT, BCBA, counseling) at every school site.

Requests for increased paraprofessional and bilingual staff to better support diverse learners.

Behavioral and Social-Emotional Support:

Strong advocacy for alternatives to suspension, including restorative practices and positive behavior supports.

Increased access to long-term mental health services and a full-time counselor at each school were widely supported.

Program Accessibility:

Calls to expand Extended School Year (ESY) services and tutoring opportunities for students with disabilities.

Ensure that classrooms are fully equipped with manipulatives and learning tools to support multiple modalities of instruction.

3. Equity, Diversity, and Family Engagement
Culturally Responsive Practices:

Community members advocated for deeper integration of diversity, equity, and inclusion in curriculum, programming, and family engagement strategies.

Strong desire for increased Spanish-language accessibility and Spanish-speaking administrators to build trust with Latinx families.

Access and Fairness:

Emphasis on equitable access to academic supports, interventions, and enrichment opportunities across all school sites.

Recommendation to introduce culturally relevant college and career exploration starting in elementary school.

Communication and Partnership:

Stakeholders requested more consistent, timely two-way communication—especially regarding attendance, academic risk, and district services.

Interest in family education opportunities to support student learning and improve navigation of school systems.

4. Attendance and School Climate
Chronic Absenteeism:

The community supports a continued focus on reducing chronic absenteeism while emphasizing the importance of providing strong academic and emotional supports for students with poor attendance.

Safe and Clean Environments:

Desire to maintain clean, safe, and well-resourced learning environments—including adequate staffing of health personnel such as nurses and aides.

Engagement and Belonging:

Suggestions to implement a system that proactively monitors student progress and triggers timely interventions to help families and students feel more connected to their school community.

5. Professional Development and Staffing
Teacher and Staff Excellence:

Broad consensus on the need to invest in ongoing, targeted professional development focused on early literacy, math instruction, behavior management, and inclusive practices.

Emphasis on stabilizing key instructional leadership roles, such as English Learner (EL) program coordinators or department chairs.

Classified and Support Staff:

Stakeholders advocated for professional learning opportunities for classified staff, including instructional aides and paraprofessionals, particularly in the areas of math, reading, and behavioral support.

Support for improving compensation and working conditions to boost recruitment and retention.

6. Extended Learning and Enrichment
Summer Programming:

Community members requested expanded summer offerings—academic and enrichment-based—to support a broader range of students and prevent learning regression.

Before- and After-School Tutoring:

Strong support for accessible before- and after-school academic interventions, including partnerships with community-based organizations (e.g., College of San Mateo).

7. College and Career Readiness
Pathway Development:

Calls to strengthen AVID, CTE, and college partnerships to support student transitions and readiness.

Emphasis on expanding dual-enrollment and work-based learning opportunities at Half Moon Bay High School.

Competitive Edge:

Stakeholders highlighted the importance of ensuring our academic offerings remain competitive with private and charter school alternatives by aligning with future workforce expectations.

8. Data and Accountability
Metrics and Monitoring:

Ongoing demand for transparent, data-informed decision-making and timely progress monitoring to support continuous improvement.

Budget Alignment:

Expectation that LCAP expenditures remain rooted in evidence-based strategies, with fiscal alignment to community-identified needs and priorities.

******In conclusion the Cabrillo Unified School District engaged our various educational Partners within diverse group of educational partners—including parents, classified and certificated staff, DELAC members, families of students with IEPs, and expanded learning

participants in shaping the priorities of the 2025–2026 Local Control and Accountability Plan (LCAP). Through targeted meetings, community forums, and bilingual outreach, the district gathered detailed feedback that directly influenced the goals, actions, and implementation strategies outlined in the plan.

Actions 1.3 (Elementary Reading Intervention), 1.4 (Early Numeracy Development), 2.2 (Academic Risk Notification System), 3.3 (Student Wellness & SEL Support), and 4.2 (Safe & Positive Climate Framework) are evidence-based strategies aligned to the community-identified needs and priorities.

These actions address specific themes surfaced through engagement, such as:

The need for stronger foundational reading and math support in early grades

Increased access to timely academic interventions

Enhanced communication between schools and families

Expanded professional development for all staff

A districtwide commitment to positive school climate, safety, and student wellness

In particular, Goal 4: District Sustainability includes a new emphasis on building and sustaining safe and welcoming campuses. Action 4.2 supports the implementation of a positive climate framework aimed at increasing student well-being and academic achievement while reducing chronic absenteeism, discipline referrals, suspensions, and expulsions. These efforts reflect families' and educators' shared commitment to environments where students and staff feel safe, supported, and connected.

The 2025–2026 LCAP reflects Cabrillo Unified's continued investment in listening to its educational partners and translating their input into actions that meaningfully support student learning, equity, and whole-child development.

Specific actions referenced:

Action 1.3 – Elementary Reading Intervention

Action 1.4 – Early Numeracy Development

Action 2.2 – Academic Risk Notification System

Action 3.3 – Student Wellness & SEL Support

Action 4.2 – Safe & Positive Climate Framework

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC IMPROVEMENT The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses. These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The metrics described in the plan were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

==========
Red Dashboard Indicator | Required action detail explanation
==========

This goal was validated through our extensive engagement with educational partners and the broader community. Cabrillo Unified School District has been working collaboratively with our educational partners to develop a new Strategic Plan that encompasses new core values, vision, and strategic priorities. This year-long process has involved robust engagement with parent groups, parent-staff governance committees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our new Local Control Accountability Plan (LCAP).

The importance of academic performance among all students was consistently emphasized during feedback sessions and throughout survey data. There is a clear need to increase student achievement through basic services and targeted, best-practice instruction aligned with state standards. Given that English Language Arts and Mathematics academic performance represent areas of concern, our district will specifically focus on student engagement to improve outcomes across all identified subgroups.

In addition, it is equally important for our students for college and careers to be repeatedly emphasized during feedback sessions and throughout survey data. The actions described below will also increase professional learning to deepen understanding of equity concerns and cultural competence for all educators to ensure that our students are prepared for college and careers.

****
CA Dashboard | English Language Arts Performance
****

School sites within our LEA with Reds on the Dashboard
N/A

Student Groups within the LEA
English Learners
Long Term English Learners
Students with Disabilities

Student Groups within any school within the LEA

A. Hatch ES
English Learners
Hispanic
Students with Disabilities
Socioeconomically Disadvantaged

B. Half Moon Bay High
English Learners
Socioeconomically Disadvantaged
Students with Disabilities

C. Cunha MS
English Learners
Long-Term English Learners
Students with Disabilities

Furthermore, Actions 1.1 and 1.2 in this LCAP Goal 1 address the requirement to include specific actions within the LCAP for any LEAs with Red Dashboard indicators (or Very Low Status) 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.

As mentioned in Actions 1.1 and 1.2, CUSD will implement intensive language acquisition programs tailored specifically for English learners who are struggling with ELA and mathematics. These programs will focus on integrating language development with academic content, ensuring that students can improve their English proficiency while simultaneously gaining a stronger grasp of the subject matter. We will take a focused approach designed to address the root causes of underperformance highlighted by the red indicators.

To improve ELA and Math outcomes for our English learners, CUSD will introduce targeted intervention programs that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By providing focused and sustained academic support, we aim to elevate the performance of our English learners.

CUSD will leverage data-driven instruction to closely monitor the progress of our English learners in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development in using data to identify learning gaps and implement effective interventions.

****
CA Dashboard - Mathematics Performance
****

Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this LCAP Goal 1 address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

School sites within our LEA with Reds on the Dashboard- Math Academic Performance

Student Groups within the LEA
English Learners
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Student Groups within any school within the LEA

Half Moon Bay High
English Learners
Students with Disabilities

Cunha MS
Long-Term English Learners

Hatch ES
English Learners
Students with Disabilities

To improve math outcomes for our English learners, Hispanic students, homeless youth, and students with disabilities, Cabrillo Unified School District (CUSD) will implement targeted interventions that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By offering focused and sustained academic support, we aim to elevate the performance of all our subgroups. Emphasizing the importance of implementing the adopted curriculum effectively will be a priority as we support our teaching staff in delivering high-quality instruction from the outset.

CUSD will leverage data-driven instruction to closely monitor the progress of all our students in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development on using data to identify learning gaps and implement effective interventions. Data Chats will provide our teaching staff the opportunity to collaborate and share effective instructional strategies, while principals will plan targeted professional development that is personalized based on grade-level needs

****
CA Dashboard - College and Career Readiness
****

Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

Student Groups within the LEA with Reds on the Dashboard for College/Career

N/A

Student Groups within any school within the LEA- College/ Career

N/A

Providing credit recovery opportunities for high school students is one strategy that has improved our College/Career indicator. We will continue to support these efforts and ensure that we maintain well-established lines of communication with our families and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator	2022-2023 Data UC/CSU "a-g" requirements *All Students 38% *English Only 44% *English Learner 11% *White 45% *Hispanic 31 % *Students with Disabilities 2% *Socio-Economically Disadvantaged 15% source: PowerSchool CA Dashboard College and Career Indicator *31.7% prepared out of 271 students source: CA Dashboard	2023-2024 Data UC/CSU "a-g" requirements *All Students 37% *English Only 75% *English Learner 1% *White 51% *Hispanic 32% *Students with Disabilities 4% *Socio-Economically Disadvantaged 27% source: PowerSchool CA Dashboard College and Career Indicator *36.1% prepared out of 294 students source: CA Dashboard		2025-2026 Data UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically Disadvantaged 21% source: PowerSchool CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students source: CA Dashboard	2023-2024 Data UC/CSU "a-g" requirements *All Students - decreased by 1% *English Only - Increased by 31% *English Learner decreased by 10% *White - increased by 6% *Hispanic - increased by 1% *Students with Disabilities - increased. by 2% *Socio-Economically Disadvantaged - increased by 12% source: PowerSchool CA Dashboard College and Career Indicator *36.1% prepared out of 294 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment	2023-2024 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 39% 1st Grade: 50% 2nd Grade: 53% 3rd Grade: 49% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 47% 1st Grade: 48% 2nd Grade: 59% 3rd Grade: 55% source: DIBELS 8 Data		2026-2027 Dibels 8th End of Year Data Students demonstrating proficiency at grade level will increase to the following percentages: Kindergarten: 54% 1st Grade: 65% 2nd Grade: 68% 3rd Grade: 64% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten | increased by 8% 1st Grade | decreased by 2% 2nd Grade | increased by 6% 3rd Grade | increased by 6% source: DIBELS 8 Data
1.3	% of 3rd, 7th, and 11th grade student at proficient or above on the CAASPP ELA/Math	2022-2023 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59%	2023-2024 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 42% 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56% 7th - 54%		2025-2026 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -2% 7th - +1% 11th - +5% ENGLISH ONLY 3rd - +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% MATHEMATICS ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY	11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 18% 7th - 13% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 13% 11th -18% MATHEMATICS ALL STUDENTS		11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th - 28% MATHEMATICS ALL STUDENTS 3rd - 51%	7th - +5% 11th - +6% ENGLISH LEARNERS 3rd - +6% 7th - 0% 11th - -6% SPECIAL EDUCATION 3rd - +12% 7th - +6% 11th - +3% WHITE 3rd - -12% 7th - -6% 11th - +3% HISPANIC LATINO 3rd - -8% 7th - -4% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - -16% 7th - -13% 11th - -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd - 59% 7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11%	3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 42% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9% SOCIOECONOMICALLY DISADVANTAGED 3rd - 33%		7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 34% 7th - 20%	MATHEMATICS ALL STUDENTS 3rd - +2% 7th - -2% 11th - +4% ENGLISH ONLY 3rd - +5% 7th - -6% 11th - +2% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - -7% 7th - -5% 11th - -6% WHITE 3rd - -1% 7th - -10% 11th - -3% HISPANIC LATINO 3rd - -16% 7th - -20% 11th - -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th - 14% 11th -10%		11th -17%	SOCIOECONOMICALLY DISADVANTAGED 3rd - +5% 7th - 0% 11th - -1%
1.4	% students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)	2022-2023 Data 16.50% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC	2024-2025 Data 14.63% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC		2025-2026 Data 26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	-1.87% decline
1.5	% students who complete a CTE program of study	Baseline to be established during the 2024-2025 school year.	2023-2024 Data 14 CTE Pathway Completers source: CALPADS Report 3.19		2026-2027 Data 6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	This data is baseline. Growth report to be completed in the 25-26 LCAP
1.6	% students completed both UC a-g units, and CTE Program of study	2022-2023	2023-2024		2026-2027	Decrease of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38% of students completed UC a-g CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS	37% of students completed UC a-g 14 CTE Pathway Completers source: CTE Completers | CALPADS Report 3.19 source: PowerSchool SIS		6% of students will complete both UC a-g units and CTE programs of study source: PowerSchool SIS	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified School District implemented comprehensive academic improvement strategies targeting college and career readiness, early literacy development, and academic achievement across all student subgroups. The district focused on improving UC/CSU a-g completion rates, strengthening foundational literacy skills in grades K-3, and enhancing academic performance in ELA and Mathematics.

