LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District

CDS Code: 41-68890-0000000

School Year: 2024-25
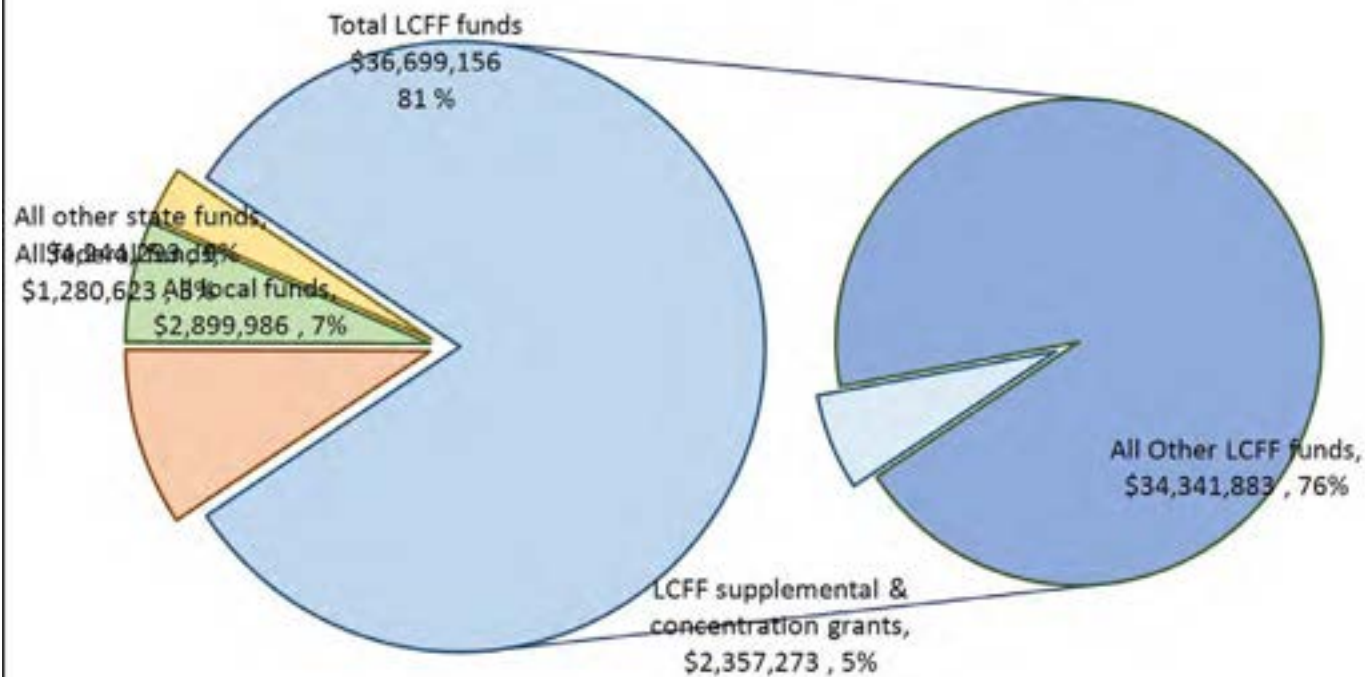
LEA contact information:

Amber Lee-Alva

Superintendent

(650) 712-7100

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$36,699,156
81 %

All other state funds,
All $4,244,293 and 9%
$1,280,623 AB local funds,
$2,899,986 , 7%

All Other LCFF funds,
$34,341,883 , 76%

LCFF supplemental &
concentration grants,
$2,357,273 , 5%

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 $45,124,058, of which $36,699,156 is Local Control Funding Formula (LCFF), $4,244,293 is other state funds, $2,899,986 is local funds, and $1,280,623 is federal funds. Of the $36,699,156 in LCFF Funds, $2,357,273 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.

Budgeted Expenditures in the LCAP
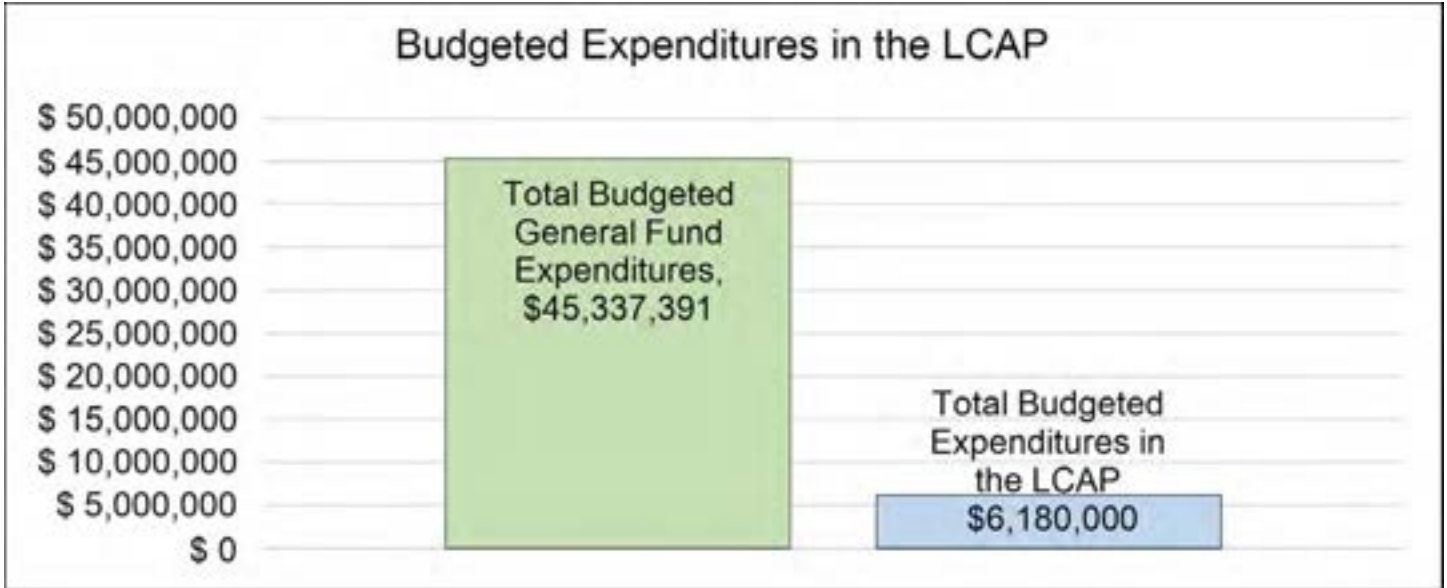
This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
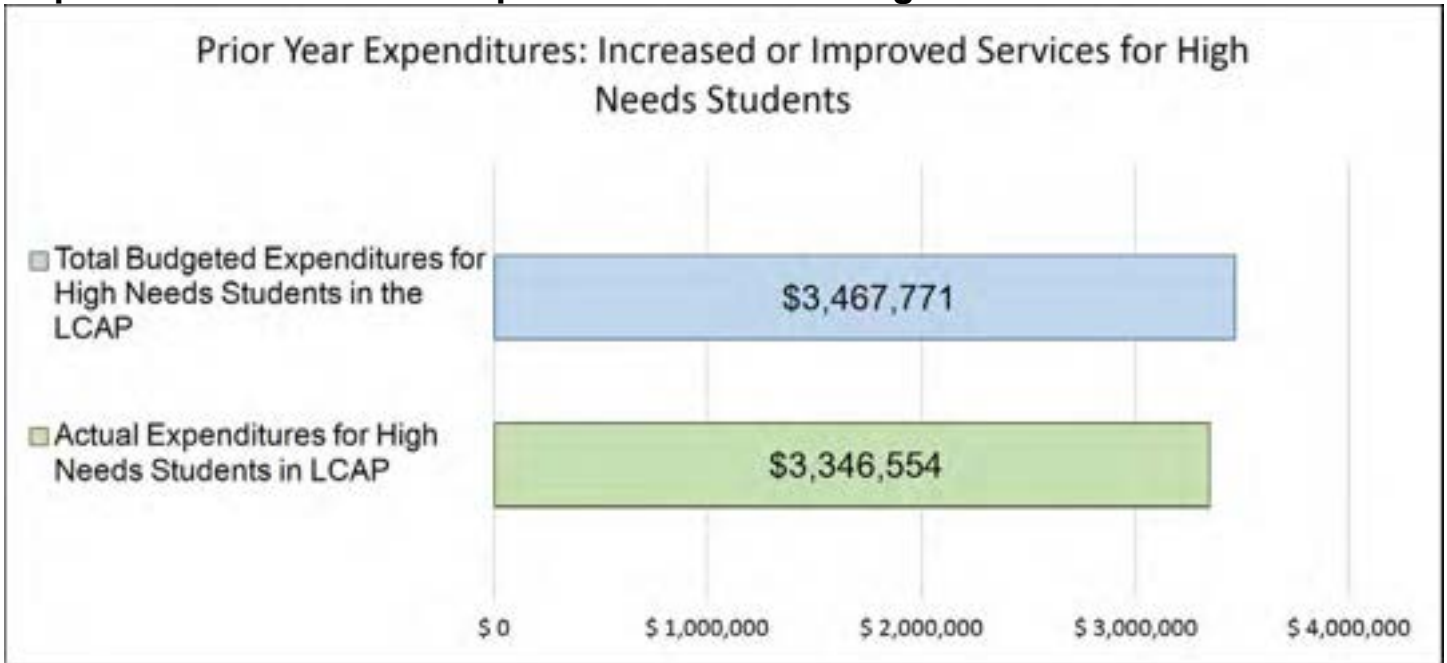
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $45337391 for the 2024-25 school year. Of that amount, $$6,180,000.00 is tied to actions/services in the LCAP and $39,157,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Cabrillo Unified School District is projecting it will receive $2,357,273 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 $$3,525,000.00 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$3,467,771
☐ Actual Expenditures for High Needs Students in LCAP	$3,346,554

$0 $1,000,000 $2,000,000 $3,000,000 $4,000,000

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 2023-24, Cabrillo Unified School District's LCAP budgeted $$3,467,771.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $$3,346,554.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Amber Lee-Alva Superintendent	amberleealva@cabrillo.k12.ca.us (650) 712-7100

