LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
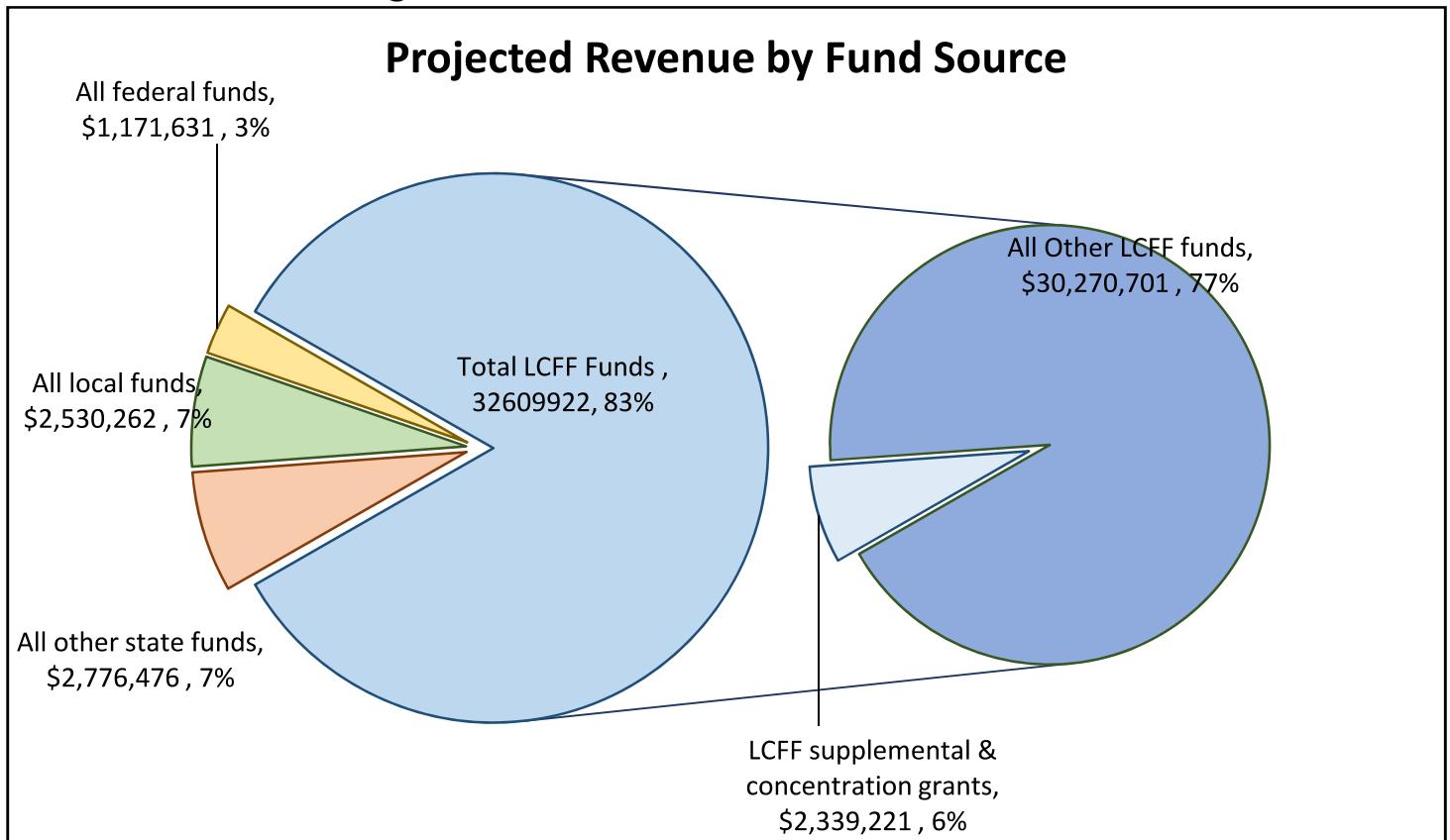
CDS Code: 41 68890 0000000

School Year: 2021 – 22

LEA contact information: J Jesus Contreras (650) 376 4429 contrerasj@cabrillo.k12.ca.us

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,171,631 , 3%

All local funds, $2,530,262 , 7%

All other state funds, $2,776,476 , 7%

Total LCFF Funds , 32609922, 83%

All Other LCFF funds, $30,270,701 , 77%

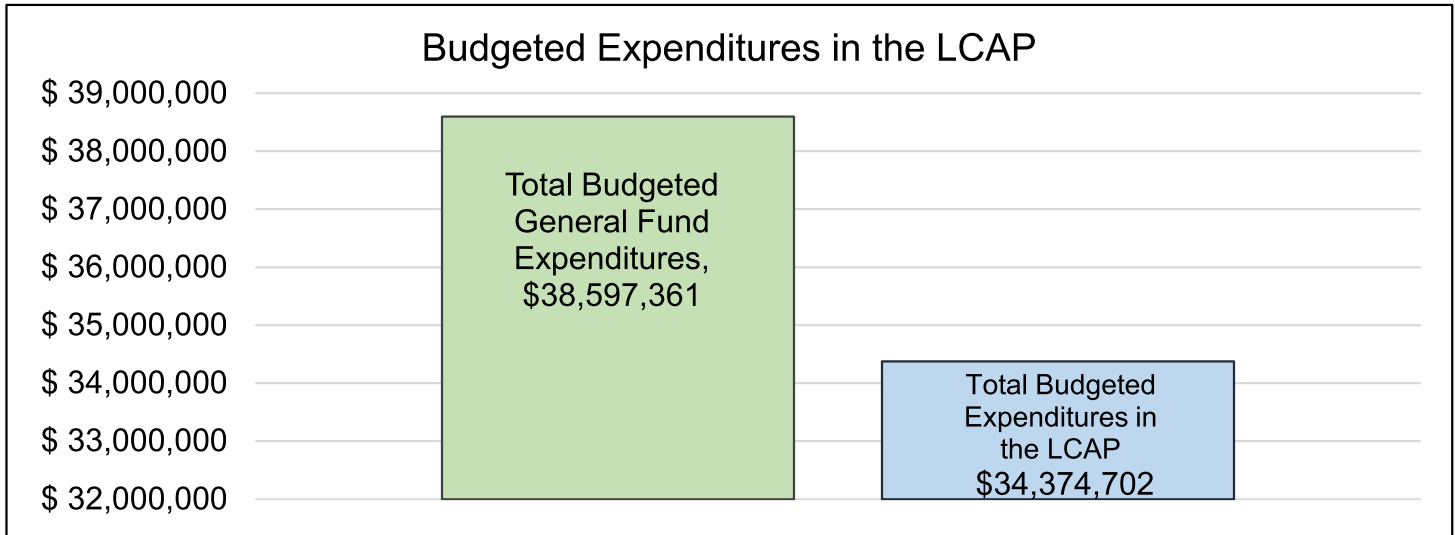LCFF supplemental & concentration grants, $2,339,221 , 6%

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

The total revenue projected for Cabrillo Unified School District is $39,088,291.00, of which $32,609,922.00 is Local Control Funding Formula (LCFF), $2,776,476.00 is other state funds, $2,530,262.00 is local funds, and $1,171,631.00 is federal funds. Of the $32,609,922.00 in LCFF Funds, $2,339,221.00 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

Total Budgeted General Fund Expenditures, $38,597,361	Total Budgeted Expenditures in the LCAP $34,374,702

Chart y-axis values: $39,000,000 / $38,000,000 / $37,000,000 / $36,000,000 / $35,000,000 / $34,000,000 / $33,000,000 / $32,000,000

This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cabrillo Unified School District plans to spend $38,597,361.00 for the 2021 – 22 school year. Of that amount, $34,374,702.00 is tied to actions/services in the LCAP and $4,222,659.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
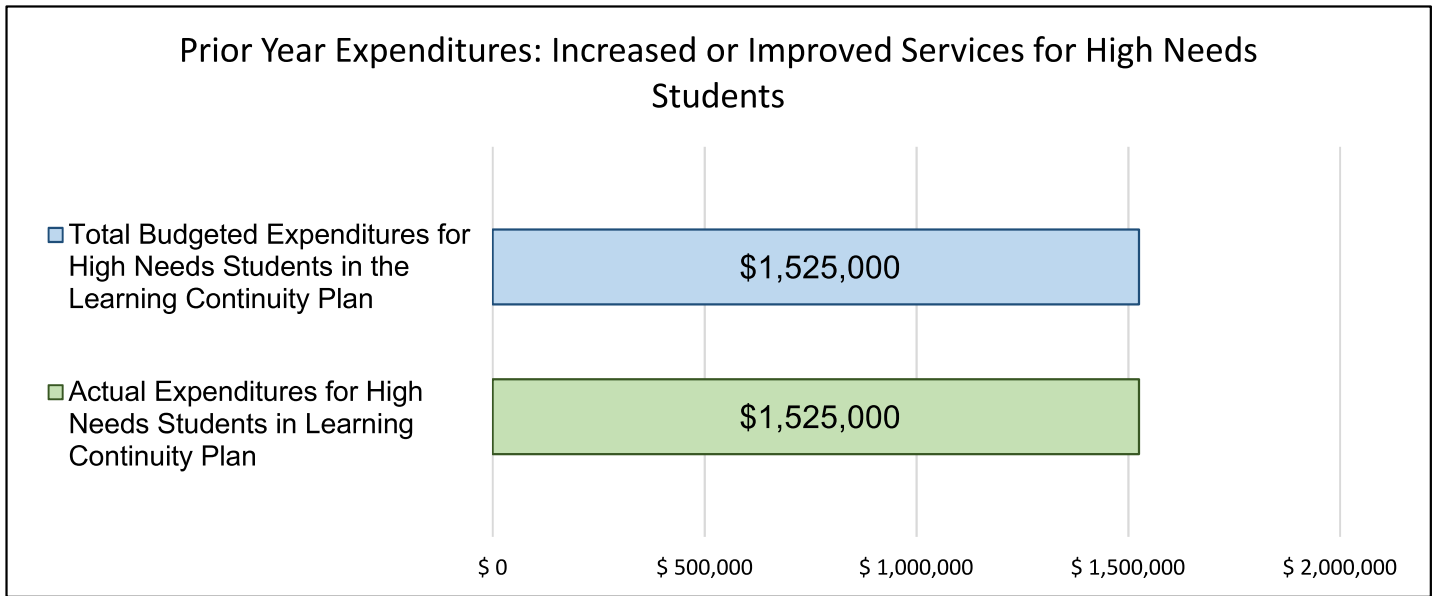
The budgeted expenditures not included in the LCAP include the Transfer of $400,000 into the Cafeteria fund and other non-instructional general district operation.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Cabrillo Unified School District is projecting it will receive $2,339,221.00 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 $2,342,221.00 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 2020 – 21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $1,525,000

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $1,525,000

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Cabrillo Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Cabrillo Unified School District's Learning Continuity Plan budgeted $1,525,000.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $1,525,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - All Students Source: CAASPP - CDE **19-20** Target: Baseline + 6% **Baseline** Grade 3: 42% Grade 5: 55% Grade 8: 52% Grade 11: 59%	Grade 3: 50% which is an increase of 8% Grade 5: 55% which stays the same Grade 8: 48% which is a decrease of 4% Grade 11: 55% which is a decrease of 4% Cabrillo Unified School District met the growth target for 3rd grade and maintained status in 5th grade. In 8th and 11th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - English Learners	Grade 3: 17% which is an increase of 11% Grade 5: 13% which is an increase of 2% Grade 8: 2% which is an increase of 2%

Expected	Actual
Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%	Grade 11: 10% which is an increase of 7% Cabrillo Unified School District met the growth target for 3rd and 11th grades. In 5th and 8th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Socioeconomically Disadvantaged Students Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 14% Grade 5: 29% Grade 8: 27% Grade 11: 26%	Grade 3: 25% which is an increase of 11% Grade 5: 31% which is an increase of 2% Grade 8: 20% which is a decrease of 7% Grade 11: 30% which is an increase of 4% Cabrillo Unified School District met the growth target for 3rd grade. In 5th, 8th, and 11th grades, we did not meet the target.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - All Students Source: IO Data System	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
19-20 Baseline + 9% **Baseline** Grade 3: 57% Grade 5: 46% (Percentages were corrected for consistency and accuracy.)	
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - English Learners Source: IO Data System **19-20** Baseline + 15% **Baseline** Grade 3: (25%) 9% Grade 5: (13%) 1% (Percentages were corrected for consistency and accuracy.)	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - Socioeconomically Disadvantaged Students Source: IO Data System	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
19-20 Baseline + 12% **Baseline** Grade 3: 29% Grade 15% (Percentages were corrected for consistency and accuracy.)	
Metric/Indicator Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5 or ELPAC level 3 (Moderately Developed) & 4 (Well Developed). Source: CDE **19-20** (Target based on 2018-2019 baseline.) Revised Target: To create a baseline for the percent of students who increase one ELPAC level or maintain at a level 3 or 4. Parenthesis = strikethrough **Baseline** 63.5%	Cabrillo Unified School District will be utilizing the 2018-2019 English Language Proficiency Assessment for California (ELPAC) as the baseline for the percent of students who increase one ELPAC level or maintain at a level of 3 or 4. Level 4 (Well Developed) 16.4% of English Learners Level 3 (Moderately Developed) 37.7% of English Learners Since the 2018-2019 ELPAC scores will be used as a baseline, once we obtain the 2020-2021 school year ELPAC results, we will determine the % of students who increased at least one level on the ELPAC.
Metric/Indicator Reclassification Rate Source: CDE DataQuest	In 2019-2020, Cabrillo Unified School District reclassified a total of 94 students, which is 13.4% of our English Learner Population (686 ELs).