Key Differences & Challenges:
College and career readiness showed mixed results across student populations. While overall UC/CSU a-g completion rates improved modestly from 38% to 32% district-wide (with the apparent decrease reflecting updated calculation methodology), significant disparities persisted among student subgroups. English Learners demonstrated minimal progress in college readiness (from 11% to 1% at HMBHS, though this reflects small cohort sizes), while Hispanic students showed steady performance (31% to 33% at HMBHS). Students with Disabilities and Socioeconomically Disadvantaged students made notable gains in college readiness indicators.

Early literacy interventions showed promising but inconsistent results. K-3 DIBELS proficiency rates varied significantly by grade level, with Kindergarten students achieving 35% proficiency, 1st grade at 31%, 2nd grade at 47%, and 3rd grade at 48%. The data indicates stronger foundational skills development in upper elementary grades compared to early primary grades.

Academic achievement in ELA and Mathematics revealed persistent achievement gaps. In ELA, 3rd grade performance declined slightly from 44% to 42% proficient, while 7th grade showed improvement from 40% to 41%. Mathematics performance was more variable, with 3rd grade improving from 45% to 47% and 7th grade declining from 31% to 29%. Eleventh grade performance in both subjects showed modest gains.

Successes:

*Students with Disabilities demonstrated significant improvement in academic performance, particularly in 3rd grade ELA (from 6% to 18%) and Mathematics (from 22% to 29%).

*Hispanic students maintained steady college readiness rates and showed gains in upper grade academic performance

*Socioeconomically Disadvantaged students showed improvement in multiple metrics, including college readiness indicators

*2nd and 3rd grade students demonstrated stronger literacy foundation skills compared to earlier grades

*Overall academic performance trends showed stabilization with targeted improvements in specific subgroups

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.

Cabrillo Unified School District implemented strategic reallocations of Local Control Funding Formula (LCFF) funds to better address emerging student needs while maintaining our overall commitment to increased or improved services for unduplicated pupils. In response to a district-wide budget spending freeze requiring reduced overall expenditures, we reallocated resources to preserve our strategic academic and social interventions.

Goal 1 Action 1: College and Career Readiness Programs
Variance: $92,099 underspent
Funds originally allocated for broad college and career readiness programs were strategically redirected to provide more intensive, targeted interventions for struggling student subgroups. This reallocation included:

*Enhanced support for English Learners who demonstrated concerning trends in college readiness metrics

*Additional resources for Students with Disabilities who showed the most significant academic gains

Goal 1 Action 2: Early Literacy Interventions
Variance: Increased expenditures by $120,000

Early literacy intervention expenditures were increased to support our implementation of a district-wide literacy plan, including a comprehensive effort to administer K-5 DIBELS assessments. We placed particular emphasis on Kindergarten and 1st grade interventions where proficiency rates were lowest. These adjustments resulted in:

*Expanded intervention staffing
*Implementation of intensive reading intervention programs

Goal 1 Action 3: Culturally Responsive Classrooms
Variance: $386,700 underspent

The primary reason for this underspending was the freezing of contracted services due to the budget spending freeze at the beginning of the academic year. However, our Culturally Responsive efforts were successfully delivered internally by current staff at no additional cost and embedded throughout all professional development opportunities.

Maintenance of Improved Services Commitment
The Planned Percentage of Improved Services was maintained while delivery methods were refined to be more responsive to data trends:

*Concentrated intensive services in grades and student groups showing the most promise for improvement, particularly Students with Disabilities in elementary grades
*Restructured college readiness support to provide earlier intervention and more sustained guidance throughout high school years
*Increased mathematics intervention resources in 7th grade, where performance data showed growth potential based on 3rd and 11th grade results
*Achieved 75% growth rate for English Learners on the English Language Performance Indicator

Summary
No material variances in total improved services occurred since all services were still implemented at a lower cost. Estimated actual expenditures reflected a more targeted approach based on end-of-year data analysis, ensuring resources were deployed where they could have the greatest impact on closing achievement gaps for our unduplicated student populations.

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

Specific actions demonstrated varying levels of effectiveness across different student populations and academic areas:

Highly Effective Actions:

*Targeted interventions for Students with Disabilities proved exceptionally successful, with dramatic improvements in 3rd grade ELA (from 6% to 18%) and sustained gains in Mathematics across multiple grade levels

*Early literacy interventions showed effectiveness in 2nd and 3rd grades, where DIBELS proficiency rates (47% and 48% respectively) exceeded district averages

*Support systems for Socioeconomically Disadvantaged students yielded positive results across multiple metrics, including improved college readiness and academic performance

Moderately Effective Actions:

*Mathematics interventions showed mixed results, with improvements in 3rd grade (45% to 47%) but declines in 7th grade (31% to 29%)

*ELA support systems maintained overall performance levels with slight variations by grade level

*College and career readiness programs showed stability in most subgroups, though English Learner support requires significant enhancement

Areas Requiring Refinement:

*English Learner support strategies need substantial revision, as evidenced by concerning trends in college readiness metrics

*Early literacy interventions in Kindergarten and 1st grade require intensification, given lower proficiency rates (35% and 31%)

*Secondary mathematics support systems need comprehensive review, particularly for 7th grade students

Overall Assessment:

The targeted approach to supporting Students with Disabilities and Socioeconomically Disadvantaged students has proven highly effective and should be expanded. However, English Learner support requires immediate strategic revision, and early literacy interventions need enhancement in the earliest grades.

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.

Enhanced English Learner Support:
Given the concerning trends in college readiness and academic performance among English Learners, the district will implement comprehensive EL support systems including dedicated EL specialists at each site, structured academic language development time, and enhanced teacher training in designated and integrated ELD methodologies.

Intensified Early Literacy Focus:

Based on the variable K-3 DIBELS results, the district will expand early literacy interventions with particular emphasis on Kindergarten and 1st grade. This includes additional instructional aides, extended learning time, and implementation of evidence-based reading intervention programs for struggling readers.

Mathematics Support Restructuring:
The decline in 7th grade mathematics performance has prompted a comprehensive review of middle school mathematics instruction. New actions include implementation of mathematics intervention blocks, enhanced teacher collaboration time, and targeted professional development in mathematics pedagogy.

Expansion of Successful Models:
The remarkable success with Students with Disabilities will be studied and adapted for other student populations. Key elements include intensive small-group instruction, frequent progress monitoring, and individualized intervention strategies.

College and Career Readiness Enhancement:
Despite overall stability in college readiness metrics, the district will implement earlier intervention strategies beginning in 9th grade, enhanced academic counseling, and expanded dual enrollment opportunities to improve post-secondary preparation.

Refined Data Systems:
More frequent progress monitoring will be implemented, with quarterly data reviews and mid-year strategy adjustments to ensure resources are deployed effectively and student progress is maximized.

These changes reflect a commitment to building on successful strategies while addressing areas of concern with increased intensity and refined approaches based on evidence of student need and program effectiveness.

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	College and Career (LCAP and LREBG)	Improve College and Career awareness, readiness, and attainment for all students 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it	$1,698,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students LCAP and LREBG Action Research consistently demonstrates that comprehensive college and career counseling significantly improves student outcomes, with participants showing higher high school graduation rates and increased post-secondary enrollment. In addition to counseling services, research shows that targeted professional development for teachers and systematic elimination of barriers for students are equally critical for success. Studies indicate that when educators receive training in equity and cultural competence, they create more inclusive learning environments that support achievement across diverse populations. Research also demonstrates that removing institutional barriers—such as providing flexible scheduling, credit recovery options, and extended learning opportunities—dramatically increases student engagement and course completion rates. When students receive this multi-layered support, combining counseling, skilled instruction, and barrier removal, they develop a better understanding of higher education pathways, navigate application processes more effectively, and identify available financial aid opportunities, ultimately leading to improved post-secondary outcomes. Metric being used to monitor the action: Metric 1.1 LREBG Funds supporting this action: $463,631 per year through 2027–28		

Action #	Title	Description	Total Funds	Contributing
1.2	Early Literacy	Expand early literacy efforts for broader academic readiness 1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting 1.2C | Standardize early learning assessments for the development of individualized early learning plans 1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards 1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade 1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students	$222,000.00	Yes
1.3	Culturally Responsive Classrooms	Promote meaningful, relevant, and respectful instruction for all students 1.3A | Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later 1.3B | Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments 1.3C | Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods 1.3D | Expand existing after-school and summer school supports to improve student academic outcomes	$610,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.3E | Continue outreach and translation services for families/caregivers to increase access to educational resources 1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	FOCUS ON EQUITY There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of state and local assessments, engagement tracking, and survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

==========
Red Dashboard Indicator | Required action detail explanation
==========

****
CA Dashboard | English Learner Progress
****

At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners.

CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school and summer programs.

CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners.

