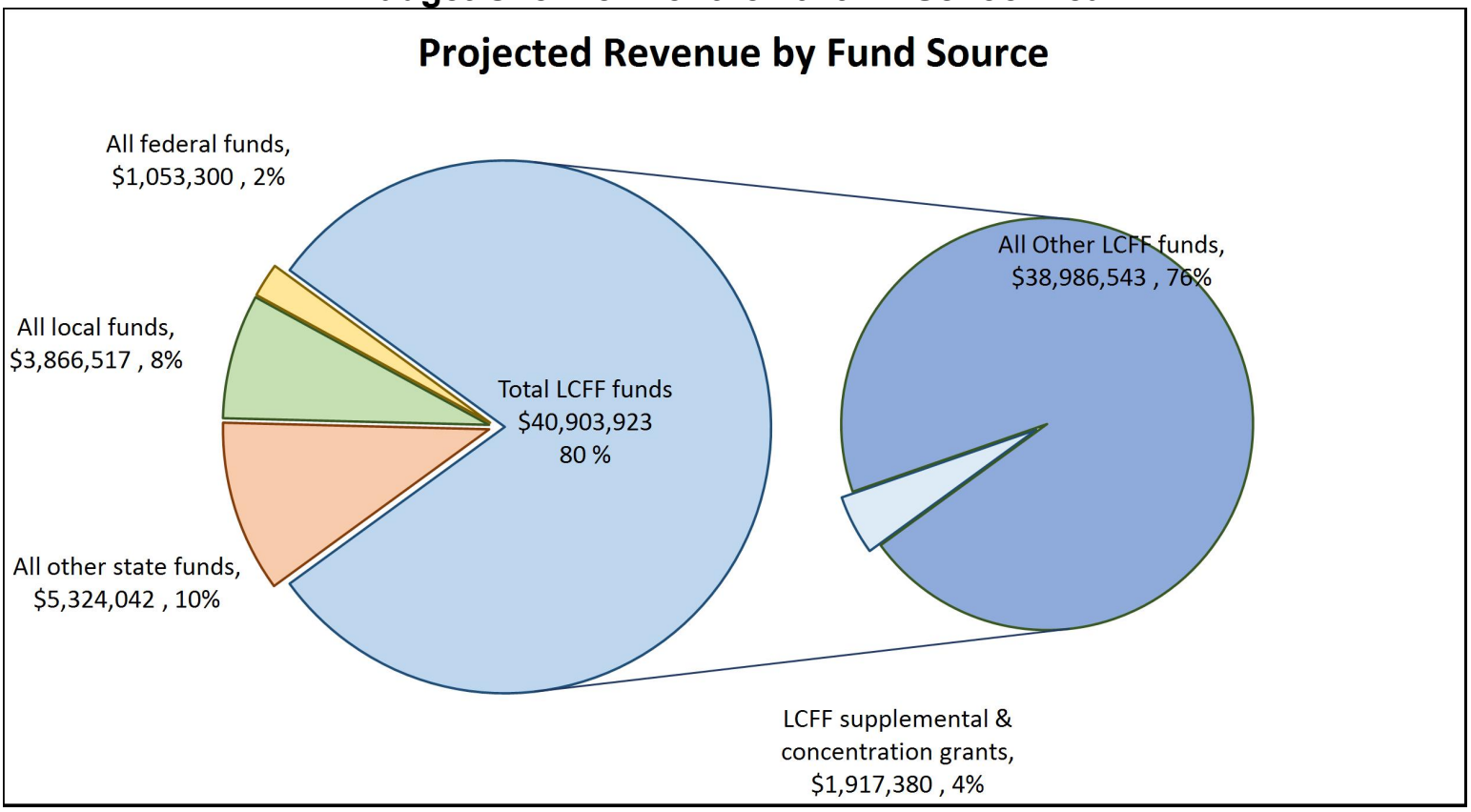
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2026-27
LEA contact information:
Dr. Ramon Miramontes
Superintendent
miramontesr@cabrillo.k12.ca.ua
(650) 712-7100 (Ext 102)

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

Budget Overview for the 2026-27 School Year

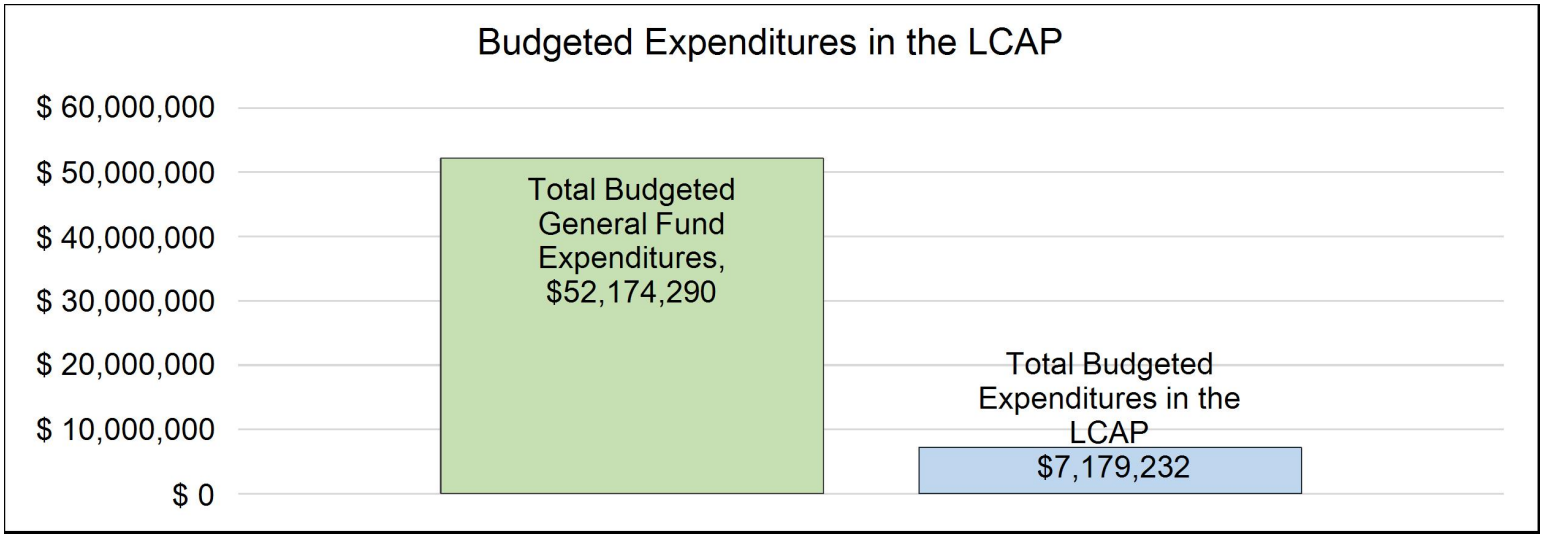


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $51,147,782, of which $40,903,923 is Local Control Funding Formula (LCFF), $5,324,042 is other state funds, $3,866,517 is local funds, and $1,053,300 is federal funds. Of the $40,903,923 in LCFF Funds, $1,917,380 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $52,174,290 for the 2026-27 school year. Of that amount, $7,179,232 is tied to actions/services in the LCAP and $44,995,058 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

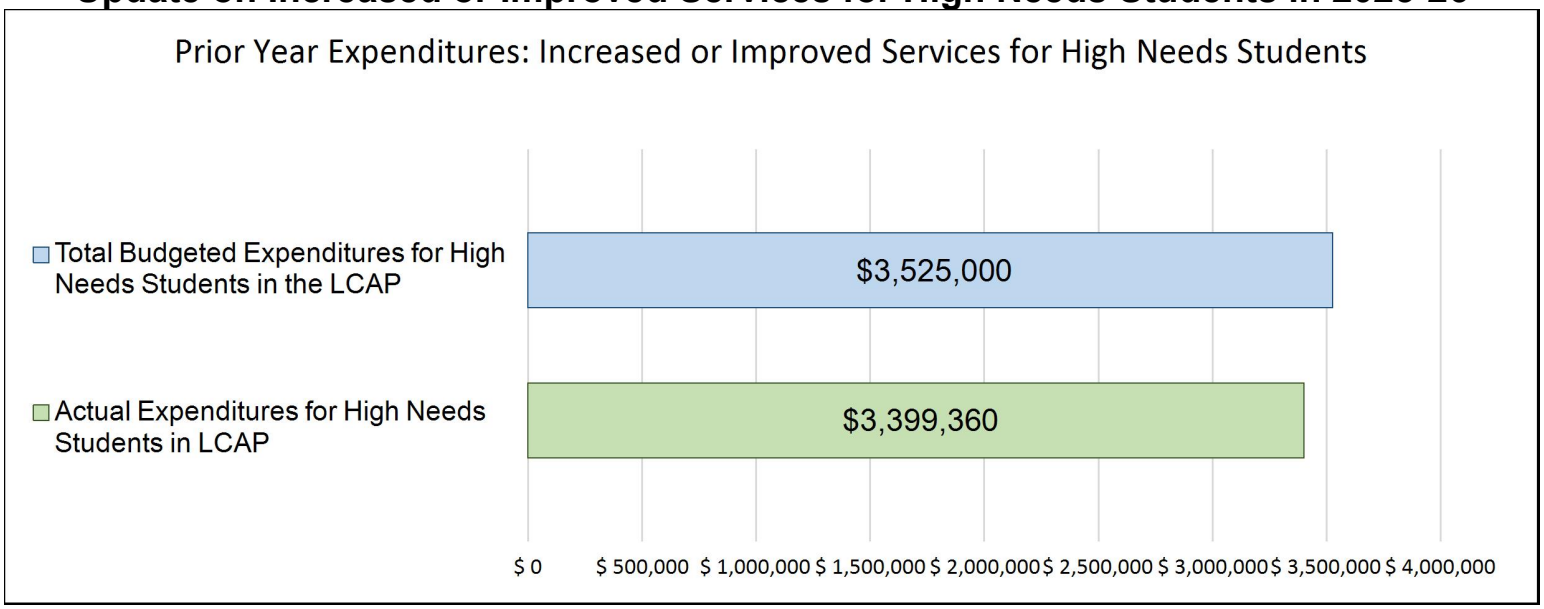
The majority of Cabrillo Unified School District's General Fund Budget expenditures for the 2025–2026 school year were incorporated into the District's Local Control and Accountability Plan (LCAP). Some expenditures were excluded from the LCAP, specifically those funded through local, state, and federal one-time grants, restricted categorical funding sources, and one-time bond expenditures that fall outside the scope of LCAP planning requirements. Excluded funds and grants supported a range of programs, services, and operational needs during the current year, including facilities improvements and environmental sustainability projects, curriculum purchases and instructional materials, professional development activities funded through one-time grant allocations, mental health and student wellness services supported through dedicated Mental Health funding, early literacy programming supported through Big Lift grant funding, Career Technical Education investments supported through CTE grant funding, and other supplemental and one-time funding sources strategically leveraged to offset LCAP expenditures and extend the reach of services provided to students.
Where applicable, these alternative funding sources were used in coordination with LCAP resources to maintain and expand services for all students — particularly unduplicated student groups — while preserving the district's fiscal stability and ensuring compliance with all applicable state and federal funding requirements.

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

In 2026-27, Cabrillo Unified School District is projecting it will receive $1,917,380 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 2025-26



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 2025-26, 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 $3,399,360 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $125,640 had the following impact on Cabrillo Unified School District’s ability to increase or improve services for high needs students:

In 2025–2026, the total estimated actual expenditures for actions and services designed to increase or improve services for high-needs students were lower than the total budgeted expenditures across several goals and actions. While this difference reflects variances in planned spending, it did not result in a reduction of services or supports for unduplicated student populations. Rather, the district strategically realigned resources, leveraged supplemental and grant-based funding streams, and utilized operational efficiencies to maintain — and in several cases expand — the scope and quality of services provided to English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities throughout the school year.

Several actions reflected lower-than-anticipated expenditures due to delayed program implementation, staffing transitions, and the strategic decision to fund services through alternative funding sources rather than LCAP allocations. Under Action 3.2 (Social Emotional Support), the significant variance of $511,069 primarily reflects the district's intentional decision to restructure mental health service delivery by reassigning three newly hired counselors — totaling approximately $300,000 — to Goal 2, Action 1, to more effectively align counseling supports with districtwide academic and student wellness priorities. Mental Health funding and other grant resources were used to maintain MTSS coordination and behavioral supports, ensuring that students experienced no reduction in access to counseling or mental health services. Similarly, under Action 3.3 (Family Engagement and Support), a variance of $18,355 reflected fewer events than anticipated due to scheduling challenges and participation rates; however, the district is actively strengthening outreach strategies and community partnerships to expand family engagement in the coming year. Under Actions 4.2 and 4.3, minor underspending resulted from lower-than-anticipated contracted service costs, postponed professional development activities, and the strategic use of one-time and unrestricted funding sources to support staff recruitment, retention, and employee development efforts — preserving LCAP supplemental resources for other high-priority student needs.

Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent

Financial Breakdown: Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195.

Explanation: This variance was driven by an intentional, expanded investment in college and career readiness programming to absorb critical staffing and program costs. While the district successfully leveraged alternative, expiring one-time grant funding sources during the 2025–2026 school year to shield portions of the program, rising operational and personnel costs ultimately required a higher draw on LCAP supplemental funds than originally anticipated.

By absorbing these overages, Cabrillo Unified School District fully sustained and expanded vital college and career readiness programming—including counseling supports, pathway development, career exploration opportunities, and student access initiatives—ensuring no gap in services during a critical funding transition year.

Conversely, several actions resulted in overspending that directly expanded services for high-needs students beyond originally planned levels. Under Action 3.1 (Layers of Support), actual expenditures exceeded the plan by $81,555, reflecting a higher-than-anticipated demand for tiered intervention services, expanded MTSS coordination, and targeted academic and behavioral supports for students with the greatest needs. These additional investments directly benefited unduplicated pupils through enhanced instructional services, intervention supports, and enrichment opportunities including strategically aligned Visual and Performing Arts programming. Under Action 4.1 (Environmental Sustainability), expenditures exceeded projections by $348,197, reflecting the accelerated completion of facilities improvement projects, energy-efficiency upgrades, and necessary emergency maintenance responses — including safety-related tree removal — required to maintain safe and healthy learning environments across all school sites. Many of these additional costs were partially offset through grant funding, and the district anticipates long-term operational savings and sustainability efficiencies as a result of these investments.

Additionally, the district identified an unplanned need to invest $15,927 in attendance monitoring systems, family outreach, and enhanced communication strategies to address rising chronic absenteeism rates among unduplicated student groups — an action originally budgeted at $0. This responsive and data-driven investment reflects the district's proactive commitment to identifying and removing attendance barriers for high-needs students and demonstrates the district's willingness to reallocate resources as emerging student needs are identified throughout the year.
Overall, the difference between budgeted and estimated actual expenditures did not compromise the district's obligation to provide increased or improved services to its high-needs student populations. Through careful resource management, strategic use of supplemental and grant funding, and responsive reallocation of resources to meet identified student needs, Cabrillo Unified School District maintained its commitment to equity-driven service delivery and ensured that unduplicated students continued to receive the supports necessary to improve academic achievement, social-emotional well-being, attendance, and access to a broad course of study throughout the 2025–2026 school year.

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 (Ext 102)

Plan Summary [2026-27]

General Information

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

Cabrillo Unified School District (CUSD) is located approximately 30 miles south of San Francisco along the coastline of San Mateo County, serving a geographic area of approximately 135 square miles. During the 2025–2026 school year, CUSD serves a total enrollment of 2,504 students in grades Transitional Kindergarten through 12th grade.
The district operates seven school sites serving students in grades TK–12, including four elementary schools (Alvin S. Hatch Elementary School, El Granada Elementary School, Farallone View Elementary School, and Kings Mountain Elementary School), one intermediate school (Manuel F. Cunha Intermediate School), one comprehensive high school (Half Moon Bay High School), and one continuation high school (Pilarcitos Alternative High School). In addition, the district operates two preschool programs and an adult education program.