Expected	Actual
19-20 Baseline + 6% **Baseline** 8.9%	This is an increase of 4.5% of students reclassified in comparison to our baseline of 8.9%. Although we did not meet our goal to increase 6% of reclassified students, this year was our COVID19 pandemic year and a 4.5% increase is a significant growth.
Metric/Indicator Percent of Ever-ELs who have been reclassified in grades 5, 8, and 11. Note: Ever-ELs are students who have been identified as English Learners at any time during their education. Source: CDE DataQuest **19-20** Grade 5: Baseline + 15% Grade 8: Baseline + 6% Grade 11: Baseline + 6% **Baseline** Grade 5: (23.8 %) 21.4% Grade 8: 59.2% Grade 11: 54.2% (Grade 5 percentage was corrected for consistency and accuracy.)	During the 2019-2020 school year, Ever-ELs who were reclassified in grades 5,8, and 11 were as follows: Grade 5: 29.7% an 8.3% increase Grade 8: 66.4% an 7.2% increase Grade 11: 83.3% a 29.1% increase CUSD met the growth target for 11th-grade students. Although we missed the growth target in 5th and 8th grade, it is important to note that overall we grew in the % of reclassification of Ever-ELs in 5th and 8th grade.
Metric/Indicator English Language Development Sections	5 ELD sections in Middle School 6 ELD sections in High School

Expected	Actual
Source: Infinite Campus **19-20** Baseline less 2 Sections **Baseline** 2017-18 baseline: 12 Sections	Total of 11 ELD sections in Secondary We are offering 1 less section than the overall target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline** 2017-18 baseline: 15%	13% which is an increase of 2% Cabrillo Unified School District did not meet the target.
Metric/Indicator Percent of Participation in the CAASPP English Language Arts - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 4.4% **Baseline** 2018-19 Baseline: 90.6% from Spring 2018 CAASPP	91% which is a decrease of 0.4% Cabrillo Unified School District did not meet the target.

Expected	Actual
Metric/Indicator Percentage of Students in Grades TK-2 Screened for Dyslexia. **19-20** Baseline + 95% **Baseline** 2018-19 baseline: 0% Currently, no students in Grades TK-2 participate in universal screening for dyslexia.	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer this particular Dyslexia assessment. Therefore, we assessed 0% of students. Once we administer the Dyslexia battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Direct instruction in English Language Arts with district adopted instructional materials. 1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed. 1.3 District will universally screen TK-2 students at least three times per year for identification of at-risk literacy factors for early intervention. (New Action)	1.1 Object code: 4000 4000-4999: Books And Supplies Lottery Materials $164,000 1.2 Certificated and Classified Object code: 1000,2000,3000 and materials 4000 Base $100,000 1.3 Certificated and Classified Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000 Goal 1 Action 1.3 Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000	Goal 1 Action 1.1 4000-4999: Books And Supplies Lottery Materials $164,000 Goal 1 Action 1.2 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Goal 1 Action 1.2 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Goal 1 Action 1.3 Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000
2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	Goal 1 Action 2.1 2.1, 2.2 Certificated salaries and benefits	Goal 1 Action 2.1 Object code: 1000, 3000 Base $4,200,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners. 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action) 2.4 Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships. (New Action)	Object code: 1000, 3000 Base $4,200,000 Goal 1 Action 2.2 2.1, 2.2 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $405,000 Goal 1 Action 2.3 No Cost Goal 1 Action 2.4 No Cost	Goal 1 Action 2.2 Object code: 1000, 3000 Supplemental $305,000 Goal 1 Action 2.3 No Cost Goal 1 Action 2.4 No Cost
3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent) 3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School. 3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement. 3.4 Intervention and Common Core-aligned materials will be provided to support students with dyslexia. (New Action)	Goal 1 Action 3.1 3.1, 3.3 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $408,000 Goal 1 Action 3.2 3.2 Materials 4000-4999: Books And Supplies Base $50,000 Goal 1 Action 3.3 Included in Goal 2, Action 1.1 3.1, 3.3 Certificated salaries and benefits Object code: 1000, 3000 Base Goal 1 Action 3.4 3.4 Materials 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000	Goal 1 Action 3.1 Object code: 1000, 3000 Supplemental $408,000 Goal 1 Action 3.2 4000-4999: Books And Supplies Base $50,000 Goal 1 Action 3.3 Included in Goal 2, Action 1.1 Object code: 1000, 3000 Base Goal 1 Action 3.4 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000
4.1 District will continue the piloting and adoption of English Language Development materials aligned with the new English Language Development standards. [Note: the piloting and adoption was not completed during the 2018-19 school year.]	Goal 1 Action 4.1 No cost 4.2, 4.4, same as Goal 2, Action 1.1	Goal 1 Action 4.1 No cost same as Goal 2, Action 1.1.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language Development assessments	4.3, 4.5 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $224,400	same as Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $239,400
	4.2, 4.4, same as Goal 2, Action 1.1	Included in Goal 2, Action 1.1.
4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (10 sections).	4.3, 4.5 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $15,000	Object code: 1000, 3000 Supplemental $15,000
4.4 Communicate plan for parents stating criteria for reclassification.		
4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.		
5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students	5.1, Certificated salaries and benefits Object code: 1000, 3000 Supplemental $130,000	Object code: 1000, 3000 Supplemental $25,000
5.2 Parents will receive guidance in language of correspondence on best strategies they can use to help their children become literate and reclassified, a minimum of three times a year.	cost included in 5.1 3000-3999: Employee Benefits	cost included in 5.1 3000-3999: Employee Benefits
6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements.	Big Lift (15k), LCFF Supplemental (35k) 6.1 Certificated salaries and benefits Object code: 1000, 3000 $50,000	Big Lift (15k), LCFF Supplemental (35k) Object code: 1000, 3000 $50,000
6.2 As necessary, the "Jump Start Reclassification" program will provide summer intensive interventions and reclassification opportunities to students entering Grades 6-12.		
6.3 Students reading below grade level will receive after-school intervention.	6.2 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $12,000	Object code: 1000, 3000 Supplemental $12,000
6.4 Expand the "Summer Bridge" program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school. [Note: The	ASCS/Dolphin Club 6.3 Classified salaries, benefits, and materials	ASCS/Dolphin Club Object code: 1000, 3000 $128,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
elementary to middle school program was not started during the 2018-19 school year.]	Object code: 1000, 3000 $128,000 6.4 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $12,000	Object code: 1000, 3000 Supplemental $12,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 1 Action 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)
2) LCAP Goal 1 Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
3) LCAP Goal 1 Action 6.4 Expand the "Summer Bridge" program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school

The funding that originally was allocated to engage in LCAP Goal 1 Action 2.3, 5.1, and 6.4 was instead used to support Remote Learning instructions through increased educational technology applications and increased remote learning professional development. This important shift in funds allowed us to support our students, staff, and families during the shift to remote learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 1 Action 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)

2) LCAP Goal 1 Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
3) LCAP Goal 1 Action 6.4 Expand the "Summer Bridge" program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 1 (All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students), were the following:

1) Implementation of in-person intervention, after-school, and summer intervention. Due to CDPH, SMCH, and SMCOE guidelines, we were unable to provide in-person interventions to support our at-promise students.
2) Due to limitations in construction, this year, we were not able to expand our preschool to add a dual-immersion preschool.
3) Professional Development in English Language Development was limited due to remote learning training that was a priority in providing our staff with the tools necessary to transition from in-person to remote learning instruction.

Due to not spending funds allocated on Goal 1 Action 2.3, 5.1, and 6.4, we utilized funds to support actions and services for our transition to remote learning. The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 1, as described below:

1) Our amazing educators engaged in education technology applications and support instruction using these tools. Educators engaged in innovative teaching methods to connect with our students and their families. This included the creation of many synchronous and asynchronous videos, online websites, and engagement with students in Google Suite.
2) We added 1 more ELD section in secondary to support our ELD levels 1 and 2 and to provide direct instruction/intervention to our students needing extra support in designated and integrated ELD.
3) Interventions continued in a remote learning manner and an intervention website was created for all elementary staff to access intervention videos and resources
4) Learning Pods were created to serve our at-promise students during remote learning.

Goal 2

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Alternative Education

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient on Early Assessment Program - Math Source: CAASPP CDE **19-20** Baseline + 15% **Baseline** 38.9%	2018-2019 Early Assessment Program - Math percentage of students performing proficient or above is 39.7% which is a slight increase of .8%. Although we did not meet the growth target of 15%, we did have a slight increase.
Metric/Indicator Percent Completion of A-G Course Requirements - All Students Source: CDE DataQuest **19-20** Baseline + 6%	During the 2019-2020 school year, CUSD and HMBHS both at 36.2% of students meeting A-G Course Requirements. This was a decrease of 17.7% district-wide (CUSD) and a decrease of 21.2% at HMBHS.

Expected	Actual
Baseline HMBHS: 57.4% CUSD: 53.9%	
Metric/Indicator Percent Completion of A-G Course Requirements - English Learners Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 12.5%	During the 2019-2020 school year, CUSD and HMBHS both at 9.1% of English Learner students meeting A-G Course Requirements. This was a decrease of 3.5% district-wide (CUSD).
Metric/Indicator Percent Completion of A-G Course Requirements - Socioeconomically Disadvantaged Students Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 38.9%	During the 2019-2020 school year, CUSD and HMBHS both at 18% of students meeting A-G Course Requirements. This was a decrease of 20.9%% district-wide (CUSD).
Metric/Indicator Percent of students participating in College Credit Courses (Early College or Advanced Placement) Source: Infinite Campus Student Information System	During our 2018-2019 school year and due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses. We had 0% of College Credit Courses.

Expected	Actual
19-20 Baseline + 6% **Baseline** 44.6%	However, CUSD continued to offer Advanced Placement courses which represent 39.7% of our total courses during the 2019-2020 school year.
Metric/Indicator Number of Early College course credits available to students Source: Infinite Campus Student Information System **19-20** Baseline + 9.0 course credits **Baseline** 6.0 course credits	Due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses. We had 0.0-course credits during the 2019-2020 school year.
Metric/Indicator Participation in Advancement Via Individual Determination Source: Infinite Campus Student Information System **19-20** HMBHS: Baseline + 15% Cunha: Baseline + 15% **Baseline** 95 students at HMBHS 87 students at Cunha	Due to continued declining enrollment and the COVID-19 Pandemic, our AVID program had a significant decline in participation. HMBHS: Decline of 42% Cunha Intermediate: Decline of 30% 55 students at HMBHS 61 students at Cunha Intermediate We estimated to offer 10.25 AVID sections but were only able to offer 7 AVID sections in both middle and high school.
Metric/Indicator	

Expected	Actual
Metric/Indicator Percentage of AVID students who apply to post-secondary Source: Local Reports **19-20** Maintain = 95% **Baseline** 95%	A total of 19 AVID students out of 55 AVID students applied to a post-secondary school. This is 35% which is significantly less than maintaining equal to or more than 95%. We attribute this decline to our COVID-19 Pandemic.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - All Students Source: CAASPP CDE **19-20** Baseline + 3% **Baseline** Grade 3: 41.0% Grade 5: 36.2% Grade 8: 31.8% Grade 11: 39.0%	Grade 3: 39% which is a decrease of 2% Grade 5: 38% which is an increase of 2% Grade 8: 34% which is an increase of 2% Grade 11: 36% which is a decrease of 3% Cabrillo Unified School District did not meet the target for 3rd, 5th, 8th, or 11th grades.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP CDE	Grade 3: 8% which is a decrease of 2% Grade 5: 6% which is an increase of 4% Grade 8: 0% which remained the same Grade 11: 10% which is an increase of 10%

Expected	Actual
19-20 Baseline + 3% **Baseline** Grade 3: (6%) 10% Grade 5: (11%) 2% Grade 8: 0% Grade 11: (3%) 0% (Percentages were corrected to be consistent and accurate with published data.)	Cabrillo Unified School District met the growth target for 5th and 11th grades. In 3rd and 8th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - Socioeconomically Disadvantaged Source: CAASPP CDE **19-20** Baseline + 9% **Baseline** Grade 3: 17% Grade 5: 10% Grade 8: 8% Grade 11: 13%	Grade 3: 19% which is an increase of 2% Grade 5: 16% which is an increase of 6% Grade 8: 9% which is an increase of 1% Grade 11: 19% which is an increase of 6% Cabrillo Unified School District did not meet the target in 3rd, 5th, 8th, and 11th grades.
Metric/Indicator Percent of students who have passed an AP exam with a score of 3 or higher Source: College Board	68% of students passed the AP exam with a score of 3 or higher during the 2019-2020 school year. We attribute this decline of 8% mainly to the COVID-19 Pandemic.

Expected	Actual
19-20 Baseline + 6% **Baseline** (74% and 68%) 66.0% (Percentage was updated in 2019-20 LCAP and again in 2020-21 LCAP to be consistent and accurate with published data.)	
Metric/Indicator State Priority 2 - Implementation of Academic Standards: Reflection Tool Average District Score Source: CA Dashboard **19-20** Baseline +1.5 **Baseline** 2.4 out of 5	2.6 out of 5
Metric/Indicator Percent of students proficient in Math on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline** 2017-18 baseline:	9% which is an increase of 1% Cabrillo Unified School District did not meet the target.