We will expand existing support programs to include specialized language acquisition interventions for long-term English learners. These programs will provide targeted instruction in small-group settings to address specific language development needs and help close the achievement gap.

We will collaborate with educational partners to design and implement professional development initiatives focused on best practices for supporting long-term English learners. These initiatives will include workshops, coaching sessions, and peer collaboration opportunities to ensure that teachers are well-prepared to meet the diverse needs of these students.

CUSD will integrate language support services into all aspects of the educational experience for long-term English learners. This includes embedding language development strategies into core academic subjects and providing additional resources to support the development of integrated language strategies.

This LCAP Goal 2 was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst our English Learners was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the CAASPP data indicated large gaps in student achievement in our English Learner group. It is evident that there needs to be a focus on our English Learner student achievement through basic services and targeted best practice instruction aligned to the state standards. Our English Learner Progress represents an area of concern and our district will specifically focus on designated multilingual strategies to improve the outcomes of our identified subgroup.

Additionally, Actions 2.1A, 2.1B, 2.1D, and 2.2F, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

Student Group within our LEA
English Learners

School sites within our LEA with Reds on the Dashboard-English Learner Progress
Hatch ES
El Granda ES
Half Moon Bay High School

Student Groups within any school within the LEA with Reds on the Dashboard
English Learner progress:

English Learner Progress

Hatch
English Learner

El Granada ES
English learner

HMBHS
English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th	2022-2023 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0%	2023-2024 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 42% . 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56%		2025-2026 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS| CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65%	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 2% 7th: Increased by 1% 11th: Increased by5% ENGLISH ONLY 3rd: Decreased by 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59%	7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th -0% SPECIAL EDUCATION 3rd - 18% 7th - 21% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 27% 11th -18% source: CAASPP		11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS | CAASPP Proficient and Above	7th: Decreased by 5% 11th: Increased by 6% ENGLISH LEARNERS 3rd: Increased by6% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 12% 7th: Increased by 14% 11th: Increased by 3% WHITE 3rd: Decreased by 12% 7th: Decreased by 6% 11th: Increased by 3% HISPANIC/LATINO 3rd: Decreased by 8% 7th: Decreased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11% source: CAASPP ELPAC 2023/2024	MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 30% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9%		ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED	11th: Decreased by 2% SOCIOECONOMICALLY DISADVANTAGED 3rd: Increased by 16% 7th: Increased by 1% 11th: Decreased by 4% MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Increased by 2% 7th: Decreased by 2% 11th: Increased by 4% ENGLISH ONLY 3rd: Increased by 5% 7th: Decreased by 6% 11th: Decreased by10% ENGLISH LEARNERS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990 54% source: Dataquest	SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10% source: CAASPP ELPAC 2024/2025 Data will be produced in June 2025 Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 81.50% source: Dataquest		3rd - 34% 7th - 20% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 5% 11th: Decreased by 6% WHITE 3rd: Decreased by 1% 7th: Decreased by 10% 11th: Increased by 3% HISPANIC/LATINO 3rd: Increased by 16% 7th: Decreased by 10% 11th: Decreased by 7% SOCIOECONOMICALLY DISADVANTAGED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3rd: Increased by 5% 7th: No Change 11th:by Decrease 1% ELPAC – % Scoring Level 4 (Highest Level) 2023–2024: 16.5% 2024/2025 Data will be produced in June 2025, Level 4 on ELPAC RFEP (Reclassification Rate – Ever-ELs) 2022–2023: 54% 2023–2024: 81.5% Change: Increased by 27.5%
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives: For year 3, modify this set of metric to focus just on % of At- Promise students in AP classes at HMBHS, removing the	2022/2023 Electives offered: 27 Sections Available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 sections available For year 3: 2024-2025 Electives offered at HMBHS:		2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%.	The number of AP/elective sections increased in 2023-24 from 27 to 30 sections, a more than 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Honors, Athletics and Electives		AP courses: 15 Elective courses: 12 Total: 27 sections available		32 Sections Available	
2.3	Discipline data in secondary schools (Suspension & Expulsion Rates.	2022-2023 Discipline data in secondary schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: DataQuest	2023-2024 Discipline data in secondary schools (Suspension & Expulsion Rates) Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.10% Source: DataQuest		2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate: 2025-26: 2.43% based on 22-23 baseline Expulsion Rate 2025-26: .12% based on 22-23 baseline Source: DataQuest	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%	Attendance Data (District Wide) 2023/2024: 2023-24: 91.5%		Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was a minor drop in the attendance rate for 2023-24 Difference: -0.3%
2.5	Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4% Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4% Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Middle School Dropout Rate (7th & 8th)	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of High School Dropout Rate will be reduced to 1% source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
2.7	High School Dropout Rate	Data from DataQuest and CALPADS 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 9-12: 26/1028=2.5%		2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2% Source: DataQuest	There has been a small decline in the HS dropout rate for the secondaries, with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
2.8	High School Graduation Rate	2022-23 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort		2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. will increase by 10%. Reclassification By 2027, Students scoring Level 4 on the	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 16.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2023-24 14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%		2025/2026 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 26.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and	Focus Area: English Learner Performance Subgroups: All EL Students Source: ELPAC & Dataquest ELPAC – % Scoring Level 4 2022–2023 (Baseline): 16.50% 2023–2024: 14.18% Change: -2.32% Interpretation: A decrease in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP rates of reclassification. 54%			Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	English Learners scoring Level 4 on the ELPAC, suggesting a need for targeted language development support. RFEP – Reclassification Rate 2022–2023 (Baseline): 54% (541 out of 990 Ever-ELs) 2023–2024: 81.50% Change: +27.5%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified implemented targeted supports to improve academic achievement, attendance, and engagement among At-Promise student groups. The district expanded course offerings, improved graduation rates, and maintained low suspension/expulsion rates. Substantive implementation aligned with most planned actions, though challenges remain in academic progress among English Learners and Socioeconomically Disadvantaged students.

Key Differences & Challenges:
While dropout and chronic absenteeism rates improved across several sites, they remained high at Pilarcitos Alternative High and among SED populations. English Learners saw a significant increase in RFEP rates (from 54% to 81.5%), but CAASPP proficiency rates in both ELA

and Math remained low or declined, especially in upper grades. In contrast, Special Education students showed gains in early grades (e.g., 3rd grade Math up from 22% to 29%).

Successes:
Graduation rates increased at both HMBHS (+1.3%) and Pilarcitos (+28.6%).

RFEP rates improved remarkably (54% to 81.5%).

Discipline rates slightly decreased (suspension down 0.1%).

Dropout rates held steady or improved across all grade bands.

Elective offerings remained consistent, supporting student engagement.

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 were no major material / services differences in the total allocation of LCFF funds for increased or improved services; however, adjustments were made in how funds were implemented to meet student needs more effectively. While funds were originally budgeted to expand elective and AP course offerings, slight decreases in enrollment and staffing led to a reduction in sections at both middle and high schools. These underspent funds were reallocated to support targeted interventions, including additional instructional aide support and expanded after-school academic assistance, particularly for English Learners, socio-economically disadvantaged students, and students with disabilities who continue to underperform on CAASPP assessments.

Academic Performance Results:

Language Arts performance showed minimal change
Mathematics performance slightly increased in 3rd and 11th grades
75% of English Learners demonstrated growth on the English Language Proficiency Indicator (ELPI)

Goal 2 Action 1: Improved Achievement for Unduplicated Students
Variance: $24,450 underspent

Minimal underspending occurred due to decreased student enrollment, with expenditures naturally being lower than planned.

Goal 2 Action 2: Fair Practices for All Students
Variance: $30,000 overspent
Overspending was due to increased mental health services to better support student needs.

Goal 2 Action 3: Safe Schools Environment
Variance: $146,616 underspent

This underspending was primarily due to:

*Decreased ELD sections at the secondary level
*Salary savings despite increases for intervention staff, counselors, and summer school staff

Strategic Service Adjustments
The Planned Percentage of Improved Services was met, with estimated actuals reflecting a strategic shift in service delivery:

Intensive services in lower grades where academic progress was observed, such as 3rd-grade Students with Disabilities whose math proficiency increased from 22% to 29%

Redirected language support resources mid-year toward language acquisition supports rather than reclassification workshops, responding to data showing RFEP rates rose significantly (from 54% to 81.5%) while the percentage of EL students scoring Level 4 on ELPAC declined slightly
Targeted interventions for continued low proficiency among English Learners and chronically absent students at Pilarcitos

Summary
No material variances in total improved services occurred. Estimated actual expenditures were strategically adjusted to address emerging needs, ensuring that underserved students continued to receive increased or improved services in compliance with LCAP goals.

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

Several specific actions showed positive impact, while others revealed areas needing additional refinement:

Targeted interventions and academic support were effective for students with disabilities. This is reflected in increased ELA proficiency for SPED students in 3rd grade (from 6% to 18%) and in 7th grade (from 7% to 21%), as well as gains in math.

Expanded elective and AP course offerings helped maintain engagement at the secondary level, contributing to improved graduation rates at Pilarcitos (from 35.0% to 63.6%) and reduced dropout rates (grades 9–12 from 2.8% to 2.5%).

Actions to support English Learners had mixed effectiveness. RFEP rates jumped from 54% to 81.5%, indicating strong reclassification efforts; however, the percentage of EL students scoring a Level 4 on the ELPAC declined (from 16.5% to 14.18%), suggesting that while students are being reclassified, language proficiency may still require stronger instructional support.

Efforts to reduce chronic absenteeism showed partial effectiveness. Some elementary schools (e.g., Alvin S. Hatch and Kings Mountain) saw substantial improvements, while others (e.g., HMBHS) showed increases, indicating that the tiered re-engagement strategies had inconsistent outcomes.

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.

Refined Supports for English Learners: Despite the increase in RFEP rates, the drop in ELPAC Level 4 performance led to a revision in EL support strategies. For 2024–25, the district will implement site-based EL specialists, provide structured language development time, and increase teacher training in designated and integrated ELD.

Increased Emphasis on Early Literacy and Numeracy: Given improved results in 3rd-grade SPED and SED math and ELA scores, the district will double down on early interventions by expanding push-in instructional aides and K–3 intervention blocks, shifting some funds from secondary elective enrichment.

Chronic Absenteeism Intervention Revisions: Attendance efforts will now include a districtwide attendance task force, monthly data reviews, and home visits for Tier 3 students, with increased coordination between site admin, counselors, and families.

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	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners. CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schedule and provide additional support through after-school and summer programs. CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners. 2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students 2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula 2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts (LCAP goal 2.4 & 2.8) 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) (LCAP 4.3)		

Action #	Title	Description	Total Funds	Contributing
2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring 2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	$685,000.00	Yes
2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses	$390,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on implementation of student safety protocols to guide campus security efforts		
2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	Reducing Chronic Absenteeism: 2.4A Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism 2.4B Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families 2.4C Create attendance teams at every site to focus on the root causes of absenteeism for students 2.4D Increase family education initiatives and messaging to ensure they understand the importance of attendance	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WHOLE CHILD The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After a detailed equity audit and the adoption of a new strategic plan, data from students, parents, teachers, and staff provided input on the need to increase the services that address the needs of the whole child.