The district serves a diverse student population across seven ethnic subgroups. Student subgroup demographics for 2025–2026 are as follows:

Unduplicated Student Groups:
English Learners: 339 students (13%)
Socioeconomically Disadvantaged: 787 students (31%)
Ethnic and Racial Demographics (subgroups with 10 or more students):
Hispanic/Latino: 1,257 students (50%)
White: 1,033 students (41%)

Two or More Races: 149 students (5.95%)
Asian: 37 students (1.48%)
Filipino: 18 students (0.72%)
Black/African American: 6 students (0.24%)
Other: 7 students (0.27%)

Cabrillo Unified School District has adopted an Equity Policy that is at the core of all district and site-based school improvement planning. The goals, actions, and services defined within this LCAP are grounded in research-based practices designed to close the opportunity and achievement gaps that continue to affect unduplicated student groups, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

During the 2024–2025 school year, the district engaged in a comprehensive, year-long Strategic Planning process that incorporated robust input from students, families, staff, site administrators, school site councils, parent-staff governance committees, and the broader community. This process produced an updated Strategic Plan that encompasses revised core values, a renewed district vision, and clearly defined strategic priorities all of which are directly reflected in the goals, actions, and services of this Local Control and Accountability Plan.

The district continues to implement a Multi-Tiered System of Supports (MTSS) as the foundational framework for ensuring all students have equitable access to the academic, behavioral, and social-emotional supports they need to succeed. This framework is embedded across all school sites and is aligned to district LCAP goals, professional learning systems, and data-informed decision-making processes.

CUSD maintains active partnerships with a wide range of local organizations to extend the reach of district services and strengthen family and community engagement. Partners include the Big Lift Learning Initiative, Boys and Girls Club, Half Moon Bay Chamber of Commerce, Half Moon Bay Rotary Club, HEAL Project, Ayudando Latinos A Soñar (ALAS), the San Mateo County Sheriff's Activities League, the Cabrillo Education Foundation, the District English Learner Advisory Committee (DELAC), and school-based Parent Teacher Organizations at each school site.

Reflections: Annual Performance

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

Cabrillo Unified School District's annual performance reflection is grounded in a comprehensive review of the 2025 California School Dashboard, local assessment data, community and stakeholder input gathered through the district's year-long Strategic Planning process, and site-level program evaluation. This reflection identifies both meaningful progress and persistent challenges and describes how the district is responding through the goals, actions, and services defined in this 2026–2027 Local Control and Accountability Plan.

Areas of Progress
The 2025 California School Dashboard reflects meaningful improvements across several key indicators. In Conditions and Climate, the districtwide suspension rate declined from 3.10% to 2.40%, and the expulsion rate dropped to 0.00%, with all measured student groups achieving Green on the Suspension Rate indicator. Long-Term English Learners demonstrated the most significant improvement at a 5.2%

decline. Districtwide chronic absenteeism declined 1.4% to 14%, with Students with Disabilities showing the strongest subgroup gain at 6.9%. Two or More Races students achieved Green on both chronic absenteeism and Mathematics indicators.
In Academic Performance, Long-Term English Learners improved by 11.8 points in ELA and 4.6 points in Mathematics, and Students with Disabilities improved by 5.6 points in Mathematics. English Learner Progress achieved a Green performance level, with 43.3% of English Learners making progress toward proficiency. Local data further reflects strong gains in high school graduation rates. Half Moon Bay High School reached 96.4%, and Pilarcitos Alternative High School rose from 35.0% to 60.9% , along with 15 percentage point gains in early literacy proficiency across grades K–3, improvements in school facilities to 100% rated Good or above, and district fiscal reserves growing to 10.56%.

Areas of Persistent Challenge
Despite meaningful progress, the 2025 Dashboard identifies significant academic achievement challenges requiring intensified focus. In English Language Arts, All Students are performing in the Orange level, 32.9 points below standard, with a decline of 7.8 points. Four student groups, Hispanic students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, remain in the Red level. Red ELA indicators are present at Hatch Elementary School, Half Moon Bay High School, and Manuel F. Cunha Intermediate School. In Mathematics, All Students are performing in the Orange level, 58.9 points below standard. English Learners, Hispanic students, and Socioeconomically Disadvantaged students remain in the Red level. Red Math indicators are present at El Granada Elementary School, Hatch Elementary School, and Manuel F. Cunha Intermediate School. In College and Career Readiness, English Learners (2.8%), Long-Term English Learners (4.5%), and Students with Disabilities (8.2%) remain in the Red level, with all three groups identified at Half Moon Bay High School.
Chronic absenteeism remains elevated for Long-Term English Learners (24.6% — Red, +1.5%) and Socioeconomically Disadvantaged students (21.1% Yellow, +2.3%), with Red indicators at Hatch Elementary, El Granada Elementary, and Manuel F. Cunha Intermediate. Additionally, the suspension rate for Students with Disabilities is 6.1% — more than double the districtwide average, contributing to the district's Targeted Level 2 Compliance Improvement Monitoring (CIM) status.

Differentiated Assistance and Technical Assistance Designations
Based on the 2025 California School Dashboard, Cabrillo Unified School District qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in ELA and Mathematics, and under Outcomes in a Broad Course of Study (LCFF Priority 8) for English Learners, Long-Term English Learners, and Students with Disabilities on the College and Career Indicator. The district also qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students. In response, the district is actively collaborating with the San Mateo County Office of Education to conduct root cause analyses and implement targeted, evidence-based actions embedded throughout this LCAP.

How the LCAP Addresses Identified Needs
The 2026–2027 LCAP directly responds to the performance patterns identified through the Dashboard and local data review. Goal 1 addresses declining CAASPP performance through the Science of Reading implementation, a new TK–5 mathematics curriculum adoption, instructional coaching, and expanded early literacy supports. We are also adopting a new math curriculum and supporting with professional development for the upcoming academic school year. Goal 2 targets persistent achievement and opportunity gaps for unduplicated student groups through expanded MTSS supports, ELD instruction, academic counseling, college and career pathway access, and intensified chronic absenteeism interventions. Goal 3 addresses suspension disproportionality for Students with Disabilities, social-emotional well-being,

and chronic absenteeism through expanded PBIS, restorative practices, mental health services, and family engagement. Goal 4 supports the foundational conditions, facilities quality, staff recruitment and retention, and fiscal stability, necessary to sustain long-term improvement across all goals.
Cabrillo Unified School District is committed to building on demonstrated strengths while addressing areas of greatest need with urgency and accountability, ensuring that all goals, actions, and services remain responsive to every student, particularly those who have been historically underserved.

Cabrillo Unified School District had the following student groups within a school that received the lowest performance level on one or more state indicators on the
2023 Dashboard:

*Red on CA Dashboard | Annual Performance DATA 2022-2023

1. Schools Within the LEA Receiving the Lowest Performance Level (Red)
The following school sites within Cabrillo Unified School District triggered a Red Performance Level for at least one state indicator for their "All Students" group or a campus-specific student subgroup:

*Alvin S. Hatch:
Chronic Absenteeism
English Learner Progress Indicator

*El Granada
English Learner Progress Indicator

*Farallone View:
Chronic Absenteeism

*Half Moon Bay High School
English Learner Progress Indicator

*Kings Mountain:
Chronic Absenteeism

2. Student Groups Within the LEA (District-Wide) Receiving the Lowest Performance Level (Red)

*All Students:
Chronic Absenteeism

*English Learner:
College and Career
ELA Academic Performance
Math Academic Performance
English Learner Progress Indicator

*Hispanic:
Chronic Absenteeism
ELA Academic Performance
Math Academic Performance

*Homeless Youth
Chronic Absenteeism
ELA Academic Performance
Math Academic Performance
Suspension Rates

*Socioeconomically Disadvantaged
Chronic Absenteeism
ELA Academic Performance

*Students with Disabilities
College and Career
Suspension Rates

*White:
Chronic Absenteeism

3. Student Group within any School

*Alvin S. Hatch:
-All Students: Chronic Absenteeism
-English Learner: Chronic Absenteeism, ELA Academic Performance, English Learner Progress
-Hispanic: Chronic Absenteeism, ELA Academic Performance

-Socioeconomically Disadvantaged: Chronic Absenteeism, ELA Academic Performance
-Students with Disabilities: Chronic Absenteeism, ELA Academic Performance
-White: Chronic Absenteeism

*El Granada:
-English Learner: English Learner Progress Indicator
-Socioeconomically Disadvantaged: ELA Academic Performance
-Students with Disabilities: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance

*Farallone View:
-All Students: Chronic Absenteeism

*Half Moon Bay High:
-English Learner: College and Career, ELA Academic Performance, Math Academic Performance, English Learner Progress Indicator
-Hispanic: ELA Academic Performance, Math Academic Performance
-Socioeconomically Disadvantaged: ELA Academic Performance,
-Students with Disabilities: College and Career, Suspension Rate

*Kings Mountain:
-All Students: Chronic Absenteeism
-White: Chronic Absenteeism

*Manuel F Cunha:
-English Learner: ELA Academic Performance, Math Academic Performance
-Hispanic: ELA Academic Performance, Math Academic Performance, Suspension Rate
-Socioeconomically Disadvantaged: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance, Suspension Rate
-Students with Disabilities: Suspension Rate

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LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
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As of June 2026, Cabrillo Unified School District (CUSD) has a total of $161,327 unexpended LREBG funding. However, after input from our educational community partners, it remains important to continue to support the well-being of our students as well as 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 (Focus on strengthening Literacy and maintaining a strong focus on Mathematics)

This action is aligned with Education Code Section 32526(c)(2)(C) by providing evidence-based professional development and instructional supports that build educator capacity to address barriers to learning, enhance English Language Arts and mathematics instruction, and improve academic outcomes for all students.

This action strengthens Tier 1 instruction by building educator capacity through evidence-based professional learning in English Language Arts and mathematics. It is expected to improve the quality of core instruction, remove barriers to learning, and ensure all students have equitable access to rigorous, standards-aligned curriculum and high-quality learning opportunities

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 aligned 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, supporting students' health needs by providing increased health access at each school site with telehealth, as well as health tech aides, district registered nurse, mental health services, and social-emotional supports.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, Cabrillo Unified School District qualifies for both Differentiated Assistance (DA) and Differentiated Technical Assistance (DTA) due to performance outcomes among several student groups.

Cabrillo Unified qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) based on English Language Arts and Mathematics outcomes for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. The district also qualifies for DA in Outcomes in a Broad Course of Study (LCFF Priority 8), based on performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities.

Additionally, Cabrillo Unified qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to elevated chronic absenteeism rates among Long-Term English Learners and Socioeconomically Disadvantaged students. These outcomes indicate the need for targeted supports and system-level improvements to increase student engagement and attendance.

Under the Local Control Funding Formula accountability system, districts enter Differentiated Assistance when one or more student groups meet eligibility criteria across state indicators. When performance challenges persist over multiple years, or additional student groups meet criteria, districts may progress to Differentiated Technical Assistance, which provides a deeper level of structured support and collaboration focused on sustainable improvement.

As part of this process, Cabrillo Unified is partnering with the San Mateo County Office of Education to conduct a root cause analysis, strengthen attendance systems, and enhance multi-tiered supports. This work includes improving early identification of attendance concerns, increasing family engagement, and expanding targeted interventions for Long-Term English Learners and Socioeconomically Disadvantaged students.

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English Language Arts Academic Performance

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This goal was developed through ongoing engagement with educational partners, during which stakeholders consistently emphasized the need to accelerate English Language Arts (ELA) achievement for all students and close persistent opportunity and achievement gaps. Feedback from families, staff, and community members highlighted the importance of consistent, standards-aligned instruction and stronger systems of academic support to improve student outcomes.
Based on the 2025 California School Dashboard, ELA performance for Cabrillo Unified School District remains in the Orange performance level overall, with multiple student groups in the Red performance level, including English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. In contrast, White and Two or More Races student groups remain in the Green performance level, further highlighting significant within-district performance disparities.

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.

In response, the district will focus on strengthening Tier 1 instructional practices, improving instructional coherence across sites, and increasing student engagement to accelerate academic outcomes for identified student groups. These strategies are designed to reduce inequities in access to grade-level instruction and improve proficiency in ELA across all schools.
Actions aligned to this goal specifically address state requirements for LEAs with Red Dashboard indicators and ensure targeted, evidence-based supports are implemented for identified student groups across the district.
The San Mateo County Office of Education continues to provide technical assistance through Improvement Science coaching, supporting district and site teams in analyzing data, identifying root causes of underperformance, developing measurable goals, and implementing research-based instructional strategies to improve ELA outcomes.

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Mathematics Academic Performance
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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.

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College and Career
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This goal was informed by stakeholder engagement, emphasizing the importance of preparing all students for postsecondary success, including college, career, and technical pathways. Feedback highlighted the need to expand access to rigorous coursework, strengthen academic counseling systems, and improve alignment between K–12 instruction and postsecondary expectations.
The 2025 Dashboard indicates that College and Career readiness for Cabrillo Unified School District remains in the Yellow performance level overall; however, significant disparities persist among student groups. English Learners, Long-Term English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students all remain in the Orange or Red performance levels, indicating uneven access to college and career readiness opportunities.

In response, the district will expand access to college and career pathways, strengthen academic and postsecondary counseling systems, and increase targeted supports such as credit recovery and academic intervention programs to ensure students remain on track for graduation and postsecondary readiness.

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Chronic Absenteeism

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Through ongoing technical assistance provided by the San Mateo County Office of Education, district and site teams continue to engage in Improvement Science practices, including data analysis, Plan-Do-Study-Act (PDSA) cycles, and systems-level inquiry to address student attendance.

The 2025 California Dashboard identifies chronic absenteeism as an area of concern for Cabrillo Unified School District, with Long-Term English Learners and Socioeconomically Disadvantaged students in the Red performance level. These results indicate the need for strengthened attendance systems, earlier intervention, and more consistent family engagement strategies.

In response, the district is strengthening attendance teams at school sites, improving early warning systems for chronic absenteeism, and expanding family engagement strategies and tiered interventions to improve student attendance and engagement.

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OTHER

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The district continues to monitor School Climate indicators, including suspension rates, to ensure equitable outcomes for all student groups. While overall suspension rates remain in the Green performance level, disparities persist, including higher suspension rates for Students with Disabilities, which remain in the Orange performance level. This is also reflected in the district's Compliance Improvement Monitoring (CIM) requirements related to disproportionality.

The district continues to receive technical assistance across multiple systems, including accountability, data analysis, multilingual services, and program implementation. These supports are designed to strengthen coherence across initiatives and improve outcomes for all students.

The San Mateo County Office of Education continues to support Cabrillo Unified School District through Improvement Science coaching, data systems development, and targeted technical assistance to strengthen instructional practice, attendance systems, and equitable student outcomes.

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) was 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) was 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) was 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
Parents and Families of(EL Students) | 1.28.2026 @ 5:00 pm	Cabrillo Unified School District implemented a targeted and inclusive approach to family engagement as part of the LCAP development process, with intentional outreach to Spanish-speaking families. A dedicated presentation was developed and delivered in Spanish, ensuring accessibility and meaningful participation on 1/28/2026. During this session, families were provided with a comprehensive overview of each LCAP goal and corresponding actions. To promote active engagement, participants worked in small groups and rotated through a gallery walk activity, where they were able to reflect on each goal and provide written feedback and suggestions. This structure created an interactive environment that elevated parent voice and encouraged collaboration. We concluded with opportunities for open discussion, and all feedback was shared amongst the group documented and shared with the Superintendent. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
CUSD Administrator(Leadership team) | 3.04.2026 @ 2:00 pm	The District engaged site administrators in the development of the Local Control and Accountability Plan (LCAP) through structured, monthly leadership meetings on 3/04/2026. During these sessions, District staff presented current LCAP goals, proposed actions, and

Educational Partner(s)	Process for Engagement
	relevant student outcome data to build a shared understanding of district priorities and identified areas of need. Administrators were provided with dedicated time to review and analyze data, ask clarifying questions, and participate in collaborative discussions regarding the effectiveness of existing programs and services. As part of this process, site leaders were informed that Cabrillo Unified School District has been identified for Differentiated Assistance (DA) and Direct Technical Assistance (DTA) based on multiple student groups and performance indicators reflected on the California School Dashboard. This context underscored the importance of refining and strengthening actions and services to improve equitable outcomes, particularly for unduplicated student groups. District staff facilitated structured discussions aligned to each of the four LCAP goals, providing administrators with opportunities to offer targeted input. Site leaders contributed feedback grounded in site-specific needs, including recommendations related to instructional supports, intervention systems, student engagement, and family outreach. This collaborative and data-informed approach ensured that site-level perspectives meaningfully informed the development and refinement of the LCAP, resulting in a plan that is responsive to both districtwide priorities and individual school site needs All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Parents of (Students with disabilities) | 2.26.2026 @ 5:00pm	After advertising the meeting several times with both email and text messages to parents of students with IEPs, we met in the El Granada Elementary MU on 02/26/2026. The meeting was lightly attended, and the presenter, Mr. Barnes, went through the LCAP process and looked at the dashboard data.