Expected	Actual
24% 8% (Percentage was updated to be consistent and accurate with published data.)	
Metric/Indicator Percent of Participation in the CAASPP Math - Students with Disabilities **19-20** Baseline + 2.8% **Baseline** 2018-19 Baseline: 92.2% from Spring 2018 CAASPP - Math	90% which is a decrease of 2% Cabrillo Unified School District did not meet the target.
Metric/Indicator Percent of Students with Disabilities placed in Non-Public School settings for Special Education services **19-20** Baseline - 0.1% **Baseline** 2018-19 baseline: 4.1%	For the 2018-2019 School year, a total of 5 students were placed in a Non-Public School setting for Special Education Services out of a total of 405 Special Education Students. This equals 1% of our total Special Education students in a Non-Public School setting.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	Goal 2 Action 1.1. 1.1 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Base $17,582,720	Goal 2 Action 1.1 Object code: 1000, 2000, 3000 Base $17,582,720

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 New teachers will receive support through the Beginning Teacher Support and Assessment (BTSA) program.	Goal 2 Action 1.2 1.2 Certificated salaries and benefits Object code: 1000, 3000 Base $60,000	Object code: 1000, 3000 Base $60,000
1.3 Professional development will be provided to faculty: Multi-Tiered System of Support		
Social-Emotional Learning	Goal 2 Action1.3 1.3 Certificated salaries and benefits Object code: 1000, 3000 Low Performing Student Block Grant $20,000	Goal 2 Action1.3 Object code: 1000, 3000 Low Performing Student Block Grant $20,000
Cultural Proficiency		
Comprehension Across Content Areas		
Universal Design for Learning		
Math teachers K-12		
English Language Arts K-12	No cost	No cost
ELD Standards and instructional strategies in K-12	No cost	No cost
Science teachers K-12 focused on Next Generation Science Standards	Goal 2 Action 1.6 1.6 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000	Goal 2 Action 1.6 Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000
Integration of technology into the curriculum		
Gathering and analyzing student performance data, including formative and summative assessment		
1.4 Provide site-based stipended Common Core lead teachers:		
(2) Pilarcitos High School	Goal 2 Action 1.7 1.7 Materials 4000-4999: Books And Supplies Cabrillo Education Foundation $5,000	Goal 2 Action 1.7 4000-4999: Books And Supplies Cabrillo Education Foundation $5,000
(7) Half Moon Bay High School		
1.5 Continue to implement newly adopted math curriculum and assess the effectiveness of math instruction and curricular adoptions district-wide.		
	Goal 2 Action 1.8 1.8 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Base $10,000	Goal 2 Action 1.8 Object code: 1000, 2000, 3000 Base $10,000
1.6 Maintain Fifth Grade District Science teacher.		
1.7 Provide cross-district collaboration time for Next Generation Science Standards.		
1.8 Implementation of Extended Day Programming 2019-2020.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections). 2.2 Continue professional development for AVID teachers and administrators. 2.3 Continue evaluating opportunities for expanding AVID supplemental programs.	Goal 2 Action 2.1 2.1 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $205,000 Goal 2 Action 2.2 2.2, 2.3 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $25,000 Goal 2 Action 2.3 LCFF Supplemental Grant Cabrillo Education Foundation 2.2, 2.3 Certificated salaries and benefits Object code: 1000, 3000 $129,000	Goal 2 Action 2.1 Object code: 1000, 3000 Supplemental $165,000 Goal 2 Action 2.2 Object code: 1000, 3000 Supplemental $25,000 LCFF Supplemental Grant Cabrillo Education Foundation Object code: 1000, 3000 $25,000
3.1 Continue with Early College course development. 3.2 Continue participation in the Middle College Program. 3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting. 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs.	Goal 2 Action 3.1 3.1, Certificated salaries and benefits Object code: 1000, 3000 Supplemental $80,000 Goal 2 Action 3.2 3.2 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $40,000 Goal 2 Action 3.3 3.3 Certificated salaries and benefits Object code: 1000, 3000 Base $100,000 3.4 Contracted Services 5000-5999: Services And Other	Goal 2 Action 3.1 Object code: 1000, 3000 Supplemental $80,000 Goal 2 Action 3.2 5000-5999: Services And Other Operating Expenditures Base $0 Goal 2 Action 3.2 Object code: 1000, 3000 Base $100,000 Goal 2 Action 3.3 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental $83,100 Goal 2 Action 3.5 3.5 Certificated salaries and benefits Object code: 1000, 3000 Base $25,000	Expenditures Supplemental $83,100 Goal 2 Action 3.5 Object code: 1000, 3000 Base $25,000
4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). 4.2 Students with IEPs will have academic goals aligned with state standards 4.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. 4.4 General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment. 4.5 General Education teachers and Education Specialists will participate in professional learning together to develop capacity to ensure students with IEPs have access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. 4.6 Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to curriculum in the General Education classroom.	Goal 2 Action 4.1 Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 Certificated salaries, benefits, materials, and services Base $6,817,839 Goal 2 Action 4.2 No Cost Goal 2 Action 4.3 No Cost Goal 2 Action 4.4 No Cost Goal 2 Action 4.5 4.1, 4.5, 4.6 LCFF Base Grant (4,800,915), Restricted Special Education funding (2,016,924) Base No Cost Goal 2 Action 4.6 4.1, 4.5, 4.6 LCFF Base Grant (4,800,915), Restricted Special Education funding (2,016,924) Base No Cost Goal 2 Action 4.7 No Cost	LCFF Base Grant Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 $7,033,789 Goal 2 Action 4.2 No Cost Goal 2 Action 4.3 No Cost Goal 2 Action 4.4 No Cost Goal 2 Action 4.5 Base No Cost Goal 2 Action 4.6 Base No Cost Goal 2 Action 4.7 No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.7 Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district. (New Action)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 2 Action 1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School and (7) Half Moon Bay High School. The Common Core lead teacher positions have been eliminated. Instead, remote learning teachers were paid out of our COVID-19 funding to support staff with the shift to remote learning.
2) LCAP Goal 2 Action 2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections).
3) LCAP Goal 2 Action 2.3 Continue evaluating opportunities for expanding AVID supplemental programs. Due to a shift in funding allocations through CEF, we received $104,000 less than anticipated. However, due to the COVID-19 Pandemic, enrollment significantly declined and would not have been able to offer sections due to low enrollment. This decrease in CEF funding did not impact our AVID programs in our secondary schools.
4) LCAP Goal 2 Action 3.2 Continue participation in the Middle College Program. During the 2019-2020 school year, we are no longer offering Middle College to our students.
5) LCAP Goal 2 Action 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs. Due to the COVID19 Pandemic, we were unable to develop an additional CTE pathway. However, we did maintain our current CTE pathways and added two additional CTE/A-G courses: Positive Psychology and Computer Science.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 2 (Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready), were the following:

1) LCAP Goal 2 Action 1.8 Implementation of Extended Day Programming 2019-2020. Due to remote learning, instruction shifted and we were not able to extend our instructional day.

Due to not spending funds in this area, we utilized funds to support actions and services for our transition to remote learning, which included adding learning pods and technology programs/devices to our students.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 2, as described below:

1) LCAP Goal Action 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. Due to our COVID-19 Pandemic, many students are in need of credit recovery. We have increased our ability to provide additional supports for our students in need of credit recovery through additional summer school sections and course offerings via Edgenuity.
2) LCAP Goal 3 Action 4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using a grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). Although all of CUSD shifted from in-person instruction to remote learning.
3) LCAP Goal 3 Action 1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification. Our highly qualified staff has gone above and beyond and during this COVID-19 pandemic instructional environment. In addition, we have provided all staff a 6% increase in salary scale to both retain our highly qualified staff and attract new staff to CUSD.

Goal 3

Implement a stakeholder communication plan to support parental involvement and regular updates.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent participation of parents of Unduplicated Pupils* as representatives on School Site Council and the Superintendent Parent Advisory Committee (PAC) Note: Unduplicated Pupils include English Learners, Socio-economic Disadvantaged, and Foster Youth. Source: Local Reports **19-20** Baseline +9% **Baseline** School Site Council District Average: 35% Superintendent PAC: 50%	Due to the COVID-19 Pandemic, we shifted SSC meetings to remote meetings. In addition, we replaced the Superintendent Parent Advisory Committee (PAC) meeting with the Opening of Schools Steering Committee (OSSC). For SSC, we had an average of 60% attendance and for our Superintendent Parent Advisory Committee (also known as our OSSC), we had an average of 75% attendance. School Site Council District Average: 60% Superintendent PAC: 75%
Metric/Indicator Parent Participation on Panorama Survey Data Source: Panorama Survey	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year,

Expected	Actual
19-20 Baseline + 9% **Baseline** 25% 21.2% participation (2016-17 Baseline percentage was updated for accuracy using exact number of families as the total population.)	we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP. 0% participation
Metric/Indicator Panorama Survey - Parent Survey Source: Panorama Survey **19-20** Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.9 **Baseline** Barriers to Engagement: 4.27 4.3 Family Engagement: (3.04) 3.0 (2016-17 scores were rounded to the accuracy of the 2017-18 scores.)	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.
Metric/Indicator Average Number of Parent Engagement Events per Site	3 Parent Engagement Events

Expected	Actual
Source: Local Reports **19-20** 3 Parent Engagement Events **Baseline** 1 Parent Engagement Event	CUSD Met Target

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 District will continue to implement identified common methods of preferred communication strategies across the school sites. 1.2 Schools will continue to utilize practices from the Family Engagement Institute to create and implement current plans for schools to support family engagement around student learning. 1.3 Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs. 1.4 Continue wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping. 1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families. 1.6 Sites to work closely with School Site Councils on School Site Safety Plans and the School Plans for Student Achievement with the purpose of improving safety, communication, and learning. 1.7 Continue the Coastside Advisory Committee for access and inclusion to build a network of families, resources, communication, and	Goal 3 Action 1.1 1.1 & 1.5 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $20,000 Goal 3 Action 1.2 No Cost Goal 3 Action 1.3` No Cost Goal 3 Action 1.4 1.4 Materials 4000-4999: Books And Supplies Base $5,000 Goal 3 Action 1.5 1.1 & 1.5 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $13,500 Goal 3 Action 1.6 No Cost Goal 3 Action 1.7 No Cost Goal 3 Action 1.8 No Cost Goal 3 Action 1.9 1.9 Certificated salaries and	Goal 3 Action 1.1 5000-5999: Services And Other Operating Expenditures Base $20,000 Goal 3 Action 1.2 No Cost Goal 3 Action 1.3 No Cost Goal 3 Action 1.4 4000-4999: Books And Supplies Base $5,000 Goal 3 Action 1.5 5000-5999: Services And Other Operating Expenditures Base &13,000 Goal 3 Action 1.6 No Cost Goal 3 Action 1.7 No Cost Goal 3 Action 1.8 No Cost Goal 3 Action 1.9 1.9 Certificated salaries and

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ongoing parent education events. Increase connections and understand of the processes in place supporting students with disabilities. 1.8 Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about school. 1.9 Mandatory communication with parents of students with Ds and Fs at Secondary Schools for notification and to provide targeted strategies for improvement. (New Action)	benefits Object code: 1000, 3000 Low Performing Student Block Grant $1,000	benefits Object code: 1000, 3000 Low Performing Student Block Grant $1,000

2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement.
 	
2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary.
 	
2.3 Provide oral interpretation and written translation services.
 	
2.4 Provide conferences at least once a year to inform parents about where their child is on the continuum of English Language Development and what parents can do to support students. (New Action)
	Goal 3 Action 2.1
	2.1, 2.2 Classified salaries and benefits
	 Object code: 2000, 3000 Supplemental $230,000
	
	Goal 3 Action 2.2
	2.1, 2.2 Classified salaries and benefits
	 Object code: 2000, 3000 Supplemental $20,000
	
	Goal 3 Action 2.3
	Object Code: Classified Salaries and benefits ($75,000) 2000-3000 Object Code: ($52,000) 5000
	2.3 Classified salaries and benefits
	  Supplemental $127,000
	
	Goal 3 Action 2.4
	2.4 Classified salaries and benefits
	 Object code: 2000, 3000 Title III $5,000
		Goal 3 Action 2.1 Object code: 2000, 3000 Supplemental $230,000
		
		Goal 3 Action 2.2 Object code: 2000, 3000 Supplemental $20,000
		
		Goal 3 Action 2.3
		Object Code: Classified Salaries and benefits ($75,000) 2000-3000 Object Code: ($52,000) 5000
		  Supplemental $127,000
		
		Goal3 Action 2.4 Object code: 2000, 3000 Title III $5,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 school year and due to the beginning of the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 3 Action 1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families. Due to budget cuts, the Panorama Survey Services contract was not renewed in 2019-2020. However, we have recently re-engaged in Panorama and we are currently administering a survey and will use the data as baseline data for the 2021-2022 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 3 (Implement a stakeholder communication plan to support parental involvement and regular updates), were the following actions that were not implemented:

1) LCAP Goal 3 Action 2.3 Provide oral interpretation and written translation services. Although we did provide interpretation via zoom, the engagement with our at-promise via zoom was a challenge due to our at-promise families' technology limitations.

Due to not spending the bulk of allocated funds in this area, we utilized a small percentage of funds to support the area of family engagements with extra hourly pay and technology support to communicate with our families.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 3 Actions 2.1 Bilingual community liaisons will be available at all sites to support interpretation and translation as well as parent engagement. Our Bilingual community liaisons were instrumental as we transitioned to remote learning by reaching out to families via phone calls, training families on new digital technologies, interpreting and translating changes during this uncertain time.

Our liaisons were able to do home visits and provide internal and external services to our families which included wifi access, technology, and health and welfare services.

Goal 4

Create a positive school climate where students feel safe and supported.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Facilities Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Facilities: 100% compliance.
Metric/Indicator Compliance with the Williams Act: Teacher Authorizations Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We met 99.5% compliance (1 teacher) with our Williams Act - Teacher Authorizations and have corrected the authorization leaving us at 100% compliance.