==========
Red Dashboard Indicator | Required action detail explanation
==========

****
CA Dashboard | Suspension Rates
****
The metrics and actions within this LCAP Goal 3 will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Below you will find a list of improved processes and procedures that will help address this broad goal and support our efforts to serve both the academic and social needs of our students and families.

*Sites will develop expanded alternatives to exclusionary discipline programs
*Expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD)
*Continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites

This LCAP Goal 3 was confirmed through our engagement with educational partners. We will focus on maintaining our students actively engaged in the classrooms improve academic performance and provide a safe learning environment for all students. Suspension rates were an area repeatedly emphasized during feedback sessions and throughout survey data. In addition, it is important to ensure that we incorporate restorative practices throughout our district. Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

As chronic Suspension Rates represent an area of concern, our district will specifically focus on restorative justice/PBIS intervention support practices to keep students in school learning provide a safe learning environment, and focus on students' well-being.

Additionally, Actions 3.1B, 3.1 E,3.1F,3.2A, 3.2 B, 3.2C, 3.2D, 3.2 E, 3.3F, and 3.3C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

School sites within our LEA with Reds on the Dashboard- N/A (none identified for Suspension Rates)

Student Groups within the LEA- (Suspension Rates)

Homeless Youth
Students with Disabilities

Student Groups within any school within the LEA- Suspension Rates
Half Moon Bay High
Students with Disabilities
Cunha MS
Students with Disabilities
Hispanic
Socioeconomically Disadvantaged

****
CA Dashboard | Chronic Absenteeism
****

We will significantly increase staff, family, and community engagement to inspire and support them to be actively involved in preparing their students to be college and career-ready and to reduce chronic absenteeism.

Here are some specific areas where we will focus on improving systems and processes to improve Chronic Absenteeism:

*Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism
*Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families
*Create attendance teams at every site to focus on the root causes of absenteeism for students
*Increase family education initiatives and messaging to ensure they understand the importance of attendance

This LCAP Goal 3 was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

Additionally, Actions 3.1E, 3.1F,3.3C, 3.3D, and 3.3F in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

School sites within our LEA with Reds on the Dashboard- CHRONIC ABSENTEEISM
Hatch ES
Farallone View ES
Kings Mountain ES

Student Groups within the LEA- Chronic absenteeism

All Students
Hispanic
Homeless Youth
Socio-economically Disadvantaged
White

Student Groups within any school within the LEA with Reds on the Dashboard Chronic Absenteeism:
Hatch ES:
All Students
English Learner
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

El Granada ES:
Students with Disabilities

Farallone View ES
All Students

Kings Mountain ES
All Students
White

Cunha MS
Socioeconomically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness	For 2023 CHKS data: 5th: 67% 7th: 44% 9th: 49% 11th: 47%	For 2024 CHKS data: 5th: 75% 7th: 55% 9th: 44% 11th: 49%		Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2024 are closer to the Year 3 target, except a 5% decline in the 9th grade results Difference: 5th: +8% 7th: +11% 9th: -5% 11th: +2%
3.2	% student expulsion and suspension data	From Ca School Dashboard: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%		Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23: 0.14%				in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%
3.3	% student attendance Rate	Data from School Status Attend 2021-22: 92.3%; 2022-23: 91.8%;	Data from School Status Attend 2023-24: 91.5%		By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate is dropping slightly. We do expect improvement in 24-25 Difference: -0.3%
3.4	% district Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved (with the exception

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	of HMBHS)and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%
3.5	# of Middle School student Dropout Rate	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
3.6	# of High School student Dropout Rate	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS		# of High School Dropout Rate will be reduced to 1%	There has been a small decline in the HS dropout rate for the secondaries,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	2023-24 Dropout rate grades 9-12: 26/1028=2.5%		source: DataQuest and CALPADS	with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
3.7	% High School Graduation Rate	Data from DataQuest 2022-23 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% 2022-23 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50% with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	The Panorama Survey was the original metric, and was discontinued in the 2024-25 School year. We have replaced it with the WestEd Parent Survey, connected as part of the TUPE/CA Healthy Kids Survey (CHKS) For the 2024-25 school year, The below are actions/notes rather than metrics. These will be reflected in the Actions going forward. [Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps.	Data from Surveys: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78% favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). Data from WestEd California School Parent Survey (CSPS) 2022-23, District aggregate 358 parents completed the CSPS School actively seeks the input of parents before making important decisions.	Source: WestEd California School Parent Survey (CSPS) 2023-24, District aggregate 528 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 52% Parents feel welcome to participate at this school. Strongly agree/agree: 75% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 88%		Data from Survey: 10% increase in survey participation: Parents completing the WestEd California School Parent Survey (CSPS) District aggregate: Target = 394 parents completing 5% annual increase in parent engagement metrics: School actively seeks the input of parents before making important decisions. Strongly agree/agree: Target = 70% Parents feel welcome to participate at this school. Strongly agree/agree: Target = 82%	We saw a significant increase in parent participation in the CSPS, from 358 to 528 from years 1 and 2. We would like to maintain the 10% increase goal for year 3. We did note a decline of 15% in parents feeling that the school actively seeks the input of parents before making important decisions. Other metrics are similar or the same. The Special Education metrics were not available in 2022-23, but will be added going forward. Difference: +170 parents completed the CSPS School actively seeks the input of parents before

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Develop Communication Strategies]	Strongly agree/agree: 67% Parents feel welcome to participate at this school. Strongly agree/agree: 78% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 89% This school is a supportive and inviting place for students to learn. Strongly agree/agree: 79% This school is a safe place for my child. Strongly agree/agree: 80% For the 2024-25 school year, The below are actions/notes rather than metrics. These will	This school is a supportive and inviting place for students to learn. Strongly agree/agree: 76% This school is a safe place for my child. Strongly agree/agree: 80% Parents of students with IEPS: School actively seeks the input of parents: 11% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 23% strongly agree Parents of students with IEPS: Communication with parents about school: 31% strongly agree		School keeps me well-informed about school activities. Strongly agree/agree: Target = 86% Attended a general school meeting: Target = 93% This school is a supportive and inviting place for students to learn. Strongly agree/agree: Target = 83% This school is a safe place for my child. Strongly agree/agree: Target = 84%	making important decisions. Strongly agree/agree: -15% Parents feel welcome to participate at this school. Strongly agree/agree: -3% School keeps me well-informed about school activities. Strongly agree/agree: No change Attended a general school meeting: -1% This school is a supportive and inviting place for students to learn. Strongly agree/agree: -3% This school is a safe place for my child. Strongly agree/agree: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be reflected in the Actions going forward. [Increase family Engagement Use emails, newsletters, social media, and the school website to reach parents and families. Language Accessibility: Ensure communications are available in multiple languages as needed. Consistent Messaging: Provide clear information about the importance of home-school connectedness and how parents can get involved. Increase Parent Involvement: Develop Professional Development that targets the following areas: Workshops and Events: Organize workshops, seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school.				IEP data not available for 2022-23 for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent-Teacher Associations: Strengthen the role of PTAs and other parent groups. Enhance Technology and Accessibility: Promote the use of online portals for parents to access student information and school updates. Virtual Meetings: Offer virtual meetings and webinars to accommodate parents' schedules and increase accessibility. Provide Support and Resources:]				
3.9	% enrollment of Student Engagement through Summer School Interventions Source: Summer School Attendance Data Receommndation: change just to enrollment	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88 High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35	Final enrollment for SS 2024 estimated at: 545 Big Lift = 140 Summer STEAM = 165 Bridge Freshmen = 5 Credit Recovery = 132 High School PE, Algebra, Science = 19 ESY & Summer Skills = 34		10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	In 2024, the summer school program saw an almost 20% rise in the number of students enrolled. Programs shifted with the addition of ELOP and elimination of Immersion. The freshman bridge was disaggregated from the HS program. There were significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELOP = 50			increases in Summer STEAM and Credit Recovery courses. Difference: Final enrollment: +94 Big Lift: +4 Summer STEAM: +25 Immersion: no comparison data Credit Recovery: +44 High School PE, freshman, Algebra, Science: -10 ESY & Summer Skills: -1 ELOP: no comparison data

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Behavior was addressed by the continuation of PBIS and the expansion of District-wide Restorative Practices. The expansion and outreach of our SEL/Mental Health programs with Wellness Room at HMBHS and chill room at Cunha, continues the work of our SLS counselors. The increasingly robust MTSS program addresses academic needs as well as, SEL, Mental Health, and Behavior, including Chronic absenteeism. Attendance teams and parent communication about their child's attendance has improved our Chronic levels. We have moved out of Differentiated Assistance for all groups except LTELs in Chronic Absences, Math and ELA.

WHOLE CHILD

The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

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.

Goal 3 Action 1: Layers of Support
Variance: $8,000 underspent

Minimal underspending occurred in the implementation of support systems.

Goal 3 Action 2: Social-Emotional Support
Variance: $6,500 underspent
Minimal underspending in social-emotional support services.

Goal 3 Action 3: Family Engagement
Variance: $500 overspent
Minimal overspending to maintain family engagement programming.

Strategic Service Adjustments

The Planned Percentage of Improved Services was met, with estimated actuals reflecting a strategic shift in service delivery:

*Major operational shift toward paying for substitutes to implement a PK-12 Multi-Tiered System of Supports (MTSS) tiered plan of staff and student support
*Standardized intervention strategies designed to enhance core instruction and serve student needs
*Cost savings from decreased enrollment reduced the need for release time funding

Summary
No material variances in total improved services occurred. Estimated actual expenditures were strategically adjusted to address emerging needs, ensuring that underserved students continued to receive increased or improved services in compliance with LCAP goals.

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

Our efforts to address Dashboard deficits in Math, ELA, Chronic Absenteeism, Suspension Rate, and College and Career have resulted in the removal of the last two areas, and Hispanic, ELs, SED, Homeless, and SWD subgroups all performing at improved levels

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.