Goals and Actions

Goal

Goal #	Description
1	Student Achievement (Academic & Social-Emotional) BROAD GOAL 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, provide opportunities for all students to access courses, and support the social-emotional needs of our students and families. These areas 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. LCAP Priorities: Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair Priority 2: Implementation of academic content and performance standards adopted by SBE Priority 7: Course Access Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - CAASPP Assessment (Grades 3rd- 12th) Local Assessment - Literably 8th (Grades K-2nd)	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP results since they will be a focal metric in our new LCAP. ALL STUDENTS	2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25%	ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55% 6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65%	ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63% 6th - 29% 7th - 61% 8th - 60% 11th - 71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th -8% SPECIAL EDUCATION 3rd - 0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th -5% WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11% 7th - 66%	3rd - 44% 4th - 44% 5th - 43% 6th - 32% 7th - 40% 8th - 42% 11th - 41% ENGLISH ONLY 3rd - 63% 4th - 60% 5th - 64% 6th - 46% 7th - 59% 8th - 50% 11th -56% ENGLISH LEARNERS 3rd - 3% 4th - 10% 5th - 9% 6th - 3% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 4th - 11% 5th - 10% 6th - 14% 7th - 7% 8th - 5%	ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	8th - 49% 11th - 67% HISPANIC LATINO 3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%	8th - 72% 11th - 75% HISPANIC LATINO 3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%	11th - 5% WHITE 3rd - 71% 4th - 64% 5th - 63% 6th - 52% 7th - 67% 8th - 60% 11th -70% HISPANIC LATINO 3rd - 31% 4th - 35% 5th - 36% 6th - 19% 7th - 25% 8th - 48% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 24% 5th - 30% 6th - 26% 7th - 26% 8th - 26% 11th -22%	8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
% of students proficient in	2020-2021 ALL STUDENTS	2021-2022 ALL STUDENTS	2022-2023 ALL STUDENTS	Lexia Learning discontinued the Rapid Assessment for	2023-2024 ALL STUDENTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics - 3rd - 5th (Local Math Benchmark) Source: CUSD Local Data 2021-2022	3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71% 11th - 57% ENGLISH ONLY 3rd - 54% 4th - 51% 5th - 49% 6th - 28% 7th - 40% 8th - 64% 11th - 76% ENGLISH LEARNERS 3rd - 8% 4th - 1% 5th - 11% 6th - 3% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	3rd - 35% 4th - 10% 5th - 20% 6th - 64% 7th - 49% 8th - 46% 11th - 54% ENGLISH ONLY 3rd - 42% 4th - 19% 5th - 33% 6th - 73% 7th - 53% 8th - 56% 11% - 71% ENGLISH LEARNERS 3rd - 18% 4th - 0% 5th - 2% 6th - 39% 7th - 20% 8th - 16% 11% - 20% SPECIAL EDUCATION 3rd - 22% 4th - 0% 5th - 13% 6th - 255 7th - 0% 8th - 21%	3rd - 32% 4th - 38% 5th - 25% 6th - 67% 7th - 47% 8th - 31% 11th - 65% ENGLISH ONLY 3rd - 48% 4th - 47% 5th - 30% 6th - 78% 7th - 54% 8th - 40% 11th -61% ENGLISH LEARNERS 3rd - 11% 4th - 14% 5th - 12% 6th - 43% 7th - 30% 8th - 19% 11th -0% SPECIAL EDUCATION 3rd - 0% 4th - 40% 5th - 0% 6th - 60% 7th - 22% 8th - 0%	the 2023-2024. In the meantime, we are sharing our CAASPP Math results since they will be a focal metric in our new LCAP. ALL STUDENTS 3rd - 45% 4th - 46% 5th - 31% 6th - 27% 7th - 31% 8th - 20% 11th - 26% ENGLISH ONLY 3rd - 59% 4th - 60% 5th - 54% 6th - 41% 7th - 50% 8th - 27% 11th -40% ENGLISH LEARNERS 3rd - 15% 4th - 12% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 6%	3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81% 11th - 67% ENGLISH ONLY 3rd - 64% 4th - 61% 5th - 59% 6th - 38% 7th - 50% 8th - 74% 11th - 86% ENGLISH LEARNERS 3rd - 18% 4th - 11% 5th - 11% 6th - 13% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 10% 4th - 10% 5th - 10% 6th - 10% 7th - 10% 8th - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11th - 1%	11th - 0%	11th - 67%	SPECIAL EDUCATION 3rd - 22% 4th - 23% 5th - 15% 6th - 11% 7th - 4% 8th - 0% 11th - 6%	11th - 11%
	WHITE 3rd - 41% 4th - 38% 5th - 41% 6th - 22% 7th - 30% 8th - 57% 11th - 40%	WHITE 3rd - 43% 4th - 20% 5th - 38% 6th - 73% 7th - 54% 8th - 60% 11th -76%	WHITE 3rd - 38% 4th - 46% 5th - 35% 6th - 79% 7th - 51% 8th - 57% 11th - 60%		WHITE 3rd - 51% 4th - 48% 5th - 51% 6th - 32% 7th - 40% 8th - 67% 11th - 50%
	HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70%	HISPANIC LATINO 3rd - 28% 4th - 4% 5th - 6% 6th - 55% 7th - 39% 8th - 28% 11th - 36%	HISPANIC LATINO 3rd - 23% 4th - 22% 5th - 19% 6th - 55% 7th - 42% 8th - 21% 11th - 67%	WHITE 3rd - 68% 4th - 63% 5th - 61% 6th -46% 7th - 59% 8th - 35% 11th -46%	HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80%
	SOCIOECONOMICALLY DISADVANTAGED 3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%	SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11% - 24%	SOCIOECONOMICALLY DISADVANTAGED 3rd - 9% 4th - 27% 5th - 20% 6th - 53% 7th - 41% 8th - 22% 11th - 65%	HISPANIC LATINO 3rd -12% 4th -33% 5th -14% 6th -19% 7th -28% 8th - 15% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 4th - 32% 5th -13 %	SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				6th -13 % 7th - 14% 8th - 7% 11th -11%	
Maintain Highly Qualified Staff Source: CUSD Local Data	2020-2021 100% Highly Qualified Staff	2021-2022 97% Highly Qualified Staff	2022-2023 99% Highly Qualified Staff	2023-2024 97% Highly Qualified Staff	2023-2024 Maintain 100% Highly Qualified Staff
Support for new CUSD Teachers: Teacher Induction Program Source: CUSD Local Data	2020-2021 100% New Teachers participate in the Teacher Induction Program	2021-2022 100% New Teachers participate in the Teacher Induction Program	2022-2023 100% New Teachers participate in the Teacher Induction Program	2023-2024 100% New Teachers participate in the Teacher Induction Program	2023-2024 Maintain 100% participation of new teacher enrollment in the Teacher Induction Program
Staff Professional Development Source: CUSD Local Data	2020-2021 CUSD Certificated Staff participate in 6 professional development opportunities	2021-2022 CUSD Certificated Staff participate in 7 professional development opportunities	2022-2023 CUSD Certificated Staff participate in 7 professional development opportunities	2023-2024 CUSD Certificated Staff participate in 10 professional development opportunities	2023-2024 CUSD Certificated Staff participate in 10 professional development opportunities
% of Student Proficiency in Science Source: CAASPP / CDE DataQuest	2020-2021 30 % Proficient or Above in the California Science Test (CAST)	2021-2022 33.43% Proficient or Above in the California Science Test (CAST)	2022-2023 31.5% Proficient or Above in the California Science Test (CAST)	2023-2024 % Proficient or Above in the California Science Test (CAST) 5th grade - 28%	2023-2024 40% Proficient or Above in the California Science Test (CAST)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th grade - 24% 12th grade - 21%	
Science Professional Development Source: CUSD Local Data	2020-2021 8 Yearly Science Collaboration Meetings	2021-2022 8 Yearly Science Collaboration Meetings	2022-2023 8 Yearly Science Collaboration Meetings	2023-2024 8 yearly Science Collaboration Meetings	2023-2024 Maintain 8 Yearly Science Collaboration Meetings
AVID Program Student Applications into post-secondary schools Source: CUSD Local Data	2020-2021 35% of AVID students enrolled into post-secondary schools	2021-2022 100% of AVID students enrolled into post-secondary schools	2022-2023 100% of AVID students enrolled into post-secondary schools	2023-2024 100% of AVID students enrolled into post-secondary schools	2023-2024 80% of AVID students enroll into post-secondary schools
Career Technical Education Pathways Source: CUSD Local Data	2020-2021 3 CTE Pathways (agriculture, construction, and broadcasting)	2021-2022 3.5 CTE Pathways | 3 full pathways (agriculture, construction and building trades) and .5 pathway (computer science)	2022-2023 3 CTE Pathways | 3 full pathways (agriculture, construction and building trades)	2023-2024 3 CTE pathways| 3 full pathways (agriculture, construction, and building trades)	2023-2024 4 CTE Pathways (agriculture, construction, computer science, and broadcasting)
Credit Recovery Source: CUSD Local Data	2020-2021 1 Credit Recovery Professional Development for Teachers	2021-2022 1 Credit Recovery Professional Development for Teachers	2022-2023 1 Credit Recovery Professional Development for Teachers	2023-2024 3 Credit Recovery Professional Development for Teachers	2023-2024 3 Credit Recovery Professional Development for Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early College Access Source: CUSD Local Data	2020-2021 0 Early College Access Courses or Dual-Enrollment Course	2021-2022 0 Early College Access Courses or Dual Enrollment Course	2022-2023 31 Early College Access Courses or Dual Enrollment Course	2023-2024 14 Early College Access Courses or Dual Enrollment Course	2023-2024 3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports Source: CUSD Local Data	2020-2021 6 Special Education Professional Development Opportunities for Staff	2021-2022 6 Special Education Professional Development Opportunities for Staff	2022-2023 14 Special Education Professional Development Opportunities for Staff	2023-2024 14 Special Education Professional Development Opportunities for Staff	2023-2024 10 Special Education Professional Development Opportunities for Staff
Retention of Highly Qualified Staff Source: CUSD Local Data	2020-2021 85% Highly Qualified Staff Retention	2021-2022 90% Highly Qualified Staff Retention	2022-2023 99% Highly Qualified Staff Retention	2023-2024 88% Qualified Staff Retention	2023-2024 95% Highly Qualified Staff Retention

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services in LCAP Goal 1 were carried out as planned. There were no substantive differences in planned actions and actual implementation of these actions.

The California School Dashboard will allow us to provide meaningful information on school and district progress so they can participate in decisions to improve student learning.

California Department of Education (CDE) for the 2023 Dashboard to only display the most current year of data (also known as Status). The performance levels indicate how well students are meeting grade-level standards on the CAASPP assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. We will be reported using one of five Status
levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

CUSD will also use selected 2023-2024 local benchmark assessments as LCAP metrics. This data will be used locally to determine additional services for students who have demonstrated a gap
in either academic or social-emotional needs.
After a close analysis of our data, teams at the district and site levels will determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

In addition, a few of our goals were slightly modified.
*AVID Goal 1 Action 7 has changed to serve only high school students. Over the last few years, our AVID program at the middle school had a decreased enrollment of students signing up for AVID sections due to being unable to take elective courses. Instead, our goal is to support our at-promise middle school students by embedding AVID-type and research-based engagement strategies within the current courses.

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.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual and Budgeted Expenditures. Please see the descriptions regarding the overage or shortage:

Goal 1, Action 1: $6,103,344 overspent mainly due to the previous 3% ongoing raise.
Goal 1, Action 2: $4,500 underspent due to all teacher support being covered directly through our County, with no additional outside training needed.
Goal 1, Action 3: $5,483 overspent due to an increase in professional development opportunities.
Goal 1, Action 4: $4,294 overspent due to additional unplanned professional development.
Goal 1, Action 5: $15,754 overspent mainly due to additional field trips.
Goal 1, Action 6: $2,939 Overspent due to additional expenses for more NGSS opportunities.
Goal 1, Action 7: $21,509 overspent due to increased field trips and AVID services at HMBHS.
Goal 1, Action 8: $71,536 overspent due to salary adjustments.

Goal 1, Action 9: $6,063 underspent due to decreased student participation during school and summer school credit recovery courses.
Goal 1, Action 10: $5,000 underspent due to an A-G grant used to provide the same service.
Goal 1, Action 11: $713,136 overspent due to contracting out for special ed services because of not being able to hire through our district.
Goal 1, Action 13: $188,041 overspent due to Increase in health services based on the need of students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

After a close analysis of our metrics, overall, our LCAP Goal 1 metrics demonstrated progress toward our goal.

In CUSD we reported the CAASPP data this year, but in the previous 2 years, we were reporting data through our Local Benchmark (Lexia | Rapid Assessment). The reason we changed is that Lexia Learning discontinued the Rapid Assessment. Since the 3rd year comparison of the Rapid Assessment is not available, we are reporting the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024.
Based on the available data, we have identified the subgroups and the distance from the desired outcomes.

ELA CAASPP 2022/2023 (All Students)

3rd Grade 44%   Desired outcome   66%
4th Grade 44%   Desired outcome   60%
5th Grade 43% Desired outcome   64%
6th Grade 32% Desired outcome   72%
7th Grade 40% Desired outcome   75%
8th Grade 42% Desired outcome   84%
11th Grade41% Desired outcome   97%

Math CAASPP 2022/2023 (All Students)

3rd Grade 45%   Desired outcome   84%
4th Grade 46%   Desired outcome   74%
5th Grade 31% Desired outcome   82%
6th Grade 27% Desired outcome   48%
7th Grade 31% Desired outcome   53%
8th Grade 20% Desired outcome   81%
11th Grade 26% Desired outcome   67%

ELA CAASPP 2022/2023 (English Only)

3rd Grade 63%   Desired outcome   61%
4th Grade 60%   Desired outcome   59%
5th Grade 64% Desired outcome   60%
6th Grade 46% Desired outcome   67%
7th Grade 59% Desired outcome   75%
8th Grade 50% Desired outcome   84%
11th Grade 56% Desired outcome   97%

Math CAASPP 2022/2023 (English Only)

3rd Grade 59%   Desired outcome   64%
4th Grade 60%   Desired outcome   61%
5th Grade 54% Desired outcome   59%
6th Grade 41% Desired outcome   38%
7th Grade 50% Desired outcome   50%
8th Grade 74% Desired outcome   74%
11th Grade 40% Desired outcome   86%

ELA CAASPP 2022/2023 (English Learners)

3rd Grade 3%   Desired outcome   16%
4th Grade 10%   Desired outcome   12%
5th Grade 9%   Desired outcome   34%
6th Grade 3%   Desired outcome   51%
7th Grade 0%   Desired outcome   10%
8th Grade 0%   Desired outcome   10%
11th Grade 6%.   Desired outcome   10%

Math CAASPP 2022/2023 (English Learners)

3rd Grade 15%   Desired outcome 18%
4th Grade 12%   Desired outcome   11%
5th Grade 0%   Desired outcome   11%

6th Grade 0%   Desired outcome   13%
7th Grade 0%   Desired outcome   10%
8th Grade 0%   Desired outcome   10%
11th Grade 6% Desired outcome   10%

ELA CAASPP 2022/2023 (SPED)

3rd Grade 6%   Desired outcome   14%
4th Grade 11%   Desired outcome   11%
5th Grade 10%.   Desired outcome   24%
6th Grade 14%.   Desired outcome   20%
7th Grade 7%   Desired outcome   14%
8th Grade 5%   Desired outcome   11%
11th Grade 5%.   Desired outcome   14%

Math CAASPP 2022/2023 (SPED)

3rd Grade 22%   Desired outcome 10%
4th Grade 23%   Desired outcome   10%
5th Grade 15% Desired outcome   10%
6th Grade 11% Desired outcome   10%
7th Grade 4%   Desired outcome   10%
8th Grade 0%   Desired outcome   10%
11th Grade 6% Desired outcome   1%

ELA CAASPP 2022/2023 (White)

3rd Grade 71%   Desired outcome   29%
4th Grade 64%   Desired outcome   27%
5th Grade 63% Desired outcome   21%
6th Grade 52% Desired outcome   35%
7th Grade 67% Desired outcome   35%
8th Grade 60% Desired outcome   46%
11th Grade 70% Desired outcome   43%

Math CAASPP 2022/2023 (White)

3rd Grade 68%   Desired outcome   51%
4th Grade 63%   Desired outcome   48%
5th Grade 61% Desired outcome   51%
6th Grade 46% Desired outcome   32%
7th Grade 59% Desired outcome   40%
8th Grade 35% Desired outcome   67%
11th Grade 46% Desired outcome   50%

ELA CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 31%   Desired outcome   16%
4th Grade 35%   Desired outcome   14%
5th Grade 36% Desired outcome   14%
6th Grade 19% Desired outcome   16%
7th Grade 25% Desired outcome   22%
8th Grade 48% Desired outcome   17%
11th Grade 24% Desired outcome   35%

Math CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 12%   Desired outcome   38%
4th Grade 33%   Desired outcome   31%
5th Grade 14% Desired outcome   31%
6th Grade 19% Desired outcome   22%
7th Grade 28% Desired outcome   19%
8th Grade 15% Desired outcome   18%
11th Grade 16% Desired outcome   80%

ELA CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 16%   Desired outcome   43%
4th Grade 24%   Desired outcome   18%
5th Grade 30% Desired outcome   20%
6th Grade 26% Desired outcome   34%
7th Grade 26% Desired outcome   34%
8th Grade 26% Desired outcome   25%
11th Grade 22% Desired outcome   60%

Math CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 28%   Desired outcome   22%
4th Grade 32%   Desired outcome   37%
5th Grade 13% Desired outcome   24%
6th Grade 13% Desired outcome   62%
7th Grade 14% Desired outcome   16%
8th Grade 7%   Desired outcome   16%
11th Grade 11% Desired outcome   24%

After reviewing the CAASPP Data results, we've identified positive trends in data improvement about LCAP Goal 1, with several desired outcomes being achieved. As we evaluate the effectiveness of the specific actions outlined in our previous LCAP, we are actively making adjustments to incorporate them into the development of our new 2024/2025 LCAP.

This year we reported the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024. Looking at this we have noticed large discrepancies in specific subgroups.
****
Explanation of Effective or Ineffective Actions
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Based on the available data, we have identified the subgroups and the distance from the desired outcomes. Moving forward, our analysis will concentrate on goals and actions directly affecting our English Learners, students with special needs, Hispanic students, and those from socio-economically disadvantaged backgrounds. By focusing our efforts on these specific demographics, we aim to maximize our impact and deliver tangible, proven results.

Most LCAP Goal 1 metrics were met for our desired outcome.

To evaluate the effectiveness of specific actions taken by Cabrillo Unified School District toward achieving its goals during the three-year LCAP cycle, each action was analyzed based on alignment with intended outcomes and allocated funding. Here's a breakdown:

Highly Qualified Staff (LCAP Goal 1.1):
This action was effective. We continue to retain a percentage of highly qualified staff comparable to that of state and local districts. However, due to our current budget restrictions, we will continue to strive to meet competitive salaries to retain highly qualified staff. Due to the sunsetting of our post-COVID academic measure, Lexia Rapid Assessment, we have shared the current California Assessment of Student Performance and Progress (CAASPP) Data as a baseline. However, we are unable to compare growth due to variations in assessments.

New Teacher Induction Program (LCAP Goal 1.2):
This action was effective. We served 100% of new teachers through enrollment and completion of the New Teacher Induction Program through the San Mateo County Office of Education (SMCOE).

Increased Professional Development | All Students (LCAP Goal 1.3):
This action was effective. Cabrillo Unified School District (CUSD) certificated staff participated in at least 10 professional development opportunities to support site and district programs and services not limited to English Language Arts, English Language Development (ELD), Mathematics, Science, Social-Emotional Learning, Improvement Science, and Multi-Tiered System of Support (MTSS).