Educational Partner(s)	Process for Engagement
	All along we were able to interact with questions and discussion, and Mr. Barnes noted the parent concerns. Everything was written down and added to the LCAP stakeholder input sheet. Concerns range from more summer school opportunities for students with disabilities outside the ESY process, and a strong concern with the use of electronic devices at school, mainly chromebooks. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
California School Employees Association (CSEA) | 2.25.26 @ 4:30 pm	Employee Association (CSEA) members attending this meeting represented two perspectives. Union leadership participated on behalf of the unit membership as a whole, fulfilling the district's requirement to consult with the local bargaining unit. The meeting took place on 02/25/2026. Some members of the CSEA provided feedback from their perspective as individual employees. These individuals fulfill the district requirement to consult with other school personnel. The purpose was to gather input for the development of the Local Control and Accountability Plan (LCAP). CSEA members and staff were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district's LCAP goals, actions, and priorities was shared with the group, including examples of programs and services currently funded through LCAP. The presentation was conducted goal by goal, and after each goal was presented, dedicated time was provided for CSEA representatives to ask questions and provide suggestions. Staff documented the feedback directly on the designated presentation slides and shared the responses with participants in real time to ensure accuracy and transparency. All feedback collected during the meeting was reviewed and considered in the development of the district's LCAP goals, actions, and services. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that

Educational Partner(s)	Process for Engagement
	the plan authentically reflects the needs and aspirations of our parent and community partners.
Cabrillo Unified Teacher Association (CUTA) | 2.11.2026 @ 3:30 pm	Teacher Association (CUTA) members attending this meeting represented two perspectives. Union leadership participated on behalf of the unit membership as a whole, fulfilling the district's requirement to consult with the local bargaining unit. The meeting took place on 02/11/2026. Some members of the CUTA provided feedback from their perspective as individual teachers. These individuals fulfill the district requirement to consult with teachers. We gathered input for the development of the Local Control and Accountability Plan (LCAP). CUTA members and teachers were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district’s LCAP goals, actions, and priorities was shared with the group. Examples of programs and services currently funded through LCAP were also shared to provide context for the discussion. Throughout the presentation, members were provided opportunities to ask questions and receive clarification. At the conclusion of the presentation, dedicated time was provided for CUTA members to offer feedback and recommendations related to each LCAP goal. All comments and feedback shared during the meeting were documented and reviewed to help inform the development of the district’s LCAP goals, actions, and services. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
District English Learner Advisory Committee (DELAC) | 01.14.2026 @ 6:00 pm	Cabrillo Unified School District engaged the District English Learner Advisory Committee (DELAC), which is serving as the English Learner Advisory Committee for the LCAP presentation on 01/14/2026, to gather input for the development of the Local Control and Accountability Plan (LCAP). Families were notified through phone calls and emails to encourage participation. The meeting was held in

Educational Partner(s)	Process for Engagement
	person to support meaningful engagement and collaboration with English Learner families. During the session, participants reviewed a presentation outlining the district's LCAP goals and priorities, translated into Spanish. Families then participated in an interactive activity where poster charts representing the district's four LCAP goals were placed around the room. Parents were invited to rotate among the charts and write their ideas, recommendations, and priorities for each goal. Participants also shared their feedback with the larger group, and staff documented the input. All feedback was reviewed and considered in the development of the LCAP. Written responses to stakeholder comments and questions were provided in both English and Spanish to ensure transparency and equitable access for English Learners All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
Parent Groups (PTO, SIPA, Boosters) 01.21.2026 @ 10:00 am	Communication about the LCAP Input Sessions was sent to all CUSD families via SchoolMessenger, including an invite to a 01/21/2026 meeting specifically for parents and community members, led by Deanna Tower. The open discussion in this virtual meeting, consisting of a small group of parents and community members, centered around the budget, academic support, parent engagement, CAASPP results, and ways to motivate students to perform to the best of their abilities on the upcoming assessments. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.27.2026	At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings on 02/27/2026 was for Administrative Council members to engage productively in opportunities for the development of goals and actions for specific

Educational Partner(s)	Process for Engagement
	priority areas being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.
Student Group / 02.06, 2026 @ 9::00 am	District coordinated with the Leadership teachers at Half Moon Bay High School to schedule a meeting with the Leadership class, which includes 47 student representatives across all four grade levels. The meeting with students took place on 02/06/2026. During the session, the District presented the LCAP Input Session PowerPoint and facilitated an open discussion to gather student feedback. Student input was documented throughout the session, with a significant portion of the discussion focused on perspectives and feedback related to CAASPP testing. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
CUSD Budget Advisory Committee | June 10, 2026	The completed LCAP was presented to the Budget Advisory Committee as a group with broad representation of parents, students, and teaching and support staff, and which serves as the LCAP Parent Advisory Committee for the 2025-26 LCAP process. The meeting took place on 06/10/2026. The superintendent responded in writing to all comments from every stakeholder input session as well as the comments from the members of the Budget Advisory Committee.

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 meaningfully engaging a broad and diverse group of educational partners in the development of the Local Control and Accountability Plan (LCAP). Stakeholder input was gathered through multiple engagement opportunities throughout the year, including meetings, presentations, surveys, and interactive feedback sessions designed to ensure inclusive participation and thoughtful dialogue.

Educational partners included site parent leaders, representatives of families of English learners, parents of students with disabilities, classified and certificated staff, bargaining unit representatives, and site and district administrators. Through a series of structured LCAP

input meetings and comprehensive surveys, the district collected meaningful qualitative and quantitative data reflecting the perspectives, experiences, and priorities of our school community.

This stakeholder feedback played a critical role in shaping the development of the district's LCAP goals, metrics, actions, and budgeted expenditures. The input ensured alignment with identified student needs, district priorities, and continuous improvement efforts. The actions outlined below were directly influenced by this community-driven feedback and reflect Cabrillo Unified School District's commitment to transparency, collaboration, and student-centered decision-making.

***Goal 1:

Action 1.1A: Strengthen early literacy and mathematics instruction through expanded coaching, aligned curriculum, and use of benchmark assessment tools (e.g., DIBELS) to monitor student progress.

Action 1.1B: Expand targeted academic interventions, including high-dosage tutoring, before/after school programs, and summer learning opportunities, with an emphasis on early identification and support.

Action 1.1C: Increase access to academic counseling and structured guidance (e.g., A–G requirements, college and career pathways) through expanded counselor availability and proactive student check-ins.

Action 1.1D: Evaluate and enhance credit recovery, elective offerings, and scheduling structures (e.g., tutorial periods) to increase student engagement and academic success.

Action 1.1E: Ensure equitable access to enrichment opportunities (e.g., arts, music, experiential learning, and career technical education pathways) across all school sites.

Action 1.1F: Strengthen instructional practices by providing professional development in culturally responsive teaching, differentiated instruction, and strategies to support struggling learners.

****Goal 2:

Action 2.1A: Expand and refine English Language Development (ELD) programs, including designated and integrated ELD, to accelerate language acquisition and reclassification.

Action 2.1B: Provide targeted interventions and extended learning opportunities (e.g., after-school programs, tutoring, ELPAC preparation) to support English Learners and Long-Term English Learners.

Action 2.1C: Strengthen bilingual and culturally responsive supports, including family engagement opportunities (ELAC/DELAC), parent education, and partnerships (e.g., PUENTE).

Action 2.1D: Increase access to rigorous coursework (e.g., A–G, AP, dual enrollment, CTE pathways) by removing barriers and monitoring participation among unduplicated student groups.

Action 2.1E: Provide professional development for staff focused on effective strategies for multilingual learners, language acquisition, and inclusive instructional practices.

*****Goal 3:

Action 3.2A: Strengthen Multi-Tiered Systems of Support (MTSS) to provide coordinated academic, behavioral, and social-emotional interventions across all grade levels.

Action 3.1B: Expand access to school-based mental health services, counseling, and wellness supports to address student well-being and engagement.

Action 3.1C: Continue implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches to improve school climate.

Action 3.1D: Increase student engagement through expanded extracurricular activities, leadership opportunities, and enrichment programs that build confidence and connection to school.

Action 3.1E: Strengthen attendance systems through improved monitoring, family outreach, and intervention supports to address chronic absenteeism.

*******Goal 4:

Action 4.1A: Improve communication systems to ensure timely, clear, and accessible information for families, including student progress, expectations, and available supports.

Action 4.1B: Expand parent education and leadership opportunities to empower families to support student learning and navigate educational systems.

Action 4.1C: Provide ongoing professional learning for all staff (certificated and classified) focused on student engagement, relationship-building, and inclusive practices.

Action 4.1D: Strengthen systems for staff support, including mentorship, onboarding, and training for substitute teachers and classified staff to ensure consistency and quality of instruction.

Action 4.1E: Enhance student voice and ownership by increasing transparency around assessments (e.g., CAASPP), including purpose, results, and growth indicators.

Conclusion:
By aligning the Local Control and Accountability Plan (LCAP) with comprehensive stakeholder input, Cabrillo Unified School District continues to strengthen a responsive and student-centered educational system. Feedback from families, students, staff, and community partners directly informed the development of these goals and actions, ensuring a focus on equity, access, and continuous improvement

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.

Cabrillo Unified School District (CUSD) developed this goal to ensure that every student has access to high-quality instruction, rigorous academic standards, and opportunities that prepare them for college, career, and lifelong success. The goal is grounded in analysis of state and local assessment data, student achievement and engagement metrics, and input from students, families, teachers, staff, and community members gathered through the district's Strategic Plan development process. Educational partners consistently identified academic achievement and college and career readiness as top priorities, reinforcing the need for a comprehensive goal focused on improving outcomes for all students.

District data, including the California School Dashboard, CAASPP results, and local assessments, identified English Language Arts and Mathematics as areas requiring continued attention and revealed performance disparities among student groups. In particular, Red Dashboard indicators for English Learners on the English Learner Progress Indicator and for English Learners, Long-Term English Learners, and Students with Disabilities on the College and Career Indicator demonstrate the need for focused actions to accelerate academic growth and increase postsecondary readiness. These findings highlighted the importance of strengthening instructional practices, expanding access to rigorous coursework, and providing timely academic interventions.

Goal 1 was therefore developed to establish a systematic, data-informed approach to continuous academic improvement while meeting state priorities and accountability requirements. Through ongoing monitoring of student performance and implementation of evidence-based instructional practices, the district will evaluate progress, refine strategies, and ensure equitable access to high-quality learning opportunities.

Actions 1.1 and 1.2 specifically address the required response to the district's Red Dashboard indicators by supporting improved outcomes in English Language Arts, Mathematics, and College and Career Readiness for identified student groups.

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	2024-2025 Data UC/CSU "a-g" requirements *All Students 31% *English Only 61% *English Learner 7% *White 44% *Hispanic 49% *Students with Disabilities 19% *Socio-Economically Disadvantaged 31% source: PowerSchool CA Dashboard College and Career Indicator *42.6% prepared out of 258 students	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	UC/CSU "a-g" requirements *All Students = -7%% *English Only =17% *English Learner -4=% *White= 15% *Hispanic =18% *Students with Disabilities= 17% *Socio-Economically Disadvantaged=16% CA Dashboard College and Career Indicator Exceeded target, increase of 9.9% from 31.7% - 42.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				source: CA Dashboard	source: CA Dashboard	
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	2025-2026 Dibels 8th (Reading Data) Mid Year Data Students demonstrating proficiency at grade level. Kindergarten: 45% 1st Grade: 39% 2nd Grade: 38% 3rd Grade: 53% source: DIBELS 8 Data	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 6% 1st Grade | decreased by -11% 2nd Grade | increased by -15% 3rd Grade | increased by 5% 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	2023-2024 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 42% 7th - 41% 11th - 46% ENGLISH ONLY	24-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH ONLY	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -3% 7th - 0% 11th - -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd - 63% 7th - 59% 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%	3rd - 56% 7th - 54% 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	3rd - 63% 7th - 59% 11th -46% ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45% HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17% 11th -17% MATHEMATICS	7th - 65% 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	ENGLISH ONLY 3rd - 0% 7th - 0% 11th - -10% ENGLISH LEARNERS 3rd - -1% 7th - 0% 11th - +2% SPECIAL EDUCATION 3rd - +9% 7th - +2% 11th - -1% WHITE 3rd - -7% 7th - -5% 11th - -25% HISPANIC LATINO 3rd - -11% 7th - -3% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - +3% 7th - -9% 11th - -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ENGLISH ONLY 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%	ALL STUDENTS 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	ALL STUDENTS 3rd - 35% 7th - 33% 11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14% 11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8% SOCIOECONOMICALLY	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	MATHEMATICS ALL STUDENTS 3rd - -10% 7th - +2% 11th - -5% ENGLISH ONLY 3rd - -7% 7th - +4% 11th - -11% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - -7% 7th - +10% 11th - -2% WHITE 3rd - -12% 7th - -2% 11th - -13% HISPANIC LATINO 3rd - +6% 7th - -16% 11th - -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DISADVANTAGED 3rd - 33% 7th - 14% 11th -10%	DISADVANTAGED 3rd - 17% 7th - 15% 11th-12%	3rd - 34% 7th - 20% 11th -17%	SOCIOECONOMICALLY DISADVANTAGED 3rd - -11% 7th - +1% 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	2023-2024 Data 14.18% 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	26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	-1.87% students scoring level 4 on the English Language Proficiency Assessment for California ELPAC Summative) Source ELPAC
1.5	% students who complete a CTE program of study	Baseline was not available in this year	2023-2024 Data 14 CTE Pathway Completers source: CALPADS Report 3.19	2024-2025 Data 18 CTE Pathways Completers Source CALPADS Report 3.19	6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	CTE Pathways Completers increased by 4 students
1.6	% students completed UC (A-G) unit Program of study	2022-2023 38% of students completed UC a-g	2023-2024 37% of students completed UC a-g	2024-2025 *30.92% completed UC/CSU A-G Requirements	6% of students will complete both UC a-g units and CTE programs of study	A decrease of 7% students completing UC (A-G) 2023/2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: PowerSchool SIS	source: PowerSchool SIS	source: CALPADS	source: PowerSchool SIS	

Goal Analysis [2025-26]

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

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

Goal 1: Academic Achievement and College and Career Readiness
Cabrillo Unified School District continues to prioritize academic achievement, early literacy, and college and career readiness for all students. An analysis of baseline data compared to Year 2 outcomes indicates areas of growth as well as continued opportunities for improvement.

The overall percentage of students completing UC/CSU A-G requirements declined from 38% at baseline to 31% in Year 2, representing a 7-percentage-point decrease.

While some student groups demonstrated improvement, there were also declines in English Learners (11% to 7%) and White students (45% to 44%) with relatively small changes from baseline; other groups experienced n. Hispanic students increased from 31% to 49%, Students with Disabilities improved significantly from 2% to 19%, and Socioeconomically Disadvantaged students increased from 15% to 31%, reflecting positive growth in college readiness opportunities for historically underserved groups. Despite these subgroup gains, the overall decrease in A-G completion rates suggests a continued need to strengthen access to rigorous coursework, academic supports, and college readiness interventions to meet the Year 3 target of 44% for all students.

Early Literacy – DIBELS (Metric 1.2)

Early literacy outcomes showed overall improvement from baseline to Year 2:
Kindergarten increased from 39% to 54% (+15 percentage points)
First grade increased from 50% to 65% (+15 percentage points)
Second grade increased from 53% to 68% (+15 percentage points)
Third grade increased from 49% to 64% (+15 percentage points)

These consistent gains across K–3 demonstrate positive progress in foundational literacy skills. Continued focus on early literacy instruction, intervention, and coaching will support sustaining this growth.
CAASPP English Language Arts (Metric 1.3)
CAASPP ELA performance showed mixed results when comparing baseline to Year 2:

3rd Grade decreased from 44% to 41% (-3 percentage points)
7th Grade remained stable from 40% to 40%
11th Grade decreased from 41% to 35% (-6 percentage points)

While overall performance declined slightly, some student groups demonstrated improvement:
Hispanic students increased in 3rd grade from 31% to 37%
Students with Disabilities increased in 11th grade from 5% to 11%
English Learners increased in 11th grade from 6% to 8%
Achievement gaps remain across student groups, indicating the need to strengthen Tier I instruction, targeted interventions, and progress monitoring.
CAASPP Mathematics (Metric 1.3)

Mathematics performance also reflected mixed outcomes
3rd Grade decreased from 45% to 35% (-10 percentage points)
7th Grade increased slightly from 31% to 33% (+2 percentage points)
11th Grade decreased from 26% to 21% (-5 percentage points)

Some subgroup growth was observed:

English Learners in 3rd grade increased from 15% to 21%
Students with Disabilities in 11th grade increased from 6% to 12%
Socioeconomically Disadvantaged students showed slight gains in 7th and 11th grades
These results indicate a continued need to strengthen mathematics instruction and expand targeted supports.