We are replacing the Panorama Survey with the CA School Parent Survey

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	Layers of Support	Continue student wellness strategies and monitor student outcome data to support the whole child 3.1A | Expand on robust athletics and VAPA programs to create more diverse opportunities for student belonging (e.g., clubs) 3.1B | Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services 3.1C | Integrate thematic units incorporating culturally relevant lessons, Visual Arts and Performing Arts, Environmental Sustainability, STEM, and wellness supports into core curricula 3.1D | Promote nutrition, health education, and physical activity within the core curriculum 3.1E | Implement a PK-12th MTSS tiered plan of staff and student support providing standardized intervention strategies designed to enhance core instruction and serve student needs 3.1F | Engage in Plan-Do-Study-Act Cycles of Inquiry to review CHKS data and integrate into SPSA goals	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students (LCAP and LREBG)	3.2 A Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1) 3.2 B Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being 3.2 C Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being (LCAP 4.1) 3.2 D Continue development and implementation of Behavior Intervention Plans (BIPs) for students identified as needing those services by Coordination of Services Teams (COST) 3.2 E Maintain community partnerships to provide cost-effective resources that can help support students and families (LCAP 4.2) 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12) LCAP and LREBG Action Research extensively validates this comprehensive approach to social-emotional support. Studies demonstrate that multi-tiered frameworks like PBIS and MTSS reduce disciplinary incidents by 20-60% while improving academic outcomes and school climate. Evidence-based SEL programs yield an average of 11 percentile points of improvement in academic achievement and significant reductions in behavioral problems. School-based mental health services show superior outcomes compared to external referrals, with students demonstrating greater treatment adherence and improved engagement. Individualized behavior interventions, when implemented systematically, reduce problematic behaviors by 80-90% while increasing positive outcomes. Community	$512,871.00	No

Action #	Title	Description	Total Funds	Contributing
		partnerships enhance effectiveness and sustainability, while family and community SEL capacity building create reinforcing environments that strengthen and sustain student behavioral improvements over time. Metric being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $455,871 per year through 2027–28		
3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes	$38,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	DISTRICT SUSTAINABILITY Build on environmental literacy efforts, optimized facilities, efficient use of resource and ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of 5th, 8th, and 12th grade students at proficiency or above on the CAASPP CAST scores	2022-2023 Data 5th Grade 28% 8th Grade 24% 12th Grade 21%	2023-2024 Data 5th Grade 30% 8th Grade 29% 12th Grade 27%		2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31%	2023-2024 Data 5th Grade +2% 8th Grade +5% 12th Grade +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: CAASPP CAST Data	source: CAASPP CAST Data		source: CAASPP CAST Data	source: CAASPP CAST Data
4.2	Meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications	2023-2024 Data 7% reserve	2024-2025 Data 3% reserve		2026-2027 Data Maintain a minimum of 3% reserve yearly	2024-2025 Data On Target
4.3	% of diverse teaching staff by 3% and % of teachers participating in professional development towards career advancement	2023-2024 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3%		2026-2027 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3% Data will be retrieved at the end of 2026/2027 academic school year.	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3% On Target
4.4	All schools will rate "Good" on the FIT report	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC): 3 out of 7 schools	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):		7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745		Accountability Report Cards (SARC)	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745
4.5	% of CUSD teachers appropriately assigned and fully credentials in the subject area and for the students they are teaching	83% of teachers are considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2022-2023 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	83% of teachers are considered Highly Qualified DATA SOURCE: Due to CDE being unable to update the Data, we will use our own CUSD data to determine if staff is highly qualified.		86% of teachers will be considered Highly Qualified DATA SOURCE: CUSD Data	83% of teachers are considered Highly Qualified DATA SOURCE: CUSD Internal humna Resources data.
4.6	% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials		2025-2026 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Energy and water cost	2022-2023 Energy and Water Cost Total energy costs =$808,348.07 Total water costs =$109,627.76 TOTAL Energy & Water Cost=$917,975.83. source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and California Water Service	2023-2024 Energy and Water Cost Total energy costs =TBD June 26, 2025 Total water costs =TBD June 26, 2025 TOTAL Energy & Water Cost=TBD June 26, 2025 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and California Water Service		Costs from energy and water savings will decrease by 10% lower than baseline data	2023-2024 Energy and Water Cost On Target TBD June 26, 2025 Prior to Governing Board meeting

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified School District implemented comprehensive sustainability initiatives focused on environmental literacy, facility optimization, resource efficiency, and positive climate frameworks. The district prioritized Basic Conditions of Learning (Priority 1) and School Climate (Priority 6) while building systems to control operational costs and match services to enrollment patterns.

Key Differences & Challenges:
The district maintained fiscal responsibility by successfully meeting the legally required 3% economic uncertainty reserve, reducing from 7% to the mandated 3% threshold. However, this tighter fiscal position required careful resource allocation and operational efficiency improvements. Environmental literacy initiatives and facility optimization efforts were implemented as planned, though specific metrics for environmental program effectiveness were not fully established in Year 1.

School climate improvements showed mixed progress across sites. While positive climate frameworks were implemented district-wide, the FIT (Facilities Inspection Tool) reports revealed that only 3 out of 7 schools achieved "Good" ratings, indicating ongoing challenges with facility conditions that impact learning environments. This represents a significant area requiring continued attention and investment. Academic performance in science showed positive trends, with CAASPP CAST (California Science Test) scores improving across all tested grade levels: 5th grade increased from 28% to 30% proficient, 8th grade improved from 24% to 29%, and 12th grade advanced from 21% to 27%. These gains suggest that environmental literacy and sustainability education initiatives may be contributing to enhanced science learning outcomes.

Successes:

*Successfully met state-mandated fiscal reserve requirements while maintaining educational services
*Achieved consistent improvements in science proficiency across all grade levels (5th, 8th, and 12th grades)
*Maintained operational stability while implementing sustainability practices
*Established baseline data for facility conditions through FIT assessments
*Successfully increased diverse teaching staff representation by 3% as planned
*Enhanced teacher professional development participation for career advancement by 3%

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.

Budget Variance Analysis and Strategic Reallocations
Cabrillo Unified School District implemented strategic reallocations of Local Control Funding Formula (LCFF) funds to better address emerging student needs while maintaining our overall commitment to increased or improved services for unduplicated pupils. In response to

a district-wide budget spending freeze requiring reduced overall expenditures, we reallocated resources to preserve our strategic academic and social interventions.

Goal 4: Sustainability and Facility Improvements

Goal 4 Action 1: Environmental Sustainability
Variance: $41,000 Underspent
Environmental Sustainability continues to be a focus across the district. We were on target, spending 96% of our estimated expenditures. We did not spend 4% of the budget due to saving costs on our environmental sustainability initiatives, not limited to reducing our carbon footprint through energy saving in our MOT department and environmental sustainability practices.

Goal 4 Action 2: Fiscal Sustainability
Variance: $14,050 underspent
The primary reason for this underspending was the freezing of contracted services due to the budget spending freeze at the beginning of the academic year.

Goal 4 Action 3: Employee Sustainability
Variance: $160,000 underspent
Our goal is to create systems to recruit, retrain, and support highly qualified and diverse staff. Our team is working on low-cost recruitment efforts that are a cost savings.

Summary:
Significant fiscal adjustments were made to align with the district's sustainability goals and legal requirements while maintaining educational quality. The most substantial change involved reducing the economic uncertainty reserve from 7% to the legally required minimum of 3%, freeing up approximately 4% of the district's budget for reinvestment in educational programs and facility improvements.
These reallocated funds were strategically deployed to support environmental literacy programs, facility upgrades to improve Facility Inspection Tool (FIT) ratings, and enhanced science instruction that contributed to the observed CAASPP California Science Test (CAST) improvements.
Professional Development and Staffing
Professional development investments were maintained as planned, with funds supporting:

3% increase in diverse teaching staff
Enhanced career advancement opportunities for educators
Alignment with sustainability goals by building internal capacity and reducing long-term recruitment and retention costs

Facility Improvements
Facility improvement expenditures were adjusted based on FIT assessment results, with priority given to the four schools not meeting "Good" standards. This represented a shift from general facility maintenance to targeted improvements addressing specific safety, functionality, and learning environment deficiencies identified through the systematic facility inspection process.

Strategic Service Adjustments

The Planned Percentage of Improved Services was maintained, with delivery focused more heavily on sustainability initiatives including:

Environmental education program implementation
Energy efficiency improvements in facilities
Technology upgrades supporting both learning and operational efficiency
Professional development emphasizing sustainable practices and environmental literacy

Summary
No material variances in total improved services occurred. Resources were strategically reallocated to maximize both immediate educational impact and long-term operational sustainability.

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

Specific sustainability actions demonstrated varying levels of effectiveness across different focus areas:

Highly Effective Actions:

*Fiscal management strategies proved exceptionally successful, achieving the required 3% reserve while maintaining educational programming. This demonstrates effective operational cost control and resource optimization

*Science education enhancements showed consistent positive impact across all grade levels, with CAASPP CAST scores improving at 5th grade (+2%), 8th grade (+5%), and 12th grade (+6%)

*Staff diversity and professional development initiatives met targets, with successful 3% increases in both diverse teaching staff representation and teacher participation in career advancement programs

Moderately Effective Actions:

*Environmental literacy implementation showed promise through improved science scores, though direct measurement of environmental knowledge and behaviors requires development

*Positive climate framework implementation contributed to overall school stability, though comprehensive climate survey data is needed for full assessment

*Resource efficiency measures supported fiscal sustainability while maintaining service levels

Areas Requiring Enhanced Focus:

*Facility conditions represent the most significant challenge, with only 3 out of 7 schools achieving "Good" FIT ratings. This 43% success rate indicates substantial need for continued facility investment and improvement

*Environmental literacy program assessment requires more robust metrics to measure effectiveness beyond science test scores

*School climate measurement needs expansion beyond discipline and attendance data to include comprehensive wellness and engagement indicators

Overall Assessment:

The district successfully balanced fiscal sustainability with educational improvement, as evidenced by improved science performance and maintained reserve requirements. However, facility conditions present a significant challenge requiring sustained attention and investment to create optimal learning environments across all 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.

Enhanced Facility Improvement Strategy:
Given that only 3 out of 7 schools achieved "Good" FIT ratings, the district will implement a comprehensive facility improvement plan with specific timelines and resource allocation for each of the four schools requiring upgrades. This includes establishing quarterly FIT assessments and targeted improvement goals for each site.

Expanded Environmental Literacy Metrics:
Building on the positive CAASPP CAST results, the district will develop comprehensive environmental literacy assessments including student knowledge, behavior changes, and community engagement measures. New actions include student-led environmental projects, community sustainability partnerships, and annual environmental impact reporting.

Refined Fiscal Sustainability Planning:
While successfully meeting the 3% reserve requirement, the district will implement enhanced budget forecasting and scenario planning to ensure continued fiscal health. This includes developing multi-year sustainability projections and establishing contingency plans for enrollment fluctuations.

Comprehensive Climate Assessment:
Beyond the current metrics, the district will implement comprehensive school climate surveys for students, parents, and staff to better measure the effectiveness of positive climate frameworks. New indicators will include social-emotional wellbeing, mental health support utilization, and engagement tracking.

Professional Development Enhancement:

Building on the successful 3% increases in staff diversity and career advancement participation, the district will expand professional development to include sustainability education training for all staff, environmental literacy curriculum development, and facility management best practices.

Integrated Sustainability Dashboard:
A new comprehensive monitoring system will track facility conditions, environmental education outcomes, fiscal health indicators, and climate metrics in an integrated dashboard allowing for real-time adjustments and data-driven decision making.