Increased Professional Development | At-Promise Students (LCAP Goal 1.4):
This action was effective. Cabrillo Unified School District (CUSD) certificated staff participated in at least 10 professional development opportunities to support site and district programs and services not limited to English Language Arts, English Language Development (ELD), Mathematics, Science, Social-Emotional Learning, Improvement Science, and Multi-Tiered System of Support (MTSS).

Next Generation Science Standards (NGSS) Instruction - Elementary (LCAP Goal 1.5):
This action was ineffective using the California Science Test (CAST). Our goal was to achieve a minimum of 40% Proficient or Above in the California Science Test (CAST), however, our students scored an average of 28% in 5th grade, 24% in 8th grade, and 21% in 12th grade.

Next Generation Science Standards (NGSS) Support cross-district collaboration time (LCAP Goal 1.6):
This action was effective. We maintained 8 Yearly Science Collaboration Meetings

AVID Program (LCAP Goal 1.7):
This action was effective. Our goal was to have a minimum of 80% of students enroll in post-secondary schools. We enrolled 100% of AVID students in post-secondary schools.

Career Technical Education Program (LCAP 1.8):
We aimed to grow our Career Technical Education Pathways (CTE) to 4 full pathways. Although we didn't meet the goal of 4, we came very close to this goal. We grew our full CTE pathways to 3 pathways instead of 4 pathways. However, we are in the process of growing 2 additional pathways including computer science and Visual Arts and Performing Arts. This action was effective given the additional 2 pathways that are growing into full CTE pathways.

Credit Recovery (LCAP 1.9)
This action was effective because we met the metric of providing a minimum of 3 credit recovery professional development opportunities for teachers.

Early College Access | At-Promise Students (LCAP 1.10)
This action was effective. Our goal/metric was to provide a minimum of 3 Early College Access Courses or Dual-Enrollment Courses and we significantly exceeded this metric by providing 14 Early College Access Courses or Dual-Enrollment Courses with the support of our partnership with San Mateo Community College partners.

Special Education Services (LCAP 1.11)
This action was effective. We had planned for a minimum of 10 Special Education Professional Development Opportunities and we exceeded our goal and offered 14 Special Education Professional Development Opportunities.

Intervention Services (LCAP 1.12)
This action was effective. Due to the sunsetting of our post-COVID academic measure, Lexia Rapid Assessment, we have shared the current California Assessment of Student Performance and Progress (CAASPP) Data as a baseline. However, we were able to use local data which demonstrated students receiving intervention services improved academically.

Health Services (LCAP 1.13)
This action was effective. We were able to continue to provide a high level of health services to our students. Services included vision and hearing screening, Hazel Health which is a telehealth solution for both physical and mental health services.

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

All LCAP Goal 1 Actions and Services planned goals metrics and desired outcomes/actions have remained the same.

CUSD has added the following two new goals utilizing non-contributing funding, Learning Recovery Emergency Block Grant:

Goal 1 Action 12 (Intervention Services)
This goal will enhance current during, after-school, and summer intervention services.

Goal 2 Action 13 (Health Services)
This goal will continue to support our health services.

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.

Goals and Actions

Goal

Goal #	Description
2	At-Promise Students BROAD GOAL There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged. LCAP Priorities: Priority 4: Pupil Achievement Priority 5: Pupil Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students taking the SAT Source: CDE DataQuest	2020-2021 CUSD: 31%	2021-2022 CUSD: 39%	2022-2023 CUSD: 28%	2023/2024 4% * This decrease may be the result that the SAT is no longer required by UC/CSU and many universities that use the common application.	2023-2024 CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement	2020-2021 CUSD: 89.3% White: 92.8%	2021-2022 CUSD: 90% White: 93.6%	2022-2023 CUSD: 87% White: 91%	2023/2024 CUSD: 87% White:91%	2023-2024 CUSD: 95.3% White: 98.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE DataQuest	Hispanic or Latino: 86.3%	Hispanic or Latino: 86.1%	Hispanic or Latino: 90%	Hispanic or Latino:90%	Hispanic or Latino: 96.3%
Graduates meetings UC/CSU Requirements Source: CDE DataQuest	2020-2021 Graduates meetings UC/CSU Requirements CUSD: 36% White: 49% Hispanic or Latino: 24%	2021-2022 Due to a shift in staff, CUSD did not upload this data. Our team will need to calculate this data manually and the data will uploaded once available.	2022-2023 Graduates meetings UC/CSU Requirements CUSD: 56% White: 71% Hispanic or Latino: 41%	2023/2024 Graduates meetings UC/CSU Requirements CUSD: 38% White: 45%% Hispanic Or Latino: 31% English Learner: 11% English Only44% SPED: 2% SED: 15% Non SED: 85%	2023-2024 Graduates meetings UC/CSU Requirements CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: CDE DataQuest	2020-2021 59% of seniors with score of 4 or higher (171 out of 290)	2021-2022 24% of seniors with score of 4 or higher (59 out of 246)	2022-2023 66% of seniors with a score of 4 or higher	2023/2024 61% seniors with a score of 4 or higher	2023-2024 69% of seniors with score of 4 or higher
Percentage of AVID students who apply to post-secondary education	2020-2021 35% AVID students apply to post-secondary education	2021-2022 100% AVID students applied to post-secondary education	2022-2023 100% AVID students applied to post-secondary education	2023/2024 100% AVID students applied to post-secondary education	2023-2024 85% students will apply to post-secondary education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Reports					
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Arts district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Arts district-wide curriculum	2022-2023 1 aligned English Language Arts district-wide curriculum	2023/2024 1 aligned English Language Arts district-wide curriculum	2023-2024 Maintain English Language Arts district-wide aligned curriculum
English Language Development district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Development district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Development district-wide curriculum	2022-2023 1 aligned English Language Development district-wide curriculum	2023/2024 2 aligned English Language Development district-wide curriculum	2023-2024 Maintain English Language Development district-wide curriculum
District Wide benchmark assessments (English Language Arts, English Language Development, and Mathematics) Source: CUSD Local Reports	2020-2021 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2021-2022 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2022-2023 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2023-2024. 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2023-2024 Maintain the following district-wide benchmarks: 1 District-wide English Language Arts Assessment (Elementary & Secondary)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 0 District-wide Mathematics Assessment (Elementary)	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	1 District-wide English Language Development Assessment (Secondary) 1 District-wide Mathematics Assessment (Secondary) Adopt the following district-wide benchmarks: 1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Elementary)
Universal TK-2 Literacy Screener Source: CUSD Local Reports	2020-2021 0 District Wide Grade Level Data Meetings	2021-2022 0 District Wide Grade Level Data Meetings	2022-2023 1 District Wide Grade Level Data Meetings	2023-2024 2 District Wide Grade Level Data Meetings to February 2024, the last meeting will be held in April 2024.	2023-2024 3 District Wide Grade Level Data Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CDE Data | CAASPP/ELPAC Website	2020-2021 16.4% Proficient	2021-2022 13.5% Proficient	2022-2023 16.33% Proficient	2023/2024 14.59% Proficient	2023-2024 26.4% Proficient
Dual Immersion Language Preschool Source: CUSD Local Reports	2020-2021 0 Dual Immersion Language Preschools	2021-2022 0 Dual Immersion Language Preschools	2022-2023 1 Dual Immersion Language Preschools	2023/2024 No Dual Immersion Language Preschool (0) because of lack of enrollment	2023-2024 Maintain 1 Dual Immersion Language Preschool
Big Lift (Early Literacy Initiative) Collaborative Source: Big Lift Collaborative Meeting Calendar	2020-2021 9 Big Lift Collaborative Meetings	2021-2022 9 Big Lift Collaborative Meetings	2022-2023 8 Big Lift Collaborative meetings	2023/2024 7 Big Lift Collaborative meeting	2023-2024 Maintain 9 Big Lift Collaborative Meetings
Technology Enhanced Curriculum Source: CUSD Local Reports	2020-2021 4 Technology Enhanced Curriculum to support Literacy	2021-2022 4 Technology Enhanced Curriculum to support Literacy	2022-2023 4 Technology Enhanced Curriculum to support Literacy	2023/2024 4 Technology Enhanced Curriculum to support Literacy	2023-2024 Maintain 4 Technology Enhanced Curriculum to support Literacy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dyslexia Professional Development to Staff Source: CUSD Local Reports	2020-2021 1 District wide Dyslexia Professional Development	2021-2022 0 District wide Dyslexia Professional Development	2022-2023 1 District Wide Dyslexia Professional Development	2023 -2024 (1) District Wide Dyslexia Professional Development	2023-2024 Provide 3 Dyslexia Professional Development
Districtwide Student Attendance Source: Infinite Campus (CUSD Student Information System)	2020-2021 95% Districtwide Attendance	2021-2022 91.62% Districtwide Attendance	2022-2023 91.7%(as of 1/26/2023) Districtwide Attendance	2023/2024 91.5% District Wide Attendance	2023-2024 Increase Districtwide attendance by 3%
Students with Disabilities ELA/ELD Local Benchmark Source:	2020-2021 No Metric	2021-2022 (New Metric) SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4%	2022-2023 SPECIAL EDUCATION 3rd - 0 4th - 10% 5th - 0 6th - 0 7th -33% 8th - 17% 11th -5%	2023/2024 SPECIAL EDUCATION 3rd- 6% 4th-11% 5th-10% 6th- 14% 7th-7% 8th- 5% 11th-5%	2023-2024 SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF
The base was used to pay for the overage.The majority of our actions and services in LCAP Goal 2 were carried out as planned.

Goal 2 Action 1: We held monthly district-wide Literacy Support meetings with a focus on English Language development.

Goal 2 Action 2: We provided aligned professional development and supplemental support across the district to enhance language development.

Goal 2 Action 3: We successfully implemented district-wide training for ELPAC and CAASPP to ensure consistency with state assessments. Additionally, we offered opportunities for local assessments and assessed all students in grades K-3 using DIBELS 8th for ELA.

Goal 2 Action 7: We were unable to run a Dual Immersion Preschool due to insufficient enrollment numbers.

Goal 2 Action 10: We successfully implemented a new student information system by adopting PowerSchool and provided extensive professional development for our teaching staff, site leaders, and classified staff.

Goal 2 Action 12 & 13: We supported our multilingual learners by hiring highly qualified ELD teachers and specialists to develop language skills and meet the needs of our students and their families.

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.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 2, Action 1: $25,059 underspent due to a substitute shortage.
Goal 2, Action 2: $10,959 underspent due to being unable to hire highly qualified credentialed teachers because of a severe teacher shortage.
Goal 2, Action 3: $59,027 overspent due to higher health and welfare costs
Goal 2, Action 4: $16,948 overspent due to increased funding needed for expanded services.
Goal 2, Action 6: $92,359 Overspent due to increase of staffing to support dual immersion students.

Goal 2, Action 7: $52,561 underspent because there weren't enough students to open our dual immersion preschool this year.
Goal 2, Action 8: $823 overspent due to additional time sheets needed to implement DIBELS assessments at all K-3rd grade sites.
Goal 2, Action 9: $2,191 underspent due to being unable to hire a full-time ELD TOSA at Hatch Elementary School.
Goal 2, Action 10: $13,221 overspent due to an increase in the cost of the online curriculum.
Goal 2, Action 11: $9,529 underspent due to a state grant used to pay for a similar service.
Goal 2, Action 12: $120,355 underspent due to the increased number of RFEP EL students being mainstreamed.
Goal 2, Action 13: $151,877 overspent due to higher health and welfare costs

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This year, we reported the distance from the CAASPP 2022/2023 results to the desired outcomes we set for the 2023/2024 academic year. Upon reviewing this data, we have identified significant discrepancies in performance across specific subgroups. These discrepancies highlight the need for targeted interventions to address the unique challenges faced by these groups.

Data Analysis and Identified Subgroups
Based on our analysis of the available data, we have pinpointed the subgroups with the most significant gaps between their current performance and our desired outcomes. These subgroups include:

English Learners
Students with Special Needs
Hispanic Students
Socio-Economically Disadvantaged Students

The data revealed that more strong direct instruction is needed for our subgroups to address these discrepancies, we will implement the evidence based strategies taylored to our English Learners, Students with Special needs, Hispanic and Socio-Economically Disadvantaged students.

Moving forward, our strategic analysis and action plans will prioritize goals and actions that directly impact these identified subgroups. By honing in on these specific demographics, we aim to:
1)Maximize Impact by concentrating our resources and efforts on the areas of greatest need, we can more effectively close the achievement gaps.

2)Implementing evidence-based strategies tailored to the unique needs of these subgroups will allow us to track and demonstrate measurable improvements.
Strategic Initiatives

To evaluate the effectiveness of specific actions taken by Cabrillo Unified School District toward achieving its goals during the three-year LCAP cycle, each action was analyzed based on alignment with intended outcomes and allocated funding. Here's a breakdown:

District-wide Literacy Supports (LCAP Goal 2 Action 2.1):
We observed effectiveness in this area as indicated by DIBELS 8 data showing student progress across grade levels. However, English Learners (EL), Foster Youth (FY), and Low-Income (LI) students continue to demonstrate significantly lower scores, highlighting ongoing needs despite our literacy focus.

English Language Development Aligned Curriculum (LCAP Goal 2 Action 2.2):
We monitored the implementation of integrated and designated ELD strategies, resulting in increased district-wide implementation of ELD practices. Targeted professional development opportunities supported the alignment of curriculum and instructional materials for English Language Development (ELD).

MTSS Implementation with Formative and Summative Assessments (LCAP Goal 2 Action 2.3):
The implementation of district-wide formative assessments did not yield the expected outcomes based on overall student data. Continued collaboration with site leaders is essential to enhance effective instructional strategies and interventions.

PreK-12th Expanded Supports and Programs (LCAP Goal 2 Action 2.4):
We deem this area effective as we successfully expanded our capacity to provide a comprehensive education, benefiting English Learners, Socio-Economically Disadvantaged, and Foster Youth.

Dual Immersion Preschool (LCAP Goal 2 Action 2.7):
This initiative was not effective as we did not launch a preschool class for the 2023/2024 academic year due to low enrollment. Moving forward, increased outreach efforts emphasizing the benefits of bilingual education are crucial to attract more families to enroll their students in the Dual Immersion program.