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Instructional Materials Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Instructional Materials: 100% compliance.
Metric/Indicator Attendance Rate Source: Infinite Campus Student Information System **19-20** Maintain > 96% **Baseline** 96.2%	94.9 % CUSD slightly decreased attendance
Metric/Indicator Chronic Absence Source: Student Absence Summary **19-20** Baseline - 0.3% **Baseline** (7.4%) 8.6%	Chronic Absenteeism - 15.8%

Expected	Actual
(Percentage was corrected for consistency and accuracy with the 2016-17 metric, which was pulled from the Student Absence Summary)	
Metric/Indicator Truancy Rate Source: Local Reporting **19-20** Baseline - 0.3% **Baseline** (22.4%) 22.2% (Percentage was corrected for consistency and accuracy with the 2016-17 percentage)	18.6%
Metric/Indicator Suspension Rate Source: CDE DataQuest **19-20** Maintain < 3.0% **Baseline** (3.0%) 3.6% (Percentage was adjusted to be consistent and accurate with published data.)	3.2%

Expected	Actual
Metric/Indicator Expulsion Rate Source: CDE DataQuest **19-20** Maintain < 0.2% **Baseline** (<0.2%) 0.00 % (Percentage was adjusted to be consistent and accurate with published data.)	0.00% we met our target
Metric/Indicator High School Dropout Rate* Source: CDE DataQuest **19-20** HMBHS: Maintain < 1% CUSD: Maintain < 4% **Baseline** HMBHS (2015-16): (0.4%) 0.3% CUSD (2015-16): (3.6%) 1.1% CUSD sub-groups:	HMBHS(2018-2019) .01% CUSD (2018-2019) .04% CUSD sub-groups: English Learners (EL): 0.0% Socio-economic Disadvantaged (SED): Not Published Hispanic: Not Published

Expected	Actual
English Learners (EL): (10.2%) 2.7% Socio-economic Disadvantaged (SED): (6.2%) Not Published Hispanic: (5.0%) Not Published (Percentages have been corrected to be consistent and accurate with published data.)	
Metric/Indicator Middle (Intermediate) School Dropout Rate Source: CDE DataQuest **19-20** Maintain < 0.2% **Baseline** (<0.1%) 0.0% Percentages have been corrected to be consistent and accurate with published data.	0.0%
Metric/Indicator High School Graduation Rate Source: DataQuest Four-Year Adjusted Cohort Outcome **19-20** HMBHS: Maintain > 96% CUSD: Baseline + 3% CUSD sub-groups	CUSD: 89.3% HMBHS: 91.8% CUSD sub-groups EL: 80.4% SED: Baseline 86.7% Hispanic: Baseline 73.2%

Expected	Actual
EL: Baseline + 9% SED: Baseline +6% Hispanic: Baseline + 3% **Baseline** HMBHS: 97.2% CUSD 89.8% CUSD sub-groups English Learners (EL): 76.3% Socio-economically Disadvantaged (SED): 80.6% Hispanic: 82.5%	
Metric/Indicator Panorama Survey - Student Survey Source: Panorama Survey **19-20** School Climate Baseline + 0.3 Safety Maintain > 4.0 Baseline + 0.3 **Baseline** School Climate: (Grades 5-12: 3.7 points (Grade 5-12))	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.

Expected	Actual
Grade 5: 3.8 points Grade 6-12: 3.4 points School Safety: (Grade 5-12: 4.07 points) Grade 5: 3.6 points Grade 6-12: 3.7 points (Note that the 2016-17 scores were corrected for consistency and accuracy with the 2017-18 score.)	
Metric/Indicator High School Graduation Rate - Students with Disabilities Source: CA School Dashboard **19-20** Baseline + 4% **Baseline** Baseline set in 2017-18: (77.3%) 83.4% 2018 Dashboard adjustment using new business rules for calculating graduation rate.	78.9%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 School facilities are maintained and in good repair.	Goal 4 Action 1.1 Object Code: ($1,257,096) 2000-	Goal 4 Action 1.1 Object Code: ($1,257,096) 2000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors.	3000
	Object Code: ($647,960) 4000-5000
	  Base $1,905,046
		3000
		Object Code: ($647,960) 4000-5000
		  Base $1,905,046

1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support.	Goal 4 Action 1.2 5000-5999: Services And Other Operating Expenditures Base $5,000	Goal 4 Action 1.2 5000-5999: Services And Other Operating Expenditures Base $5,000
1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings.	Goal 4 Action 1.3 5000-5999: Services And Other Operating Expenditures No Cost Goal 4 Action 1.4 Object code: 1000, 3000 Base $200,000	Goal 4 Action 1.3 5000-5999: Services And Other Operating Expenditures No Cost Goal 4 Action 1.4 Object code: 1000, 3000 Base $200,000
1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO).	Goal 4 Action 1.5 Cost included in 1.4 Object code: 1000, 3000 Base Goal 4 Action 1.6 4000-4999: Books And Supplies Base $5,000	Goal 4 Action 1.5 Cost included in 1.4 Object code: 1000, 3000 Base Goal 4 Action 1.6 4000-4999: Books And Supplies Base $5,000
1.6 Provide positive recognition programs for students with good and/or improved attendance.	Goal 4 Action 1.7 4000-4999: Books And Supplies Base $5,000	Goal 4 Action 1.7 4000-4999: Books And Supplies Base $5,000
1.7 Continue to survey all stakeholders to better understand engagement and improve school climate.	Goal 4 Action 1.8 No Cost Goal 4 Action 1.9 No Cost	Goal 4 Action 1.8 No Cost Goal 4 Action 1.9 No Cost
1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes.	Goal 4 Action 1.10 Object code: 1000, 3000 Low Performing Student Block Grant $5,000	Goal 4 Action 1.10 Object code: 1000, 3000 Low Performing Student Block Grant $5,000
1.9 Evaluate the effectiveness of current district Social-Emotional curriculum programs and provide recommendations to address any areas of need	Goal 4 Action 1.11 Object code: 1000, 3000 Low Performing Student Block Grant $5,000	Goal 4 Action 1.11 Object code: 1000, 3000 Low Performing Student Block Grant $5,000
1.10 Provide cultural competency and inclusivity training for all employees. (New Action)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. (New Action)		
2.1 Monitor and evaluate wellness services for at-risk students and their families through site-based support. 2.2 Provide transportation for at-risk students.	Goal 4 Action 2.1 Object code: 2000, 3000 Supplemental $300,000 Goal 4 Action 2.2 2.2 Classified salaries and benefits Object code: 2000, 3000 Supplemental $607,000	Goal 4 Action 2.1 Object code: 2000, 3000 Supplemental $300,000 Goal 4 Action 2.2 Object code: 2000, 3000 Supplemental $0
3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	Goal 4 Action 3.1 Certificated salaries and benefits Object code: 1000, 3000 Base $459,000	Goal 4 Action 3.1 Object code: 1000, 3000 Base $459,000
4.1 With a planning team, comprised of District and Site administrators, General and Special Education teachers, the District will continue planning the implementation of the districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) training and other local professional development opportunities to assess and "scale up" current practices for MTSS to further expand and develop systems of tiered interventions for academic, behavioral, mental health at all grade levels and sites. 4.2 Provide parent information/education quarterly in the form of presentations, newsletters, or through principal's meetings at the site level to ensure parents are informed and can provide input to the MTSS development process. 4.3 Provide release time for site-level data conferences and data teams to identify and track the progress of at-risk students, the effectiveness of	Goal 4 Action 4.1 No Cost Goal 4 Action 4.2 No Cost Goal 4 Action 4.3 Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 Goal 4 Action 4.4 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000	Goal 4 Action 4.1 No Cost Goal 4 Action 4.2 No Cost Goal 4 Action 4.3 Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 Goal 4 Action 4.4 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
interventions and supports, and communication with parents regarding student progress. (New Action) 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. (New Action)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 4 Action 2.2 Provide transportation for at-risk students. Due to significant budget cuts in 2019-2020, CUSD will no longer offer transportation for our at-risk students and only offer transportation to those students who have a transportation need as detailed in their IEP.
2) LCAP Goal 4 Action 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. We are currently working with SMCOE to support us with the collection of data through DataZone and the collection of multiple data points within our internal system. COVID-19 made this data collection process a challenge due to the limited resources within our county and school district.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 4 (Create a positive school climate where students feel safe and supported), were the following:

1) LCAP Goal 4 Action 1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. Unfortunately, due to COVID-19, we were not able to engage in PBIS strategies because students were not in person.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 4 Action 1.1 School facilities are maintained and in good repair. Due to COVID-19 and our remote learning where students and teachers were at home, our schools were improved and maintained in good repair.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000	$300,000	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000	$200,000	No
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model.	$100,000	$100,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Our budgeted funds for in-person instructional offerings are estimated to be the same or more as our estimated actual expenditures. CUSD will use other COVID-19 funds to cover above and beyond costs expenditures in-person instructional offerings.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our In-Person Instructional Offerings.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Technology and wifi access were a challenge for our at-promise students and families
2) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Facilities were a challenge, particularly drop-off and pick-up times during our hybrid learning model

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000	$400,000	Yes
Remote Learning Curriculum and Instruction Materials/Technology Platforms	$350,000	$350,000	Yes
Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication	$300,000	$300,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

Our budgeted funds for our Distance Learning Program (at CUSD referred to Distance Learning Program) are estimated to be the same or more as our estimated actual expenditures. CUSD will use other COVID-19 and other local grant funds to cover the above and beyond cost expenditures, therefore, our total budget funds are the same as our estimated actual expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Pupil Participation and Progress was a challenge and time-consuming for all of our staff. We had to monitor synchronous, asynchronous, and hybrid instruction on top of understanding and defining a remote and hybrid learning model.
2) Distance Learning Programs were a challenge to a large percentage of our elementary students due to the number of hours a student was on the screen.
3) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Staff roles and responsibilities shifted to accommodate distance learning.
4) Access to Devices was a challenge during the Fall

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

CONTINUITY OF INSTRUCTION
CUSD made efforts to implement the continuity of instruction actions as planned. A challenge impacting multiple aspects of the distance learning plan was the ongoing changes in COVID19 guidelines for in-person instruction. In addition, due to some of our families living in areas with limited WiFi and limited Technology access delayed the continuity of instruction for about 1-2 months. In addition, many of our families were new to some of our applications and we needed to provide online and 1 to 1 training to our parents in order to obtain access to programs such as Zoom and Google Classroom. Copies of physical textbooks were provided to those who needed them and the district invested in a range of online instructional materials to support distance learning.

ACCESS TO DEVICE AND CONNECTIVITY
As noted in the In-Person Instructional Offerings section, CUSD deployed Chromebooks to all students who needed a device. Through March 2021 this included ensuring all students who needed a device were provided a device to engage in their online remote learning classes. Efforts to ensure access to devices and connectivity began as soon as schools closed in March 2020 and have continued throughout Remote Learning. A key challenge has been the ongoing need to ensure connectivity for students and families who do not have consistent and effective internet connection/speed. The district has made wifi hotspots available by request to families in need. Additionally, the District English Language Advisory Committee (DELAC) and our English Learner Advisory Council (ELAC) shared contact information on how to request a hotspot.

PUPIL PARTICIPATION AND PROGRESS
During the first part of the year, the district moved forward with a plan to implement the common assessment portfolio developed to establish coherence and consistency in how student learning needs are assessed across the district. As described in detail within the

Pupil Learning Loss section, participation in the Math, ELA, and ELD assessments were less than when students are in person. Available performance results were used by schools and individual staff to monitor student progress and inform instructional decisions. These results, coupled with the ongoing formative assessment practices used by individual teachers and teacher teams, enabled staff to identify specific student needs and target support. In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers
and schools multiple measures for measuring student participation. The measure included, but was not limited to, evidence of participation in online activities (Zoom, Google Classroom, Clever, etc.), completion of regular activities (assignments, surveys, check-ins,
assessments), and contacts between staff and the student or family. As planned, the time value of student work was determined by individual teachers for their respective classroom/courses. Implementation of the weekly engagement record forms to be completed each week was a challenge in that no formal agreement on
the process was reached, leaving implementation to the school site and classroom level.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Staff was provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This training occurred during our Wednesday asynchronous learning day. This included self-paced modules in online professional
learning for distance learning tools, including Google Classroom. Our Super Tuesday training continued with an emphasis on meeting the needs of diverse students. The main challenge was being unable to host long professional developments. A zoom PD format is not ideal for long training and collaboration.