These changes reflect the district's commitment to holistic sustainability encompassing fiscal responsibility, environmental stewardship, facility excellence, and positive learning climates while building on demonstrated successes in science education and staff development.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Environmental Sustainability	4.1A Implement Environmental Sustainability scope and sequence of experiences to provide all students with environmental literacy and outdoor learning activities 4.1B Train TK-5 educators using district science adoption to increase early scientific literacy 4.1C Maintain energy consumption and waste reduction awareness campaigns districtwide 4.1D Maintain clean and orderly classrooms and schools to support learning and ensure the safety of students and staff 4.1E Develop a multi-year Environmental Sustainability Plan to guide ongoing district actions toward promoting district-wide sustainability strategies 4.1F Continue ongoing bond investments to build upon school gardens, solar power generation, and water capture strategies at every school site	$2,211,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	4.2A. Follow FCMAT fiscal health framework to address deficit spending and increase reserves 4.2B Adopt and enact a Fiscal Stabilization Plan to provide reductions and savings required of financial solvency and sustainability 4.2C Explore a replacement parcel tax to increase funding for staff compensation 4.2D I Improve the use of CUSD's position control system to ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments 4.2E Implement SMCOE's recommended budget development process to secure an accurate account of expenditures and income 4.2F Continue to engage in Budget Advisory Committee meetings to obtain regular feedback on budgetary decisions	$15,000.00	No
4.3	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	4.3 A Collaborate with California Department of Education, higher education institutions, and other recruitment organizations and agencies to engage a diverse and highly skilled talent pool 4.3B Develop an employee feedback survey for all staff to provide data for HR decision making 4.3C Explore alternative compensation structures to incentivize recruitment and retention of high potential, high performing, and diverse staff (e.g., below-market-rate staff housing) 4.3D Support beginning educators in their practice through the California Commission on Teacher Credentialing Teacher Induction Model	$235,000.00	No

Action #	Title	Description	Total Funds	Contributing
		4.3E Promote a "Grow Your Own" program to help identify local talent and support CSEA employees for teacher certification and career advancement 4.3F Develop a district webpage to communicate opportunities for employee advancement through professional development by 2025		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,034,349	$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
6.867%	0.000%	$0.00	6.867%

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
1.1	**Action:** College and Career (LCAP and LREBG) **Need:** Improve College and Career awareness, readiness, and attainment for Foster Youth (FY) English Learners (EL), Low income (LI). students. The California Dashboard data for College and Career readiness indicates that while the district meets the standard for having a broad course of study, there is a significant	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and	Metric 1.1 By 2029, all students (12 grade) will exceed the state 5-year Graduation Rate (> or = 86.4%) By 2029, targeted subgroups' (LI and EL) 5-year Graduation Rate will

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
	gap in access to course offerings for our unduplicated students. The data also suggests that even when accessing the course offerings impacted student groups are not passing classes and becoming credit deficient. These disparities are seen mostly among English Learners (EL) and Low income (LI), when compared to state metrics. The data below highlights an urgency to address graduation rates of identified youth as well as their access to the broad course of study available to them. ********** 5-Year Graduation Rates 2023 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 86.2% White: 88.6% Low Income: 80.7% English Learners: 70% Foster Youth: No data 5-Year Graduation Rates 2024 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 89.4% White: 93.3% Low Income: 86.5% English Learners: 76.3% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2023 (Source: Dataquest): All Students: 48.5%	supports that will lead to increased college and career opportunities. Additionally, actions to provide professional development and training on the impacts of credit deficiency, the lasting effects on engagement with chronic failure in core classes, and the effects of institutional barriers to appropriate coursework and or course options, including the variety of different pathways to engagement. Encompassing this work in a data-driven system to address root causes of graduation rates and college and career will surface root causes to issues of engagement in desired courses of students and successful completion measured in semester grade, not just the effects - low attendance, truancy, and disengagement. For EL students, a data-driven response will assist in ensuring that language acquisition is not a barrier to achievement. Timely monitoring of progress will provide real-time responses that encourage engagement rather than discouraging participation. Early responses to skills-based learning in the early grades and consistent monitoring of academic progress and language acquisition will allow early access to interventions targeted to specific needs, including language needs, skill-based needs, or content-based needs. For FY students, providing a course of study for each student that is not only attainable but also desired will increase preparedness and graduation rates. Early intervention will provide resilience through gaps in attendance and skills that are	be within 5% of White students (> or = to 83.6%) By 2029, all students (12 grade) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements (> or = to 58.5%) By 2029, targeted subgroups (LI and EL) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements: EL: 8.2%; LI: 38.8% By 2029, all students (12 grade) will show a 10% increase in the College and Career Readiness Indicator: 54.7% By 2029, targeted subgroups (LI and EL) will show a 10% increase in the College and Career Readiness Indicator: EL:3.0%*; LI: 20% *2024 data

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
	White: 61.7% Low Income: 28.8% English Learners: 4.1% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2024 (Source: CALPADS): All Students: 43.5% White: 49% Low Income: 29% English Learners: 6% Foster Youth: No data College and Career 2023 (Source: California School Dashboard): All Students prepared 31.7% White: 44.7% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No data College and Career 2024 (Source: California School Dashboard): All Students prepared 36.1% White: 57.8% English Learners prepared: 2.7% Low Income prepared: 17.9% Foster Youth: No data Analysis of the Data: District graduation rates and college and career preparation for 2023 were below state graduation rates and graduation rates among FY*, EL's and LI are all below white peers	easily transferable among different settings. Solidifying skills in how to learn makes it possible for FY students to learn in any setting. For LI students, ensuring that economic status is not a barrier to participation and opportunities for early recovery will increase on-time graduation and post-graduation opportunities. Early opportunities and intervention as needed, in primary grades, provide successful skill acquisition and center the student in their capacity to learn and apply learned skills to new skill sets. Actions of timely intervention act as a bridge for students and signal the capacity to successfully participate in their learning, and are based on. Professional learning and careful attention to results and data for all students assist the district in focusing on the system students engage in and making that system flexible and dynamic in addressing each student's needs. A strong, responsive Multi-Tiered System framework is a framework that can meet each student where they are so that graduation and post-graduation opportunities are increased across all student groups. The funds used for these actions start with supporting students in the earliest grades and maintaining that support through high school, where students have the confidence to be the agents of their futures. Early successes in skills and content build on each other so that the requirements in high school are felt by students as attainable. The commitment of staff to understanding issues of equity and implicit bias,	

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
	within the district and all peers compared to state data. * No data for Foster Youth as there were none identified for Cabrillo Unified in the reported years. As FY students are identified, listed support actions will be applied and data tracked Improvements for 2024 are incremental for FY, ELs and LI students and district as a whole, with larger gains among White students. All groups continue to be below the state levels for graduation rate and college and career. While the district meets the "Broad Course of Study" standard, the College and Career data suggests a lack of access to this "Broad Course of Study" for our targeted student groups. These disparities underscore the need for targeted and intensive intervention with students currently in the impacted groups (FY, EL and LI). Intervention that provides access to the broad course of study and opportunities for youth to participate fully in preferred options within that broad course of study. Interventions that permit early credit recovery, prevent long-term credit deficiency and the corrosive effects of chronic failure in coursework would address both your preparedness and engagement in high school coursework that lead to college and career preparedness. Cabrillo Unified School District is committed to implementing these targeted actions with data-driven decision-making and	along with the building of cultural competency, creates a learning environment where students are seen, valued, and have a felt sense of belonging. As a result of this work EL, FY and LI students will experience increased graduation rates and confidence in their opportunities post graduation. As a result of this work, students will be prepared for college and career. Below are the specific subactions that will lead to this goal. These subactions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it 1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours	

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
	frequent monitoring of progress toward college and career goals. These actions will close the disparity noted in graduation rates and preparedness for post-graduation opportunities. **Scope:** LEA-wide	1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students	
1.2	**Action:** Early Literacy **Need:** Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2023/2024 highlights significant gaps in early literacy performance among English Learners (EL), low-income (LI), and foster youth (FY) students compared to their peers, particularly when contrasted with the performance of White students and the general student population. This data highlights the urgency needed to target interventions to address these literacy gaps. ********** * All Students: (CAASPP DATA Proficient and Above for ELA 2023/2024) *3rd Grade: 42%	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased early literacy efforts Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting	Metric 1.2 By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)

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
	*7th Grade: 41% *11th Grade: 46% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Foster Youth: No Data because we had no Foster Youth students to report Analysis of the Data: The data indicates that our English Learners (EL) are significantly below their peers with 3rd grade at 9%, 7th grade at 0%, and 11th grade at 0%, compared to All Students (42%, 41%, 46%). The most critical gap is evident in the 7th and 11th grades, where EL students show 0% proficiency compared to 42% of all students. Socioeconomically Disadvantaged (LI) Students are significantly below their peers with 3rd grade at 32%, 7th grade at 27%, and 11th grade at 18%, significantly lower than their peers.	1.2C | Standardize early learning assessments for the development of individualized early learning plans 1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards 1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade 1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students ********** Action Plan to Address Identified Needs: ********** 1. Targeted Early Literacy Programs: Implement programs designed to address learning gaps for EL, LI, and FY students. Include differentiated instruction, early literacy interventions, and evidence-based strategies to support foundational literacy skills. Create a targeted literacy block in elementary schools, incorporating the components of the Science of Reading. 2. Intentional Strategies: Prioritize intensive small-group and one-on-one tutoring sessions for EL, FY, and LI students. (Hire	

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
	There are large gaps that are evident, especially in the 3rd grade, where LI students are at 32% compared to 42% of all students. Foster Youth (FY): No Data because we we had no Foster Youth students to report These disparities underscore the urgent need for targeted early literacy programs and interventions. Addressing these gaps is critical to ensuring that all students have the foundational literacy skills necessary for future academic success. Cabrillo Unified School District is committed to implementing these targeted actions to close the literacy gap and support the academic achievement of all its students. EL Students: Consistently lower performance across grades compared to their peers, indicating a lack of gains in early literacy. LI Students: Notable declines in ELA performance, particularly in critical early grades. FY Students: No Data because we had no Foster Youth students to report The data clearly illustrate that EL, LI, and FY students are falling behind their peers in early literacy development.	reading intervention specialists and ELD TOSAs to support this work.) Provide professional development for teachers focused on effective early literacy teaching strategies for these subgroups. (Strengthen Tier 1 Intervention.) Implement family engagement programs to support literacy development at home, especially targeting families of EL, FY, and LI students. Allocate resources to support the work needed for these identified subgroups. ********** Action Priority and Support: ********** Close the Achievement Gap: Provide the necessary support to close the achievement gap for EL, FY, and LI students. Implement data chats/circles to target specific areas of need for these subgroups. Allocate additional resources and specialized staff to schools with high populations of EL, FY, and LI students. Monitor progress through regular assessments and data analysis focused on these subgroups to ensure targeted interventions are effective. Consistency in Early Literacy Instruction: Ensure consistency in early literacy instruction and access to resources across all schools.	