English Learner Progress we had a decrease of -1.87% students scoring level 4 on the English Language Proficiency Assessment for California ELPAC Summative) This decline suggests the need to strengthen designated and integrated English Language Development and expand support for multilingual learners.
Career Technical Education
Career Technical Education pathway completion increased, with 18 CTE pathway completers reported in Year 2. Additionally, 11 students completed both A–G requirements and a CTE pathway, demonstrating continued progress toward college and career readiness opportunities.

Overall, Cabrillo Unified School District demonstrated strong growth in early literacy and positive gains among several student groups, particularly Hispanic students and Students with Disabilities. However, declines in A–G completion, CAASPP performance in select grade levels, and ELPAC Level 4 outcomes indicate continued areas of focus.

In response to this data, the district will continue to:
**Strengthen early literacy and mathematics instruction across all grade levels
** targeted academic interventions to support students with diverse learning needs
** access to A–G coursework and enhance academic counseling supports

** English Learner services and accelerate reclassification rates
** Career Technical Education (CTE) pathways and opportunities
** professional development to reinforce strong Tier 1 instruction
** implementing data-driven instructional improvement practices

These actions reflect stakeholder feedback and demonstrate Cabrillo Unified School District's continued commitment to strengthening academic outcomes, promoting equity, and ensuring all students have access to high-quality learning opportunities.

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 differences in the overall allocation of LCFF funds designated for increased or improved services. However, adjustments were made throughout the year to strategically align expenditures with student needs and maximize available supplemental funding sources. While certain actions reflected lower-than-planned expenditures, services and supports for students were maintained and, in several cases, expanded through the use of alternative grant funding, operational efficiencies, and strategic resource alignment.

In some instances, funds originally budgeted for expanded elective and Advanced Placement (AP) course offerings were adjusted due to lower enrollment trends and staffing changes, resulting in fewer course sections at the middle and high school levels. Savings generated through these adjustments were redirected to provide targeted academic interventions, additional instructional aide support, expanded after-school academic assistance, and supplemental services for English Learners, socio-economically disadvantaged students, foster youth, and students with disabilities who continue to demonstrate lower performance on CAASPP assessments.

Goal 1 – Academic Improvement
Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent; Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195. This variance was primarily due to the district strategically offsetting a portion of staffing and program costs through alternative grant funding sources that were scheduled to expire during the 2025–2026 school year. By leveraging these one-time grant funds, Cabrillo Unified School District was able to reduce the draw on LCAP supplemental funds while fully maintaining college and career readiness programming, including counseling supports, pathway development, career exploration opportunities, and student access initiatives.

The resulting savings allowed the district to redirect LCAP resources toward targeted academic intervention services and additional supports for unduplicated student groups, while continuing to maintain the intended level of college and career programming districtwide.

Action 1.2 – Early Literacy

Variance: $177,098 underspent

Planned expenditures of $222,000 resulted in estimated actual expenditures of $44,902. Although this variance appears significant, all planned Early Literacy programming, professional development, and instructional supports were fully implemented during the school year. The district was able to utilize Big Lift funding and other supplemental one-time grant resources to cover professional development and literacy implementation costs that had originally been budgeted through LCAP funds.

As a result, expenditures charged to the LCAP were substantially reduced without reducing services to students. This variance reflects the district's strategic and fiscally responsible use of available grant funding streams to preserve supplemental and concentration funds for additional student support needs. Students continued to receive literacy intervention, evidence-based reading instruction, teacher training, and early literacy supports as planned.

Action 1.3 – Culturally Responsive Classrooms

Variance: $234,815 underspent prior to summer school adjustments

Planned expenditures of $610,000 resulted in estimated actual expenditures of $375,185. However, the district anticipates an additional estimated $231,000 in summer school expenditures associated with this action, bringing the adjusted estimated actual expenditure total closer to $606,185.

The variance within the core instructional program reflects the fact that many instructional materials, curriculum resources, and professional development investments supporting culturally responsive classroom implementation were substantially completed during the prior academic year. As a result, those expenditures did not need to be duplicated during the current cycle. Additional materials and supplemental resources were also supported through alternative funding sources outside of the LCAP.

Summer school programming represented a significant investment under this action and demonstrated the district's continued commitment to providing inclusive, culturally responsive, and academically supportive extended learning opportunities for all students, particularly unduplicated pupils who benefit from additional instructional time and targeted intervention supports.

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

Effectiveness of Actions Toward Goal 1: Academic Achievement and College and Career Readiness

The actions implemented under Goal 1 have demonstrated mixed effectiveness in supporting student achievement and college and career readiness.

Early Literacy Supports: Actions such as K–3 targeted literacy instruction, teacher coaching, and progress monitoring have been effective, as evidenced by consistent growth in DIBELS proficiency across all grades: Kindergarten (+15 percentage points), 1st grade (+15), 2nd grade (+15), and 3rd grade (+15). This indicates that early literacy initiatives are positively impacting foundational reading skills.

College and Career Readiness Initiatives: Efforts to increase A–G course completion and expand access to CTE pathways have shown partial effectiveness. While some student groups, including Hispanic students, Students with Disabilities, and socioeconomically

disadvantaged students, experienced gains in A–G completion, overall 12th-grade completion declined from 38% to 31% compared to the baseline. CTE participation increased, with 18 pathway completers and 11 students completing both A–G and CTE, demonstrating progress in providing multiple pathways to postsecondary readiness.

ELA and Mathematics Support Actions: Interventions aimed at improving ELA and math proficiency have yielded mixed results. Some grade levels and subgroups showed improvement (e.g., 3rd-grade Hispanic ELA, 11th-grade Students with Disabilities math), while overall CAASPP performance in select grades declined compared to baseline, indicating that these actions have been partially effective but require refinement and targeted supports.

English Learner Supports: Actions intended to accelerate English Language Development, including designated and integrated ELD instruction, have shown limited effectiveness, as reflected in the decrease in students scoring Level 4 on the ELPAC from 15% to 12.06%. This suggests a need for increased focus on differentiated supports and reclassification efforts.

Summary: Overall, the district's actions have been most effective in early literacy and expanding career pathways. Progress in academic achievement for secondary students and English learners has been partial, highlighting the need to enhance Tier I instruction, targeted interventions, and supports for access to rigorous coursework.

The district will continue to refine and expand actions to ensure equitable outcomes for all students. Strengthening Tier 1 instruction remains a critical priority. Ensuring students receive the highest quality instruction the very first time reduces the need for remediation and accelerates achievement for all learners. To this end, the district is increasing professional development focused on evidence-based strategies in literacy, mathematics, and ELD to address the specific needs of diverse student populations. Emphasis on Tier 1 instruction, coupled with ongoing coaching and support, is essential for sustainable progress toward academic goals and equity.

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.

Based on an analysis of the most recent student achievement data, stakeholder feedback, and evaluation of the 2025–2026 implementation cycle, Cabrillo Unified School District has refined Goal 1 actions to strengthen academic outcomes, improve instructional coherence, and accelerate progress for all student groups, with a continued emphasis on English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below grade level.

Strengthened English Learner Supports
While progress was observed in select English Learner outcomes, current data indicate an ongoing need to improve English Language Arts and Mathematics achievement, increase academic language proficiency, and strengthen reclassification outcomes. For 2026–2027, the district will enhance both designated and integrated English Language Development (ELD) instruction through expanded academic language supports, increased collaboration between classroom teachers and EL specialists, and improved alignment of instructional practices across grade levels. Professional development will focus on evidence-based strategies that promote language acquisition within rigorous, standards-aligned core instruction and support long-term academic success for English Learners.

Expanded Early Literacy Implementation

Although early literacy initiatives demonstrated positive growth in foundational skills across several primary grade levels, implementation data revealed inconsistencies across sites and classrooms. In response, the district will continue expanding structured literacy practices and strengthening Tier 1 instruction in Transitional Kindergarten through Grade 3. Additional intervention supports, progress monitoring systems, instructional coaching, and professional learning aligned to the science of reading will be implemented to ensure consistent, high-quality literacy instruction and early intervention across all elementary schools.

Refined Mathematics Instruction and Intervention Supports
Mathematics performance data identified persistent achievement gaps, particularly within middle school grades and among student groups performing below grade level. To address these needs, the district will refine mathematics instructional practices through increased collaboration time for teachers, expanded intervention opportunities, and targeted professional learning focused on conceptual understanding, mathematical discourse, and rigorous Tier 1 instruction. The district will also strengthen the use of data-informed instructional practices to better identify and respond to student learning needs. Add a Math Teacher on Special Assignment to support the rollout of the new adopted math Curriculum.

Expansion of Targeted Academic Interventions and MTSS
Building upon successful intervention structures implemented during prior years, the district will expand targeted academic supports across all grade spans through increased small-group instruction, intervention blocks, and improved coordination of Multi-Tiered Systems of Support (MTSS). The district will continue strengthening systems for progress monitoring and data analysis to ensure interventions are responsive, timely, and aligned to individual student needs. These efforts are intended to improve student achievement outcomes while increasing consistency in intervention implementation across schools.

Strengthening Tier 1 Instruction Through Instructional Monitoring and Support
To ensure consistent implementation of high-quality instructional practices, the district will expand and align regular site and classroom visits focused on monitoring and supporting culturally responsive teaching practices, rigorous standards-aligned instruction, and strong Tier 1 supports. Instructional leadership teams will utilize classroom walkthroughs, collaborative feedback processes, and ongoing coaching cycles to support instructional improvement and strengthen student engagement and learning outcomes across all schools.

Increased College and Career Readiness Supports
To further improve college and career readiness outcomes, the district will expand student access to A–G coursework, strengthen academic counseling systems, and increase opportunities for Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment participation. The district will also strengthen systems for early identification of students requiring academic support to ensure proactive intervention and individualized planning beginning in middle school and continuing through graduation.
14 CTE Pathway Completers

We removed the CTE Completers from metric 1.6 since this is repeated data from a previous metric.

Enhanced Data-Driven Decision Making and Assessment Systems
The district will continue refining data systems and collaborative structures to support timely, informed, and student-centered decision-making. Quarterly data reviews, site-based collaboration cycles, and targeted action planning processes will be implemented to monitor progress and adjust instructional supports as needed. In addition, the district will develop and implement districtwide benchmark

assessments to strengthen the cycle of inquiry process and provide consistent measures of student progress across schools. These assessments will support teams in analyzing performance trends, identifying instructional needs, and making responsive instructional adjustments. Collectively, these systems will strengthen alignment between resources, instructional practices, and student outcomes.

These refinements reflect Cabrillo Unified School District's ongoing commitment to continuous improvement, equitable access, and high-quality instruction for all students. Through strengthened Tier 1 instruction, expanded targeted supports, improved instructional coherence, and intentional use of student performance data, the district remains focused on improving outcomes and ensuring all students are provided the support necessary for academic success.

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 1.1C | 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.	$1,698,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 1.2G | Provide targeted early literacy and designated ELD instruction for English Learners, aligned with the science of reading, to accelerate language acquisition and literacy development in the early grades. 1.2H | Implement targeted interventions for Long-Term English Learners (LTELs) using diagnostic data to address persistent literacy gaps, accelerate reclassification, and support grade-level academic achievement.		
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 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	$610,000.00	Yes

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 and Long-Term 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.

Cabrillo Unified School District (CUSD) developed Goal 2: Focus on Equity to ensure that students who have historically experienced disparities in academic outcomes receive the support necessary to achieve at high levels. Analysis of state and local assessments, student engagement data, and feedback from students, families, teachers, staff, and community members identified the need for a dedicated goal that prioritizes the success of at-promise student groups. This goal reflects the district's commitment to using multiple measures of student performance and ongoing academic monitoring to drive equitable outcomes.

District data, including the California School Dashboard, CAASPP results, English Learner Progress Indicator (ELPI) data, and local assessments, revealed persistent achievement gaps for English Learners, including Long-Term English Learners, Students with Disabilities, Hispanic/Latinx students, and Socioeconomically Disadvantaged students. In particular, the district's Red Dashboard indicator for English Learner Progress and additional Red indicators across several school sites and student groups demonstrated the need for targeted supports and continuous monitoring to accelerate student achievement and language development.

Goal 2 was therefore developed to ensure that district resources, instructional practices, and interventions are informed by ongoing analysis of student data and educational partner input. By regularly reviewing academic progress, engagement measures, and implementation outcomes, the district will evaluate the effectiveness of its strategies and make adjustments as needed to reduce achievement gaps and improve outcomes for its at-promise student groups. Actions 2.1A, 2.1B, 2.1D, and 2.2F specifically address the required response to the district's Red Dashboard indicators and support the goal of providing equitable opportunities for student success.

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% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67%	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% 7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th -0%	2024-2025 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 2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -46%	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% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 3% 7th: No change 11th: Decreased by 6% ENGLISH ONLY 3rd: Decreased by 7% 7th: No change 11th: No change ENGLISH LEARNERS 3rd: Decreased by 1% 7th: No change 11th: Increased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22%	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 MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30%	ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45% HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17% 11th -17% MATHEMATICS ALL STUDENTS 3rd - 35% 7th - 33%	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 ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46%	SPECIAL EDUCATION 3rd: Increased by 2% 7th: Increased by 2% 11th: Decreased by 1% WHITE 3rd: Decreased by 7% 7th: Decreased by 5% 11th: Decreased by 25% HISPANIC/LATINO 3rd: Decreased by 11% 7th: Decreased by 3% 11th: Decreased by 2% SOCIOECONOMICALLY DISADVANTAGED 3rd: Increased by 3% 7th: Decreased by 9% 11th: Decreased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 2022-2023 16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990	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% SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10% source: CAASPP	11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14% 11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8% SOCIOECONOMICALLY DISADVANTAGED 3rd - 17% 7th - 15% 11th -12%	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% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP	MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Decreased by 10% 7th: Increased by 2% 11th: Decreased by 11% ENGLISH ONLY 3rd: Decreased by 7% 7th: Increased by 4% 11th: Decreased by 11% ENGLISH LEARNERS 3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 10% 11th: Decreased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		54% source: Dataquest	ELPAC 2023-2024 14.18% Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 56.5% source: Dataquest source: Dataquest	source: CAASPP ELPAC 2024-2025 12.06% Level 4 on ELPAC source: ETS RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Data will be produced in June 2026 source: Dataquest source: Dataquest	2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	WHITE 3rd: Decreased by 12% 7th: Decreased by 2% 11th: Increased by 13% HISPANIC/LATINO 3rd: Increased by 6% 7th: Decreased by 16% 11th: Decreased by 8% SOCIOECONOMICALLY DISADVANTAGED 3rd: Decreased by 11% 7th: Increased by 1% 11th: Increased 1% ELPAC – % Scoring Level 4 (Highest Level) Decreased by 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						RFEP (Reclassification Rate – Ever-ELs) 2023–2024: 54% 2024–2025: 56.5% Change: Increased by 2.5% source: Dataquest
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 Honors, Athletics and Electives	2022-2023 Electives offered: 27 course offerings available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 course offerings available	2024-2025 Electives Offered at HMBHS: AP courses: 17 Elective courses: 12 Total: 29 course offerings available	2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%. 32 course offerings available	The number of AP/elective sections increased by 2 courses
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	2024-2025 Discipline data in secondary schools (Suspension & Expulsion Rate) Suspension Rate: 2024-2025: 2.40% Expulsion Rate 2024-2025: 0% Source: DataQuest	2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate:	Suspension and expusion rates have both declined below the target percentage. This is a positive reduction in both suspension and expulsion rates at the secondary level, indicating early signs of progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2025-26: 2.43% based on 22-23 baseline Expulsion Rate 2025-26: .12% based on 22-23 baseline Source: DataQuest	improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.3% Expulsion Rate -0.14%
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) 2024-25: 92.70%	Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was an increase in attendance rate for 2024-25 school year. Difference: 0.9%
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%	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%	Data from DataQuest 2024-25: Alvin S. Hatch 13.90% El Granada 15.90% Farallone View 12.00% Half Moon Bay High 19.80% Kings Mountain 8.30%	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 continuing decline in 2025-26. Difference: HA -14.8% EG -7% FV -6.3% HMB -0,4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Pilarcitos Alternative High 59.3%	Manuel F. Cunha Intermediate 14.20% Pilarcitos Alternative High 59.10%		KM -25% CU -6.5% PHS -31.1%
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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 :0.19%	2025-2026 Middle 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: +0.9%
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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 9-12 =4.03%	2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2% Source: DataQuest	There has been an increase 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:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Dropout rate grades 9-12: +1.2%
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% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	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%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.4% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.9%	2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	The graduation rates at HMBHS and Pilarcitos have both increased above the target percentage. Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. By 2027, students scoring Level 4 on the reclassification will increase by 10%.	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	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2023-24	2024/2025 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2024-25	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	Interpretation: A decrease in the percentage of English Learners scoring Level 4 on the ELPAC, suggesting a need for targeted language development support. ELPAC – % Scoring Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990 RFEP rates of reclassification. 54%	14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%	13.44% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 17.68%	RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	Difference: -3.06% RFEP – Reclassification Rate Difference: -36.32%

Goal Analysis [2025-26]

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

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

Cabrillo Unified School District continued implementing targeted actions and supports designed to improve academic achievement, attendance, engagement, and graduation outcomes for At-Promise student groups, including English Learners, Socioeconomically Disadvantaged students, Hispanic/Latino students, and Students with Disabilities. The district maintained implementation of expanded AP and elective course offerings, restorative discipline practices, attendance interventions, academic supports, and English Learner services aligned to the goals and actions identified within the LCAP. Overall implementation remained substantially aligned to planned actions; however, several outcome measures demonstrated mixed progress when comparing outcomes to baseline data. Significant successes were noted in graduation rates, reductions in chronic absenteeism at most school sites, stabilization of discipline rates, and modest increases in RFEP rates. At the same time, academic achievement data from CAASPP and ELPAC indicate ongoing challenges in accelerating outcomes for several student groups, particularly in mathematics and upper grade English Language Arts performance.