STAFF ROLES AND RESPONSIBILITIES
The 2020-21 school year presented a few overarching challenges that influenced the roles and responsibilities of staff across multiple departments. As the year began and 2020-21 distance learning was fully launched, connectivity access and the device support was a major need that shifted roles and responsibilities. Staff also served in many other roles that provided outreach to students and families all supported the distribution of devices, support for accessing Zoom, Google classroom, and other district platforms, and addressing connectivity issues. As the year progressed and more students and families gained familiarity with the various software and hardware in use, support for basic services came to the forefront. This resulted in staff shifting efforts to support families in obtaining food, housing assistance, access to benefits, and other basic needs. These shifts in roles and responsibilities were embraced, as staff recognized that supporting students and families with their most immediate needs was critical to addressing any other academic, social, or emotional issues.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS
English Language Development (ELD) content-specific secondary courses redesigned and added to the course catalog to build language and literacy, while meeting graduation and A-G requirements. In addition, CUSD designed in-person learning pods to support our at-promise students which included English Learners, Students with Disabilities, Socio-Economically Disadvantaged Students, Homeless, and Foster Youth Students. A major challenge during this time was not being able to provide in-person

instruction and support. Student engagement was lower via zoom rather than in-person and we were only able to serve a limited number of at-promise students through our learning pods.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19)	$300,000	$300,000	Yes
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000	$25,000	Yes
Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices	$50,000	$50,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

There was no substantive difference between our budgeted funds and actual funds in the LCA Plan - Pupil Learning Loss. In the summer, we will be offering an extensive summer program to support our at-promise students. We paid staff overtime to support our SB 98 Attendance Policies and Practices, we increased tools and training for our site staff to support family engagement.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for summer school interventions
2) SB 98 Attendance Policies were a new practice and time consuming for all of our staff

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Our community partnerships were instrumental in serving our students, Boys and Girls Club, ALAS, and Cabrillo Education Foundation.
2) Summer Services will support the acceleration of our students TK-12 and will serve approximately 20% of our student population

The overall effectiveness of our efforts was positive due to the high attendance and participation rates. The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade-level readiness, and accelerate student achievement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional counselors and counseling services to increase mental health supports for our students, staff, and families
2) The need for culturally relevant counseling services for our families and students

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) School Linked Services program was contracted and staffed with a licensed clinical therapist.
2) Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.
3) Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
4) Small group social-emotional support was provided as needed.
5) Digital tools to support the mental health of students, families, and staff.
6) School Linked Services weekly staff wellness programs were delivered and open to all staff on a drop-in basis.
7) Monthly Wellness Program for families and caregivers provided virtually in English and Spanish.
8) Regular meeting of the Coordination of Services Team (COST) to review referrals regarding student wellness, safety, and access to education as well as family and caregiver safety and well-being.
9) Coordination between Mental Health Team and Behavior Team to support families during remote learning to foster engagement for students in the remote learning environment.
10) Mental Health professional development was provided to our staff to support classroom instruction and mental health student supports

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional staff to provide in-person supports
2) The need for additional community liaisons and translators to provide an increased outreach to our families
3) Training for families students around remote learning and training around the tech tools needed for instruction

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies.
2) Close collaboration with the teacher, administrators, and support staff (Family Engagement Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent.
3) School sites will use the Family Engagement team to monitor and make connections with students.
4) Bilingual support staff, district translators, and designated staff will ensure staff is able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for nutrition services

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) For cleaning and sanitation, we continuously updated standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
2) The Director trained all food services employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. 3) 3) Work Stations were reorganized for proper physical distancing during meal preparation and meal service.
4) Staff adjusted their shifts to minimize the number of staff in the kitchen. In addition, there was a suspension of the use of shared tables and self-service buffets for food and condiments, ensures that staff wear masks and gloves while serving students, and has made sure to have hand sanitizer available.
5) To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offsite locations, curbside pick-up, and drive-through delivery throughout the community.
6) Buses were used for food distribution
7) There was continuous communication with students and families about the CUSD food services using the CUSD and schools email, phone texts, and fliers. She often sends communications to all stakeholders via School Messenger.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During this COVID-19 Pandemic, CUSD learned many lessons from implementing in-person and distance learning programs in 2020-2021. CUSD pivoted from in-person learning to distance learning to a hybrid model of instruction. During these transitions, the district continued to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. This also included serving approximately 100 students in learning pods which provided a safe learning space with supervision, wi-fi, and meals within a space that is being supervised by staff. CUSD also learned the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale.

For example, we began with reopening in TK, K, 1st, and 6th grade and learned how to adjust before we welcomed the next cohort of students. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out school or districtwide.

Another lesson learned was that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our campus security personnel, joined our learning pod supervisor team and assisted students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning, every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

As we wrote the 2021-24, we kept these lessons in mind in the development of our LCAP goals. All of our goals are centered around three major themes: (1) Academic & Social Achievement (2) Equity and (3) Community Engagement. We have built LCAP goals that

> will support the growth of all of our students and also will provide resources to our parents and staff in meeting the social and academic needs of our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

> CUSD continues to measure pupil learning loss through the following efforts. CUSD utilizes site task force and leadership teams to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. Our goal for 2021-2024 is to fully implement Carnegie Melon's Improvement Science practices to have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level teams will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses. Assessments will be grade-level appropriate and district approved including, but not limited to:
>
> For English language arts: Lexia Rapid Assessment, Literably, ESGI, and Local ELA Benchmarks
>
> For Mathematics: Local Math Assessments, Delta MAth, Grade-level Math IABs, and local Mathematics Benchmarks
>
> For English Language Development (ELD): ELD Local Assessments, iReady. We are also exploring the pilot of other ELD-aligned assessments.
>
> Those students who have demonstrated a learning loss are assigned to appropriate academic interventions based on our MTSS Tiered Intervention model for academic supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Cabrillo Unified School District balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using various inputs from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students.

These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or
improve services has been calculated at 8.7% using the dollar amount of $2,266,715. By directing all the supplemental funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $2,266,715 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP). In addition to the actions and services described in the plan as "contributing," the following actions contribute towards meeting the increased or improved services requirement:

*Parent education
*Professional Development
*Curriculum Supports
*Student Intervention Supports
*Online supplemental academic support programs, supplies, activities, and services
*Summer School & Regular School Year Interventions
*Electives and CTE pathways
*Student Activities to promote engagement
*MTSS and SEL Supports

The Cabrillo Unified School District has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed district and site level achievement data using the California School Dashboard, Dataquest, our student information system, and quantitative/qualitative survey data. Through various committees including our Opening of Schools Steering Committee, DELAC, PTOs, ELACs, and community meetings, we have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the

plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, CUSD believes that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and an inclusive and equitable environment to ensure that all students graduate college and/or career ready while making sure we lead through actions and services that will support a plan which is equitable for all students.

As we continue to address the ever-changing landscape of COVID-19, we have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning.

In addition, CUSD must continue to focus on the academic of achievement of at-promise students, including those in underperforming subgroups such as English Learners, Socio-Economically Disadvantaged, Special Education, Hispanic/Latino, Homeless students, and Foster Youth. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from the San Mateo County Office of Education in our journey towards addressing the gaps identified by our Differentiated Assistance team is necessary to continue to make gains. Specifically, efforts towards supporting our MTSS structure, particularly Tier 1 and Tier 2 instruction for underserved subgroups with targeted professional development will aid in the progress of these students.

We have also learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. This included the use of various supplemental online programs to support student/parent/teacher/staff communication. By expanding our methods of communication, we have been able to reach more students and families.

Lastly, we have learned that we need to support our teachers, staff, students, and families in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff, students, and families in our district.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	35,158,605.00	34,355,055.00
	307,000.00	7,236,789.00
Base	31,603,105.00	24,731,766.00
Cabrillo Education Foundation	65,000.00	65,000.00
Lottery Materials	164,000.00	164,000.00
Low Performing Student Block Grant	131,000.00	106,000.00
Supplemental	2,883,500.00	2,046,500.00
Title III	5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	35,158,605.00	34,355,055.00
	8,849,885.00	9,065,835.00
4000-4999: Books And Supplies	244,000.00	244,000.00
5000-5999: Services And Other Operating Expenditures	191,600.00	138,100.00
Object code: 1000, 2000, 3000	17,662,720.00	17,662,720.00
Object code: 1000, 3000	6,898,400.00	6,564,400.00
Object code: 1000,2000,3000 and materials 4000	150,000.00	125,000.00
Object code: 2000, 3000	1,162,000.00	555,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	35,158,605.00	34,355,055.00
		0.00	7,033,789.00
	Base	8,722,885.00	1,905,046.00
	Supplemental	127,000.00	127,000.00
4000-4999: Books And Supplies	Base	65,000.00	65,000.00
4000-4999: Books And Supplies	Cabrillo Education Foundation	5,000.00	5,000.00
4000-4999: Books And Supplies	Lottery Materials	164,000.00	164,000.00
4000-4999: Books And Supplies	Low Performing Student Block Grant	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Base	78,500.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant	30,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	83,100.00	83,100.00
Object code: 1000, 2000, 3000	Base	17,592,720.00	17,592,720.00
Object code: 1000, 2000, 3000	Cabrillo Education Foundation	60,000.00	60,000.00
Object code: 1000, 2000, 3000	Low Performing Student Block Grant	10,000.00	10,000.00
Object code: 1000, 3000		307,000.00	203,000.00
Object code: 1000, 3000	Base	5,044,000.00	5,044,000.00
Object code: 1000, 3000	Low Performing Student Block Grant	31,000.00	31,000.00
Object code: 1000, 3000	Supplemental	1,516,400.00	1,286,400.00
Object code: 1000,2000,3000 and materials 4000	Base	100,000.00	100,000.00
Object code: 1000,2000,3000 and materials 4000	Low Performing Student Block Grant	50,000.00	25,000.00
Object code: 2000, 3000	Supplemental	1,157,000.00	550,000.00
Object code: 2000, 3000	Title III	5,000.00	5,000.00
		5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,958,400.00	5,743,400.00
Goal 2	25,242,659.00	25,274,609.00
Goal 3	421,500.00	408,000.00
Goal 4	3,536,046.00	2,929,046.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$600,000.00	$600,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,025,000.00	$2,025,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$500,000.00	$500,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$500,000.00	$500,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,000.00	$100,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,525,000.00	$1,525,000.00

Local Control 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	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 2020-2021 school year, our student population is a total of 2,934 Students (Source: CDE DataQuest).

Below are the demographics of our student subgroups: (Source: CDE DataQuest)

English Learners: 554 (19%)

Our subgroups over 10 students are:
Hispanic/Latino: 1,533 (52.2%)
White: 1,177 (40.1%)
Two or More Races: 147 (5%)
Asian: 37 (1.3%)
Filipino: 27 (.09%)
Other: 13 (0.4%)

CUSD serves students in preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school and an alternative high school/ continuation school, and an adult education program. We provide programs and services as detailed in this plan organized in a Multi-tiered System of Support (MTSS), including:

* Professional Development for Certificated and Classified Staff
* English Language Development Support
* Advancement Via Individual Determination

* Advanced Placement, Early College, and Career Technical Pathways
* Positive Behavior Interventions and Supports
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Due to this unforeseen circumstance, Cabrillo Unified School District (CUSD) transitioned from full-time in-person instruction to 100% remote learning beginning March 2019. Along with the suspension of the 2020 Dashboard, the CDE waived the 2019 California Assessment of Student Performance and Progress (CAASPP) requirement and the entire state of California public schools were not able to complete the Spring 2019 CAASPP battery of assessments which focused mainly on English Language Arts, English Language Development, Mathematics, Science, and Spanish. Following the direction of CDE, CUSD did not assess our students and instead will be using the 2019 baseline data to determine growth once we return to full-time in-person instruction. CUSD will be using local benchmark data to further develop our actions and services for the students and families of CUSD. Due to this pandemic, the majority of the data that will be used is quantitative and has been obtained either through conversations, observations, or surveys.

As Cabrillo Unified School District (CUSD) reflects on our 2019 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data. For the 2020-2021 school year, we utilized Lexia Assessment data to measure the growth of our 3rd-12th grade students in the area of English-Language Arts. For Mathematics, our 6th-12th grade students engaged in Delta Math Assessments to measure academic growth and for 3rd-5th we used local benchmarks to measure mathematics growth. This data will be used locally to determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

Using the CA Dashboard 2019 data, which we will use as our baseline data, we had great successes in various indicators.

For "All Students", we demonstrated the following gains/successes:
College and Career: Green
Chronic Abseenteism: Yellow

For "English Learners":

Chronic Absenteeism: Yellow

For "Socioeconomically Disadvantaged":
Chronic Absenteeism: Yellow

For "Asian":
Suspension Rate: Yellow

For "Hispanic":
College and Career: Yellow
Chronic Absenteeism: Green

For "White":
College and Career: Green
English Language Arts: Green
Mathematics: Green

For " Two or More Races"
Chronic Absenteeism: Green
English Language Arts: Green
Mathematics: Green

This progress is due to the successful implementation of various actions and services as defined in our 2019 Local Control Accountability Plan (LCAP). However, due to the COVID-19 Pandemic, we did not administer the CAASPP and will be unable to compare growth until 2021-2022. In lieu of CAASPP, we were able to assess our students with local data, Lexia Rapid Assessment, Delta Math, and Local Math/ELA/ELD assessments. This data has supported us in providing learning pod supports during our remote learning instruction as well as supports for K-12 students for Summer 2021. We served about 100 students in our learning pods K-12 and also anticipate serving approximately 500 at-promise students through our summer programs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard has identified one indicator (College and Career) with two subgroups that fall under 2 more performance levels under the "ALL Students" category:

The subgroups are as follows:

1) College and Career | English Learners (Red)
2) College and Career | Socioeconomically Disadvantaged (Orange)

In the area of College and Career, we will support our two subgroups performing 2 or more performance levels under the "ALL Students" through additional in-school and after-school/summer school interventions. In addition, we will invest in professional development and services that will support both academics and social-emotional supports to increase college and career opportunities. This will include expanded CTE pathways, dual-enrollment opportunities, interventions, and counseling.

The CA Dashboard will provide a performance level for each of the LCFF indicators. Red is the lowest, followed by orange, yellow being the middle, followed by green, and blue being the highest performance level.

After close analysis of the CA Dashboard data for Cabrillo Unified School District, we had the following performance levels:

ENGLISH LEARNERS
"red" indicators | Suspension Rate, College and Career, English Language Arts, and Mathematics
"orange" indicator | Graduation

HOMELESS
"red" indicator | Mathematics
"orange" indicator | Chronic Absenteeism, Suspension Rate, English Language Arts

SOCIOECONOMICALLY DISADVANTAGED
"red" indicators | Suspension Rate and Mathematics
"orange" indicator | Graduation, College and Career, English Language Arts,

STUDENTS WITH DISABILITIES
"red" indicator | Mathematics
"orange" indicator | Chronic Absenteeism, Suspension Rate, English Language Arts

FILIPINO
"orange" indicator | Suspension Rate

HISPANIC
"red" indicator | Suspension Rate
"orange" indicator | Graduation Rate, English Language Arts, and Mathematics

WHITE
"orange" indicator | Chronic Absenteeism, Suspension Rate, and Graduation Rate

TWO OR MORE RACES
"orange" indicator | Suspension Rate

In the area of Student Achievement for both English Language Arts (ELA) and Mathematics, All Students scored in the "Orange" performance category while the Students with Disabilities subgroup scored in the "Red" performance category for both of these areas. We are addressing these performance gaps through improving our monitoring metrics as well as implementing targeted actions.