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

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions within this goal will be implemented to ensure that the progress made within Parent Involvement (LCAP Priority 3) goal will be maintained over the coming three years. These areas 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. LCFF Priorities: Priority 3: Parental Involvement and Family Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results Source: Panorama Survey	2020-2021 500 parents participated in our 2020-2021 Panorama Family Survey.	2021-2022 403 parents participated in our 2020-2021 Panorama Family Survey (20% decrease)	2022-2023 320 parent participated in our 2022-2023 Panorama Family Survey	2023-2024 227 Families Completed the survey responses"	2023-2024 Increase 10% from baseline
Parent Participation Source: Panorama Survey	2020-2021 Barriers to Engagement - 80% answered favorably	2021-2022 Barriers to Engagement - decrease by 3%	2022-2023 Barriers to Engagement - decrease by 0	2023-2024 Barriers to Engagement - increased by 1%	2023-2024 Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Climate - decrease by 64% answered favorably Family Engagement - 22% answered favorably	School Climate - decrease by 6% Family Engagement - increase by 4%	School Climate - decrease by 0 Family Engagement - increase by 1%	School Climate increased by 3% Family Engagement increased by 1%	
Student Engagement through Summer School Interventions Source: Summer School Attendance Data	2020-2021 Results will be entered for baseline after final enrollment is calculated after summer 2021. At this time it is an estimated 425 students.	2021-2022 Final enrollment for SS 2022 estimated at 425 students	2022-2023 Final enrollment for SS 2023 estimated at: 797	2023-2024 Final enrollment for SS 2024 estimated at 451 total students served, with breakdown by program: Big Lift = 136 Summer STEAM = 140 ELD = 19 Math = 5 Credit Recovery = 88 High School PE, Rising 9th, Algebra, Science = 29 ESY & Summer Skills = 35 Eagle Club (ELOP) = 24	2023-2024 Serve 550 students in need of academic and/or social interventions
Student after-school/before school Interventions and Tutoring	2020-2021 200 students served through small group or	2021-2022 25 students	2022-2023 133 students	2023-2024 130 Students served through small groups	2023-2024 Serve a total of 600 students through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Intervention Attendance Data	1 to 1 after-school/before school interventions to selected at-promise students			or 1 to 1 after-school/before school interventions	small group or 1 to 1 after-school/before school interventions to selected at-promise students
Community & Parent Engagement Committees Source: Attendance Data	2020-2021 Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings	2021-2022 Minimum of 10 participants	2022-2023 Attendance for the following committees Community Meetings through specific roundtable input from *Latino/x Roundtable (8 average participants out of 25 members) *LGBTQ Roundtable (0) *PTO Alliance (52 average participants out of 40 members) *Secondary Health and Wellness Committees (10 average participants out of 28 Members)	2023-2024 During the 23-24 school year, CUSD merged committees, including Latino/x, SEL, and LGBTQ committees, and created an Equity/Strategic Plan Advisory Committee which recommended the creation of a Diversity Equity and Inclusion (DEI) committee beginning the 24-25 school year. For the 23-24 school year, we had an average of 20 participants at our monthly meetings. Attendance for the following committees: *PTO Alliance (30 average participants members)	2023-2024 Minimum participation of 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*SEL Parent Meetings (8 average participants out of 20 members) * DELAC (20 average participants out of 491 EL Families invited)	* DELAC (35 average participants out of 485 EL Families invited)	
Family & Student Case Management Source: Migrant Education Case Management Meeting Logs	2020-2021 100% of Migrant Education Students have 1 to 1 Student Case Management	2021-2022 100% of Migrant Education Students have 1 to 1 Student Case Management	2022-2023 100% of Migrant Education Students have 1 to 1 Student Case Management	2023/2024 95% of Migrant Education Students have 1 to 1 Student Case Management. Students in kindergarten didn't require any case management, but parents and family members were involved in the family engagement opportunities provided.	2023-2024 Maintain 100% of Migrant Education Students with 1 to 1 Student Case Management Utilize the Migrant Education Case Management System with our English Learner Students utilizing components of our COST meetings

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions and services in LCAP Goal 3 were carried out as planned. Please note that summer school expenses are currently being calculated and are still in the encumbrance stage.

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.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic school year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

LCAP Goal 3, Action 1: $54,973 overspent due to an increase in summer school services and student enrollment.
LCAP Goal 3, Action 2: $21,281 underspent due to summer school costs not yet being expended.
LCAP Goal 3, Action 3: $8,416 underspent due to using internal staff to support community and parent engagement.
LCAP Goal 3, Action 4: $120 overspent due to an increase in family engagement activities at various sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The majority of our actions and services in LCAP Goal 3 were carried out as planned. CUSD set goals and actions focused on student and parent engagement.

Goal 3 Action 1: Summer school interventions were successfully planned, and enrollment numbers were secured. The recruiting process was implemented, and we are fully staffed and running our 2024 summer intervention programs. In the 2023 summer program, the district engaged elementary students in literacy education via Big Lift, and science through the STEAM program for elementary and middle school students. In 2023 the district sponsored summer work for high school band students but those program was discontinued for 2024 as not effective use of resources. High school credit recovery is a huge component of summer school, with online classes continuing to be effective, as well as in-person classes in PE, Algebra, and Science. Extended School Year with summer skills gives students with disabilities who qualify for continued services in summer. We have also added ELD and Math classes for middle school students. The total served in 2024 is 451, which is higher than Baseline and Year1, although smaller than year 2.

Goal 3 Action 2: This action was effective. CUSD retained our intervention teacher to provide additional intervention and after-school tutoring for Tier 2 and Tier 3. CUSD was then able to serve 130 students through small groups or 1 to 1 after-school/before-school interventions.

Goal 3 Actions 3 & 4: This action was effective. CUSD engaged our families through ELAC, DELAC, and other monthly meetings by ensuring we addressed high-interest topics based on the needs assessments provided by parents. All meetings were available in both Spanish and English. Additionally, we utilized various communication methods, such as social media, phone blasts, and TK videos in both languages. Resources were allocated to sites to ensure they had access to family engagement activities, promoting increased family involvement, early learning, and collaboration among educators and staff. CUSD committed to family engagement, surveying through Panorama and WestEd parent surveys making sure that all communities had input and then access to information and communications is preferred languages and in appropriately differentiated formats:, meetings at school sites, meetings at housing developments in their community centers, email and particularly text messaging of important info, outreach for parent education for online registration and new portals. Sites sent out regular communication including videos in English and Spanish. Based on feedback from 2022-23, CUSD revamped its process for emergency communications during developing emergencies or potential threats, increasing the speed and effectiveness of communication. Feedback from our Equity/Strategic Plan Advisory Committee prompted the creation of a Diversity Equity and Inclusion (DEI) committee to begin in the 2024-25 school year.

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

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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.

Goals and Actions

Goal

Goal #	Description
4	Social-Emotional Goal FOCUS GOAL 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. LCAP Priorities: Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling Supports for Families Source: CUSD local data 2020-2021	2020-2021 6 Family Engagement SEL Nights	2021-2022 8 Family Engagement SEL Nights	2022-2023 8 Family Engagement SEL Nights	2023-2024 12 Family Engagement SEL Nights	2023-2024 9 Family Engagement SEL Nights
Site Parent Engagement Events Source: CUSD local data	2020-2021 2 Site Parent Engagement Events	2021-2022 2 Site Parent Engagement Events	2022-2023 8 Site Parent Engagement Events	2023-2024 12 Site Parent Engagement Events	2023-2024 5 Site Parent Engagement Events
Site Community Liaison Trainings	2020-2021 4 Community Liaison Trainings	2021-2022 6 Community Liaison Trainings	2022-2023 9 Community Liaison Trainings	2023-2024 4 Community Liaison Trainings	2023-2024 10 Community Liaison Trainings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data1					
Translations Services Source: CUSD local data	2020-2021 0 trainings on best practices for translation and interpretation at the site	2021-2022 1 training on best practices for translation and interpretation at the site	2022-2023 1 training on best practices for translation and interpretation at the site	2023-2024 2 trainings on best practices for translation and interpretation at the site	2023-2024 3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report	2020-2021 FIT Report 2 sites with a rating of overall Good or above	2021-2022 2 sites with a rating of overall Good or above	2022-2023 2 sites with a rating of overall Good or above	2023-2024 2 sites with a rating of overall Good or above	2023-2024 FIT Report 4 sites with a rating of Good or above

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

After a thorough analysis of our metrics, it is evident that all LCAP Goal 4 indicators have shown either maintenance or progress toward our objectives. District-wide, we are focusing on enhancing the implementation of a positive climate framework. We believe that improvements in this area are directly contributing to the gradual enhancement of student well-being and academic achievement. Notably, chronic absenteeism has decreased at all sites except for Half Moon Bay High School. While this is a positive trend, we recognize the need for continued efforts to reduce absenteeism further 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.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 4, Action 1: $18,179 underspent due to funding used through one-time grants.
Goal 4, Action 2: $5,404 underspent due to final engagement meeting expenditures not being included yet.
Goal 4, Action 3: $70,277 underspent due to underestimation of translation services across the district; in many instances, we were able to use our staff to translate/interpret documents and meetings.
Goal 4, Action 4: $2,356,622 overspent due to not including the entire Maintenance and Operations expenditures
Goal 4, Action 5: $69,899 overspent due to an increase in counseling services at all sites.
Goal 4, Action 6: $23,900 underspent due to portions of the multi-tiered training being conducted by Cabrillo staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Social-emotional support, Family Engagement, and Facility Improvement

The majority of actions and services outlined in LCAP Goal 4 were successfully implemented as planned. This goal focuses on enhancing social-emotional support, family engagement, early learning, and collaboration among educators and staff.

Action 1: Hiring a Program Specialist for Mental Health Coordination
A Program Specialist for Mental Health Coordination has been hired to oversee and enhance our mental health support services for students. This role has been crucial in improving the overall mental health support system within our schools. The coordinator continues to oversee and expand CUSD's already robust SEL counseling program, bringing interns and licensed MFTs through our School Linked Services to our students. This action was effective.

Action 2: Community Liaisons at Title 1 Sites
Community Liaisons have been maintained at our Title 1 sites to facilitate better communication and strengthen connections between schools, communities, and home environments. This initiative has significantly increased parent participation and helped families feel more connected to the school environment. Specialized training was provided to Community Liaisons to enhance their communication skills and support capabilities. This is an effective program as many of our administrative and counseling staff need to communicate with families in Spanish, but are not fluent. Liaisons also help produce translations of documents.

Action 4: School Facility Improvements

Substantial improvements have been made to our school facilities. By analyzing the Facility Inspection Tool report, we identified specific areas for enhancement based on data-driven insights. Our primary objective is to ensure safe school facilities that protect the health of children and staff, thereby supporting long-term academic progress for all students. This is an ongoing effective program as our older facilities score low on the FIT report, while recently renovated sites receive all or mostly Good marks. El Granada and Farallone View are both undergoing renovation and will be expected to score overall Good when completed.

Action 5: Increasing Secondary Counseling Services
Secondary counseling services have been expanded to support both the academic and social well-being of students. This initiative has provided students with increased opportunities to meet with counselors to discuss academic progress and plan their educational pathways at the high school level and beyond. a .5 academic counselor was added to Pilarcitos Alternative HS, and is an effective and necessary addition to a growing program that has been WASC accredited for the first time in March 2023.

Action 6: Implementing Multi-Tiered Systems of Support (MTSS)
We continue to implement Multi-Tiered Systems of Support (MTSS) to maximize classroom learning time. Comprehensive training in Positive Behavioral Interventions and Supports (PBIS) and restorative justice was provided to ensure district-wide consistency. A variety of professional development sessions were conducted throughout the year. Disciplinary data shows a slight uptick in suspensions for 2022-23, and we will review disciplinary data for 2023-24 to assess the impact of these initiatives and make necessary adjustments. RJ programs have been expanded across the district and have been successfully implemented both for community (classroom) circles in the elementary sites as well as for conflict resolution, particularly at Cunha and Pilarcitos.

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

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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.

Goals and Actions

Goal

Goal #	Description
5	ELA/ELD, Mathematics, and Suspension FOCUS GOAL Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students. LCAP Priorities Priority 4: Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment (NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic) Source: Lexia Reporting System	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49% ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55% ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP results since they will be a focal metric in our new LCAP. ALL STUDENTS 3rd - 44% 4th - 44% 5th - 43% 6th - 32%	2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO	6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65% 8th - 49% 11th - 67% HISPANIC LATINO	6th -29% 7th - 61% 8th - 60% 11th -71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th - 8% SPECIAL EDUCATION 3rd -0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th - 5% WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11% 7th - 66% 8th -72% 11th - 75% HISPANIC LATINO	7th - 40% 8th - 42% 11th - 41% ENGLISH ONLY 3rd - 63% 4th - 60% 5th - 64% 6th - 46% 7th - 59% 8th - 50% 11th -56% ENGLISH LEARNERS 3rd - 3% 4th - 10% 5th - 9% 6th - 3% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 4th - 11% 5th - 10% 6th - 14% 7th - 7% 8th - 5% 11th - 5% WHITE 3rd - 71%	6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%	3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%	4th - 64% 5th - 63% 6th - 52% 7th - 67% 8th - 60% 11th -70% HISPANIC LATINO 3rd - 31% 4th - 35% 5th - 36% 6th - 19% 7th - 25% 8th - 48% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 24% 5th - 30% 6th - 26% 7th - 26% 8th - 26% 11th -22%.	3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
English Language Proficiency Assessment for California (ELPAC) Summative Results	2020-2021 16.4% Percent of students achieved a Level 4 on the English Language Proficiency	2021-2022 13.5% Percent of students achieved a Level 4 on the English Language Proficiency	2022-2023 15.57 % Percent of students achieved a Level 4 on the English Language Proficiency	2023/2024 16.5% percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative.	2023-2024 26.4% Percent of Students achieving Level 4 on the English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE CAASPP/ELPAC Website	for California (ELPAC) Summative	for California (ELPAC) Summative	for California (ELPAC) Summative		for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services Source: CUSD local data	2020-2021 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2021-2022 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2022-2023 2 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2022-2023 2 District-Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2023-2024 3 District Wide VAPA & STEM After-school Enrichment Supports @ Elementary, Middle, and High School
Percent Completion of Students Meeting Graduation Requirement Source: CDE	2020-2021 CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%	2021-2022 CUSD: 90% White: 93.6% Hispanic or Latino: 86.1%	2022-2023 CUSD: 90% White: 91% Hispanic or Latino: 90%	High School Graduation rates (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%	2023-2024 CUSD: 95.3% White: 98.8% Hispanic or Latino: 96.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP	2020-2021 16.4% Proficient	2021-2022 13.51% Proficient	2022-2023 15.57 % Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2023/2024 16.5% percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2023-2024 26.4% Proficient
Suspension Data Source: Local District Data	2020-2021 Not Measured	2021-2022 (New Metric - Baseline) 82 total suspensions Male 82% Female 18% White 24% Hispanic 67% Asian 1% Black 6% Other 1% SPED 23% EO 38% ELL 26% FEP 37%	2022-2023 97 total suspensions Male 70% Female 30% White 16% Hispanic 79% Asian 1% Black 0% Other 3% SPED 23% EO 46% ELL 23% FEP 31%	2023-2024 71 total suspensions Male =75% Female=25% White =28% Hispanic =66% SPED = 35% EO = 42% ELL =18% IFEP =0% RFEP =38%	2023-2024 (New Metric - Baseline) 50 total suspensions Male 50% Female 50% White 50% Hispanic 50% SPED 10% EO 15% ELL 15% FEP 15%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All of our actions and services in LCAP Goal 5 were carried out as planned.