Key Differences & Challenges:
While implementation of academic interventions, MTSS supports, attendance monitoring systems, and expanded learning opportunities continued districtwide, Year 2 academic performance data showed inconsistent growth across student groups and grade spans. In ELA, All Students declined from baseline in both 3rd grade (44% to 41%) and 11th grade (41% to 35%), while 7th grade performance remained stable at approximately 40%. English Learner performance in ELA remained significantly below district averages, although 11th grade EL students

demonstrated modest improvement from 6% to 8% proficient. Mathematics performance reflected greater challenges, with All Students declining from baseline in 3rd grade (45% to 35%) and 11th grade (26% to 21%), while 7th grade math showed a small increase from 31% to 33%. Socioeconomically Disadvantaged and Hispanic/Latino student groups continued to perform below district averages in both ELA and Mathematics, particularly at the secondary level.

English Learner language acquisition data also reflected implementation challenges. The percentage of English Learners scoring Level 4 on the ELPAC decreased from the baseline of 16.5% to 13.44% in Year 2, indicating continued need for designated and integrated ELD supports, consistent instructional practices, and targeted language development interventions. Although RFEP rates increased from the baseline of 54% to 56.5%, the district did not sustain the unusually high reclassification rate reported in Year 1. Additionally, chronic absenteeism remained elevated at several school sites, particularly at Half Moon Bay High School and Pilarcitos Alternative High School, despite reductions at most elementary and middle school sites. High school dropout rates also increased in Year 2 from 2.8% to 4.03%, demonstrating the continued need for intensive secondary intervention, credit recovery, alternative education supports, and student engagement efforts.

Successes:
The district experienced several notable successes during Year 2 implementation. High school graduation rates increased significantly at both comprehensive and alternative school settings. Half Moon Bay High School improved from a 90.6% baseline graduation rate to 96.4%, exceeding the Year 3 target, while Pilarcitos Alternative High School improved substantially from 35.0% to 60.9%, reflecting continued success with credit recovery, individualized student support, and alternative pathway programming.

The district also demonstrated progress in reducing chronic absenteeism across most sites compared to post-pandemic baseline rates. Kings Mountain Elementary improved from 33.3% to 8.3%, Alvin S. Hatch improved from 28.7% to 13.9%, and Pilarcitos Alternative High School decreased from 90.2% to 59.1%. These improvements suggest that attendance outreach, family engagement, and student support systems are beginning to positively impact student attendance patterns.

Discipline outcomes also reflected positive implementation trends. Suspension rates decreased from 2.70% to 2.40%, and expulsion rates declined from 0.14% to 0%, indicating continued implementation of restorative practices and student-centered discipline approaches. Additionally, the district maintained broad access to advanced coursework and enrichment opportunities, sustaining 29 AP and elective course offerings at Half Moon Bay High School, supporting student engagement and college and career readiness opportunities for students.

While several academic indicators remain below desired outcomes, Year 2 implementation demonstrated continued progress toward improving systems of support, expanding student access and engagement opportunities, strengthening graduation outcomes, and addressing attendance and behavioral needs across the district.

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 2 – Student Achievement (Academic & Social-Emotional)
Action 2.1 – Improved Achievement for Unduplicated Students
Variance: $250,065 underspent

Planned expenditures of $345,000 resulted in estimated actual expenditures of $94,935. The variance was primarily attributable to decreased enrollment among unduplicated student groups, delays in filling intervention support positions, and the strategic use of alternative grant funding sources to support planned services and interventions.

Although expenditures were lower than originally projected, services for unduplicated students continued throughout the year, including targeted academic interventions, supplemental instructional support, and evidence-based instructional practices designed to improve student achievement outcomes. Certain services were implemented at a reduced scale due to staffing capacity, with plans for expansion in the coming year as recruitment and staffing efforts are completed.

Action 2.2 – Fair Practices for All Students
Variance: $311,397 overspent

Planned expenditures of $685,000 resulted in estimated actual expenditures of $996,397. The increase in expenditures reflects the district's intentional and responsive efforts to ensure equitable and inclusive access to district programs, services, and educational pathways for all students.

Additional expenditures supported expanded mental health staffing, increased counseling services, supplemental intervention resources, and supports designed to reduce barriers to participation for English Learners, socioeconomically disadvantaged students, foster youth, and other historically underserved student groups. The variance also reflects increased employee salary costs and the addition of two counselor positions under this action to strengthen academic, behavioral, and social-emotional support systems across school sites.

These investments aligned with the district's commitment to promoting equitable access, improving student engagement, and strengthening comprehensive student support services.

Action 2.3 – Safe School Environment
Variance: $133,101 overspent

Planned expenditures of $390,000 resulted in estimated actual expenditures of $523,101. The increased expenditures reflect expanded investments in campus safety infrastructure, additional classified support staff, behavioral intervention supports, and restorative practices programming designed to promote positive school climate and student well-being.

Additional costs were also associated with addressing increased student social-emotional and behavioral needs, including supports related to the growing complexity of student Individualized Education Program (IEP) needs across district sites. These investments were made in direct response to student data and site-identified needs indicating the importance of strengthening behavioral, safety, and social-emotional support systems to ensure safe, welcoming, and inclusive learning environments for all students.

Action 2.4 – Chronic Absenteeism Reduction
Variance: $15,927 (new expenditure)

This action was originally budgeted at $0, as the district initially anticipated implementing attendance interventions through existing staff capacity and site-based resources. However, during the school year, the district identified a need for additional targeted outreach, family engagement supports, and attendance monitoring systems to address increasing chronic absenteeism rates among student groups.

As a result, estimated actual expenditures totaled $15,927 to support enhanced communication systems, attendance tracking processes, student outreach efforts, and family engagement strategies aimed at reducing attendance barriers and improving student engagement. These expenditures reflect the district's proactive commitment to strengthening attendance systems and providing additional support for unduplicated students experiencing chronic absenteeism.

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

Several specific actions demonstrated varying levels of effectiveness in advancing progress toward Goal 2, with notable strengths in graduation outcomes, student engagement, attendance improvements at targeted sites, and discipline reduction efforts, while academic achievement outcomes continued to reflect the need for additional instructional refinement and targeted intervention.

Targeted academic interventions and student support systems demonstrated moderate effectiveness for Students with Disabilities and certain student groups. In Mathematics, Special Education students showed gains in several grade levels compared to baseline, including increases in 3rd grade proficiency from 18% to 28%, 7th grade from 4% to 10%, and 11th grade from 6% to 12%. Similarly, English Learners demonstrated improvement in 11th grade ELA proficiency, increasing from 6% to 8%, and in 11th grade Mathematics from 6% to 12%. These outcomes suggest that intervention supports, co-teaching models, specialized academic instruction, and expanded access to intervention services are beginning to positively impact targeted student populations. However, overall districtwide CAASPP performance in both ELA and Mathematics declined in several grade spans, particularly among All Students, Hispanic/Latino students, and Socioeconomically Disadvantaged students, indicating that instructional acceleration efforts have not yet produced consistent academic growth across all student groups.

Actions designed to expand student engagement opportunities through AP courses and elective offerings demonstrated positive effectiveness in maintaining student participation and supporting secondary student outcomes. The district maintained 29 AP and elective course offerings at Half Moon Bay High School, preserving student access to advanced coursework and enrichment opportunities. These actions likely contributed to significant gains in graduation outcomes, including the increase at Half Moon Bay High School from 90.6% to 96.4% and the continued improvement at Pilarcitos Alternative High School from 35.0% to 60.9%. While high school dropout rates increased in Year 2 to 4.03%, the substantial improvement in graduation rates indicates that alternative pathways, credit recovery systems, and student engagement supports continue to positively impact many students.

English Learner actions demonstrated mixed effectiveness. RFEP rates increased modestly from the baseline of 54% to 56.5%, indicating continued progress in reclassification efforts and student language acquisition supports. However, the percentage of English Learners scoring Level 4 on the ELPAC declined from 16.5% to 13.44%, suggesting that while some students are meeting reclassification criteria,

additional focus is needed on long-term academic language development, designated ELD instruction, and consistent implementation of language acquisition strategies across grade levels and content areas.

Attendance improvement strategies and re-engagement efforts showed partial effectiveness across the district. Several schools experienced substantial reductions in chronic absenteeism compared to post-pandemic baseline levels, including Kings Mountain Elementary (33.3% to 8.3%), Alvin S. Hatch (28.7% to 13.9%), and Pilarcitos Alternative High School (90.2% to 59.1%). These improvements suggest that tiered attendance interventions, family outreach, counseling supports, and student engagement efforts are positively impacting attendance at many sites. However, chronic absenteeism at Half Moon Bay High School increased from 20.2% to 24.8%, indicating that secondary attendance interventions require additional refinement and intensified supports for students with persistent attendance barriers.

Actions focused on restorative practices and positive school climate demonstrated overall effectiveness. Suspension rates declined from 2.70% to 2.40%, while expulsion rates decreased from 0.14% to 0%, reflecting continued progress in implementing restorative approaches, behavioral supports, and alternatives to exclusionary discipline practices. These outcomes suggest that school climate initiatives and student-centered discipline systems are contributing to safer and more supportive learning environments across secondary schools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In response to recent declines in ELPAC Level 4 performance and overall reclassification rates, the district has refined its support strategies for English Learners to ensure more robust, structured intervention. Moving forward, the district will maintain its commitment to site-based English Learner specialists, while the district literacy specialist will facilitate weekly collaboration sessions at each elementary site. This collaborative framework will focus on securing dedicated language development blocks within the daily instructional schedule and expanding comprehensive teacher training in both designated and integrated English Language Development (ELD). Furthermore, to support the transition to a newly adopted mathematics curriculum aligned with updated state standards, the district is establishing a dedicated mathematics specialist position to provide direct, push-in instructional support across all elementary classrooms.

Alongside these language and mathematics initiatives, the district is placing an increased emphasis on early literacy and numeracy through targeted early interventions. This foundational support will be systematically expanded by increasing the deployment of push-in instructional aides and optimizing dedicated K–3 intervention blocks to catch and remediate learning gaps early. Concurrently, to address barriers to student engagement, the district has revised its chronic absenteeism interventions. Attendance improvement efforts will now be driven by a newly formed, districtwide attendance task force charged with conducting monthly data reviews. For students requiring Tier 3 intensive intervention, the district will implement structured home visits backed by heightened, strategic coordination between site administrators, school counselors, community liaisons, and families to foster strong home-school partnerships and improve overall student attendance.

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	2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify EL students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training in ELD across the curriculum and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD, as well as supporting teachers with strategies designed to address the needs of Long-Term English Learners. 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)	$345,000.00	Yes
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	$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		
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 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	$390,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$80,000.00	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.

Cabrillo Unified School District (CUSD) developed this goal to ensure that every student is supported academically, socially, emotionally, and behaviorally in a safe and inclusive learning environment. This goal was informed by a comprehensive equity audit, the development of the district's Strategic Plan, and extensive engagement with students, families, teachers, staff, and community members. Educational partners consistently identified student wellness, mental health, positive school climate, and family engagement as essential components of student success, demonstrating the need for a comprehensive approach that addresses the whole child.

Analysis of state and local data, including the California School Dashboard, attendance records, behavioral data, and stakeholder surveys, identified suspension rates and chronic absenteeism as areas requiring continued attention. Red Dashboard indicators for Students with Disabilities in Suspension Rates and for Long-Term English Learners, Students with Disabilities, and multiple student groups across several school sites in Chronic Absenteeism highlighted the need for focused strategies to improve student engagement and ensure equitable access to learning. These findings reinforced that academic success is closely connected to students' sense of belonging, well-being, and consistent school attendance.

Goal 3 was therefore developed to establish a systematic process for monitoring student outcomes in behavior, social-emotional learning, mental health, attendance, and academics to guide continuous improvement. By using data to identify barriers to student success and incorporating ongoing input from educational partners, the district will evaluate the effectiveness of its supports and refine strategies as

needed. Actions within this goal specifically address the required response to the district's Red Dashboard indicators while advancing the district's commitment to creating learning environments where all students can thrive.

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%	For 2025 CHKS data: 5th: 60% 7th: 41% 9th: 59% 11th:53%	Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2025 slipped from 2024 compared to the Year 3 target in 5th and 7th grade, while 9th and 11th grade increased from the pervious year. Difference from baseline: 5th: -7% 7th: +10% 9th: +10% 11th: +10%
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% 2022-23: 0.14%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%	From DataQuest: Suspension Rate: 2024-25: 2.40% Expulsion Rate 2024-25: 0%	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, dropping below the target rate, while the expulsion rate has also declined below the target percentage. This is a successful reduction in both suspension and expulsion rates at the secondary level, indicating early signs of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						progress in improving school climate through restorative practices and student-centered discipline approach Differences from baseline: Suspension Rate: -0.30% Expulsion Rate -0.14%
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%	Data from School Status Attend 2024-25: 92.70%	By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate has improved from baseline. We are still 5.30% below the target outcome Difference from baseline: +0.9%
3.4	% district Chronic Absenteeism Rate	Data from DataQuest Baseline 2022-23 Hatch Elem. 28.7% El Granada Elem. 22.9% Farallone View Elem. 18.3% Half Moon Bay High 20.2% Kings Mountain Elem. 33.3%	Data from DataQuest 2023-24: Hatch Elem. 14.5% El Granada Elem. 16.4% Farallone View Elem. 11.5% Half Moon Bay High 24.8%	Data from DataQuest 2024-25: Hatch Elem. 13.90% El Granada Elem. 15.90% Farallone View Elem. 12.00% Half Moon Bay High19.80%	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 Hatch Elem. 13.78%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates continue to improve across sites 9with a small exception at Farallone View). The 2024-25 show rates meeting the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Kings Mountain Elem. 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%	Kings Mountain Elem. 8.30% Manuel F. Cunha Intermediate 14.20% Pilarcitos Alternative High 59.10%	El Granada Elem. 15.58% Farallone View Elem. 10.92% Half Moon Bay High 23.56% Kings Mountain Elem. 12.92% Cunha Intermediate 15.96% Pilarcitos Alternative High 56.33%	target year outcome for Kings Mountain. Difference from baseline: Hatch Elem. -14.8% El Granada Elem -7.0% Farallone View Elem. -6.3% Half Moon Bay High -0.4% Kings Mountain Elem. -25.0% Cunha Intermediate -6.5% Pilarcitos Alternative High -31.1%
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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 =0.19%	# 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 from baseline: +.09%
3.6	# of High School student Dropout Rate	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS	# of High School Dropout Rate will be reduced to 1%	There has been an increase in the HS dropout rate for the secondaries, with the continuation