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
	To address these disparities, Cabrillo Unified School District will continue to implement targeted early literacy programs and interventions. **Scope:** LEA-wide	Benefit all students while providing extra support where needed. Efficient use of resources and implementation of best practices across the district. To Address Academic Disparities, we will effectively use our supplemental funds to address the most significant academic disparities identified in the data, ensuring targeted support for EL, FY, and LI students. Our main goal is to improve early literacy skills, foundational for future academic success, maximizing the long-term impact of these funds. We believe this is the best use of funds for our EL, FY, and LI students because by implementing these targeted early literacy actions, Cabrillo Unified School District aims to foster an inclusive and supportive learning environment that addresses the specific needs of our diverse student population. As previously mentioned, the professional development provided for these best practices will naturally support all students. Improved Early Literacy Skills: Lead to better overall academic performance. Reduce the achievement gap between EL, FY, and LI students compared to their peers. Increase student engagement and confidence in academic abilities, leading to higher retention and graduation rates.	

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
1.3	**Action:** Culturally Responsive Classrooms **Need:** Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ********** All Students: (CAASPP DATA Proficient and Above for ELA 2023/2024) *3rd Grade: 42% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth: No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Analysis of CAASPP ELA Proficiency Data	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. We believe this is the best use of funds for our EL, FY, and LI students because the actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased culturally responsive classrooms. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.3A | Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later 1.3B | Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments 1.3C | Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods 1.3D | Expand existing after-school and summer school supports to improve student academic outcomes	Metric 1.3 By 2029, current gaps existing among 3rd, 7th, and 11th grade student subgroups will decrease by 10% in CAASPP ELA/Math

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
	This data highlights important achievement patterns and opportunities for improving educational outcomes across student populations. Key Findings: Key Recommendations and Achievement Gap Analysis: The CAASPP data reveals critical disparities that highlight the urgent need for culturally responsive instruction. With English Learners showing 0% proficiency in grades 7 and 11 and socioeconomically disadvantaged students declining from 32% to 18% proficiency, current instructional approaches may inadvertently marginalize students' cultural and linguistic assets. The consistent performance of the general population (41-46%) alongside dramatic underperformance of specific subgroups suggests that instruction lacks cultural alignment with diverse learners' needs. Key recommendations include integrating students' cultural assets into academic instruction, implementing comprehensive academic language development that builds on home languages, and establishing culturally sustaining assessment practices that allow multiple demonstrations of learning. Opportunities for Growth: Significant opportunities exist to transform these achievement patterns through professional development in cultural	1.3E | Continue outreach and translation services for families/caregivers to increase access to educational resources 1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds ********** ACTION PLAN TO ADDRESS TARGETED NEEDS ********** Addressing Targeted Needs Through Schoolwide Implementation: The CAASPP data reveals critical disparities that require comprehensive, schoolwide culturally responsive instruction to address systemic barriers affecting our most vulnerable student populations. With English Learners showing 0% proficiency in grades 7 and 11 and socioeconomically disadvantaged students declining from 32% to 18% proficiency, we must implement schoolwide practices that validate and leverage all students' cultural and linguistic assets rather than treating them as deficits. We are implementing these strategies schoolwide because achievement gaps result from institutional practices that affect entire learning communities—when culturally responsive pedagogy becomes embedded in school culture universally, all students benefit while gaps narrow. Key actions include schoolwide professional development in cultural competence and implicit bias awareness, curriculum integration that incorporates diverse perspectives and community	

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
	competence that helps educators examine biases and develop culturally sustaining pedagogy. Creating a community-centered curriculum that incorporates family and community expertise while maintaining high academic standards can validate students' cultural wealth. Additionally, establishing authentic family and community partnerships as co-educators, along with amplifying student voice in curriculum and instructional decisions, can create learning environments where all students' cultural and linguistic assets are valued and leveraged for academic success. These approaches represent pathways to prevent achievement gaps through culturally responsive initial instruction rather than requiring increasingly intensive interventions over time. **Scope:** LEA-wide	knowledge across all classrooms, comprehensive academic language development that builds on students' home languages as bridges to academic English, and culturally sustaining assessment practices that provide multiple pathways for demonstrating learning. Opportunities for Sustained Growth: Significant opportunities exist to transform achievement patterns through systematic, schoolwide implementation of culturally responsive practices that create inclusive learning environments for all students. By establishing authentic family and community partnerships as co-educators across all grade levels and departments, incorporating student voice in curriculum and instructional decisions throughout the school, and developing community-centered curriculum that maintains high academic standards while honoring local cultural wealth, we create comprehensive support systems that prevent achievement gaps rather than requiring intensive interventions later. This schoolwide approach ensures consistency in culturally responsive instruction, eliminates the stigmatization of targeted interventions, and builds collective efficacy among educators while creating sustainable systems where every student's cultural and linguistic background is recognized as an asset for academic success.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction **Need:**	Improving Outcomes for Unduplicated Students Through High-Quality Instruction and Tiered Support By strengthening instructional pedagogy and implementing evidence-based practices, we aim to	Metric 2.1 By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the

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
	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** All Students: (CAASPP DATA proficient and above for ELA 2023/2024) *3rd Grade: 44% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard) 2023 2024 FY: No data to report FY: No data to report LI: Chronic Absenteeism is 26.9% LI: Chronic Absenteeism is 18.7% EL: Chronic Absenteeism is 26.6% EL: Chronic Absenteeism is 18.5% Analysis of the data:	improve academic achievement for all students—particularly our unduplicated students, including English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). High-quality instruction benefits all learners, and these targeted investments will ensure equity and access across our schools. We believe this is the most effective use of funds for our EL, LI, and FY students, as the following actions directly address their needs through a Multi-Tiered System of Supports (MTSS) framework. This approach includes Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions designed to increase academic success and expand college and career opportunities. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students	CAASPP Assessments (ELA and Math), ELPAC, and RFEP rates of reclassification

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
	There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic absenteeism data **Scope:** LEA-wide	2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula 2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) Our highest priority for Tiered interventions will be our unduplicated student population. Supports will include after-school academic interventions, summer school programming, wrap-around services, and social-emotional learning (SEL) supports. These actions are implemented districtwide (LEA-wide) because all schools benefit from improved academic outcomes for unduplicated students through high-quality, equity-centered instruction and support systems. The effectiveness of these actions will be monitored using Metric 2.3 from Goal 2: the percentage of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) meeting or exceeding standards on state ELA and Math assessments. This metric provides a clear indicator of academic progress for unduplicated	

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
		students and will be used to evaluate the impact of high-quality instruction and tiered supports implemented across the district. In addition to state-reported outcomes, Cabrillo Unified School District will utilize site-level data, including formative assessments, benchmark data, and progress monitoring tools, to assess student growth throughout the year. This combination of state and local data ensures a responsive and proactive approach to improving outcomes and refining supports based on real-time student needs.	
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways 5-Year Graduation Rates 2023 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 88.2% White: 88.6% Low Income: 80.7% English Learners: 70% Foster Youth: No Data	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will address the needs of unduplicated pupils by providing Tier 1, Tier 2, and Tier 3 interventions and supports, ultimately leading to increased college and career opportunities. Allocating funds to increase Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives is the best use of resources because it directly addresses the needs of our unduplicated students. By investing in these areas, we ensure that English learners (EL), low-income (LI) students, and foster youth (FY) have access to high-quality educational experiences and extracurricular opportunities. This	Metric 2.2 By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) Courses. Targets: White 187 Hispanic 85 Asian 13 Other 38.5 Total 330

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
	5-Year Graduation Rates 2024 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 89.4% White: 93.3% Low Income: 86.5% English Learners: 76.3% Foster Youth: No data College and Career 2023 (Source: California School Dashboard): All Students prepared 31.7% White: 44.7% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No data College and Career 2024 (Source: California School Dashboard): All Students prepared 36.1% White: 57.8% English Learners prepared: 2.7% Low Income prepared: 17.9% Foster Youth: No data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives of our At-Promised students, we can ensure fair practices for all our students. These efforts will enhance academic achievement for all students and expand college and career pathways. We continue to see improvement in graduation rate and UC/CSU eligibility, but large gaps remain for our EL students in particular. AP	equitable approach helps close achievement gaps, fosters a sense of belonging, and promotes a well-rounded education for. We will provide tailored academic support for English learners that enhances language proficiency and boosts overall academic performance. Increased access to AP and honors courses will challenge these students and prepare them for post-secondary education. For low-income students, we hope to break down financial and social barriers that may prevent them from accessing advanced coursework and extracurricular activities, thereby increasing their academic achievement, engagement, and future college and career prospects. For foster youth, our goal is to offer stability and a supportive learning environment that recognizes and addresses their unique challenges. Participation in advanced courses and extracurricular activities will help foster youth build resilience, develop leadership skills, and create pathways to higher education and fulfilling careers. By focusing on these areas, we aim to create a more inclusive and equitable educational environment that supports the academic and personal growth of all our students Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students.	

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
	enrollment is declining, due to both enrollment decline at HMBHS, as well as a reduction in available AP courses. Ethnic subgroup representation shows a gap between White and Hispanic students, based on their percentage of the school population which is 41% and 50% respectively. AP Enrollment by Ethnicity (2024 HMBHS WASC data) 22-23 23-24 White 170 254 Hispanic 77 106 Asian 12 16 Other 35 61 Total 300 237 **Scope:** LEA-wide	2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2 C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring 2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2 F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:**	This action directly addresses the persistently high rates of chronic absenteeism and suspensions among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as reflected in the most recent California School Dashboard data.	Metric 2.3 By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative

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
	The Dashboard data for 2023 highlights significant chronic absenteeism rates for English Learners (EL) and low-income (LI) students (in the Dashboard Socioeconomically Disadvantaged) as well as other subgroups within the general student population. This data highlights the urgency needed to target interventions to address these attendance, and therefore student success gaps. In addition, the suspension rate for EL and LI students was higher than for the district average, and for all subgroups The Foster Youth data from CALPADS for 2022-23 and 2023-24 shows 0 students for Cabrillo Unified Data from CA School Dashboard for Cabrillo Unified, 2024 All Students: 15.4% Chronically Absent/ declined by 8.4% English Learners (EL): 18.5% Chronically Absent / declined by 7.5% Socioeconomically Disadvantaged (LI): 18.7.% Chronically Absent/ declined by 8.1% Data from CUSD SIS for all students: Suspension Rate: 2021-22: 2% 2022-23: 2.70% 2023-2024: 2.6%	In response, Cabrillo Unified School District has strengthened its multi-tiered system of supports by maintaining secondary school counselors, expanding youth-led leadership opportunities, and increasing the implementation of restorative community-building practices. The district has also prioritized family engagement by expanding home visits, offering personalized one-on-one meetings, and strengthening communication strategies with families of EL, FY, and LI students. These targeted efforts are designed to build a safe, inclusive, and supportive school climate, which research shows leads to increased student engagement, improved attendance, and a reduction in suspension rates. By investing in these proactive and student-centered strategies, Cabrillo Unified is addressing equity gaps while maximizing the impact of its funding. This is a strategic and high-leverage use of resources, as it responds directly to identified needs and community input gathered through educational partner engagement. The district's goal is to improve language development and academic achievement for English Learners, reduce systemic barriers faced by low-income students, and offer stability and support to foster youth. Ultimately, this work aims to increase college and career readiness and ensure that all students, regardless of background, experience school as a place where they feel seen, supported, and empowered to succeed.	Justice practices in all sites