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.

During the 2024-2025 school year, various one-time grants and categorical carry-over funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 5, Action 1: $216,675 underspent due to local grants supporting similar services.
Goal 5, Action 2: $13,378 underspent due to a decrease in during and after school enrichment services.
Goal 5, Action 3: $20,221 overspent due to an increase in during and after school enrichment services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 5: Academic Improvement and Reduced Suspensions through MTSS and Restorative Practices

The majority of actions and services outlined in LCAP Goal 5 were executed as planned, with a strong focus on improving academic performance in English Language Arts (ELA), English Language Development (ELD), and mathematics. Additionally, this goal prioritized decreasing suspension rates through the implementation of Multi-Tiered Systems of Support (MTSS) and restorative practices.

Continued Implementation of Multi-Tiered Systems of Support (MTSS) (LCAP Goal 5 Action 5.1):
Yes, this action was effective Cabrillo Unified School District successfully developed and implemented a Tier 1, Tier 2, and Tier 3 intervention model. This action supports at-promise groups of students through structured interventions, aiming to improve academic outcomes and address individualized needs. We have seen an increase in collaboration and support systems that target students who need some additional support
CUSD concentrated on the ongoing implementation of MTSS to support our at-promise student groups. We provided professional development for our teaching staff, emphasizing the use of data to drive academic improvement. Each school site designated specific staff members to lead and support this initiative based on student needs. These leaders played a crucial role in organizing and executing professional development sessions tailored to the needs of both students and teaching staff.

Yes, this action was effective, it proved highly effective in addressing the needs of our elementary students who were reading below grade level. Through this initiative, we implemented targeted, small-group reading intervention led by certified teachers, thereby directly supporting literacy development among struggling students. Using DIBELS 8th data in our regular data analysis sessions, we identified specific student groups requiring additional support in literacy skills. Assessments were conducted at the beginning, middle, and end of the academic year to monitor progress.
Our analysis of the data revealed significant improvements:
- Kindergarten students progressed from 16% reading at grade level at the start of the year to 39% by the end of the year.
- First Grade students increased from 34% to 50%.
- Second Grade students improved from 42% to 53%.
- Although Third Grade saw a slight decrease from 50% to 49% by year-end, overall, these interventions contributed substantially to enhancing reading proficiency across these grade levels."

CUSD has maintained the presence of Reading Intervention Teachers at elementary schools to ensure effective early literacy instruction. Reading assessments using DIBELS 8 were administered every trimester, with the data thoroughly analyzed. Data chats involving teachers, administrators, and district personnel were conducted to discuss student progress and instructional strategies. This targeted approach has been instrumental in enhancing early literacy skills among our students.

Goal 5, Action 3: Enrichment Services During and After School

This action was highly effective, as we successfully expanded enrichment services both during and after school for our students. We established site-specific committee leads to oversee and support the implementation of these programs. Our Visual and Performing Arts (VAPA) Master Plan was thoroughly reviewed by VAPA site leads, resulting in the establishment and execution of site-specific goals. Notably, this year, all elementary schools set objectives to display student art on their walls. These initiatives have greatly enriched the educational experience, providing students with valuable opportunities to explore and develop their talents across various disciplines.

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

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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	Amber Lee-Alva Superintendent	amberleealva@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2023-2024 school year, our student population is a total of 2,663 Students (Source: CALPADS).

Below are the demographics of our student subgroups: (Source: CALPADS)
English Learners: 448 (17%)
Socio-Economically Disadvantaged: 1081 (40.0%)

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

Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: 1,399 (52.53%)
White: 1,066 (40.00%)
Two or More Races: 133 (5%)
Asian: 42 (1.57%)
Filipino: 18 (0.67%)
Black/African American: 9 (0.33%)
Other: 11 (0.4 %)
CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

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

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

During the 2023-2024 school year, we also engaged in a Multi-tiered System of Support (MTSS) is the framework that we continue to implement to ensure all students have the opportunity to be successful.
Some of our initiatives include the following:
* Engagement in an Equity Audit
* Development of a Strategic Plan for Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
*Professional Development focused on ELA Adopted core material (Tier 1 supports)
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Environmental Sustainability
* Secondary Dual Enrollment and Concurrent Enrollment
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Secondary Mathematics and Elementary Science Adoptions
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

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

and school-based Parent Teacher Organizations within our District.

As Cabrillo Unified School District (CUSD) reflects on our 2023-2024 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

CA DASHBOARD DATA (2023-2024)
****
The CA DASHBOARD 2023 2024 data will be reported as baseline data. After a careful review of our CA DASHBOARD 2023/2024 data, which
we will use as our baseline data, we had great success in various indicators.

Now that we will have two years of Data, we will be able to report the levels and compare the baseline data which used Red, Orange, Yellow, Green, and
Blue to compare growth.

Next academic school year, the 2024-2025 school year, we will measure growth by comparing CA DASHBOARD 2022-2023 to CA Dashboard 2023-2024 data.

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

(1) ACADEMIC PERFORMANCE

English Language Arts:

Students with Disabilities
Performance Level| Orange
111.3 points below standard
Increased 10 Points
Number of Students: 206

Two or More Races
Performance Level| Blue
45.6 points above standard
Maintained 1.9 Points
Number of Students: 61

Mathematics:

ALL Student

Performance Level | Yellow
62 points below standard
Increased 3.8 Points
Number of Students: 1,314

Socioeconomically Disadvantaged
Performance Level| Orange
108.7 points below standard
Increased 3.1 Points
Number of Students: 596

Students with Disabilities
Performance Level| Orange
136.4 points below standard
Increased 15.9 Points
Number of Students: 205

White
Performance Level| Green
7.3 points below standard
Increased 15 Points
Number of Students: 506

Two or More Races
Performance Level| Green
12.6 points above standard
Increased 13.2 Points
Number of Students: 62

(2) ACADEMIC ENGAGEMENT

Chronic Absenteeism:

ALL Student
Performance Level| Red
23.7% chronically absent
Increased 1.3%

Number of Students: 1,689

Homeless
Performance Level| Red
45% chronically absent
Increased 7.5%
Number of Students: 20

Socioeconomically Disadvantaged
Performance Level| Red
26.9% chronically absent
Maintained -0.2%
Number of Students: 729

White
Performance Level| Red
20.7% chronically absent
Increased 2.6%
Number of Students: 661

Two or More Races
Performance Level| Orange
8.4% chronically absent
Increased 1.7%
Number of Students: 87

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

(3) CONDITIONS AND CLIMATE

Suspension Rate:

Hispanic
Performance Level| Red

26.6% chronically absent
Maintained -0.3%
Number of Students: 902

Utilizing our local district benchmark data and comparing 2021 to 2022 data as well as other local indicators, CUSD demonstrated various successes.

In language arts, we had an increase in overall student performance in the following grades:
4th Grade 37% (13% increase compared to 2021-2022)
7th Grade. 45% (6% increase compared to 2021-2022)
8th Grade 50% (10% increase compared to 2021-2022)
11th Grade 55% (6% increase compared to 2021-2022)

CUSD's percent completion of students meeting graduation requirements.
Hispanic or Latino 86.10% (4% increase compared to 2021-2022)

California Science Test (CAST)
All Students. 12th 20.88 from 39.45% (18.57% increase compared to 2021-2022)

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

During the 2023-2024 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and a Multi-Tiered System of Support (MTSS). At the elementary level, we had the opportunity to provide professional development through our adopted curriculum (Advance/Adelante)
Reading data through our Dibels 8th assessment was extracted and data chats were conducted for grades k-3rd. In addition, the district-wide teaching staff was provided additional professional development using ELD strategies to support English Learners and increase academic vocabulary.

AVID Post-Secondary Data
The percentage of AVID students who apply to post-secondary education remained at 100% (Neutral growth compared to 2021-2022)

Career Technical Education Data
We continued to enrich our current Agriculture and Natural Resources, Building, and Construction Trades, and Arts, Media, and Entertainment Pathways. We are working towards building a new Pathway under Information and Communication Technologies.
Overall, our progress can be attributed to the successful implementation of the various research-based actions and services as defined in our Strategic Plan.

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

Reflections: Annual Performance

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

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*******************************************************
CA DASHBOARD 2023 DATA
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ACADEMIC PERFORMANCE | English Language Arts

English Language Arts:

ALL Student
Performance Level | ORANGE
31.9 points below standard
Declined 10.2 Points
Number of Students: 1,320

Hispanic
Performance Level| Red
79.5 points below standard
Declined 14.9 Points
Number of Students: 711

White
Performance Level| Green
23 points above standard
Declined 5.8 Points
Number of Students: 509

Socioeconomically Disadvantaged
Performance Level| Red

77.5 points below standard
Declined 7.1 Points
Number of Students: 599

English Learners
Performance Level| Red
96.8 points below standard
Declined 9.5 Points
Number of Students: 416

Students with Disabilities
Performance Level| Orange
111.3 points below standard
Increased 10 Points
Number of Students: 206

Two or More Races
Performance Level| Blue
45.6 points above standard
Maintained 1.9 Points
Number of Students: 61

Homeless
Performance Level| Red
113.3 points below the standard
Declined 22.1 Points
Number of Students: 20

ACADEMIC PERFORMANCE | Mathematics

ALL Student
Performance Level | Yellow
62 points below standard
Increased 3.8 Points
Number of Students: 1,314

Hispanic
Performance Level| Red
110 points below standard
Declined 4 Points

Number of Students: 708

White
Performance Level| Green
7.3 points below standard
Increased 15 Points
Number of Students: 506

Socioeconomically Disadvantaged
Performance Level| Orange
108.7 points below standard
Increased 3.1 Points
Number of Students: 596

English Learners
Performance Level| Red
122.1 points below standard
Declined 4.2 Points
Number of Students: 413

Students with Disabilities
Performance Level| Orange
136.4 points below standard
Increased 15.9 Points
Number of Students: 205

Two or More Races
Performance Level| Green
12.6 points above standard
Increased 13.2 Points
Number of Students: 62

Homeless
Performance Level| Red
174.5 points below standard
Declined 57.4 Points
Number of Students: 20

ACADEMIC ENGAGEMENT | Chronic Absenteeism

ALL Student
Performance Level| Red
23.7% chronically absent
Increased 1.3%
Number of Students: 1,689

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

White
Performance Level| Red
20.7% chronically absent
Increased 2.6%
Number of Students: 661

Socioeconomically Disadvantaged
Performance Level| Red
26.9% chronically absent
Maintained -0.2%
Number of Students: 729

English Learners
Performance Level| Orange
25.9% chronically absent
Declined 1.4%
Number of Students: 428

Students with Disabilities
Performance Level| Orange
33.2% chronically absent
Declined 1.8%
Number of Students: 253

Two or More Races
Performance Level| Orange
8.4% chronically absent
Increased 1.7%

Number of Students: 87

Homeless
Performance Level| Red
45% chronically absent
Increased 7.5%
Number of Students: 20

CONDITIONS AND CLIMATE | Suspension Rate

White
Performance Level| Blue
1% suspended at least one day
Declined 0.5%
Number of Students: 1,110

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

We are using the CA Dashboard 2023 data to highlight the areas of concern regarding Academic Performance. Cabrillo Unified School District (CUSD) will be integrating data chats through the cycle of inquiry, to develop goals focused on these areas, and strategize on how to proceed to increase in these areas. This is an opportunity for collaboration to identify, monitor, and assess the level of implementation of MTSS throughout the district to promote and improve the proficiency levels of all students. CUSD plans to maintain and build on this year's success through the following actions, services, and supports:

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

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

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Red on CA Dashboard | Annual Performance DATA

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

School sites within our LEA
*None Identified

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

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

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

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

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

MATHEMATICS ACADEMIC PERFORMANCE (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA

*English Learners
*Hispanic
*Homeless Youth

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

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

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

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

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

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

ENGLISH LEARNER PROGRESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within our LEA
*English Learners

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

Student Groups within any school within the LEA

A. Hatch Elementary School
**English Learner

B. El Granada Elementary School
**English learner

C. Half Moon Bay High School
**English Learner

SUSPENSION RATES (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

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

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

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

CHRONIC ABSENTEEISM (Differentiated Assistance) with RED DASHBOARD INDICATORS

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

Student Groups within the LEA
*All Students
*Hispanic
*Homeless Youth
*Socio-economically Disadvantaged
*White

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

B. El Granada Elementary School
**Students with Disabilities

C. Farallone View Elementary School
**All Students

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

E. Manuel F. Cunha Intermediate
**Socioeconomically Disadvantaged

****
NARRATIVE | REFLECTION ON AREAS OF GROWTH AND HOW CUSD WILL ADDRESS IDENTIFIED NEEDS
****

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Additionally, Actions 1.1 and 1.2 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

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

****
Mathematics Academic Performance
****

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

Additionally, Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

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

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

Additionally, Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

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

****
College and Career
****

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

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

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

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

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

****
OTHER
****

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC Meeting (Parents & Community Members)| 2.14.24 @ 6:00pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. The ELPAC Meetings were conducted in person to accommodate the needs of our English Learner families and maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (teachers, administrators, principals, students and local bargaining units)	3.7.24 @ 10:00 am	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation.

Educational Partner(s)	Process for Engagement
	Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (teachers, administrators, principals, students and local bargaining units) | 3.7.24 @ 5:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation.

Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community. |
| Expanded Learning Opportunities Program((Parents & Community Members)) Meeting \| 3.7.24 @ 5 pm | A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted in person to accommodate the needs of our expanded learning families.

Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was |

Educational Partner(s)	Process for Engagement
	meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CSEA Meeting (Classified Staff/ School Personnel)	3.21.24 @ 3:30pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CUTA Meeting (Certificated Staff/Teachers)	3.28.24 @ 3:30pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new

Educational Partner(s)	Process for Engagement
	LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (parents of students with Individual Education Plans) 6.6.24 @1:00pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation.

Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community. |
| Special Education Local Plan Area (SELPA) Monthly Meeting | 3.22.34 and 5.24.24 at San Mateo County Office of Education | At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team. |

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

At Cabrillo Unified School District (CUSD), we are deeply committed to involving a diverse array of stakeholders in developing our Local Control and Accountability Plan (LCAP).
Our stakeholder group is comprehensive, comprising site parent leaders, leaders of parents with children learning English, classified and certificated union leaders and staff, as well as site and district administrators.
By hosting a series of LCAP input meetings and conducting various surveys throughout the year, we have gathered valuable qualitative data.
 This feedback has been instrumental in shaping our goals, metrics, actions, and budgeted expenditures, ensuring that they are aligned with the needs and priorities of our community. The following actions were influenced by our stakeholders.