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%	2024-25 Dropout rate grades 9-12 = 4.03%	source: DataQuest and CALPADS	school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference from baseline: Dropout rate grades 9-12: -+1.23%
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%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.40% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.90%	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 4.5%, while Pilarcitos has exceed the target number of 50% with a rate of 63.60.90% for 2024-25 Difference from baseline: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%

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%	Source: WestEd California School Parent Survey (CSPS) 2024-25, District aggregate: 302 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 63% Parents feel welcome to participate at this school. Strongly agree/agree: 87% School keeps me well-informed about school activities. Strongly agree/agree: 89% Attended a general school meeting: 94% This school is a supportive and	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. However we did not meet the 10% increase goal for year 3, with only 302 parents completing the survey. We noted a decline of 15% for year 2 in parents feeling that the school actively seeks the input of parents before making important decisions, but that increased up to 63% in year three, below baseline but much closer. However, most of the metrics show a positive increase from the baseline responses. The Special Education metrics were not available

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	inviting place for students to learn. Strongly agree/agree: 86% This school is a safe place for my child. Strongly agree/agree: 90% _____ _____ Parents of students with IEPS: School actively seeks the input of parents: 21% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 39% strongly agree Parents of students with IEPS: Communication with parents about school: 38% 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%	in 2022-23, but will be added going forward. Difference from baseline: -56 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: -4% Parents feel welcome to participate at this school. Strongly agree/agree: +9% School keeps me well-informed about school activities. Strongly agree/agree: +7% Attended a general school meeting: +5%

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.	school: 31% strongly agree			This school is a supportive and inviting place for students to learn. Strongly agree/agree: +7% This school is a safe place for my child. Strongly agree/agree: +10% For parents with students with IEPS we see the following positive trend i the comparison between 2023-24 and 2024-25: School actively seeks the input of parents: +10% Parents feel welcome to participate in this school: +16% Communication with parents about school: +7%

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 ELOP = 50	Final enrollment for SS 2025 estimated at: 393 Big Lift = 130 Summer STEAM = 135 Bridge Freshmen = 9 Credit Recovery = 64 High School PE, Algebra, Science = 0 ESY & Summer Skills = 10 ELOP = 45	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 increases in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Summer STEAM and Credit Recovery courses. The program was reduced in summer 2025 across all areas, with no in-person high school classes, with enrollment closer to the baseline year. Difference from baseline: Final enrollment: -58 Big Lift: -6 Summer STEAM: -5 Immersion: discontinued Credit Recovery: -24 High School PE, freshman, Algebra, Science: Discontinued ESY & Summer Skills: -25 ELOP: from 50-45: -5

Goal Analysis [2025-26]

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

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

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 School and Mental Health 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. The district continues with Differentiated Assistance and now also is eligible for Differentiated Targeted Assistance due to Chronic Absences, Math and ELA metrics, and college and career indicators.

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.

Adjustments were made throughout the year to strategically align expenditures with identified student needs while maximizing available supplemental and grant funding sources. Although several actions reflected lower-than-planned expenditures, the district maintained—and in some cases expanded—services and supports for students through the strategic use of alternative funding streams, operational efficiencies, and coordinated resource alignment. These adjustments ensured continuity of services while maintaining the district’s commitment to providing increased and improved supports for unduplicated student populations.

Action 3.1 – Layers of Support Variance: $81,555 overspent. Planned expenditures of $137,000 resulted in estimated actuals of $218,555. The increased expenditures reflect a higher-than-anticipated demand for tiered intervention services, including expanded Multi-Tiered System of Supports (MTSS) coordination and additional academic and behavioral interventions for students with the greatest needs. These investments directly supported unduplicated pupils through enhanced instructional supports, intervention services, and targeted student assistance. Additionally, select Visual and Performing Arts (VAPA) expenditures were strategically aligned to LCAP funding sources to expand student access, engagement, and enrichment opportunities.

Action 3.2 – Social Emotional Support Variance: $511,069 underspent. Planned expenditures of $512,871 resulted in estimated actuals of $1,802. While expenditures under this action were substantially lower than initially projected, the district continued to provide social-emotional and behavioral supports through the strategic use of Mental Health funding and other grant-based resources that offset costs associated with

MTSS and mental health services. In addition, three newly hired counselors, totaling approximately $300,000, were reassigned and budgeted under Goal 2, Action 1, to better align counseling supports with districtwide academic and student wellness priorities. The variance also reflects the district's intentional decision to strategically restructure mental health service delivery during the 2024–2025 school year, rather than immediately backfilling the Mental Health Coordinator position. This approach allowed the district to evaluate and strengthen its overall model of student support, resulting in a more coordinated and sustainable framework. Throughout this transition, students experienced no reduction in access to counseling, behavioral, or mental health services, which were maintained and reinforced through robust site-based service coordination and grant-funded programming.

Action 3.3 – Family Engagement and Support Variance: $18,355 underspent. Planned expenditures of $38,000 resulted in estimated actuals of $19,645. The variance reflects fewer family engagement and community partnership events than originally anticipated due to scheduling conflicts and lower-than-expected participation rates. In response, the district is strengthening outreach efforts, refining communication strategies, and enhancing collaboration with community partners to increase family participation and engagement opportunities during the upcoming school year.

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 led to the district qualifying for Differentiated Assistance (DA) in the area of Pupil Achievement (LCFF Priority 4) due to performance in English Language Arts and Mathematics for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Cabrillo Unified also qualifies for DA under Outcomes in a Broad Course of Study (LCFF Priority 8) due to performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities. The district also qualifies for Differentiated Technical Assistance in the area of Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students.

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 replaced the Panorama Survey with the CA School Parent Survey in the last two years

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	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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 TK-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)	$512,871.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2 E Maintain community partnerships to provide cost-effective resources that can help support students and families (LCAP 4.2) MOU being developed for Allcove mental health services as a school-linked service in the secondary schools 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12) The district-wide Restorative Justice/Practices program has developed community circles for the whole community and in classrooms, as well as training practitioners in RJ as an alternative to exclusionary discipline. 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 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	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	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strengthening community partnerships	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		

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.

Cabrillo Unified School District (CUSD) developed Goal 4: District Sustainability to ensure that the district can effectively support student success through responsible stewardship of its financial, human, and physical resources. Analysis of enrollment trends, operational data, facilities needs, and stakeholder feedback demonstrated the importance of aligning staffing, programs, and resources with current and projected student needs while maintaining high-quality educational opportunities. This goal reflects the district's commitment to long-term sustainability and strategic planning in support of its mission and vision.

Educational partner engagement and district data also highlighted the strong connection between positive school climate, student well-being, and academic achievement. Analysis of behavioral data, attendance trends, social-emotional learning indicators, wellness checks, and surveys of students, families, teachers, and staff identified the need to strengthen systems that promote engagement, belonging, and supportive learning environments. Stakeholders consistently emphasized that improving school climate and student wellness is essential to reducing chronic absenteeism, disciplinary incidents, and barriers to learning.

Goal 4 was therefore developed to establish a data-informed framework for continuously monitoring operational effectiveness, school climate, and the social-emotional well-being of students and staff. By regularly analyzing engagement, behavioral, and wellness data alongside resource and enrollment trends, the district will evaluate progress, refine strategies, and ensure that services remain sustainable, equitable, and responsive to the needs of its schools and community.

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% source: CAASPP CAST Data	2023-2024 Data 5th Grade 30% 8th Grade 29% 12th Grade 27% source: CAASPP CAST Data	2024-2025 Data 5th Grade 30% 8th Grade 31% 11th Grade 14% The CAST was administered to 11th graders only during the 2024-25 school year source: CAASPP CAST Data	2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31% source: CAASPP CAST Data	2024-2025 Data 5th Grade +2% 8th Grade +7% 12th Grade -6% Now reporting 11th Grade students 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	2025-2026 Data 10% reserve	2026-2027 Data Maintain a minimum of 3% reserve yearly	2025-2026 Data The current difference from the baseline is 3% Increase
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	2025-2026 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	2025-2026Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			towards career advancement | 3%		advancement by 3% Sunsetting this Metric	towards career advancement | 3% Sunsetting this Metric
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 scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	2023 FIT reports as included in the 2023 School 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	2025 FIT reports as included in the 2024/25 School Accountability Report Cards (SARC): 5 schools scored "Good" and 2 scores 'exemplary' out of 7 on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School Accountability Report Cards (SARC)	2025 FIT reports as included in the 2025 School Accountability Report Cards (SARC): An Increase of 4 schools scored "Good" or exemplary on the FIT for the 2025/2026 school year. Data: 2026-27 School Accountability Report Cards (SARC)
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.	87.4% of teachers are considered highly qualified	86% of teachers will be considered Highly Qualified DATA SOURCE: CUSD Data	4.4% increase for teachers considered Highly Qualified DATA SOURCE: CUSD Internal Human Resources data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 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	2024-2025 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target
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	2023-2024 Energy and Water Cost Total energy costs =693,534.65 Total water costs = $120,217.92 TOTAL Energy & Water Cost=$813,752.57 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water	2024-2025: Energy and Water Cost Total energy costs = $558,455.81 Total water costs = $166,612.70 TOTAL Energy & Water Cost = $725,068.51 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water	Costs from energy and water savings will decrease by 10% lower than baseline data	2024-2025 Data comparison to baseline: Total Energy Cost: -$249,892.26 Total Water Cost: +$56,984.94 TOTAL Combined: -$192,907.32 Status: On Target (Exceeding 10% reduction goal) Data Source: PG&E, SPURR, and local Water Districts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Water Service	District, Montara Sanitary District, and California Water Service	District, Montara Sanitary District, and California Water Service		

Goal Analysis [2025-26]

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

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

Overall Implementation
During Year 2, Cabrillo Unified School District successfully implemented the actions under Goal 4 with high fidelity. The district maintained strong alignment between budgeted expenditures and actual implementation, with most variances stemming from operational efficiencies and strategic fiscal management. These actions collectively strengthened the district's foundational conditions, ensuring safe facilities, qualified staff, and fiscal solvency.

Successes and Implementation Highlights

Early Target Attainment (Facilities): A primary success was the rapid improvement of campus conditions. The district moved from only 3 schools at "Good" or higher at baseline to 100% of schools (7 out of 7) in Year 2. This was achieved through a prioritized maintenance schedule and targeted use of facility funds.

Workforce Stabilization and Strategic Recruitment: Despite a highly competitive labor market, the district's focused recruitment and retention initiatives resulted in 87.4% of teaching staff being appropriately assigned and fully credentialed—exceeding the Year 3 target of 86%. To sustain this progress, the district has successfully implemented a "grow-your-own" strategy by prioritizing recruitment from within the local community and establishing formal pipelines with university partners to develop and secure a future-ready educator workforce.

Instructional Foundations: The district maintained its commitment to basic conditions by ensuring 100% student access to standards-aligned materials and seeing notable growth in science proficiency, particularly in 8th grade (a 7% increase from baseline).

Operational Savings: The district achieved a significant 21% overall reduction ($192,907) in utility costs compared to the baseline, driven by a highly effective energy management strategy.

Substantive Differences and Challenges

Fiscal Strategy vs. Expenditure: A substantive difference between planned and actual expenditures occurred in the district's reserve management. By practicing conservative spending and capturing operational efficiencies, the district increased its reserve from 7% at

baseline to 10% in Year 2 (3% percent difference). While this resulted in some underspending in non-critical operational areas, it was a strategic shift to ensure long-term fiscal solvency and positive certification status.

Utility Cost Volatility: A key challenge was the external fluctuation of utility rates. While energy-saving actions were highly effective (reducing costs by 30.9%), they were partially offset by a 52% ($56,985) increase in water costs due to local rate hikes. This did not represent a service change but rather a change in external cost factors.

Assessment Transitions: In Metric 4.1 (Science), the district encountered a challenge in longitudinal data tracking due to the shift in testing 11th-grade students rather than 12th-grade students. However, the district successfully adapted its monitoring to ensure science achievement remained a priority.

Expenditure Analysis
Overall, material differences between budgeted and estimated actual expenditures in Year 2 were the result of operational efficiencies rather than a reduction in services to students. The district successfully leveraged its resources to exceed baseline performance across nearly all Goal 4 metrics while simultaneously strengthening its financial reserve, ensuring that the basic conditions for learning are both high-quality and sustainable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 – Environmental Sustainability
Variance: $348,197 overspent

Planned expenditures of $2,211,000 resulted in estimated actual expenditures of $2,559,197. The increased expenditures reflect the accelerated completion of sustainability infrastructure projects, including energy-efficiency upgrades, facilities improvements, and campus maintenance projects designed to support safe, clean, and environmentally sustainable learning environments.

Additionally, several contracted service providers experienced increased operational and service costs during the year, which contributed to higher-than-anticipated expenditures. The district also incurred unexpected maintenance and safety-related expenses associated with maintaining clean and orderly campuses, including emergency responses to hazardous and falling trees that posed safety concerns for students and staff. These unforeseen facility and grounds-related costs were necessary to ensure safe school environments and continuity of operations across district sites.

While expenditures exceeded original projections, many costs were partially offset through grant funding opportunities and are expected to contribute to long-term operational efficiencies and sustainability savings. The district maintains that these investments remain aligned with its multi-year environmental sustainability and facilities improvement goals.

Action 4.2 – Fiscal Sustainability
Variance: $5,315 underspent

Planned expenditures of $15,000 resulted in estimated actual expenditures of $9,685. Minor underspending reflects lower-than-anticipated costs associated with contracted consultancy and fiscal planning services during the year. Despite the variance, the district successfully maintained its legally required 3% reserve for economic uncertainties and continued implementation of fiscal stabilization and long-range budgeting strategies. The district anticipates full implementation of remaining fiscal planning activities in the coming year as part of its multi-year budget development process.

Action 4.3 – Employee Sustainability
Variance: $144,832 underspent

Planned expenditures of $235,000 resulted in estimated actual expenditures of $90,168. The variance was primarily attributable to delays in implementing recruitment and retention initiatives, including postponed professional development activities at the beginning of the academic year, fewer contracted coaching and mentoring services, and unfilled positions designated to support Human Resources operations and employee development efforts.

In addition, several professional development opportunities and employee support initiatives were funded through alternative unrestricted and one-time funding sources, which reduced the need to utilize the full amount of LCAP-allocated funds under this action. This strategic leveraging of available funding sources allowed the district to continue supporting staff growth and retention efforts while preserving supplemental resources for other priority areas.

Cabrillo Unified School District remains committed to strengthening employee sustainability systems, including recruitment, retention, mentorship, professional growth opportunities, and efforts to diversify and stabilize the district's workforce pipeline.

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

Highly Effective Actions
Fiscal Sustainability and Resource Management:
Fiscal management strategies were exceptionally effective. The district increased its reserve from a 7% baseline to 10% in Year 2, significantly exceeding the legally required 3% minimum. This represents strong fiscal stewardship and provides a robust cushion for long-term stability while still allowing for the delivery of essential student services.

Facility Improvements and Learning Environments:
The district's facility maintenance program achieved its ultimate goal early. The number of schools rated "Good" or higher on the Facilities Inspection Tool (FIT) increased from 3 out of 7 schools at baseline to 100% of schools (7 out of 7) in Year 2. With 5 schools rated "Good" and 2 rated "Exemplary," the district has successfully standardized high-quality learning environments across all sites.

Operational Efficiency and Utility Cost Management:
Operational efficiency efforts were highly successful, resulting in a 21% overall reduction ($192,907) in total utility expenditures compared to the baseline—more than double the 10% reduction goal. While water costs rose by 52% due to external rate increases, aggressive energy-saving measures led to a 30.9% ($249,892) decrease in energy costs, proving that the district's sustainability initiatives are yielding significant fiscal returns.

Staffing and Credentialing Efforts:
Recruitment and retention efforts showed clear upward momentum. The percentage of appropriately assigned and fully credentialed teachers increased from 83% at baseline to 87.4%, already surpassing the Year 3 target of 86%. This indicates that the district's focus on professional growth and teacher support is successfully stabilizing the workforce.

Instructional Materials:
The district maintained 100% student access to standards-aligned instructional materials. This consistent performance confirms that the systems in place for curriculum adoption and distribution are fully effective.