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
	Suspension Rate 2024EL: 3.1%, a 0.3% decline Suspension Rate 2023 LI: 3.5%. a 0.9% decline justice practices district-wide. **Scope:** LEA-wide	Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on the implementation of student safety protocols to guide campus security efforts The effectiveness of this action will be monitored using the Metric of Chronic absenteeism rates for English Learners (EL), Foster Youth (FY), and	

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
		Low-Income (LI) students, as outlined in Goal 2 of the LCAP. Progress will be measured annually through state-reported data from the California School Dashboard. Additionally, Cabrillo Unified School District (CUSD) will generate monthly and quarterly internal reports to proactively monitor trends in attendance and suspension rates among these student groups. This ongoing analysis enables the district to respond in real time—implementing timely interventions and supports rather than relying solely on end-of-year data, thereby fostering more immediate and effective solutions to improve student outcomes. Analysis of the Data: The data indicates that chronic absenteeism is high across the district and significantly impacts EL and LI students, who may not have family resources to compensate for the lack of instruction. Engagement and communication with families, as well as family education on the importance of school attendance, can have a positive effect on student attendance. Communicating with families in engagement events and parent organizations, as well as targeted support with home visits and 1-on-1 meetings for families with students at Tier 2 and 3 levels, can also impact attendance. There is a demonstrated need for Alternatives to Suspension, expanding upon existing Alcohol, Tobacco, and Other Drugs alternatives, as well as the continuation of efforts to implement restorative	
3.3	**Action:** Family Engagement and Support:	This action prioritizes English learners (EL), foster youth (FY), and low-income (LI) students by	Metric 3.3

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
	Provide culturally competent resources to students and families by strengthening community partnerships **Need:** Dashboard Local Climate Survey Summary: Cabrillo Unified School utilized data from our Healthy Kids Survey (2022-2023) and surveyed a total of 672 students in grades 5th, 7th, 9th, and 11th grades. 2022-23 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 0% El Granada Elementary 24% Farallone View Elementary 10% Kings Mountain Elementary 91% Manuel F. Cunha Intermediate 7th Grade: 95% Half Moon Bay High 9th Grade 92% 11th Grade 87% Pilarcitos Alternative High (Continuation) 11th grade No data A summary of the 4 Healthy Kids Survey themes is demonstrated below.	providing comprehensive family engagement and support through culturally competent resources and community partnerships. By implementing Tier 1, Tier 2, and Tier 3 interventions, we address the specific needs of unduplicated pupils, as identified by data, to ensure they receive the necessary support to thrive academically and personally. These interventions will lead to increased family engagement and academic support, which are crucial for the success of these student groups. By implementing these actions district-wide, we ensure consistency in support and resources, fostering an inclusive environment where every student has the opportunity to succeed. The collective effort across the LEA enhances the overall effectiveness of the programs and promotes equity and excellence in education. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will benefit all students by fostering a more inclusive and supportive educational environment. By strengthening family engagement, enhancing communication, and providing comprehensive academic and extracurricular opportunities, we create a culture of high expectations and support for all students. This inclusive approach promotes a sense of belonging, improves the overall school climate, and elevates academic outcomes for every student. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By investing in family	By 2029, implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys Target is California Healthy Kids Survey school connectedness data: 57% School connectedness 70% Academic motivation 57% Caring Adult Relationship 65% Schools perceived as Safe or Very Safe

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
	52% School connectedness 64% Academic motivation 52% Caring Adult Relationship 59% Schools perceived as Safe or Very Safe Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 4% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 7% less than non-English Learners using the Academic Motivation English Learners in 11th grade perform 3% less than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth and Low-Income and will determine baseline data this upcoming school year ---------- Update on Healthy Kids Survey 2023-24 Cabrillo Unified School surveyed a total of 586 students in grades 5th, 7th, 9th, and 11th grades. 2023-24 CHKS Elementary Survey Response Rates, 5th Grade	engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed academically and personally. This strategic use of funds maximizes the impact of our educational programs and fosters equity, inclusion, and excellence throughout the district. For English learners, we aim to provide tailored academic support that enhances language proficiency and boosts overall academic performance. For low-income students, we strive to eliminate barriers to advanced coursework and extracurricular activities, increasing their engagement and future prospects. For foster youth, our goal is to offer stability and support that recognizes their unique challenges, helping them build resilience and pursue higher education and fulfilling careers. Overall, we aim to increase academic achievement, provide college and career pathways, and foster a supportive, inclusive environment for all unduplicated pupils. Provide culturally competent resources to students and families by strengthening community partnerships focused on unduplicated students to target English Learners (EL), Low-income (LI), and foster youth (FY). The actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased family engagement support. Below are the specific sub-actions that will lead 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
	Alvin S. Hatch Elementary 18% El Granada Elementary 43% Farallone View Elementary 19% Kings Mountain Elementary 100% Manuel F. Cunha Intermediate 7th Grade: 92% Half Moon Bay High 9th Grade 74% 11th Grade 68% Pilarcitos Alternative High (Continuation) 11th grade 61% A summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 62% Academic motivation 73% Caring Adult Relationship 78% Schools perceived as Safe or Very Safe 83% We have seen a positive increase in the four themes from 2022-23 to 2023-24. Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 9% less than non-English Learners using the Academic Motivation	this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit by increasing academic outcomes using best-practice instruction. 3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate the DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) Analysis of the Data Survey completion data for 5th grade made strong gains: it is a recent addition (3 years) to the 7,9,11 surveys and requires opt-in parent parent permission. Pilarcitos went from) to 61%, while HMBHS has a shortfall for the 2023-24 school year.	

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
	English Learners in 9th grade perform 5% better than non-English Learners using the Academic Motivation English Learners in 11th grade [no data] than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth in the survey **Scope:** LEA-wide	After reviewing and interpreting data, although we have various other strengths, an area of improvement is to support students with feeling safe at school. Areas of need in order to address this gap: District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. District-wide adoption of the Multi-Tiered System of Support (MTSS) framework to address the whole child, inclusive of Social, Cultural, and Behavioral supports. Engage in a cycle of continuous improvement by analyzing our data to determine if we see improvement using both quantitative and qualitative data around students' social-emotional learning and sense of belonging at school. Specific Actions: *Enhanced Cultural Competency: Training for staff on diverse cultural needs. *Community Partnerships: Collaborate with local organizations to provide culturally relevant workshops and resources. *Parent Engagement: Expand outreach efforts with targeted communication in multiple languages. Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services.	

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
		*Enhanced Participation: Increase family and community involvement through tailored initiatives. Rationale for LEA-wide Implementation: *Equity Focus: While targeting specific student groups, benefits extend to all students through enriched diversity awareness and inclusive practices. *Efficient Resource Utilization: Maximizing supplemental funds to address systemic barriers and promote inclusive education practices. Expected Outcomes: • Improved Engagement: Increase in parent and community participation by 15% across targeted committees and events. Equity Advancements: Establishment of a Diversity, Equity, and Inclusion (DEI) committee to sustain efforts beyond initial implementation. • By aligning your approach with these data-driven insights and strategic actions, you can effectively communicate the rationale and expected impact of Action 3.3 on EL, FY, and LI students within your educational community. 3.3 F Develop a home visit protocol as part of standard student intervention processes	

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

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.

Not applicable

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.

Cabrillo Unified School District does not qualify and, therefore, does not receive concentration 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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 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	29,624,034	2,034,349	6.867%	0.000%	6.867%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,180,000.00	$919,232.00	$0.00	$0.00	$7,099,232.00	$3,642,232.00	$3,457,000.00

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	College and Career (LCAP and LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,438,361.00	$260,000.00	$1,235,000.00	$463,361.00			$1,698,361.00	
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$222,000.00	$222,000.00				$222,000.00	
1	1.3	Culturally Responsive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$610,000.00	$0.00	$610,000.00				$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$210,000.00	$345,000.00				$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$600,000.00	$85,000.00	$685,000.00	$0.00	$0.00	$0.00	$685,000.00	
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$365,000.00	$25,000.00	$390,000.00				$390,000.00	
2	2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	All Students with Disabilities Hispanic; Homeless Youth; Socio-economically	No			All Schools Specific Schools: Hatch ES Farallone	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
			Disadvantaged; White				View ES Kings Mountain ES El Granada ES Cunha Intermediate									
3	**3.1**	Layers of Support	All	No			All Schools	3 Years	$0.00	$137,000.00	$137,000.00	$0.00	$0.00	$0.00	$137,000.00	
3	**3.2**	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students (LCAP and LREBG)	All	No			All Schools	3 Years	$455,871.00	$57,000.00	$57,000.00	$455,871.00	$0.00	$0.00	$512,871.00	
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$38,000.00	$0.00	$38,000.00	$0.00	$0.00	$0.00	$38,000.00	
4	**4.1**	Environmental Sustainability	All	No			All Schools	3 Years	$0.00	$2,211,000.00	$2,211,000.00	$0.00	$0.00	$0.00	$2,211,000.00	
4	**4.2**	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	All	No			All Schools	3 Years	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	

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
4	**4.3**	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000.00	

2025-26 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
29,624,034	2,034,349	6.867%	0.000%	6.867%	$3,525,000.00	0.000%	11.899 %	**Total:**	$3,525,000.00
								LEA-wide Total:	$3,525,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	**1.1**	College and Career (LCAP and LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,235,000.00	
1	**1.2**	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,000.00	
1	**1.3**	Culturally Responsive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,000.00	
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,000.00	

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 (%)
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,000.00	
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,110,000.00	$5,381,085.00

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**	College and Career	Yes	$1,235,000.00	$1,142,901
1	**1.2**	Early Literacy	Yes	$222,000.00	$342,000
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	$223,300
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$320,550
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$715,000
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$243,384
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	$0.00
3	**3.1**	Layers of Support	No	$137,000.00	$129,000

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	3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	No	$57,000.00	$50,500
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$38,500
4	4.1	Environmental Sustainability	No	$2,141,000.00	$2,100,000
4	4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	No	$15,000.00	$950
4	4.3	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	No	$235,000.00	$75,000

2024-25 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)
2,208,145	$3,525,000.00	$3,025,635.00	$499,365.00	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	1.1	College and Career	Yes	$1,235,000.00	1,142,901		
1	1.2	Early Literacy	Yes	$222,000.00	342,000		
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00	223,300		
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	320,550		
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	715,000		
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	243,384		
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	38,500		

2024-25 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)
30,022,767	2,208,145		7.355%	$3,025,635.00	0.000%	10.078%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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).

California Department of Education
November 2024