Alignment of LCAP Goals with Community Feedback

***Goal 1:

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

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

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

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

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

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

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

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

***Goal 3:

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

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

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

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

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

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

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

LCAP INPUT MEETINGS 2023-2024

- DELAC Meeting | 2.14.24 @ 6:00pm
- Educational Partner Meeting | 3.7.24 @ 10:00 am
- Educational Partner Meeting | 3.7.24 @ 5:00 pm
- Expanded Learning Opportunities Program (ELOP) Meeting | 3.7.24 @ 5 pm
- Educational Partners Meeting | 3.21.24 @ 5:00 pm (No attendees)
- CSEA Meeting | 3.21.24 @ 3:30pm
- CUTA Meeting | 3.28.24 @ 3:30pm

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

*DELAC Meeting | 2.14.24 @ 6:00pm

MAIN THEMES:

Student Support and Development
*Additional year-round academic, behavioral, and social-emotional support for all students, especially students with special needs
*Early literacy and intervention programs
Teacher and Staff Excellence

Retention of teachers and staff

*Increasing diversity among teachers and staff

Professional development on:
*Building rapport with students
*Creating a supportive and inclusive learning environment
*Engaging students in learning
*Providing better academic support to students

Safe and Positive School Environment
*Ensuring a positive and safe school environment for students, teachers, and staff

Data-Driven Instruction
*Using assessment and data analysis to inform instruction

College and Career Readiness
*Preparing students for college

Feedback Notes:

Academic Improvement
Provide additional support to help identify students with special needs
Add additional staffing to support students with special needs
Additional comprehensive support for students with special needs
Hire additional Latinx staff to represent our student population
Create a productive environment and culture where students and staff develop trust.
Recruit more bilingual/ Latino counselors who can connect with students and support the family needs.
Apply appropriate resources to areas of focus and hire a diverse staff in all areas
Recruit more additional bilingual staff and
Contract personnel that are specialized to help students with attention deficit disorders and other areas of expertise according to the students that we serve.

Equity Focus
Provide all students with equitable access to education regardless of race or origin.
We need additional safety personnel for all the CUSD schools.
We need more organized academic and physical opportunities for students
Provide students with behavior support and techniques on how to collaborate with other students.
Training for teachers to encourage more parental involvement at school. There needs to be more teacher-parent collaboration.
Additional academic support to reinforce overall student learning.

We need more diversity in school sports.

Whole Child
We need to ensure that we have sufficient professionals to support our students with mental health. We need, psychologists, therapists, counselors, and other staff working directly with students.
We need responsible staff that are attentive to their jobs and that are there for students.
We need professionals that can support us for the entire school year, not only for a few months.
Once the district and state data is collected, spend time to analyze the data and establish small intervention groups to provide additional support to bring those students up to level. Make sure that students with special needs are included in these interventions.
Support teachers with professional development on building positive professional relationships with students. Students need teachers that they can trust and long term subs are not the answer.
Provide professional development on supporting students when they feel intimidated or don't feel part of the classroom community. Students need to be inclusive in their daily classrooms. Train teachers and students on developing their conflict resolution skills.

District Sustainability
Additional ongoing training and support focused on engagement strategies to support all our students who are struggling with academics. In addition, focus on supporting the classroom teaching and learning environment.
Provide benchmark checks and look at the data and offer additional intervention support for those students that are not progressing or are below grade level.
Additional resources for teachers to make sure that they support all students.
Focus on the pathways to the university and ensure that the A-G requirements are reviewed with students and families at middle school and in high school throughout their 4 years.
Promote early literacy and intervention programs to make sure that all students are at level in their reading

*Educational Partner Meeting | 3.7.24 @ 10am

MAIN THEMES:
Data analysis to inform instruction
Additional collaboration with TOSAs and other specialists
Additional staff needed
Increase student engagement
Add or increase sustainable VAPA and enrichment programs during the school day
Small-group literacy/reading intervention support for students in need of academic support

Feedback Notes:

Use relevant data to monitor the effectiveness of program implementation. (A variety of data pieces to guide our instruction and interventions)
Conduct monthly meetings with ELD TOSAs at Cunha.
Offer more opportunities for high school students to participate in dual or concurrent enrollment. ISP needs more staff to support students interested in enrolling in that program.
Ensure proactivity for student endurance through classes for elementary students to prepare them for middle school. (Focus on student engagement)
Incorporate VAPA into the regular instructional day, enhancing elective classes and offerings.
Retain and hire VAPA instructors by looking at different providers and creating a homegrown program that is reliable and consistent. Offering a full-time position would make it easier to find qualified candidates.
Implement a zero cell phone use policy at the high school and middle school. (Implement at middle school so that it will be easier for high school students to adapt to that rule)
Look into San Mateo High School's policy for cell phone use.
Increase small group and one-on-one intervention to help students stay engaged and grow academically.
Create reading groups after school for struggling readers, for example, 2nd-3rd graders staying until 4-5th grade dismissal 2 or 3 times a week. Use this block of time after school to support students with literacy skills. Create an A & B schedule, and work with principals to think outside the box and see how we can maximize Prop 28 funding.
Extend K-3 enrichment utilizing classroom teachers.
Bring back the 5th-grade band for all students.
Implement a program across elementary schools that focuses on literacy/reading intervention.
Expand on programs that are working for CUSD (who, how, and what).

*Educational Partner Meeting | 3.7.24 @ 5pm

MAIN THEMES:

Additional support for at-promise students and English Learners
Additional support for students during and after the school day
Parent engagement with the goal of better supporting students at home
School safety
Chronic absenteeism and graduation rate

Feedback Notes:

3rd grade we see the gap in literacy
Targeted after-school Literacy and Math support for English Learners
After-school services from the teachers that are the experts
Parent engagement to help parents help teachers in Literacy & Math (Workshops that teach parents to support their children)
Improve parent education level to support students in reading. If reading is difficult, can we better inform parents of how they can support and

reinforce at home in a friendly and nonjargon manner
Safety for our students at all times
Communication is great
Chronic Absenteeism and Graduation rate. C - review the data to determine why we declined
Develop goals that support data shared with our parents.

*Educational Partner Meeting (parents of students with an Individual Education Plan) | 6.6.24 @1:00 pm

MAIN THEMES:
Recommend a focus on attendance
Family engagement
Increased reading intervention support at elementary schools

Feedback Notes:
Consider different transportation models to get students to school
Have family meetings to address reasons for absences
Have community meetings to provide information about effects of chronic absences
Have increased intervention in particular at the larger elementary schools
Increase the intensity and duration of intervention

*ELOP Meeting | 3.7.24 @ 5pm :

MAIN THEMES:
Single-grade classrooms
PD, especially in SPED
Smaller classes
SEL during the school day
Parent engagement with the goal of increasing funds?
Additional support for students during and after the school day
Identify students in need of more support
Incentives for students to engage in reading/writing/literature
Field trips
Transportation
Additional summer programs

Feedback Notes:

Singe grade classrooms

Eliminate split classrooms
More professional development for teachers in SPED
Smaller student count per classroom
Class reduction
Social-emotional support during the school day
Professional development
Parent engagement for fundraising
Eagle Club
Afterschool programs
Specify students that need more support
Pull our services during after school services
Additional intervention from teachers afterschool
Incentivize reading/literature/writing activities
Creative ways to engage the students
Additional reading and writing activities
ELO-P Summer Services
More summer programs
Educational Field Trips
Transportation for students

*CSEA Meeting | 3.21.24 @ 3:30pm

MAIN THEMES:
Teacher retention and support for new teachers
SEL support
Academic support or enrichment after school for all school sites
Monitor students' academic progress
PD
Additional paraprofessional support, especially for English learners and other at-promise students

Feedback Notes:
Teacher Retention Program (Support for new teachers) BTSA support
Social Emotional support for our students (Prepare students for school)
Extended Learning at all sites (Academic support or Enrichment)
Follow through with support services, follow the data, and ensure thatat you use this to monitor growth.
We could benefit from additional paraprofessional support in the general classroom to support our English learners and other groups that

may be struggling.
Ensure that goals are established to support Homeliasons by providing services to all our students that need additional resources
Professional Development targeting the areas identified according to the dashboard

*CUTA Meeting | 3.28.24 @ 3:30pm

MAIN THEMES:

Real-Life Learning Programs
Attendance Policies
Balance Between Interventions and Consequences
Root Causes
Absence Reporting Systems
Homework Policy
Chronic Absenteeism
College and Career Readiness Indicators
Class Sizes
Co-Teaching
AVID Courses
Credit Recovery Opportunities
Quality Programs
Edgenuity
Semester Make-Up Opportunities
Professional Development

Feedback Notes
Look at real-life learning programs; explore whether community service hours are required to come from community work or school hours.
Look into consequences for students' actions for absences/tardies.
Find a balance between Positive Behavior Interventions & Consequences.
There has been more leniency in our policy; this may be creating more issues of defiance. (There is a need to unpack the root cause of truancy and suspensions.)
Create systems to extract ongoing absences reports to communicate and conference with parents and students who are being absent.
Re-evaluate the policy of accepting homework for an extended time period, as this has become a cultural issue. Focus on making up the credit that students missed.
Chronic absenteeism: Replace the removed procedures/expectations with something effective. (This needs thoughtful engagement from

teaching staff at all grade levels.) CUTA is part of the task force being developed.

College and Career Readiness Indicators: Explore and expand on the variety of options available to CUSD.

Class sizes in core subject matter: Reduce class size to allow teachers to focus on individual students.

Co-teaching

AVID courses to support students academically. (Work on building the program back up. HMBHS may not offer AVID 1.)

Increase credit recovery opportunities for students falling behind. (Offer real summer courses instead of just online. Include courses during the school year, possibly during zero period or 6th period. Review the master schedule and see what the general requirements are for HMBHS.)

Bring in quality programs that target specific students needing additional motivation and support.

Credit recovery: Re-evaluate the system to improve the learning experience of students. Courses should have an actual teacher. Edgenuity may need to be supported by teacher assistance to monitor and assess students' finished products.

Provide opportunities for students to make up the first semester if they fail the course, instead of giving up entirely for the second semester.

Professional development that supports teacher learning: Use the committee to plan PD. Focus the PD on the various departments. Gather more input regarding the needs of the various groups.

*Special Education Local Plan Area (SELPA) Monthly Meeting | 3.22.34 and 5.24.24 at San Mateo County Office of Education

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

The majority of the actions and services in our plan, particularly those funded by LCFF supplemental, were influenced by stakeholder input, particularly the recurring themes brought up throughout our stakeholder groups. We implemented actions and services that were research--based and proven to be effective, fiscally feasible, and easily implemented.

The strategic plan reflects the community's feedback, addressing key areas such as academic support, equity, teacher and staff excellence, safe environments, data-driven instruction, and college and career readiness. This alignment ensures the plan is responsive to the needs and suggestions of the community, fostering a more supportive and effective educational environment.

1) Academic Improvement
2) Focus On Equity
4) Whole Child
5) District Sustainability

Our LCAP goals succinctly align with the various feedback provided by stakeholder groups: Major themes of were suggested such as:

Year-Round and Additional Support:

*Provide comprehensive year-round academic, behavioral, and social-emotional support for all students, with a focus on students with special needs.
*Implement early literacy and intervention programs.
*Offer additional staffing, such as bilingual/Latino counselors and specialists for students with attention deficit disorders.
*Specialized Programs and Interventions:

Conduct small-group and one-on-one literacy/reading interventions, both during and after school.
*Develop targeted after-school programs for English Learners, focusing on literacy and math.
*Create after-school reading groups for struggling readers.
*Expand summer programs and offer more educational field trips.
*Teacher and Staff Excellence
*Recruitment and Retention:

Increase diversity among teachers and staff.
*Hire additional staff to represent the student population, including Latinx and bilingual personnel.
*Professional Development:

Provide training on building rapport with students, creating supportive and inclusive learning environments, and engaging students in learning.
*Focus on professional development for teachers in special education and behavior support.
*Develop programs to support new teachers and offer extended support through the school year.
*Safe and Positive School Environment

Safety Measures:
*Ensure a positive and safe school environment for all students, teachers, and staff.
*Hire additional safety personnel for all schools.
*Implement policies to support student behavior, including conflict resolution skills.
*Data-Driven Instruction

Data Utilization:
*Use assessment and data analysis to inform instruction and identify areas for additional support.
*Conduct regular benchmark checks and offer interventions for students not meeting grade-level expectations.
*Establish small intervention groups based on data to support students, including those with special needs.
*College and Career Readiness

Preparation Programs:
*Prepare students for college through early literacy programs and interventions.
*Focus on pathways to university and ensure students and families understand A-G requirements.
*Offer opportunities for dual or concurrent enrollment for high school students.
*Expand AVID courses and credit recovery opportunities.
*Equity Focus

Equitable Access:
*Provide all students with equitable access to education, regardless of race or origin.
*Increase student engagement through organized academic and physical opportunities.
*Ensure diversity in school sports and extracurricular activities.

Parent Engagement:
*Train teachers to encourage more parental involvement and collaboration.
*Offer workshops to help parents support their children's literacy and math education.
*Improve communication with parents to support student learning at home.

Whole Child Approach
*Mental Health and SEL Support:

*Ensure sufficient professionals are available to support students' mental health, including psychologists, therapists, and counselors.
*Provide social-emotional support during the school day.
*Train teachers to create inclusive classroom environments and support students feeling intimidated or excluded.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

****
CA Dashboard - English Language Arts Performance
****

School sites within our LEA with Reds on the Dashboard-   ELA Academic Performance
N/A

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

Student Groups within any school within the LEA- ELA Academic Performance

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

b. El Granada ES

Students with Disabilities
Socioeconomically Disadvantaged

C.Half Moon Bay High
Hispanic
English Learners
Socioeconomically Disadvantaged

D. Cunha MS
Hispanic
English Learners
Socioeconomically Disadvantaged

Furthermore, Actions 1.1 and 1.2 in this LCAP Goal 1 address the requirement to include specific actions within the LCAP for any LEAs with Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

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

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

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

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

Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this LCAP Goal 1 address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

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

Student Groups within the LEA-   Math Academic Performance
English Learners
Hispanic
Homeless youth

Student Groups within any school within the LEA- Math Academic Performance

EL Granada ES
Students with Disabilities

Half Moon Bay High
English Learners
Hispanic

Cunha MS
English Learners
Hispanic
Socio-economically Disadvantaged

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

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

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

Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

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

English Learners
Students with Disabilities

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

Half Moon Bay High

English Learners
Students with Disabilities

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.