The improved metrics for the Students with Disabilities subgroup include:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage of participation in the CAASPP assessment in ELA and Math
* the percentage of students assessed for Dyslexia
* the percentage of students place in Non-Public School settings for Special Education services
* the graduation rate

The improved actions for the Students with Disabilities subgroup include:
* targeted curriculum for dyslexia and Students with Disabilities
(Draft 6.20.2019) CUSD Section 1: Plan Summary page 5
* improving collaboration, professional development, and coordination of services
between General Education teachers and Education Specialists
* increasing inclusive program options
* continued work with the Coastside Advisory Committee for improved supports to our Families and Students with Disabilities
* continue the implementation of a Multi-Tiered System of Support.

In the area of our Graduation Rate, All Students scored in the "Orange" performance category and English Learners scored in the "Orange" performance category as well. We will continue to look at metrics for the English Learner subgroup including:
* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage proficient on our local reading benchmark
* the reclassification rate
* the percentage of reclassified students
* the percentage of students who complete A-G requirements
* the high school graduation rate.

The actions to support the graduation rate of the English Learner subgroup include:
* continuing the adoption process for the Common Core-aligned English Language Development curriculum.
* providing professional development on making core academic curriculum accessible for English Learners between General Education teachers and Education Specialists
* providing literacy intervention across grade levels
* "Summer Bridge" programs for elementary to intermediate and intermediate to high school

* mandatory communication with families for students receiving Ds and Fs in secondary schools
* student-specific communication with parents regarding their child's progress toward reclassification.

In the area of School Climate, as measured on the California School Dashboard by Suspensions, All Students scored in the "Orange" performance category while our Homeless student subgroup was placed in the "Orange" performance category. As this is a small subgroup of 48 students out of 3297 (1.5%) (Source: California School Dashboard), the actions that we have are aimed at measuring and implementing actions to support school-wide improvements for all students in School Climate. Measures include:
*Suspension Rate
* Expulsion Rate
* Panorama - Student Survey

The actions to support School Climate include:
* continuing wellness services with parent outreach that include at least one
event on drugs, alcohol, and vaping
* implementing Positive Behavior Interventions and Supports (PBIS)
* safety plans that address major health, safety protocols, and bullying
* social-emotional curriculum
* cultural competency and inclusivity training for all employees
* professional development on behavioral intervention strategies

We need to aim for BLUE in all areas of the CA Dashboard since there are no subgroups at this level of performance. The actions and services described for each of our 5 LCAP goals will support us in our goals towards closing the academic and social achievement gap for our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our 2021-2024 3-year LCAP is focused on three main themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
3) ENGAGEMENT

CUSD will have five total Goals with specific actions and services, which will be described in our Goals and Actions section, which will support meeting the academic and social needs of all of our students.

****

BROAD GOALS
****

1) Student Achievement (Academic & Social Emotional) Goal
LCFF Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE
LCFF Priority 7: Course Access
LCFF Priority 8: Other Pupil Outcomes

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 we 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.

2) At-Promise Student Goal
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement

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.

****
MAINTENANCE OF PROGRESS GOALS
****

3) Student & Parent Engagement (Academic & Social Emotional) Goal
LCFF Priority 3: Parent Involvement

The metrics and actions within this goal will be implemented to ensure that the progress made within Parent Involvement and Priority 3 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.

****
FOCUS GOALS
****
4) Social-Emotional Goal
LCFF Priority 6: School Climate
LCFF Priority 8: Other Pupil Outcomes

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

5) ELA/ELD, Mathematics, and Suspension Goal
LCFF Priority 5: Pupil Engagement
LCFF Priority 4: Pupil Achievement

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.

Comprehensive Support and Improvement

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

Schools Identified

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (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.

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At Cabrillo Unified School District (CUSD), we have set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

April 14, 2021 - Opening of Schools Steering Committee ELO Grant Plan Input Meeting
April 14, 2021 - Site Leadership Meeting
April 27, 2021 - District English Learner Advisory Committee (DELAC)

LCAP INPUT MEETINGS 2020-2021

Opening of Schools Steering Committee (OSSC) Meetings
Weekly or Bimonthly for the entire 2020-2021 school year

Tuesday, January 26, 2021
CUSD Administrator Leadership Team
12:00-1:30pm

Tuesday, February 9
District English Learner Advisory Committee (DELAC)
5:00 - 6:00 pm

Monday, March 22
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, March 29
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, April 5
Parent-Teacher Organization (PTO)

3:30 - 4:30 pm

Thursday, April 14
California School Employees Association (CSEA)
3:30 - 4:30 pm

Tuesday, April 19
Cabrillo Unified Teachers Association (CUTA)
3:30 - 4:30 pm

We have obtained qualitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained feel under the following categories. Student input was obtained through both our student board representative and student representatives in both our high school leadership team and our Latino/x Roundtable.

San Mateo SELPA stakeholder group provided office hours to consult on CUSD's LCAP and coordination with Educational Support Services SEP and CCEIS plans. The meeting with SELPA was on April 8th, 2021.

Yearly needs assessments are provided to at-promise groups to determine the need for extended services.

1) Student Academic and Social Achievement

2) Equity

3) Engagement (Student, Staff, and Community)

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by our various stakeholder groups could be categorized into our three Local Control Accountability Plan themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Below you will find specific input from our various stakeholder groups:

1) Parent Advisory Meetings/Opening of Schools Steering Committee

MAIN THEMES
*Longer class times

*Social-emotional well-being support
*Smaller class sizes or having an aide to help with larger class sizes
*Increased Paraprofessional Support

2) CUSD Administrator Leadership Team

MAIN THEMES
*Mathematics Intervention and Support (Math TOSAs and Interventions)
*English Learner Support (EL TOSAs, Interventions, Parent Training)
*Academic Interventions (after-school and Saturday)
*Social-emotional well-being professional development and support
*Project-Based Learning Opportunities

3) District English Learner Advisory Committee (DELAC)

MAIN THEMES

*Social-emotional well-being support
*After school tutoring
*Intervention (Push-in, afterschool, summer school)
*Support teachers
*Increase English Learner Supports (tutoring, interventions, curriculum, professional development)
*Support and Increase student engagement with mentorship and positive reinforcement by building on their assets
*Reclassification support to students and parents to ensure students are RFEPd on time (Saturday RFEP classes, RFEP intervention, Summer Camp)
*Increase parent communication regarding student status in their classes
*Increase EL Parent Engagement
*Increase small group and 1 to 1 support for academic and social counseling for our English Learners and at-promise students

4) LCAP Parent/Community Group

MAIN THEMES

*Social-emotional well-being support

5) Parent-Teacher Organization (PTO)

MAIN THEMES

*Social-emotional well-being support (Increased Counseling, Wellness Coordinator, *Curriculum, Professional Development)
*Mathematics Intervention and Professional Development
*Curriculum alignment at all elementary schools
*Family Engagement: Hispanic/Latino and At-Promise & Elementary/Middle/High School Articulation
*Is transportation an option?
*Intervention & Additional support for At-Promise (Push In)
*Increased outreach to at-promise communities (Pilar Ridge and MidPen)
Communication
*Full-Day Kindergarten Implementation (Review pros/cons)
*Dismissal should be at the same time as TK-5
*Equal access to enrichment and elective courses

6) California School Employees Association (CSEA)

MAIN THEMES

*Add e-books to our library resources
*Consider having an e-book system for our students to access and reach out to our SMC libraries for access to e-book programs
*Mathematics support to obtain math curriculum adopted - Bridges Program in Elementary. Can we increase staff to support math intervention and small group instruction - Math Paraprofessional
*Small Groups in Mathematics
*Manipulatives
*Intervention in Math
*Resume extracurricular activities to connect students with adult mentors to support SEL and Academics
*Classified staff can have an important role in this area through extracurricular activities to help students thrive and grow

7) Cabrillo Unified Teachers Association (CUTA)

MAIN THEMES
*Summer School (Remedial & Enrichment)
*Theatre Programs to support oral language and SEL support
*Physical Education and Art during the school year to support SEL to support student success.
*More enrichment activities and PE in all grades
*Hands-on Science
*Improve Equity across schools, class size is different across schools
*Smaller Class sizes
*Mathematics Interventions to improve student access to Algebra I
*1 to 1 support for students who need extra support
*Roving Substitutes

*Teacher on Special Assignments (TOSA) to support push in and meeting 1 to 1 with students during and after-school
*Compensation for teachers to provide tutoring/homework club
*Explore Teacher Pay: Daily Rate vs Hourly Rate
*Peer Tutoring for credit (example: an AVID program where students obtain credit for AVID Tutoring)
*Offer Teachers to ask if they can teach 2-3 week elective during the summer (Example: CTE Wheel)
*Allow for Job Sharing for Summer School
*Increase SEL Support Systems (Ex: Advisory Period, increase counselors, Professional Development, Add Behavior Specialist)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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 themes that were consistent with all stakeholder groups were:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Our LCAP goals succinctly align to the various feedback provided from stakeholder groups:

*Intervention Supports for our at-promise students
*Increased English Learner Services
*Increased Social-Emotional Services for students and families
*Increased Enrichment Supports
*After school and summer school services
*Curriculum alignment
*Increase supports via district specialists (curriculum, ELA, ELD, Math, Science, STEAM, VAPA)
*Increased family engagement

Below you will find the major new goals and actions that have been influenced by our stakeholder input:

Goal 1 Action 3: Increased Professional Development (All Students)
Goal 1 Action 4: Increased Professional Development (At-Promise Students)
Goal 1 Action 7: AVID Program
Goal 1 Action 10: Early College Access (At-Promise Students)

Goal 2 Action 1: English Language Arts district-wide aligned curriculum
Goal 2 Action 2: English Language Development district-wide aligned curriculum
Goal 2 Action 9: MTSS Implementation: District Wide formative and summative assessments
Goal 2 Action 13: English Language Development Specialists

Goal 3 Action 1: Summer School Interventions
Goal 3 Action 2: Interventions and Tutoring
Goal 3 Action 3: Community & Parent Engagement Committees

Goal 4 Action 1: Counseling Supports
Goal 4 Action 2: Family Engagement Supports

Goal 5 Action 3: Increased during school and after school enrichment services (VAPA & STEAM)

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 we 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

An explanation of why the LEA has developed this goal.
The metrics described below 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.

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	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62%				ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic) Source: Lexia Local Data 2020-2021	7th - 65% 8th - 74% 11th - 87% 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%				7th - 75% 8th - 84% 11th - 97% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 11% 6th - 25% 7th - 25% 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%				5th - 21% 6th - 35% 7th - 35% 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 English Language Arts - 3rd - 5th (Local Math Benchmark) Source: CUSD Local Data 2020-2021	ALL STUDENTS 3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71% 11th - 57% ENGLISH ONLY				ALL STUDENTS 3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81% 11th - 67% ENGLISH ONLY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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% 11th - 1% WHITE 3rd - 41% 4th - 38% 5th - 41% 6th - 22% 7th - 30% 8th - 57% 11th - 40%				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% 11th - 11% WHITE 3rd - 51% 4th - 48% 5th - 51% 6th - 32% 7th - 40% 8th - 67% 11th - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70% SOCIOECONOMICALLY DISADVANTAGED 3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%				HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%
Maintain Highly Qualified Staff Source: CUSD Local Data 2020-2021	100% Highly Qualified Staff				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				Maintain 100% participation of new teacher enrollment in the Teacher Induction Program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Professional Development Source: CUSD Local Data 2020-2021	CUSD Certificated Staff participate in 6 professional development opportunities				CUSD Certificated Staff participate in 10 professional development opportunities
% of Student Proficiency in Science Source: CAASPP 2018-2019	30 % Proficient or Above in the California Science Test (CAST) Source: CAASPP 2018-19				40% Proficient or Above in the California Science Test (CAST)
Science Professional Development Source: CUSD Local Data 2020-2021	8 Yearly Science Collaboration Meetings				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				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)				4 CTE Pathways (agriculture, construction, computer science, and broadcasting)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credit Recovery Source: CUSD Local Data 2020-2021	1 Credit Recovery Professional Development for Teachers				3 Credit Recovery Professional Development for Teachers
Early College Access Source: CUSD Local Data 2020-2021	0 Early College Access Courses or Dual-Enrollment Course				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				10 Special Education Professional Development Opportunities for Staff
Retention of Highly Qualified Staff Source: CUSD Local Data 2020-2021	85% Highly Qualified Staff Retention				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	$19,780,991.00	No

Action #	Title	Description	Total Funds	Contributing
2	New Teacher Induction Program	New teachers will receive support through the New Teacher Induction program.	$68,000.00	No
3	Increased Professional Development (All Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$20,000.00	Yes
4	Increased Professional Development (At-Promise Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$15,000.00	Yes
5	NGSS Instruction - Elementary	Maintain Fifth Grade District Science teacher.	$116,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	NGSS Support	Provide cross-district collaboration time for Next Generation Science Standards.	$15,000.00	No
7	AVID Program	Provide our AVID Program in grades 6th-12th for the purpose of developing a pipeline to support college readiness (AVID Sections, AVID Professional Development, AVID Tutoring)	$150,000.00	Yes
8	Career Technical Education Program	Continue developing CTE pathways in agriculture, construction, and broadcasting.	$109,000.00	No
9	Credit Recovery	Provide technology-enhanced Credit Recovery and A-G course requirements.	$75,000.00	Yes
10	Early College Access (At-Promise Students)	Continue with Early College course development.	$10,000.00	Yes
11	Special Education Services	Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using the grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). *Students with IEPs will have academic goals aligned with state standards *Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. *General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to	$2,766,476.00	No

Action #	Title	Description	Total Funds	Contributing
		meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment. *General Education teachers and Education Specialists will participate in professional learning together to develop the capacity to ensure students with IEPs have access to grade-level instructional curriculum, data-based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. *Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the curriculum in the General Education classroom. *Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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

An explanation of why the LEA has developed this goal.