Actions Showing Progress (Moderately Effective)
Science Achievement (CAASPP CAST):
Science outcomes showed positive growth, though at a more moderate pace than facility or fiscal metrics. 5th-grade proficiency rose from 28% to 30%, and 8th-grade proficiency showed a strong jump from 24% to 31%. At the High School level, comparisons are complicated by the shift in testing 11th graders rather than 12th; however, the available data (31% proficiency) suggests a positive trend compared to the 21% baseline. These gains suggest that the integration of environmental literacy and science curriculum is working, though there is still room for growth to reach higher proficiency tiers.

Areas Requiring Continued Focus
Addressing Rising Water Costs:
Despite the massive savings in energy, the 52% increase in water costs highlights a need for continued partnership with local water districts and potential investment in water-saving infrastructure or landscaping to mitigate future rate hikes.

Secondary Science Performance:
While 8th-grade scores improved significantly, the district will continue to focus on science achievement at the secondary level to ensure that the gains seen in middle school translate to consistent proficiency in high school, especially as data reporting for the CAST stabilizes.

Overall Assessment
Overall, Goal 4 actions in Year 2 were highly effective. The district has not only maintained the basic conditions of learning but has significantly improved its financial position and the physical state of its schools. By exceeding targets in reserves, teacher credentialing, and facility ratings, the district is now well-positioned to pivot from "improving conditions" to "sustaining excellence."

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.

Based on a comprehensive review of Year 2 data and implementation outcomes, Cabrillo Unified School District has refined its Goal 4 actions. These changes reflect a strategic shift from establishing basic conditions to sustaining excellence, particularly in areas where three-year targets have already been met or exceeded.

Shift to Proactive Facility Stewardship
Having achieved the Year 3 target a year early—moving from only 3 schools at "Good" or higher to 100% of sites (7 out of 7) in Year 2—the district is transitioning its focus. Actions for the coming year will shift from "targeted improvements" to a Proactive Facility Stewardship Model. This involves institutionalizing preventative maintenance schedules and long-term capital planning to ensure that the 5 "Good" and 2 "Exemplary" ratings are maintained and that no facilities regress.

Strategic Fiscal Stabilization and Reserve Management
With the successful increase of the district reserve to 10% (up from the 7% baseline and significantly above the 3% legal minimum), the district will refine its fiscal actions to focus on long-term stabilization. For the coming year, the district will integrate more sophisticated multi-year forecasting and enrollment-aligned expenditure tracking. This ensures that the fiscal health achieved in Year 2 is used to protect student programs against future economic volatility.

Goal 4.3, which targeted a 3% increase in diverse teaching staff and tracked teacher participation in professional development toward career advancement, is being sunset after the 2024-25 LCAP cycle. Due to limitations in data tracking over the past three years, consistent and reliable progress could not be measured. However, Cabrillo Unified's HR team is actively working to address this need through a "Grow Our Own" pipeline initiative, which will be reflected in future LCAP goals as the program develops and data systems are established to track progress effectively.

Workforce Stabilization and Retention
The district has already exceeded its Year 3 target of 86% for appropriately assigned teachers, reaching 87.4% in Year 2. Consequently, the district is refining its staffing actions to place a heavier emphasis on retention and specialized support. Moving forward, actions will include enhanced onboarding for new educators and professional development tracks designed to maintain these high credentialing rates and further increase the diversity of the teaching staff.

Optimization of Operational and Resource Efficiency
While the district achieved a 21% overall reduction in utility costs, Year 2 reflections identified a disparity between energy savings (30.9% reduction) and rising water costs (52% increase). In response, the district will modify its operational actions to specifically target water conservation and rate mitigation strategies. This includes exploring more efficient irrigation and plumbing systems to offset external rate hikes and maintain the downward trend in total operational expenditures.

Refinement of Data Monitoring Systems
To ensure continued progress, the district will enhance its internal data reporting cycles. Rather than annual reviews, the district will implement quarterly monitoring of facility conditions (via FIT mid-year checks), staffing assignments, and utility consumption. This "real-time" data approach will allow for more agile adjustments to actions throughout the school year.

Summary of Changes
The primary change to Goal 4 is a pivot from corrective action to systemic maintenance. By reaching key benchmarks in facility quality, teacher credentialing, and fiscal reserves ahead of the three-year timeline, the district is now focused on the sustainability of these improvements to ensure a consistent, high-quality learning environment for all students.reflection on prior implementation.

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
4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability	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	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	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.	4.2C 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		
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 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	$235,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,917,380	$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
6.377%	0.000%	$0.00	6.377%

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), and Low Income (LI) students. The California School Dashboard data for College and Career readiness and graduation indicators shows overall improvement in graduation rates, while	By strengthening instructional pedagogy across all classrooms, the district will improve academic outcomes for unduplicated students (English Learners, Low Income students, and Foster Youth) while simultaneously benefiting all learners. High-quality Tier 1 instruction, paired with targeted Tier 2 and Tier 3 interventions, ensures that students receive the appropriate level of support needed to accelerate academic growth and increase access to college and career pathways.	1.1 The % of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator

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
	continued and widening disparities remain in UC/CSU eligibility and college and career preparedness for unduplicated student groups. The data indicates that while the district continues to meet the standard for providing a broad course of study, there are persistent equity gaps in ensuring that all students—particularly English Learners (EL), Low Income (LI), and Foster Youth (FY)—are fully accessing and successfully completing the coursework necessary for postsecondary readiness. In particular, UC/CSU eligibility data shows a decline overall, signaling that increased graduation rates are not consistently translating into completion of A–G requirements. These disparities are most evident when comparing outcomes for English Learners and Low Income students against districtwide and subgroup peers. While graduation rates have improved across all groups, access to rigorous coursework and successful completion of UC/CSU-aligned pathways continues to lag for unduplicated students. ********** 5-Year Graduation Rates 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3%	This work is grounded in a comprehensive, data-driven system that identifies and addresses root causes impacting student achievement and graduation outcomes, rather than solely responding to surface-level indicators such as attendance, truancy, or course failure. Through this approach, the district will strengthen early identification systems, monitor academic and language progress in real time, and ensure timely interventions that prevent students from falling behind. Professional development focused on credit deficiency, chronic course failure, and barriers to equitable access to coursework will further equip staff to proactively support student success and improve course completion rates. District Leaders and site leaders will collaborate to ensure that professional development is planned for the next year and aligned to meet the needs of our unduplicated students (English Learners, Low Income students, and Foster Youth) with a focus on open mindset and high expectations and success in college and career readiness. For English Learners, a structured data system ensures that language acquisition is monitored continuously so that language development does not become a barrier to academic achievement. Site administrators and the ELD TOSA will conduct regular data reviews using ELPAC results, classroom-based language assessments, and progress monitoring tools to identify students at risk of falling behind in language development. This data will be reviewed collaboratively during monthly ELD data meetings with site leaders 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
	Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2025 (Source: CALPADS): All Students: 43.5% White: 49% Low Income: 29% English Learners: 6% Foster Youth: No data College and Career 2025 (Source: California School Dashboard): All Students prepared: 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data ********** Analysis of the Data: 2023-2025 District graduation rates have improved significantly from 86.2% in 2023 to 92.3% in 2025, with gains observed across all student groups, including Low Income and English Learners. These improvements indicate that more students are successfully completing high school and meeting graduation requirements.	teachers to inform instructional decisions and adjust language supports in a timely manner. Research shows that early and consistent intervention in both literacy and language development will allow students to remain engaged in grade-level content while receiving targeted language supports aligned to their needs. Classroom teachers, supported by the ELD TOSA and instructional aides, will deliver differentiated Designated and Integrated ELD instruction daily, ensuring that language development is embedded within core content rather than addressed in isolation. Tier 2 and Tier 3 interventions will be assigned based on data, with intervention specialists and teachers providing small-group and individualized language and literacy supports to students who need additional assistance. This approach promotes access rather than remediation after failure has occurred. The ELD TOSA and site leaders will work collaboratively with teaching staff through coaching, classroom observations, and professional development to ensure that Designated and Integrated ELD is consistently implemented in all classrooms serving English Learners. For low-income students, removing structural and economic barriers to academic participation is essential to increasing engagement, on-time graduation, and postsecondary readiness. Early academic intervention and sustained support in foundational skills will help ensure equitable access to rigorous coursework and opportunities for advancement, reinforcing students' belief in their capacity to succeed.	

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
	However, UC/CSU eligibility data reflects a decline in overall performance, decreasing from 48.5% to 43.5% districtwide. White students also declined significantly from 61.7% to 49%, while Low Income students remained relatively stable and English Learners showed a slight increase. This suggests that although more students are graduating, fewer are completing the A–G sequence required for UC/CSU eligibility. College and Career readiness outcomes increased districtwide from 31.7% to 42.6%, with the largest gains among White students. However, English Learners and Low Income students remain significantly below district averages, indicating persistent access and opportunity gaps in college and career pathways. While the district continues to meet the “Broad Course of Study” standard, the data suggests that access alone is not sufficient to ensure equitable outcomes. The widening gap between graduation rates and UC/CSU eligibility highlights the need for stronger alignment between coursework, academic supports, and A–G completion pathways. These findings underscore the continued need for targeted and intensive interventions for Foster Youth, English Learners, and Low Income students. Interventions should focus on increasing access to and successful completion of A–G coursework, strengthening	Across all student groups, the implementation of a strong Multi-Tiered System of Supports (MTSS), combined with ongoing professional learning in equity, cultural competency, and implicit bias, will ensure that instruction and intervention systems are responsive, flexible, and student-centered. This systemic approach strengthens the district’s ability to meet students where they are and support them toward graduation and postsecondary success. These actions are implemented on an LEA-wide basis because all schools serve unduplicated student populations and require consistent systems of support, instructional expectations, and intervention frameworks. Early investments in foundational skills and sustained academic support from early grades through high school ensure that students build the confidence, skills, and readiness necessary for college, career, and life success. CUSD believes that these investments in targeted subgroups to improve College and Career Readiness is the most effective use of LCAP and LREBG funds. As a result of these actions, English Learners, Foster Youth, and Low Income students are expected to demonstrate increased graduation rates, improved academic performance, and greater readiness for postsecondary pathways, supported by a learning environment where students are seen, valued, and equipped to succeed.	

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
	credit recovery systems, and ensuring early identification and support for students at risk of not meeting UC/CSU eligibility requirements. Continued focus on these areas will ensure that improved graduation rates translate into meaningful college and career readiness outcomes for all student groups. **Scope:** LEA-wide		
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 2024/2025 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 2024/2025)	By strengthening instructional pedagogy and implementing evidence-based teaching practices, Cabrillo Unified School District will increase access to high-quality instruction that specifically supports the needs of our unduplicated student groups, English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) while benefiting all learners. Research consistently demonstrates that strong early literacy instruction is one of the most effective strategies for improving long-term academic outcomes. District data indicate persistent achievement gaps among these student groups, particularly in foundational literacy skills. Therefore, investing in early literacy initiatives, professional learning, and targeted instructional supports represents the most effective use of supplemental and concentration funds to address identified needs, accelerate student achievement, and ensure equitable access to grade-level learning opportunities for all students. ********** Action Plan to Address Identified Needs:	Metric 1.2 The % of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment.

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
	*3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8% Foster Youth: No Data because we had no Foster Youth students to report Analysis of the Data: The 2024/2025 CAASPP ELA data indicate that All Students demonstrate relatively stable proficiency across grade levels, with 3rd grade at 41%, 7th grade at 40%, and 11th grade at 35%. While overall performance remains fairly consistent, a gradual decline is evident at the secondary level, particularly by 11th grade. English Learners (EL) continue to demonstrate the most significant performance gaps compared to their peers. EL students are performing at 2% in 3rd grade, 0% in 7th grade, and 8% in 11th grade, compared to All Students at 41%, 40%, and 35%, respectively. The most critical gap is evident in 7th grade, where EL students show 0% proficiency,	********** 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 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:	

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
	indicating a severe need for intensified early literacy and ongoing language development supports that extend beyond the elementary grades into middle and high school. Socioeconomically Disadvantaged (Low Income) students also demonstrate persistent achievement gaps. LI students perform at 19% in 3rd grade, 17% in 7th grade, and 17% in 11th grade, compared to All Students at 41%, 40%, and 35%. The largest gap is in 3rd grade, where LI students are 22 percentage points below their peers, indicating that foundational literacy skills are not being fully developed in the early grades and that these gaps remain relatively consistent through high school. English Learners and Low Income students both show a pattern of early and sustained underperformance in ELA, suggesting that current instructional supports and intervention systems are not yet sufficient to close foundational literacy gaps. These trends highlight the need for stronger alignment between early literacy instruction, targeted intervention systems, and consistent progress monitoring across grade levels. These disparities underscore the urgent need to strengthen Tier 1 instruction in early literacy, while also expanding targeted Tier 2 and Tier 3 interventions that are responsive to language development and skill acquisition needs. Ensuring that interventions are timely, data-driven, and sustained across grade	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.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	

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
	spans is critical to improving long-term academic outcomes. EL Students: Continue to demonstrate significantly lower proficiency across all grade levels, with particularly critical needs in middle school where proficiency drops to 0%, indicating a need for stronger language acquisition supports and earlier intervention. LI Students: Show consistent underperformance across all grade levels, with the largest gap in early elementary grades, suggesting that foundational literacy support must begin earlier and be more consistently reinforced. Foster Youth Students: No data is available due to the absence of reported Foster Youth students. The data clearly indicate that English Learners and Low Income students remain significantly behind their peers in ELA proficiency across all tested grade levels. Without targeted, sustained intervention beginning in the early grades and continuing through secondary school, these gaps are likely to persist and impact graduation readiness and postsecondary access. To address these disparities, Cabrillo Unified School District will continue to strengthen early literacy instruction, expand data-driven intervention systems, and ensure that EL and LI students receive timely, differentiated	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. 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
	support aligned to their specific academic and language development needs. **Scope:** LEA-wide		
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 2024/2025) *3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% Foster Youth:	By strengthening instructional practices that support our unduplicated students (English Learners (EL/LTEL), Low income (LI), and foster youth (FY)), we can improve academic achievement for all students through the implementation of best practices that benefit all learners. These funds are the most effective use and are principally directed toward meeting the needs of English Learners, Foster Youth, and Low-Income students through the implementation of Tier 1, Tier 2, and Tier 3 supports and interventions that promote culturally responsive learning environments and equitable access to high-quality instruction. Research demonstrates that culturally responsive practices improve engagement and academic outcomes, particularly for unduplicated pupils. The following sub-actions are provided on an LEA-wide basis because all district schools serve unduplicated students, and these services are designed to effectively address their identified needs while benefiting all learners. ********** *	Metric 1.3 The % of 3rd, 7th, and 11th grade student at proficient or above on the 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
	No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Key Findings: Key Recommendations and Achievement Gap Analysis: The CAASPP data reveal 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 the 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	Addressing Targeted Needs Through Schoolwide Implementation: The 2024/2025 CAASPP data reveal persistent achievement disparities that necessitate a comprehensive, schoolwide approach to culturally responsive instruction. English Learners continue to demonstrate critically low proficiency rates (2% in grade 3, 0% in grade 7, and 8% in grade 11), while Socioeconomically Disadvantaged students show declines across grade levels (from 32% to 19% in grade 3, 27% to 17% in grade 7, and 18% to 17% in grade 11). These trends indicate a need to strengthen instructional practices that are responsive to students' cultural and linguistic backgrounds. In response, the district is implementing schoolwide strategies designed to ensure equitable access to high-quality instruction for all students. A schoolwide approach is necessary because these achievement gaps are rooted in systemic instructional practices that impact all learning environments. Key actions include ongoing professional development in cultural competence and implicit bias, integration of diverse perspectives and community knowledge into core curriculum, targeted academic language development across content areas, and the use of inclusive assessment practices that provide multiple opportunities for students to demonstrate learning. While these strategies are LEA-wide and affect all students, EL/LTEL and LI students can benefit disproportionately from initiatives that increase engagement and work against bias, and increase	