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			2025-2026 Data UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically Disadvantaged 21% source: PowerSchool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: CA Dashboard			CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students 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			2026-2027 Dibels 8th End of Year Data Students demonstrating proficiency at grade level will increase to the following percentages: Kindergarten: 54% 1st Grade: 65% 2nd Grade: 68% 3rd Grade: 64% source: DIBELS 8 Data	
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			2025-2026 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22%			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 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATHEMATICS 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% 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%			DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th -11%			3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 34% 7th - 20% 11th -17%	
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			2025-2026 Data 26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	
1.5	% students who complete a CTE program of study	Baseline to be established during the 2024-2025 school year.			2026-2027 Data 6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	% students completed both UC a-g units, and CTE Program of study	2022-2023 38% of students completed UC a-g CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS			2026-2027 6% of students will complete both UC a-g units and CTE programs of study source: PowerSchool SIS	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career	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	$1,235,000.00	Yes
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		
1.3	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, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Additionally, Actions 2.1A, 2.1B, 2.1D, and 2.2F, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

Student Group within our LEA
English Learners

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

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

English Learner Progress

Hatch
English Learner

El Granada ES
English learner

HMBHS
English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th	2022-2023 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59%			11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS | CAASPP Proficient and Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11% source: CAASPP ELPAC 2023/2024			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990 54% source: Dataquest			3rd - 34% 7th - 20% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives	2022/2023 Electives offered: 27 Sections 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 Sections Available	
2.3	Discipline data in secondary schools	2022-2023 Discipline data in secondary			2025-2026 Discipline Data in secondary schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Suspension & Expulsion Rates.	schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: Power School (SIS System)			(Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate: 2025-26: 0.43% Expulsion Rate 2025-26: 0.% Source: Power School (SIS System)	
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%			Attendance Data (District Wide) 2025/2026 will reduce by 7.9% to 98%,	
2.5	Chronic Absenteeism Rate	Baseline 2023-24 Chronic Absenteeism Rates Alvin S. Hatch 16.18% El Granada 16.2% Farallone View 10.3% Half Moon Bay High 31.5%			2026-2027 Chronic Absenteeism Rate will be reduced for all schools to within 5%. Alvin S. Hatch 11.18% El Granada 11.2% Farallone View 5.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kings Mountain Elementary 13.6% Manuel F. Cunha Intermediate 18.8% Pilarcitos Alternative High 2.5% Source: DataQuest			Half Moon Bay High 27.5% Kings Mountain Elementary 8.6% Manuel F. Cunha Intermediate 13.8% Pilarcitos Alternative High 0% Source: DataQuest	
2.6	Middle School Dropout Rate (7th & 8th)	2016-2017 Middle School Dropout Rate (Grades 7th & 8th) Grade 7 Dropouts :1 Grade 8 Dropouts: 0 Source: DataQuest			2025-2026 Middle School Dropout Rate (Grades 7th & 8th) Dropout Rate will reduce to 0 Grade 7 Dropouts: 0 Grade 8 Dropouts: 0 Source: DataQuest	
2.7	High School Dropout Rate	High School Dropout Rate Data 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3%			2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: DataQuest			Source: DataQuest	
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			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: 41.0% Source: DataQuest	
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. will increase by 10%. Reclassification By 2027, Students scoring Level 4 on the	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 16.50% EL Students scored Level 4 on ELPAC RFEP			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	

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%			RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners. CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school and summer programs. CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners. 2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students 2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		
2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring 2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	Reducing Chronic Absenteeism: 2.4A Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism 2.4B Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families 2.4C Create attendance teams at every site to focus on the root causes of absenteeism for students 2.4D Increase family education initiatives and messaging to ensure they understand the importance of attendance	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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Red Dashboard Indicator | Required action detail explanation
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CA Dashboard | Suspension Rates
****

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

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

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

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

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

Additionally, Actions 3.1B, 3.1 E,3.1F,3.2A, 3.2 B, 3.2C, 3.2D, 3.2 E, 3.3F, and 3.3C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

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

Student Groups within the LEA- (Suspension Rates)

Homeless Youth
Students with Disabilities

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

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

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

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

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

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

Additionally, Actions 3.1E, 3.1F,3.3C, 3.3D, and 3.3F in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

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

Student Groups within the LEA- Chronic absenteeism

All Students
Hispanic
Homeless Youth
Socio-economically Disadvantaged
White

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

El Granada ES:
Students with Disabilities

Farallone View ES
All Students

Kings Mountain ES
All Students
White

Cunha MS
Socioeconomically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness	For 2023 CHKS data: 5th: 67%; 7th: 44%; 9th: 49%; 11th: 47%			Data will be populated June 2026: Outcome targeted at 5th: 77%; 7th: 54%; 9th: 59%; 11th: 57%	
3.2	% student expulsion and suspension data	From CUSD SIS: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10% 2022-23: 0.14%			Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	
3.3	% student attendance Rate	Data from School Status Attend as of June 2024:			By 2027, the district Attendance Rate will equal or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2021-22: 92.3%; 2022-23: 91.8%; 2023-24:91.5%			exceed 98%, Data will be populated in June 2027	
3.4	% district Chronic Absenteeism Rate	Data from DataQuest, Baseline 2018-19 (PrePandemic) Chronic Absenteeism Rates compared to 2023-24: Alvin S. Hatch 2018-19: 5.7%; 2023-24 16.18% El Granada 2018-19: 7.4%; 2023-24 16.2% Farallone View 2018-19: 8.0%; 2023-24 10.3% Half Moon Bay High 2018-19: 12.6%; 2023-24 31.5% Kings Mountain 2018-19: 16.9%; 2023-24 13.6% Manuel F. Cunha Intermediate 2018-19: 8.0%; 2023-24 18.8% Pilarcitos Alternative High 2018-19: 60%; 2023-24: 72.5%			District Chronic Absenteeism Rate will be reduced for all schools to within 5% over their 2018-19 baseline. Data will be populated in June 2027	
3.5	# of Middle School student Dropout Rate	Data from DataQuest 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0			# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					source: PowerSchool SIS	
3.6	# of High School student Dropout Rate	Data from DataQuest 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3%			# of High School Dropout Rate will be reduced to 1% source: PowerSchool SIS	
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%			2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	
3.8	Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community	Data from Survey: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78%			Data from Survey: 10% increase in survey participation and satisfaction.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps. Develop Communication Strategies	favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). 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,				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school. 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	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88			10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Layers of Support	Continue student wellness strategies and monitor student outcome data to support the whole child 3.1A | Expand on robust athletics and VAPA programs to create more diverse opportunities for student belonging (e.g., clubs)	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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	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) 3.2B Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being 3.2 C Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being (LCAP 4.1) 3.2 D Continue development and implementation of Behavior Intervention Plans (BIPs) for students identified as needing those services by Coordination of Services Teams (COST) 3.2 E Maintain community partnerships to provide cost-effective resources that can help support students and families	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(LCAP 4.2) 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12)		
3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes	$38,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745			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			86% of teachers will be considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2025-2026 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	
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			2025-2026 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	
4.7	Energy and water cost	2022-2023 Energy and Water Cost			Costs from energy and water savings will decrease by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total energy costs =$808,348.07 Total water costs =$109,627.76 TOTAL Energy & Water Cost=$917,975.83. source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and California Water Service			10% lower than baseline data	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,357,273	$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
7.913%	0.000%	$0.00	7.913%

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 **Need:** Improve College and Career awareness, readiness, and attainment for English Learners (EL), Low income (LI), and foster youth (FY) students. The California Dashboard data for College and Career readiness indicates that while the district meets the standard for having a broad course of study, there is a significant	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and	By 2029, high school students will show a 10% increase in 12th grade completion of 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
	gap in access to course offerings for our unduplicated students. The data also suggests that even when accessing the course offerings impacted student groups are not passing classes and becoming credit deficient. These disparities are seen mostly among English Learners (EL), Low income (LI), and foster youth (FY) when compared to state metrics. The data below highlights an urgency to address graduation rates of identified youth as well as their access to the broad course of study available to them. *** 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data Analysis of the Data: District graduation rates are below state and county graduation rates and graduation rates among EL's, FY, and LI are all below white peers within the district and all peers compared to county and state data.	supports that will lead to increased college and career opportunities. Additionally, actions to provide professional development and training on the impacts of credit deficiency, the lasting effects on engagement with chronic failure in core classes, and the effects of institutional barriers to appropriate course work and or course options including the variety of different pathways to engagement. Encompassing this work in a data driven system to address root causes of graduation rates and college and career will surface root causes to issues of engagement in desired courses of student and successful completion measured in semester grade not just the effects - low attendance, truancy, and disengagement. For EL students a data-driven response will assist in ensuring that language acquisition is not a barrier to achievement. Timely monitoring of progress will provide real time responses that encourage engagement rather that discourage participation. Early responses to skills based learning in the early grades and consistent monitoring of academic progress and language acquisition will allow early access to interventions targeted to specific needs including language needs, skill based needs or content based needs. For FY students providing a course of study for each student that is not only attainable but desired will increase preparedness and graduation rates. Early intervention will provide resilience through gaps in attendance and skills that are easily	

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
	While the district meets the "Broad Course of Study" standard, the College and Career data suggests a lack of access to this "Broad Course of Study" for our targeted student groups. These disparities underscore the need for targeted and intensive intervention with students currently in the impacted groups (EL, FY, and LI). Intervention that provides access to the broad course of study and opportunities for youth to participate fully in preferred options within that broad course of study. Interventions that permit early credit recovery, prevent long-term credit deficiency and the corrosive effects of chronic failure in coursework would address both your preparedness and engagement in high school coursework that lead to college and career preparedness. Cabrillo Unified School District is committed to implementing these targeted actions with data-driven decision-making and frequent monitoring of progress toward college and career goals. These actions will close the disparity noted in graduation rates and preparedness for post-graduation opportunities. **Scope:** LEA-wide	transferrable among different settings. Solidifying skills in how to learn make it possible for FY students to learn in any setting. For LI students ensuring that economic status is not a barrier to participation and opportunities for early recovery will increase on time graduation and post-graduation opportunities. Early opportunities and intervention as needed, in primary grades, provides successful skill acquisition and centers the student in their capacity to learn and apply learned skills to new skill sets. Actions of timely intervention act as a bridge for students and signal the capacity to successfully participate in their learning and is asset based. Professional learning and careful attention to results and data for all students assists the district in focusing on the system students engage in and making that system flexible and dynamic in addressing each student's needs. A strong, responsive Multi-Tiered System framework is a framework that can meet each student where they are so that graduation, and post graduation opportunities are increased across all student groups. The funds used for these actions start with supporting students in the earliest grades and maintains that support through high school where students have the confidence to be the agents of their futures. Early successes in skills and content build on each other so that the requirements in high school are felt by students as attainable. The commitment of staff to understanding issues of equity and implicit bias along with the building of	

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
		cultural competency creates a learning environment where students are seen, valued and have a felt sense of belonging. As a result of this work EL, FY and LI students will experience increased graduation rates and confidence in their opportunities post graduation. As a result of this work students will be prepared for college and career. Below are the specific sub actions that will lead to this goal. These sub actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it 1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		1.1E	Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F	Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students	
1.2	**Action:** Early Literacy **Need:** Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2022/2023 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 2022/2023) *3rd Grade: 44% *7th Grade: 40%	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased early literacy efforts Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.2A	Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B	Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting	By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*11th Grade: 41% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth: No Data because we we had no Foster Youth students to report Analysis of the Data: The data indicates that our English Learners (EL) are Significantly below their peers with 3rd grade at 3%, 7th grade at 0%, and 11th grade at 6%, compared to All Students (44%, 40%, 41%). The most critical gap is evident in the 7th grade, where EL students show 0% proficiency compared to 40% of all students and 67% of White students. Socioeconomically Disadvantaged (LI) Students are significantly below their peers with 3rd grade at 16%, 7th grade at 26%, and 11th grade at 22%, significantly lower than their peers. There are large gaps that are evident, especially in the 3rd grade where LI students are at 16% compared to 44% of all students and 71% of White students. Foster Youth (FY):	1.2C	Standardize early learning assessments for the development of individualized early learning plans 1.2D	Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards 1.2E	Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade 1.2F	Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students ** Action Plan to Address Identified Needs: ** 1. Targeted Early Literacy Programs: Implement programs designed to address learning gaps for EL, LI, and FY students. Include differentiated instruction, early literacy interventions, and evidence-based strategies to support foundational literacy skills. Create a targeted literacy block in elementary schools, incorporating the components of the Science of Reading. 2. Intentional Strategies: Prioritize intensive small-group and one-on-one tutoring sessions for EL, FY, and LI students. (Hire reading intervention specialists and ELD TOSAs to support this work.)	

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

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	Efficient use of resources and implementation of best practices across the district. To Address Academic Disparities, we will effectively use our supplemental funds to address the most significant academic disparities identified in the data, ensuring targeted support for EL, FY, and LI students. Our main goal is to improve early literacy skills, foundational for future academic success, maximizing the long-term impact of these funds. We believe this is the best use of funds for our EL, FY, and LI students because by implementing these targeted early literacy actions, Cabrillo Unified School District aims to foster an inclusive and supportive learning environment that addresses the specific needs of our diverse student population. As previously mentioned, the professional development provided for these best practices will naturally support all students. Improved Early Literacy Skills: Lead to better overall academic performance. Reduce the achievement gap between EL, FY, and LI students compared to their peers. Increase student engagement and confidence in academic abilities, leading to higher retention and graduation rates.	
1.3	**Action:** Culturally Responsive Classrooms	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth	By 2029, current gaps existing among 3rd, 7th, and 11th grade student

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: Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ** All Students: (CAASPP DATA Proficient and Above for ELA 2022/2023) *3rd Grade: 44% *7th Grade: 40% *11th Grade: 41% English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth (FY): No Data because we we had no Foster Youth students to report California Dashboard English Learner Progress Analysis of the data: When CAASPP data is compared to English Learner Progress data two results stand out: 1. The evidence is stark: Students who are not proficient in the instructional language (English) will not perform well academically	(FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. We believe this is the best use of funds for our EL, FY, and LI students because the actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased culturally responsive classrooms. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.3A	Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later 1.3B	Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments 1.3C	Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods 1.3D	Expand existing after-school and summer school supports to improve student academic outcomes 1.3E	Continue outreach and translation services for families/caregivers to increase access to educational resources	subgroups will decrease by 10% in CAASPP ELA/Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to white native English-speaking peers. English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% 2. Even when the English Learner Progress status is high, as it is at Cunha, Intermediate School there is not equivalent increase in performance on the CAASPP (0% of 7th grade EL's were proficient on the CAASPP). For LI students CAASPP data shows that student progress is not steadily increasing with student proficiency declining from 7th grade (26%) to 11th grade (22%). One would expect English Learner progress and CAASPP proficiency to mirror each other and that gains in English Learner Progress would net gains in CAASPP proficiency. We do not see this trend in fact based on 7th-grade results we see the opposite. One would expect if English Learner progress stalls so would CAASPP proficiency. This trend, unfortunately, is seen in the data. The fact that EL's that trend positively in EL progress trend poorly in academic achievement points to a need to address culturally relevant instruction and an examination of institutional biases that reliably	1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds ** * ACTION PLAN TO ADDRESS TARGETED NEEDS ** * Addressing universal first instruction focusing on fidelity to the adopted curriculum, culturally relevant teaching strategies, and consistent use of the cycle of instruction to monitor for progress will provide opportunities to support students before achievement gaps occur. Appropriate curriculum adoption, training, and curriculum fidelity will build instructional competency for our target subgroups of students (EL, FY, and LI). As mentioned earlier, a focus on teaching universal first instruction will have a secondary benefit to student across CUSD. Support of instructional practices through classroom visits ensures cohesiveness within and across grade levels and departments. After-school programs with a focus on student access to high-quality instruction would provide additive support for EL, FY, and LI students. Outreach to parents will ensure parents of EL, FY, and LI students have access to the same resources and practices of high-performing student groups. Outreach plans will be developed to match the preferred communication style of	

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
	mute the achievement of not only ELs but Hispanic Latino and FY students as well. There is a demonstrated need to professional development in culturally relevant curriculum as well as addressing institutional and personal biases that appear to be keeping students from demonstrating and reaching their potential. While language acquisition can be an indicator for FY and LI students it is not true for all FY and LI students. Examination of barriers to progress academically and inclusion of local indicators to adequately, accurately, and in a timely manner provide the right level of support for students. Access and implementation of MTSS framework and tools, supports and resources attatched to that framework will allow for individual student profiles so that each student **Scope:** LEA-wide	parent groups. This would include the timing of outreach, the content of the material, follow-up with families, and providing requested resources and training as parents of EL, FY, and LI students have unique needs for addressing student supports in the home.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction **Need:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction.	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners.	By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the CAASPP Assessments (ELA and Math), ELPAC, and RFEP rates of reclassification

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	************************** All Students: (CAASPP DATA proficient and above for ELA 2022/2023) *3rd Grade: 44% *7th Grade: 40% *11th Grade: 41% English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard 2023) FY: No data to report LI: Chronic Absenteeism is 26.9% EL: Chronic Absenteeism is 26.6% Analysis of the data: There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic Absentee Data	We believe this is the best use of funds for our EL, FY, and LI students because 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 college and career opportunities. 2.1A Training in the MTSS framework and accessing and monitoring Tiered support through Coordination of Service Teams and Student Success Teams. 2.2B. Ensure that PBIS structures are in place and monitored regularly. When implementing Tier 1, Tier 2, and Tier 3 interventions and support, our priority for these interventions will focus on our unduplicated students. Interventions will include after-school interventions, summer school, after-school wrap-around services, and SEL services. These sub-actions are provided on an LEA-wide basis because all of our schools serve improved achievement for Unduplicated Students by increasing academic outcomes using best-practice instruction.	