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

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 2019-2020	CUSD: 31%				CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement Source: CDE DataQuest 2019-2020	CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%				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
Graduates meetings UC/CSU Requirements Source: CDE DataQuest 2019-2020	CUSD: 36% White: 49% Hispanic or Latino: 24%				CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: Dataquest 2019-2020	59% of seniors (171 out of 290)				69% of seniors with score of 4 or higher
Percentage of AVID students who apply to post-secondary education Source: CUSD Local Reports 2020-2021	35% AVID students apply to post-secondary education				85% students will apply to post-secondary education
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	0 alignment of English Language Arts district-wide curriculum (Elementary)				Maintain English Language Arts district-wide aligned curriculum
English Language Development district-	0 alignment of English Language				Maintain English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	Development district-wide curriculum (Elementary)				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) 0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 0 District-wide Mathematics Assessment (Elementary)				Maintain the following district-wide benchmarks: 1 District-wide English Language Arts Assessment (Elementary & Secondary) 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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				3 District Wide Grade Level Data Meetings
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019	16.4% Proficient				26.4% Proficient
Dual Immersion Language Preschool Source: CUSD Local Reports 2020-2021	0 Dual Immersion Language Preschools				Maintain 1 Dual Immersion Language Preschool
Big Lift (Early Literacy Initiative) Collaborative	9 Big Lift Collaborative Meetings				Maintain 9 Big Lift Collaborative Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Big Lift Collaborative Meeting Calendar 2020-2021					
Technology Enhanced Curriculum Source: CUSD Local Reports 2020-2021	4 Technology Enhanced Curriculum to support Literacy				Maintain 4 Technology Enhanced Curriculum to support Literacy
Dyslexia Professional Development to Staff Source: CUSD Local Reports 2020-2021	1 District wide Dyslexia Professional Development				Provide 3 Dyslexia Professional Development
Districtwide Student Attendance Source: Infinite Campus (CUSD Student Information System) 2020-2021	95% Districtwide Attendance				Increase Districtwide attendance by 3%

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Arts district-wide aligned curriculum	English Language Arts district-wide aligned curriculum and instructional materials.	$300,000.00	No
2	English Language Development district-	English Language Development aligned curriculum and instructional materials.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	wide aligned curriculum			
3	MTSS Implementation: District Wide formative and summative assessments	Assessment with district adopted formative reading, writing, and mathematics assessment to be administered three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.	$100,000.00	No
4	Universal TK-2 Literacy Screener	District will universally screen TK-2 students at least two times per year for identification of at-risk literacy factors for early intervention	$50,000.00	Yes
5	Grades TK-3 reduced ratio of 24-to-1	Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	$4,500,000.00	No
6	Spanish Courses	Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	$500,000.00	No
7	Dual Immersion Preschool	Provide dual language preschool for eligible Migrant and at-risk students.	$200,000.00	No
8	Big Lift (Early Literacy Initiative) Collaborative	Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships.	$10,000.00	Yes
9	English Language Development Interventions & Curriculum	English Language Development Interventions & Curriculum Supports	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Technology Enhanced Curriculum	Technology-enhanced reading intervention curriculum will be available to students from Transitional Kindergarten through High School.	$33,221.00	Yes
11	Dyslexia Intervention and Common Core Aligned Materials	Intervention and Common Core-aligned materials will be provided to support students with dyslexia.	$15,000.00	No
12	English Language Development Secondary Sections	Cunha and Half Moon Bay High School will have dedicated sections of English Language Development	$100,000.00	Yes
13	English Language Development Specialists	English Language Development Specialists to support English Learners	$200,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions below will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 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

An explanation of why the LEA has developed this goal.
Parent Involvement and Family Engagement are a priority in our district. The metrics described below 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, DELACs, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results Source: 2020-2021 Panorama Survey	Results will be entered for baseline in May/June 2021				Increase 10% from baseline
Parent Participation	Results will be entered for baseline in May/June 2021				Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: 2020-2021 Panorama Survey					
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.				Serve 550 students in need of academic and/or social interventions
Student after-school/before school Interventions and Tutoring Source: Intervention Attendance Data 2020-2021	200 students served through small group or 1 to 1 after-school/before school interventions to selected at-promise students				Serve a total of 600 students through small group or 1 to 1 after-school/before school interventions to selected at-promise students
Community & Parent Engagement Committees Source: Parent Participation will be tracked during the 2021-2022 school year and will be used as a benchmark	Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings				Maintain and grow participation by 15% in our Community Roundtables *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings
Family & Student Case Management	100% of Migrant Education Students				Maintain 100% of Migrant Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: 2020-2021 Migrant Education Case Management Meeting Logs	have 1 to 1 Student Case Management				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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer School Interventions	Summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.	$200,000.00	Yes
2	Interventions and Tutoring	Interventions and Tutoring (After school, before school, and Saturdays/extended breaks)	$150,000.00	Yes
3	Community & Parent Engagement Committees	Latinx Roundtable, LGBTQ Roundtable, Secondary Health and Wellness Committees, PTO Alliance, SEL Parent Meetings	$20,000.00	No
4	Family & Student Case Management	Family & student case management to support families with local resources and "connecting a system of resources" for our families with our district and our local community.	$5,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions. LCAP Priorities: Priority 6: School Climate

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	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	6 Family Engagement SEL Nights				9 Family Engagement SEL Nights
Site Parent Engagement Events Source: CUSD local data 2020-2021	2 Site Parent Engagement Events				5 Site Parent Engagement Events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Community Liaison Trainings Source: CUSD local data 2020-2021	4 Community Liaison Trainings				10 Community Liaison Trainings
Translations Services Source: CUSD local data 2020-2021	0 trainings on best practices for translation and interpretation at the site				3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report 2021-2022	FIT Report 2 sites with a rating of overall Good or above				FIT Report 4 sites with a rating of Good or above

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Supports	Increased Counseling supports for students and their families to support at-promise students in both SEL and academic supports.	$70,000.00	Yes
2	Family Engagement Supports	Increased Family Engagement Supports *English Learner Family Engagement outreach *Title I Site Community Liaison *District Community Liaison *Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school. *Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary.		
3	Translation Services	Provide oral interpretation and written translation services.	$75,000.00	Yes
4	Improved School Facilities	School facilities are maintained and in good repair.	$3,467,014.00	No
5	Secondary Counseling Services	Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	$259,000.00	Yes
6	Multi Tiered Systems of Supports	Further develop areas of support for the Social-Emotional Development of our students *Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc) *Teacher/staff climate consultation *Teacher wellness groups *Teacher wellness PD for administrators *COST Meetings *SST framework and handbook (CCEIS) *SST coaching and PD (CCEIS) *Wellness Fairs *Family engagement seminars	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*PBIS PD - Framework implementation T1, T2 and T3 *PSW framework implemented (T3) (CCEIS)		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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

An explanation of why the LEA has developed this goal.
Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

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)	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51%				ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: 2020-2021 Lexia Reporting System	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% 8th - 36% 11th - 33%				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% 8th - 46% 11th - 43%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%				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%
English Language Proficiency Assessment for California (ELPAC) Summative Results Source: 2018-2019 CAASPP	16.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative				26.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services Source: 2020-2021 CUSD local data	1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School				3 District Wide VAPA & STEM After-school Enrichment Supports @ Elementary,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Middle, and High School

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Develop and implement a Tier 2 and Tier 3 Intervention model	$50,000.00	Yes
2	Elementary Reading Intervention Teachers	Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (4.6 Full-Time Equivalent)	$400,000.00	Yes
3	Increased during school and after school enrichment services	Increased Enrichment Services for our at-promise students *Visual Arts and Performing Arts Specialists *Science Technology Engineering Art Mathematics Specialists	$150,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.78%	$2,339,221

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LCAP Goal 1: STUDENT ACHIEVEMENT (Academic & Social-Emotional)

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups. English learners, Foster Youth, and Low-Income students had a significant gap in both social and academic achievement. More than ever, as we reopen schools the year after the pandemic, we have noticed an increased need to support the social-emotional needs of our English Learners, Foster Youth, and low-income students to ensure they can access the academic component of education. Local and state data have indicated a decline in both the academic and social-emotional needs of our students.

By providing highly qualified staff with the needed professional development, our staff will be equipped with the tools needed to support our student's academic and social needs. We will continue to support our students with our CORE content, however, we would like to emphasize the need to provide a standards-aligned curriculum and professional development in the science using NGSS and opportunities for our students to grow. By integrating STEAM activities and focusing on NGSS, our students will be prepared for college and careers in the fields of STEAM. Our goal is to also continue to maintain our current CTE pathways but also grow pathways in STEAM. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy and professional development can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 1 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Highly Qualified Staff (Action 1) | We are going to monitor and measure the effectiveness of these actions by maintaining 100% highly qualified staff.

New Teacher Induction Program (Action 2) | We are going to monitor and measure the effectiveness of these actions by maintaining 100% participation of new teachers in the Teacher Induction Program.

Increased Professional Development: All Students (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing professional development for all CUSD Certificated staff from 6 professional development opportunities to 10 professional development opportunities.

Increased Professional Development - At-Promise Students: LEA-wide (Action 4) | We are going to monitor and measure the effectiveness of these actions by enrolling all new teachers in the Teacher Induction Program.

NGSS Instruction - Elementary (Action 5) | We are going to monitor and measure the effectiveness of these actions by achieving 40% Proficient or Above in the California Science Test (CAST).

NGSS Support (Action 6) | We are going to monitor and measure the effectiveness of these actions by maintaining 8 yearly Science collaboration meetings.

Career Technical Education Program (Action 8) | We are going to monitor and measure the effectiveness of these actions by increasing from 3 to 4 CTE Pathways.

LCAP Goal 2: AT-PROMISE STUDENTS

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups, particularly the needs of our English Learners, Low Income, and Foster Youth. Our English Learners, Low Income, and Foster Youth already had a significant gap in both academic and social achievement prior to the COVID-19 pandemic as measured by the local qualitative and quantitative measures. It is important for our district to explicitly focus on the unique needs of English Learners, Low Income, and Foster Youth to close the learning and attendance gap that has widened due to remote and hybrid learning models offered during the 2020-2021 pandemic school year. Local and state data have indicated a decline in both the academic and social-emotional needs of our English Learners, Low Income and Foster Youth.

By providing the specific actions and services listed below, our English Learners, Low Income, and Foster Youth students will have the standards-aligned curriculum and an MTSS framework that will provide safety nets of support throughout the school year. This will include MTSS interventions, ELA/ELD curriculum and intervention curriculum adoption, reduced class size, Spanish courses to support our English Learners, and a technology-enhanced curriculum. Our Universal TK-2 Literacy Screening will support us with the design of interventions needed in ELA/ELD and Mathematics in order to provide meaningful interventions throughout the academic school year.

Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, and comprehensive programs can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 2 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

English Language Arts district-wide aligned curriculum (Action 1) | We are going to monitor and measure the effectiveness of these actions by adopting and maintaining an English Language Arts district-wide aligned curriculum.

MTSS Implementation: District Wide formative and summative assessments (Action 3) | We are going to monitor and measure the effectiveness of these actions by maintaining 1 District-wide English Language Arts Assessment (Elementary and Secondary), 1 District-wide English Language Development Assessment (Secondary), 1 District-wide Mathematics Assessment (Secondary) and also adopting a district-wide English Language Development and Mathematics Assessment (Elementary).

Universal TK-2 Literacy Screening LEA-wide (Action 4) | We are going to monitor and measure the effectiveness of these actions by engaging in 3 district-wide grade-level data meetings.

Grades TK-3 reduced ratio of 24-to-1 (Action 5) | We are going to monitor and measure the effectiveness of these actions by maintaining 1 District-wide English Language Arts Assessment (Elementary and Secondary), 1 District-wide English Language Development Assessment (Secondary), 1 District-wide Mathematics Assessment (Secondary) and also adopting a district-wide English Language Development and Mathematics Assessment (Elementary).

Spanish Courses (Action 6) | We are going to monitor and measure the effectiveness of these actions by measuring the AP exam with at least 69% of seniors with a score of 4 or higher.

Dual Immersion Preschool (Action 7) | We are going to monitor and measure the effectiveness of these actions by developing 1 dual-immersion language preschool.

Technology Enhanced Curriculum LEA-wide (Action 10) | We are going to monitor and measure the effectiveness of these actions by maintaining 4 technology-enhanced curricula to support literacy.

LCAP Goal 3: STUDENT& PARENT ENGAGEMENT (ACADEMIC & SOCIAL-EMOTIONAL)

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups (English Learners, Low Income, and Foster Youth) and their families through a systemic MTSS including defined summer school interventions. In order to avoid the summer slide, our English Learners, Low Income and Foster Youth will receive learning opportunities above and beyond the classroom in order to support closing the academic learning gap centered around engagement of both

students and parents to support both academic and social-emotional achievement. Local and state data have indicated a decline in both the academic and social-emotional needs of our students.

By providing the specific action and service listed below, selected English Learners, Low Income, and Foster Youth will have an extended school year in the summer months that will provide both a rigorous yet engaging summer school experience. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, comprehensive programs, and out of school curricula experiences can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 3 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Summer School Interventions: LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by serving a minimum of 550 students in need of academic and/or social interventions.