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
	achievement patterns through professional development in cultural competence that will 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. New data is belowAll Students: **Scope:** LEA-wide	academic language development, and make use of inclusive assessment practices. The district will continue to plan professional development that leverages cultural competence and language development, academic and social, within the new framework of increased in-service days negotiated into the 2026-27 calendar. Opportunities for Sustained Growth: The district has a significant opportunity to improve outcomes through the consistent and intentional implementation of culturally responsive practices across all schools. Strengthening partnerships with families and communities as active contributors to the educational process, incorporating student voice into instructional planning, and developing curriculum that reflects students' identities and experiences will enhance engagement and relevance while maintaining high academic expectations. This coordinated, schoolwide approach promotes consistency in instructional practices, reduces reliance on isolated interventions, and builds collective capacity among educators. By embedding culturally responsive instruction into the core of teaching and learning, the district is establishing sustainable systems that support academic success for all students while narrowing achievement gaps over time.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	By strengthening instructional pedagogy and implementing evidence-based practices, Cabrillo Unified School District aims to systematically elevate academic achievement for all students, with a dedicated emphasis on our unduplicated	Metric 2.1 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP 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
	Need: Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above 2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH LEARNERS (EL) 3rd - 2% 7th - 0% 11th - 8% SOCIOECONOMICALLY DISADVANTAGED (LI) 3rd - 19% 7th - 17% 11th -17% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard)	student populations, including English Learners including Long-Term English Learners (LTELs), low-income students, and foster youth. Ensuring access to high-quality, rigorous instruction serves as a foundational benefit for all learners, and these targeted investments are strategically designed to guarantee equity and access across all campus sites. The district maintains that this comprehensive approach represents the most effective and fiscally responsible utilization of funds to support our unduplicated student groups, as the scheduled actions directly address their distinct needs through a structured Multi-Tiered System of Supports (MTSS) framework. By utilizing this data-driven model, the district will deliver synchronized Tier 1 universal, Tier 2 targeted, and Tier 3 intensive interventions specifically designed to maximize academic success, close persistent opportunity gaps, and expand future college and career pathways for every student. To maximize the impact of our Multi-Tiered System of Supports (MTSS), Cabrillo Unified School District will designate its unduplicated student populations, specifically English Learners and LTELs, low-income students, and foster youth as the highest priority for targeted interventions. The district will deploy a comprehensive suite of student-centered resources, including structured after-school academic interventions, robust summer school programming, holistic wrap-around services, and dedicated social-emotional learning (SEL) supports. Because all school sites benefit	of reclassification for At-Promise Students in grades 3rd, 7th, and 11th

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
	2024 FY: No data to report No data to report LI: Chronic Absenteeism is 18.7% Chronic Absenteeism is 21.1% EL: Chronic Absenteeism is 18.5% Chronic Absenteeism is 18.6% Analysis of the data: There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic absenteeism data. **Scope:** LEA-wide	2025 FY: LI: EL: inherently from the elevated academic success of unduplicated student groups, these initiatives will be implemented on a districtwide basis, ensuring that high-quality, equity-centered instruction and integrated support systems are uniformly accessible across all campuses. The overall efficacy of these systemic interventions will be rigorously monitored utilizing Metric 2.3 from LCAP Goal 2, which tracks the percentage of English Learners, low-income students, and foster youth who meet or exceed proficiency standards on state English Language Arts (ELA) and mathematics assessments. To complement these state-reported outcomes and maintain a highly adaptive learning environment, the district will simultaneously analyze site-level metrics, including routine formative assessments, universal benchmark data, and continuous progress monitoring tools. This strategic combination of summative state data and real-time local analytics ensures that our educational frameworks remain proactive, responsive, and precisely tailored to the evolving needs of our student population throughout the academic year.	
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	This action is implemented LEA-wide because all schools within Cabrillo Unified serve unduplicated pupils, and the opportunity and achievement gaps identified through the district's needs assessment are systemic, requiring a coordinated district-wide response. The district has determined that these actions are the best use of supplemental and concentration funds because they directly address the academic,	Metric 2.2 Participation of Unduplicated Students in Advanced Placement (AP) Courses.

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 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3% Foster Youth: No Data College and Career 2025 (Source: California School Dashboard): All Students prepared 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives for 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 and LTEL students in particular. AP enrollment is declining due to both a decline in enrollment at HMBHS and a slight reduction in singleton AP courses offered due to scheduling conflicts. Ethnic sub-group representation shows a gap between White and Hispanic students, based on their	linguistic, and financial barriers faced by English Learners, Long-Term English Learners, Low-Income students, and Foster Youth. Dashboard data continues to show significant gaps in student outcomes, and these targeted supports are designed to increase equitable access to programs, pathways, and opportunities that improve student success. This goal was developed to ensure that English Learners, Long-Term English Learners, Low-Income students, and Foster Youth have equitable and inclusive access to district programs, academic pathways, and necessary supports. The new 2025 California Dashboard data continues to reveal persistent disparities across key indicators. While the overall five-year graduation rate is 92.3%, English Learners graduate at only 76.3%, and Low-Income students at 89%. College and Career Readiness gaps are even more alarming, while 67.3% of White students meet readiness benchmarks, only 19% of Low-Income students and a critically low 2.8% of English Learners are college and career ready, compared to a district average of 42.6%. AP enrollment data further reflects a significant representation gap, with White students accounting for 142 AP enrollments compared to only 60 for Hispanic students, despite Hispanic students comprising 50.8% of the school population. These data confirm that without intentional intervention, unduplicated students will continue to be underrepresented in rigorous academic pathways.	

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
	percentage of the school population, which is 41.6% and 50.8%, respectively. AP Enrollment by Ethnicity (College Board) 2024-2025 White: 142 Hispanic: 60 Asian: 5 Other: 21 Total: 228 **Scope:** LEA-wide	To address the unique needs of each unduplicated student group, the district will implement differentiated actions targeting the specific barriers each group faces. For English Learners and Long-Term English Learners, the district will provide designated and integrated ELD instruction, academic language supports embedded within AP and Honors courses, and ELD TOSA coaching to ensure language acquisition does not prevent access to advanced pathways. Counselors and administrators will actively recruit EL and LTEL students into college preparatory courses, dismantling the historical practice of placing these students in lower-track coursework based on language proficiency alone. For Low-Income students, the district will cover AP exam fees, expand access to athletics and electives, and ensure enrichment participation is not contingent on a family's ability to pay. For Foster Youth, a dedicated point of contact at each school site will ensure continuity of access to programs and pathways regardless of placement changes, with close coordination with county partners to prevent disruption to academic progress. Research and the district's experience support targeted investments in academic supports, language development, counseling, and removal of financial barriers as effective strategies for increasing access and improving outcomes. By strategically directing resources to meet the unique needs of unduplicated pupils, the district	

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
		maximizes the impact of its funding while advancing equitable opportunities for student success. While all students benefit from these actions, supplemental and concentration funds are specifically directed toward removing the financial, linguistic, and systemic barriers that disproportionately affect unduplicated pupils. Alternative approaches, such as broad non-targeted resource allocation, were considered but determined to be insufficient to close persistent gaps. Research consistently demonstrates that intentional investment in equitable access to rigorous coursework, combined with differentiated academic and social-emotional supports, produces the strongest long-term outcomes for historically underserved students. By directing resources strategically across all school sites, Cabrillo Unified ensures every student, regardless of language background, income level, or life circumstance, has a genuine opportunity to succeed and thrive.	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The 2025 California School Dashboard metrics reveal concerning chronic absenteeism rates	This action directly addresses the persistently high rates of chronic absenteeism and disciplinary suspensions among English Learners (EL and LTEL) and low-income (LI) students, as reflected in the most recent California School Dashboard metrics. In direct response to these systemic disparities, the district has strengthened its Multi-Tiered System of Supports (MTSS) framework by	Metric 2.3 By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative 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
	within our English Learner and socioeconomically disadvantaged student populations, as well as across several other vulnerable demographic subgroups within the general student population. This data underscores an urgent operational need for Cabrillo Unified School District to deploy targeted, data-driven attendance interventions that directly confront these systemic absenteeism gaps, thereby safeguarding student engagement and improving overall academic success. The suspension rate for EL and LI students was similar to the district average. The Foster Youth data from CALPADS for 2022-23, 2023-24 and 2024-25 show 0 students for Cabrillo Unified. Data from CA School Dashboard for Cabrillo Unified, 2025 All Students: 14% Chronically Absent/ improved by 1.4% English Learners (EL): 18.6% Chronically Absent / increased by 0.1% Long-Term English Learners (LTELs): 24.6% Chronically Absent / Increased by 1.5% Socioeconomically Disadvantaged (LI): 21.1% Chronically Absent/ increased by 2.3% Data from CUSD SIS for all students:	expanding elementary school counseling staff, maintaining dedicated secondary counseling positions, broadening youth-led leadership opportunities, and embedding restorative community-building practices across all campuses. Concurrently, the district has prioritized meaningful family engagement by expanding targeted home visits, offering personalized one-on-one parent meetings, and optimizing communication strategies specifically designed for the families of English Learners, foster youth, and low-income students. These integrated, data-driven efforts are strategically designed to cultivate a safe, inclusive, and supportive school climate. Educational research consistently demonstrates that such preventative, student-centered environments foster higher student engagement, improve daily attendance, and significantly reduce suspension rates. By investing heavily in these proactive support structures, the district is systematically closing historic equity gaps while maximizing the fiscal impact and efficiency of its local funding allocations. Ultimately, this comprehensive approach represents a high-leverage and strategic deployment of resources that responds directly to identified academic needs and invaluable community input gathered through educational partner engagement. The district's overarching objective is to accelerate language development and academic proficiency for English Learners, dismantle institutional barriers faced by socioeconomically disadvantaged pupils, 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
	Suspension Rate: 2022-2023: 2.70% 2023-2024: 2.6% 2024-2025: 2.4% Suspension Rate 2025 EL: 2.1%, 1% decline Suspension Rate 2025 LI: 2.6%. a 0.9% decline **Scope:** LEA-wide	provide essential stability to foster youth. By establishing these robust foundations, the district aims to enhance long-term college and career readiness, ensuring that all students—regardless of background—experience school as an environment where they feel seen, supported, and fully empowered to succeed. The district maintains that these are the most effective use of funds and are principally directed toward meeting the needs of English Learners (EL and LTEL) and low-income (LI) 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. The overall efficacy of this action will be monitored utilizing the chronic absenteeism metrics for English Learners, with emphasis on LTELs, foster youth, and low-income students as outlined in LCAP Goal 2, with progress evaluated annually through state-reported California School Dashboard data. To complement this annual assessment, Cabrillo Unified School District will generate monthly and quarterly internal reports to proactively monitor attendance trends and suspension rates among these target student groups. This continuous analytical review empowers the district to pivot in real time, deploying immediate interventions and supports rather than relying retrospectively on end-of-year data, thereby cultivating a highly responsive framework to improve student outcomes.	

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
		A rigorous analysis of this data indicates that chronic absenteeism disproportionately impacts English Learner and low-income students, populations that often lack external resources to compensate for lost instructional time. To mitigate these gaps, the district will prioritize robust family engagement, targeted communication, and parent education regarding the critical role of daily school attendance. These efforts will be executed through broad-scale family engagement events and parent organizations, alongside highly targeted, individualized interventions—such as structured home visits and one-on-one meetings—for families whose students have reached Tier 2 or Tier 3 truancy levels. Furthermore, the data underscores a critical, demonstrated need for the development and expansion of viable alternatives to suspension. While continuing to expand existing intervention alternatives for alcohol, tobacco, and other drug violations, the district will accelerate its systemic implementation of restorative practices. The shift to restorative justice models aims to address the root causes of behavioral infractions, keep vulnerable students connected to the classroom, and replace exclusionary discipline with instructive, community-building solutions. This action is principally directed toward addressing the unique needs of Cabrillo Unified School District's unduplicated student groups [English Learners, (including Long-Term English Learners), low-income students and foster youth [currently, not applicable] who continue 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
		experience disproportionately high rates of chronic absenteeism and disciplinary exclusion, resulting in reduced access to instructional time and academic opportunities. Analysis of California School Dashboard data, local attendance and discipline data, and educational partner feedback identified the need for expanded counseling services, strengthened Multi-Tiered System of Supports (MTSS), restorative practices, and intensive family engagement strategies that address the underlying barriers affecting these students. The district determined that these actions represent the most effective use of funds because research and the district's own experience demonstrate that proactive, relationship-based interventions, culturally responsive family partnerships, and restorative approaches increase student engagement, improve attendance, reduce suspensions, and strengthen academic outcomes. By providing targeted supports such as home visits, individualized parent outreach, expanded counseling, and restorative interventions while continuously monitoring data for English Learners, low-income students, and foster youth, the district is implementing evidence-based strategies designed to eliminate inequities and ensure these students have equitable access to learning, college and career readiness, and long-term success.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	This action prioritizes English learners (EL), foster youth (FY), and low-income (LI) students by providing comprehensive family engagement and support through culturally competent resources and community partnerships. By implementing Tier	Metric 3.3 By 2029, implement a plan for home-school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. 52% School connectedness 64% Academic motivation 52% Caring Adult Relationship 59% Schools perceived as Safe or Very Safe	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. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will also 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. 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. This is the most effective use of funds because it maximizes the impact of our educational programs and fosters equity, inclusion, and excellence throughout the district. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By	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
	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 students in grades 5th, 7th, 9th, and 11th grades. 2023-24 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 18% El Granada Elementary 43% Farallone View Elementary 19% Kings Mountain Elementary 100%	investing in family engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed academically and personally. As stated above, this is an LEA-wide action, but the steps here can particularly benefit the targeted subgroups. Community partnerships that help the district support parents and families increase district cultural competence and increase engagement, vital for connecting with our vulnerable populations. For English learners including LTELs, we aim to provide tailored academic support that enhances academic 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 any foster youth who may enroll in our district, 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	

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
	Manuel F. Cunha Intermediate 7th Grade: 92% Half Moon Bay High 9th Grade 74% 11th Grade 68% Pilarcitos Alternative High (Continuation) 11th grade 61% _____ Update on Healthy Kids Survey 2024-25 Cabrillo Unified School surveyed a total of 546 students in grades 5th, 7th, 9th, and 11th grades. 2024-25 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 47% El Granada Elementary 13% Farallone View Elementary 18% Kings Mountain Elementary 100% Manuel F. Cunha Intermediate 7th Grade: 76% Half Moon Bay High 9th Grade 88% 11th Grade 75% Pilarcitos Alternative High (Continuation)	engagement support. Analysis of the Data Survey completion data for 5th grade made strong gains at Hatch but a shortfall at El Granada: Unlike the secondary surveys, the 5th grade survey requires opt-in parent parent permission. Pilarcitos dropped significantly, while HMBHS improved for the 2024-25 school year. 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. Strong supervision Restorative practices implement district-wide 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:	

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
	11th grade 17% A summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 53% (-9%) Academic motivation 66% (-7%) Caring Adult Relationship 58% (-20%) Schools perceived as Safe or Very Safe 61% (-22%) We have seen a decrease in the four themes from 2023-24 to 2024-25. Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 6% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 15% better than non-English Learners using the Academic Motivation English Learners in 11th grade perform 9% less than non-English Learners in Academic Motivation The positive trend continues for EL students Foster Youth: We had no Foster Youth in the survey	*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. *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	

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
	Scope: LEA-wide	(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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,066,772	1,917,380	6.377%	0.000%	6.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,260,000.00	$919,232.00	$0.00	$0.00	$7,179,232.00	$3,702,232.00	$3,477,000.00

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 Disadvantaged; White	No			All Schools Specific Schools: Hatch ES Farallone View ES Kings Mountain ES El Granada ES Cunha Intermedia	3 Years	$60,000.00	$20,000.00	$80,000.00	$0.00	$0.00	$0.00	$80,000.00	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
							te Half Moon Bay High School Pilarcitos High School									
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	
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,066,772	1,917,380	6.377%	0.000%	6.377%	$3,525,000.00	0.000%	11.724 %	**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	
2	2.3	Safe School Environment:	Yes	LEA-wide	English Learners Foster Youth	All Schools	$390,000.00	

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 (%)
		Promote positive, safe, and welcoming campuses that engage all learners			Low Income			
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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,635,871.00	$6,294,694.00

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 (LCAP and LREBG)	Yes	$1,235,000	$1,345,195
1	**1.2**	Early Literacy	Yes	$222,000.00	$44,902
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	$15,927
3	**3.1**	Layers of Support	No	$137,000.00	$218,555
3	**3.2**	Social Emotional Support Provide services promoting social-emotional	No	$512,871.00	$1,802

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)
		learning, mental health, and emotional support for students (LCAP and LREBG)			
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645
4	**4.1**	Environmental Sustainability	No	$2,211,000.00	$2,559,197
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	$9,685
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	$90,168

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,087,493	$3,525,000.00	$3,399,360.00	$125,640.00	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 (LCAP and LREBG)	Yes	$1,235,000.00	$1,345,195		
1	1.2	Early Literacy	Yes	$222,000.00	$44,902		
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185		
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935		
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397		
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101		
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
29,984,969	$2,087,493		6.962%	$3,399,360.00	0.000%	11.337%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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