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		
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives of our At-Promised students, we can ensure fair practices for all our students. These efforts will enhance academic achievement for all students and expand college and career pathways.	The actions below will address the needs of unduplicated pupils by providing Tier 1, Tier 2, and Tier 3 interventions and supports, ultimately leading to increased college and career opportunities. Allocating funds to increase Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives is the best use of resources because it directly addresses the needs of our unduplicated students. By investing in these areas, we ensure that English learners (EL), low-income (LI) students, and foster youth (FY) have access to high-quality educational experiences and extracurricular opportunities. This equitable approach helps close achievement gaps, fosters a sense of belonging, and promotes a well-rounded education. We will provide tailored academic support for English learners that enhances language proficiency and boosts overall academic performance. Increased access to AP and honors courses will challenge these students and prepare them for post-secondary education. For low-income students, we hope to break down financial and social barriers that may prevent them from accessing advanced coursework and extracurricular activities, thereby increasing their academic achievement, engagement, and future college and career prospects. For foster youth, our goal is to offer stability and a supportive learning environment that recognizes and addresses their	By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives

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	unique challenges. Participation in advanced courses and extracurricular activities will help foster youth build resilience, develop leadership skills, and create pathways to higher education and fulfilling careers. By focusing on these areas, we aim to create a more inclusive and equitable educational environment that supports the academic and personal growth of all our students Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2 C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring	

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
		2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2 F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The Dashboard data for 2023 highlights significant chronic absenteeism rates for English Learners (EL) and low-income (LI) students (in the Dashboard Socioeconomically Disadvantaged) as well as other subgroups within the general student population. This data highlights the urgency needed to target interventions to address these attendance, and therefore student success gaps. In addition, the suspension rate for EL and LI students was higher than for the district average, and for all subgroups The Foster Youth data from CALPADS for 2022-23 and 2023-24 shows 0 students for Cabrillo Unified	This action addresses the high rates of chronic absenteeism and suspension among English learners (EL), foster youth (FY), and low-income (LI) students, as highlighted by the 2023 Dashboard data. The district is implementing targeted support measures, including maintaining secondary school counselors, expanding youth-led leadership, and increasing restorative community circles. By focusing on family engagement through home visits and 1-on-1 meetings, the district ensures that EL, LI, and FY students receive the necessary support to improve attendance and academic success. These actions promote a positive, safe, and welcoming campus environment that benefits all students by enhancing engagement, reducing suspension rates, and fostering positive peer interactions. This is the best use of funds as it directly addresses the critical issues identified by the data, improving attendance and academic outcomes for EL, LI, and FY students. By investing in targeted interventions and family engagement strategies, the district ensures efficient use of resources to create a more equitable and supportive learning	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
	Data from CA School Dashboard for Cabrillo Unified, 2023 All Students: 23% Chronically Absent English Learners (EL): 25.9% Chronically Absent Socioeconomically Disadvantaged (LI): 26.9% Chronically Absent 2022-2023 Data from CUSD SIS for all students: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Suspension Rate 2023 EL: 3.4%, a 1.1% increase Suspension Rate 2023 LI: 4.3%. a 1.6% increase **Scope:** LEA-wide	environment for all students. The goal is to enhance language proficiency and academic performance for English learners, remove barriers to education for low-income students, and provide stability and support for foster youth. Overall, the district aims to increase college and career readiness and promote positive school experiences for these 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. 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	

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
		2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on the implementation of student safety protocols to guide campus security efforts Analysis of the Data: The data indicates that chronic absenteeism is high across the district and significantly impacts EL and LI students, who may not have family resources to compensate for lack of instruction. Engagement and communication with families, as well as family education on the importance of school attendance, can have a positive affect on student attendance. Communicating to families in engagement events and parent organizations, as well as targeted support with home visits and 1-on-1 meetings for families with students at Tier 2 and 3 levels can also impact attendance. There is a demonstrated need for Alternatives to Suspension, expanding upon existing Alcohol, Tobacco, and Other Drugs alternatives, as well as the continuation of efforts to implement restorative justice practices district-wide.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships **Need:**	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 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	By 2029, implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys

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
	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-12th grade. In addition, 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 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 After reviewing and interpreting data, although we have various other strengths, an area of	support to thrive academically and personally. These interventions will lead to increased family engagement and academic support, which are crucial for the success of these student groups. By implementing these actions district-wide, we ensure consistency in support and resources, fostering an inclusive environment where every student has the opportunity to succeed. The collective effort across the LEA enhances the overall effectiveness of the programs and promotes equity and excellence in education. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will benefit all students by fostering a more inclusive and supportive educational environment. By strengthening family engagement, enhancing communication, and providing comprehensive academic and extracurricular opportunities, we create a culture of high expectations and support for all students. This inclusive approach promotes a sense of belonging, improves the overall school climate, and elevates academic outcomes for every student. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By investing in family engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed academically and personally. This strategic use of funds maximizes the impact of our educational	

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
	improvement is to support students with feeling safe at school. Areas of need in order to address this gap: District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. District-wide adoption of the Multi-Tiered System of Support (MTSS) framework to address the whole child, inclusive of Social, Cultural, and Behavioral supports. Engage in a cycle of continuous improvement by analyzing our data to determine if we see improvement using both quantitative and qualitative data around students' social-emotional learning and sense of belonging at school. Specific Actions: *Enhanced Cultural Competency: Training for staff on diverse cultural needs. *Community Partnerships: Collaborate with local organizations to provide culturally relevant workshops and resources. *Parent Engagement: Expand outreach efforts with targeted communication in multiple languages. Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services.	programs and fosters equity, inclusion, and excellence throughout the district. For English learners, we aim to provide tailored academic support that enhances language proficiency and boosts overall academic performance. For low-income students, we strive to eliminate barriers to advanced coursework and extracurricular activities, increasing their engagement and future prospects. For foster youth, our goal is to offer stability and support that recognizes their unique challenges, helping them build resilience and pursue higher education and fulfilling careers. Overall, we aim to increase academic achievement, provide college and career pathways, and foster a supportive, inclusive environment for all unduplicated pupils. Provide culturally competent resources to students and families by strengthening community partnerships focused on unduplicated students to target English Learners (EL), Low-income (LI), and foster youth (FY). The actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased family engagement support. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit by increasing academic outcomes using best-practice instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Enhanced Participation: Increase family and community involvement through tailored initiatives. Rationale for LEA-wide Implementation: *Equity Focus: While targeting specific student groups, benefits extend to all students through enriched diversity awareness and inclusive practices. *Efficient Resource Utilization: Maximizing supplemental funds to address systemic barriers and promote inclusive education practices. Expected Outcomes: • Improved Engagement: Increase in parent and community participation by 15% across targeted committees and events. Equity Advancements: Establishment of a Diversity, Equity, and Inclusion (DEI) committee to sustain efforts beyond initial implementation. • By aligning your approach with these data-driven insights and strategic actions, you can effectively communicate the rationale and expected impact of Action 3.3 on EL, FY, and LI students within your educational community.	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate the DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes	

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		

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	28:1	

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 certificated staff providing direct services to students	19:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,789,663	2,357,273	7.913%	0.000%	7.913%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,180,000.00	$0.00	$0.00	$0.00	$6,180,000.00	$2,923,000.00	$3,257,000.00

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,175,000.00	$60,000.00	$1,235,000.00				$1,235,000.00	
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$222,000.00	$222,000.00				$222,000.00	
1	1.3	Culturally Responsive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$610,000.00	$0.00	$610,000.00				$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$210,000.00	$345,000.00				$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$600,000.00	$85,000.00	$685,000.00	$0.00	$0.00	$0.00	$685,000.00	
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$365,000.00	$25,000.00	$390,000.00				$390,000.00	
2	2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	All Students with Disabilities Hispanic; Homeless Youth; Socio-economically	No			All Schools Specific Schools: Hatch ES Farallone	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disadvantaged; White				View ES Kings Mountain ES El Granada ES Cunha Intermedi ate									
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	All	No			All Schools	3 Years	$0.00	$57,000.00	$57,000.00	$0.00	$0.00	$0.00	$57,000. 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	$2,211,0 00.00	
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	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000 .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
		increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff														

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,789,663	2,357,273	7.913%	0.000%	7.913%	$3,525,000.00	0.000%	11.833 %	**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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,235,000.00	
1	1.2	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,000.00	
1	1.3	Culturally Responsive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,000.00	
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,355,463.00	$48,608,924.00

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	Highly Qualified Staff	No	$29,470,904.00	$35,574,248
1	1.2	New Teacher Induction Program	No	$72,750.00	$68,250
1	1.3	Increased Professional Development (All Students)	Yes	$11,376.00	$16,859
1	1.4	Increased Professional Development (At-Promise Students)	Yes	$30,000.00	$34,294
1	1.5	NGSS Instruction - Elementary	No	$121,554.00	$137,308
1	1.6	NGSS Support	No	$10,100.00	$13,039
1	1.7	AVID Program	Yes	$100,000.00	$121,509
1	1.8	Career Technical Education Program	No	$109,190.00	$180,726
1	1.9	Credit Recovery	Yes	$75,000.00	$68,937
1	1.10	Early College Access (At-Promise Students)	Yes	$10,000.00	$5,000
1	1.11	Special Education Services	No	$3,419,322.00	$4,132,458

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	1.12	Intervention Services	No	$410,083.00	$315,145
1	1.13	Health Services	No	$334,283.00	$522,324
2	2.1	District-wide Literacy Supports	No	$100,000.00	$74,941
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$49,041
2	2.3	MTSS Implementation: District Wide formative and summative assessments	No	$100,000.00	$159,027
2	2.4	PreK-12th Expanded Supports and Programs	Yes	$150,000.00	$166,948
2	2.5	Grades TK-3 reduced ratio of 24-to-1	No	$500,000.00	$500,000.00
2	2.6	Spanish Courses	No	$403,563.00	$495,922
2	2.7	Dual Immersion Preschool	No	$100,000.00	$47,439
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	No	$2,000.00	$2,823
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$107,809
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$46,442
2	2.11	Dyslexia Intervention and Common Core Aligned Materials	No	$15,000.00	$5,471

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)
2	2.12	English Language Development Secondary Sections	Yes	$250,000.00	$129,645
2	2.13	English Language Development Specialists	Yes	$300,000.00	$451,877
3	3.1	Summer School Interventions	Yes	$155,877.00	$210,850
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$128,719
3	3.3	Community & Parent Engagement Committees	No	$20,000.00	$11,584
3	3.4	Family & Student Case Management	Yes	$5,000.00	$5,120
4	4.1	Counseling Supports	Yes	$70,000.00	$51,821
4	4.2	Family Engagement Supports	Yes	$280,000.00	$274,596
4	4.3	Translation Services	Yes	$75,000.00	$4,723
4	4.4	Improved School Facilities	No	$613,943.00	$2,970,565
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$328,899
4	4.6	Multi Tiered Systems of Supports	No	$75,000.00	$51,100
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	$855,051.00	$638,376

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)
5	5.2	Elementary Reading Intervention Teachers	Yes	$348,246.00	$334,868
5	5.3	Increased during school and after school enrichment services	Yes	$150,000.00	$170,221

2023-24 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)
$2,547,525.00	$3,467,771.00	$3,346,554.00	$121,217.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Increased Professional Development (All Students)	Yes	$11,376.00	$16,859		
1	1.4	Increased Professional Development (At-Promise Students)	Yes	$20,000.00	$34,294		
1	1.7	AVID Program	Yes	$100,000.00	$121,509		
1	1.9	Credit Recovery	Yes	$75,000.00	$68,937		
1	1.10	Early College Access (At-Promise Students)	Yes	$10,000.00	$5,000		
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$49,041		
2	2.4	PreK-12th Expanded Supports and Programs	Yes	$150,000.00	$166,948		
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$107,809		
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$46,442		
2	2.12	English Language Development Secondary Sections	Yes	$250,000.00	$129,645		
2	2.13	English Language Development Specialists	Yes	$300,000.00	$451,877		

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)
3	3.1	Summer School Interventions	Yes	$155,877.00	$210,850		
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$128,719		
3	3.4	Family & Student Case Management	Yes	$5,000.00	$5,120		
4	4.1	Counseling Supports	Yes	$70,000.00	$51,821		
4	4.2	Family Engagement Supports	Yes	$280,000.00	$274,596		
4	4.3	Translation Services	Yes	$75,000.00	$4,723		
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$328,899		
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	$855,051.00	$638,376		
5	5.2	Elementary Reading Intervention Teachers	Yes	$348,246.00	$334,868		
5	5.3	Increased during school and after school enrichment services	Yes	$150,000.00	$170,221		

2023-24 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)
29,222,257	$2,547,525.00		8.718%	$3,346,554.00	0.000%	11.452%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

    o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

- o 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.

- o 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.

- o 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.

- o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o   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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   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**

  o   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)**

  o   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 (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o   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)**

  o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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