LCAP Goal 4: SOCIAL-EMOTIONAL

The actions and services listed below will be principally directed to support the unique social-emotional needs of our unduplicated subgroups (English Learners, Low Income, and Foster Youth) and their families through systemic MTSS structures. In order for our English Learners, Low Income, and Foster Youth to excel academically, we must first address their social-emotional needs. Local data have indicated a decline in the social-emotional needs of our English Learners, Low Income, and Foster Youth students which could be seen by the decline in grades, partial attendance, and referrals to counseling.

By providing the specific actions and services listed below, selected unduplicated students will have various social-emotional supports to support their journey in returning to school. This will also include a focus on providing wrap-around services that will also support our families in providing social-emotional supports at home. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that home visits, counseling, and positive self-concept are experiences that can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 4 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Counseling Supports LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

Family Engagement Supports LEA-wide (Action 2) | We are going to monitor and measure the effectiveness of these actions by increasing from 2 to 5 parent engagement events.

Translation Services: LEA-wide (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing from 4 to 10 community liaison training days.

Improved School Facilities (Action 4) | We are going to monitor and measure the effectiveness of these actions by increasing the FIT report from 2 sites to 4 sites with a rating of Good or above.

Secondary Counseling Services: Schoolwide (Action 5) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

Multi-Tiered Systems of Supports (Action 6) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

LCAP Goal 5: ELA/ELD, MATHEMATICS, AND SUSPENSION

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups (English Learners, Low Income, and Foster Youth), particularly in ELA/ELD, Mathematics, and Suspension. Our English Learners, Low Income, and Foster Youth already had a significant gap in ELA/ELD, Mathematics, and Suspension prior to the COVID-19 pandemic as measured by the local qualitative and quantitative measures. It is important for our district to explicitly focus on the unique needs of English Learners, Low Income, and Foster Youth in ELA/ELD, Math, and Suspension to close a learning and attendance gap that has widened due to remote and hybrid learning models offered during the 2020-2021 pandemic school year. 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 low-income students. Local and state data have indicated a decline in both the academic and social-emotional needs of our students within ELA/ELD, Math, and Suspensions.

By providing the specific actions and services listed below, our unduplicated students will have the standards-aligned curriculum and an MTSS framework that will provide safety nets of support throughout the school year. This will include MTSS interventions, ELA/ELD and Mathematics interventions, enrichment learning opportunities for during school, after school, and summer school, and additional counseling services at the secondary level.

Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, and comprehensive programs can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 5 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Continue MTSS Implementation: LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

Elementary Reading Intervention Teachers: LEA-wide (Action 2) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

Increased during and after school enrichment: Schoolwide (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing from 1 to 3 district-wide VAPA & STEM after-school enrichment supports in elementary.

Secondary Counseling Services: Schoolwide (Action 5) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

SUMMARY

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population (English Learners, Low Income, and Foster Youth) with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders.

These contributing actions are principally directed toward our unduplicated student population to help Cabrillo Unified School District be effective in meeting our LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of the district. Our intention is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the overall efficiency and effectiveness of our programs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, CUSD has calculated that it will receive $2,339,221, in Supplemental funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.78%. CUSD has will meet the 8.78% proportionality percentage by planning to expend all the supplemental funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Goal 1, Action 3: Increased Professional Development - All Students (LEA-wide)
The contributing service/action will provide specific professional development to all staff on topics principally directed to our unduplicated pupils (English Learners, Low Income, and Foster Youth). Topics will include the following:

Professional development will be provided to faculty:
*Multi-Tiered System of Support
*Social-Emotional Learning
*Cultural Proficiency
*Comprehension Across Content Areas Universal Design for Learning
*Mathematics Professional Development (TK-12)
*English Language Arts / ELD Standards and instructional strategies
*VAPA Professional Development
*K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum
*Gathering and analyzing student performance data, including formative and summative assessment.

Goal 1, Action 4: Increased Professional Development - At-Promise Students (LEA-wide)
The contributing service/action will provide specific professional development to all staff on topics principally directed to our unduplicated pupils (English Learners, Low Income, and Foster Youth). Topics will include the following:

*Multi-Tiered System of Support
*Social-Emotional Learning
*Cultural Proficiency
*Comprehension Across Content Areas Universal Design for Learning
*Mathematics Professional Development (TK-12)
*English Language Arts / ELD Standards and instructional strategies
*VAPA Professional Development
*K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum
*Gathering and analyzing student performance data, including formative and summative assessment.

Goal 2, Action 4: Universal TK-2 Literacy Screener
The contributing service/action will provide early screening to determining students needing literacy interventions and supports.

Goal 2, Action 8: Big Lift (Early Literacy Initiative) Collaborative
The contributing service/action is providing our at-promise students with increased literacy supports through additional services and resources.

Goal 2, Action 9: English Language Development Interventions & Curriculum
This action will address the need by aligning a district-wide ELD curriculum directly aligned to our CA ELD standards and increase the performance of our EL students on the ELPAC.

Goal 2, Action 10: Technology Enhanced Curriculum
This action will address the need by providing Common Core state standards technology-enhanced intervention curriculum to support intervention instruction.

Goal 2, Action 12: English Language Development Secondary Sections
This action will address the need by providing ELD sections with targeted intervention aligned to ELPAC Task Types within the same ELPAC level (Emerging, Expanding, Bridging)

Goal 3, Action 1: Summer School Interventions
The service/action is identified to meet the need of our at-promise students (English Learner, Socio-economically Disadvantaged, Hispanic/Latino, Special Education, and other low performing students) to provide both enrichment services and supports in ELA/ELD, STEAM, and VAPA.

Goal 4, Action 1: Counseling Supports
The service/action is identified to meet the need of students and their families to support at-promise students in both SEL and academic supports.

Goal 4, Action 2: Family Engagement Supports
The service/action is identified to meet the need of our English Learner students and their families. An example of a strategy is to implement district-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school.

Goal 4, Action 3: Translation Services
The service/action is identified to meet the need of our Spanish-speaking families which represent about 50% of families and are in need of translation and interpretation services to access school services. This will include training and services such as oral interpretation and written translation services.

Goal 4, Action 5: Secondary Counseling Services
The service/action is identified to meet the need of our at-promise secondary students. This action will provide academic counseling to high school students to ensure the completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).

Goal 5, Action 1: Continue Implementation of our Multi-Tiered Systems of Support (MTSS) to support our at-promise groups of students
The service/action is identified to meet the need to further define and provide Tier 2 and Tier 3 Interventions to our at-promise students in order to support social and academic achievement.

Goal 5, Action 2: Elementary Reading Intervention Teachers

The service/action is identified to meet the need additional during school and after school interventions. These interventions will support our elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers.

Goal 5, Action 3: Increased during school and after school enrichment service
The service/action is identified to meet the need additional during school and after school interventions and enrichment services in STEAM and VAPA. These interventions will support our elementary and middle school students performing below grade level.

Our increased and improved goals, actions, and services will support our collective impact as a district by increasing and improving the overall quality of supports for our unduplicated and at-promise students. Below are the themes describing this impact:

John Hattie's indicators of success support the importance of increasing teacher capacity to ensure they have the tools necessary to successfully impact instruction. By increasing professional development with a focus on integrated and designated ELD strategies across all curriculum areas and by increasing during school, after school, and summer programs and interventions for English Learners, these strategies will help our English Learners achieve language proficiency at a faster rate and by default will decrease our percentage of long term English Learners.

Other strategies that will support our unduplicated students who are chronically absent are frequent monitoring of student engagement and performance through COST and SST teams, increased professional development through positive behavior intervention systems, and increased parent communication on attendance and students' academic performance. These strategies are a few examples of how our actions and services will decrease the chronic absenteeism rate of our unduplicated pupils.

As part of our MTSS structures around Social-Emotional wellbeing, our actions and services will increase counseling services for our unduplicated students. This includes an increase in Mental Health services for our students, families, and staff. In addition, we are bringing in SEL supporters that are multicultural and bilingual and will receive culturally relevant SEL services. Other strategies include, and embedding VAPA and STEAM enrichment, our unduplicated students and their families will have a strong foundation for success in college and/or career.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$31,413,226.00	$2,776,476.00	$113,000.00	$72,000.00	$34,374,702.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$27,040,991.00	$7,333,711.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Staff	$19,780,991.00				$19,780,991.00
1	2	All	New Teacher Induction Program	$3,000.00			$65,000.00	$68,000.00
1	3	English Learners Foster Youth Low Income	Increased Professional Development (All Students)	$20,000.00				$20,000.00
1	4	English Learners Foster Youth Low Income	Increased Professional Development (At-Promise Students)	$5,000.00	$10,000.00			$15,000.00
1	5	All	NGSS Instruction - Elementary	$13,000.00		$103,000.00		$116,000.00
1	6	All	NGSS Support	$5,000.00		$10,000.00		$15,000.00
1	7	English Learners Foster Youth Low Income	AVID Program	$150,000.00				$150,000.00
1	8	All	Career Technical Education Program	$109,000.00				$109,000.00
1	9	English Learners Foster Youth Low Income	Credit Recovery	$75,000.00				$75,000.00
1	10	English Learners Foster Youth Low Income	Early College Access (At-Promise Students)	$10,000.00				$10,000.00
1	11	Students with Disabilities	Special Education Services		$2,766,476.00			$2,766,476.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	English Language Arts district-wide aligned curriculum	$300,000.00				$300,000.00
2	2	English Learners	English Language Development district-wide aligned curriculum	$60,000.00				$60,000.00
2	3	All	MTSS Implementation: District Wide formative and summative assessments	$100,000.00				$100,000.00
2	4	English Learners Foster Youth Low Income	Universal TK-2 Literacy Screener	$50,000.00				$50,000.00
2	5	All	Grades TK-3 reduced ratio of 24-to-1	$4,500,000.00				$4,500,000.00
2	6	All	Spanish Courses	$500,000.00				$500,000.00
2	7	All	Dual Immersion Preschool	$200,000.00				$200,000.00
2	8	English Learners Foster Youth Low Income	Big Lift (Early Literacy Initiative) Collaborative	$3,000.00			$7,000.00	$10,000.00
2	9	English Learners	English Language Development Interventions & Curriculum	$110,000.00				$110,000.00
2	10	English Learners Foster Youth Low Income	Technology Enhanced Curriculum	$33,221.00				$33,221.00
2	11	Students with Disabilities	Dyslexia Intervention and Common Core Aligned Materials	$15,000.00				$15,000.00
2	12	English Learners	English Language Development Secondary Sections	$100,000.00				$100,000.00
2	13	English Learners	English Language Development Specialists	$200,000.00				$200,000.00
3	1	English Learners Foster Youth Low Income	Summer School Interventions	$200,000.00				$200,000.00
3	2	English Learners Foster Youth Low Income	Interventions and Tutoring	$150,000.00				$150,000.00
3	3	All	Community & Parent Engagement Committees	$20,000.00				$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners	Family & Student Case Management	$5,000.00				$5,000.00
4	1	English Learners Foster Youth Low Income	Counseling Supports	$70,000.00				$70,000.00
4	2	English Learners Foster Youth Low Income	Family Engagement Supports	$150,000.00				$150,000.00
4	3	English Learners	Translation Services	$75,000.00				$75,000.00
4	4	All	Improved School Facilities	$3,467,014.00				$3,467,014.00
4	5	English Learners Foster Youth Low Income	Secondary Counseling Services	$259,000.00				$259,000.00
4	6	All	Multi Tiered Systems of Supports	$75,000.00				$75,000.00
5	1	English Learners Foster Youth Low Income	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	$50,000.00				$50,000.00
5	2	English Learners Foster Youth Low Income	Elementary Reading Intervention Teachers	$400,000.00				$400,000.00
5	3	English Learners Foster Youth Low Income	Increased during school and after school enrichment services	$150,000.00				$150,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,325,221.00	$2,342,221.00
LEA-wide Total:	$1,053,221.00	$1,063,221.00
Limited Total:	$1,063,000.00	$1,070,000.00
Schoolwide Total:	$429,000.00	$429,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Increased Professional Development (All Students)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	4	Increased Professional Development (At-Promise Students)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$15,000.00
1	7	AVID Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate & Half Moon Bay High School 6th-12th grade	$150,000.00	$150,000.00
1	9	Credit Recovery	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Pilarcitos & Half Moon Bay High Schools	$75,000.00	$75,000.00
1	10	Early College Access (At-Promise Students)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Half Moon Bay and Pilarcitos High Schools	$10,000.00	$10,000.00
2	2	English Language Development district-wide aligned curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,000.00	$60,000.00
2	4	Universal TK-2 Literacy Screener	LEA-wide	English Learners Foster Youth	All Schools	$50,000.00	$50,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	8	Big Lift (Early Literacy Initiative) Collaborative	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$3,000.00	$10,000.00
2	9	English Language Development Interventions & Curriculum	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Elementary Schools	$110,000.00	$110,000.00
2	10	Technology Enhanced Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,221.00	$33,221.00
2	12	English Language Development Secondary Sections	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary Schools	$100,000.00	$100,000.00
2	13	English Language Development Specialists	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hatch, El Granada, Cunha, and Half Moon Bay High School	$200,000.00	$200,000.00
3	1	Summer School Interventions	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
3	2	Interventions and Tutoring	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
3	4	Family & Student Case Management	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	$5,000.00
4	1	Counseling Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$70,000.00
4	2	Family Engagement Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
4	3	Translation Services	LEA-wide	English Learners	All Schools	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	Secondary Counseling Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate and Half Moon Bay High School 6th-8th grade	$259,000.00	$259,000.00
5	1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
5	2	Elementary Reading Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$400,000.00	$400,000.00
5	3	Increased during school and after school enrichment services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$150,000.00	$150,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

     Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.