Cabrillo Unified School District
Local Control Accountability Plan 2026-2027
Stakeholder Input: Superintendent Feedback

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
Educational Partners	• Strengthen math and language arts instruction. • Continue mental health and SEL supports. • Address chronic absenteeism. • Sustain early literacy and culturally responsive classrooms. • Increase focus on diversity, inclusion, and equity. • Deepen family engagement strategies. • Strengthen college/career pathways and partnerships.	In early January, the District communicated LCAP input session schedules to all families. Meetings held throughout January and February targeted specific stakeholders, including DELAC, families, community members, and staff (classified, certificated, and leadership). Notes from these discussions were shared with the Superintendent to inform feedback for each group.	The District thanks all educational partners for their collaboration. Your collective voice is essential for strengthening our programs and support systems. We will thoroughly examine these recommendations within our strategic planning and resource allocation processes to ensure alignment with our mission of equity and excellence. Review priorities include instructional frameworks, mental health initiatives, absenteeism strategies, and community partnerships.
CUSD Administrator Leadership Team	1. **Districtwide Academic Coaching and Instructional Support** ○ Districtwide math and literacy coaches. ○ Professional development in literacy, academic vocabulary, close reading, and writing.	**Administrative Engagement Process** Site administrators engaged in LCAP development through monthly leadership meetings. They reviewed student outcome data and Differentiated Assistance (DA) context to refine services for unduplicated student groups.	The District values the comprehensive input from site administrators. We will prioritize cohesive, standards-aligned instruction, districtwide academic coaching, and a strengthened MTSS framework. Commitment remains high for expanding counseling, attendance services, and teacher mentorship, while ensuring equitable

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	2. **Expanded Academic Interventions and Tutoring** ○ Math intervention teachers and elementary reading interventions. ○ High-dosage tutoring, after-school tutoring, and CAASPP preparation. 3. **Strong Multi-Tiered Systems of Support (MTSS)** ○ Districtwide MTSS/Intervention Coordinator. ○ Tier II interventions and data-based progress monitoring. 4. **Curriculum Alignment and Assessment Systems** ○ Districtwide curriculum alignment. ○ Common benchmark assessments and ongoing data analysis. 5. **Protected Instructional Time and Effective Scheduling** ○ Protected instructional time for core subjects. ○ Structured PLC time for collaboration and instructional improvement. 6. **Student Wellness and Counseling Supports** ○ Elementary counseling services.	Structured discussions provided targeted input on instructional supports, interventions, and family outreach, ensuring the plan remains responsive to site-specific needs.	access to rigorous coursework and targeted ELD supports.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	○ Wellness centers, PBIS, restorative practices, and trauma-informed supports. 7. **Student Engagement, Enrichment, and College/Career Readiness** ○ Expanded enrichment opportunities, CTE pathways, and dual enrollment. ○ Advisory programs supporting mentoring and academic planning. 8. **Attendance and Engagement Supports** ○ Attendance support systems and services. ○ Social work services for attendance monitoring and family outreach. 9. **Family Engagement and Parent Education** ○ Family engagement events and parent education opportunities. ○ Information on CAASPP, graduation requirements, and A–G eligibility. 10. **Teacher Support and Professional Development** ○ Induction and mentorship programs for new educators. ○ Training in restorative, trauma-informed, and		

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	culturally responsive practices. *(Socioeconomically Disadvantaged, English Learners, and Foster Youth)* In addition to the services listed above for all students, principals emphasized the following targeted supports: 1. **Expanded English Learner Supports** ○ High-quality ELD curriculum and designated ELD instruction. ○ Professional development in integrated ELD strategies across content areas. ○ Bilingual ELD TOSA providing coaching, classroom support, and ELPAC preparation. 2. **Early Literacy Support for Multilingual Learners** ○ Research-based phonics instruction across grade levels. ○ Spanish literacy programs, including Esperanza, to support biliteracy development. 3. **Targeted Academic Interventions**		

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	○ High-dosage tutoring and intervention programs for unduplicated students. ○ Early identification and support for recently reclassified English Learners (RFEPs). 4. **Attendance and Social-Emotional Support** ○ Bilingual social worker/family liaison supporting attendance, home visits, and family outreach. ○ Wellness check-ins and mentoring for foster youth and socioeconomically disadvantaged students. 5. **Family Engagement for Multilingual and Underserved Families** ○ Expanded communication and engagement opportunities for Spanish-speaking families. ○ Family workshops designed to support English Learner families. ○ Collaboration with ELAC and other family engagement programs. 6. **Access and Equity in Rigorous Coursework** ○ Continued removal of barriers to honors, AP, and		

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	college preparatory courses. ○ Ongoing monitoring of equitable access to rigorous academic opportunities.		
Parents of students with disabilities receiving Special Education Services	● Provider continuity and reduced staff turnover (speech, OT, counseling). ● Increased paraprofessional and bilingual staffing. ● Advocacy for restorative practices and positive behavior supports. ● Expansion of Extended School Year (ESY) and tutoring for students with disabilities. ● Inclusive practices and multi-modal learning tools in classrooms.	Following multiple outreach attempts, a meeting was held where the presenter detailed the LCAP process and dashboard data. Parents provided input on concerns regarding summer school opportunities and the use of electronic devices. All feedback was documented for the stakeholder input sheet.	We thank the families of students with disabilities for their advocacy. Your input on service continuity, staffing, and inclusive practices directly informs our planning. We are reviewing service delivery models, behavioral strategies, and resource allocation to ensure comprehensive support for all learners.
Parent Advisory Group (PTO)	● Enhance academic offerings to retain students and prepare for the future. ● Reinstate advanced programs and challenge all students. ● Increase parent engagement and improve communication regarding services. ● Provide PD for teachers and help parents support student learning.	Families received LCAP session invites via SchoolMessenger. A virtual meeting for parents and community members focused on the budget, academic support, and strategies to motivate students for upcoming assessments.	Thank you to our parent advisory group for prioritizing academic excellence. We are evaluating recommendations to reinstate advanced coursework, improve communication systems, and analyze intervention frameworks to better serve our community.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	● Shift focus from aggressive attendance to academic support and intervention. ● Prioritize staff compensation and site-based community building.		
Students	**Student Motivation & Buy-In** ● **Lack of Consequence:** Because CAASPP scores aren't attached to course grades, students view the test as "optional" or low-stakes, leading to a lack of effort. ● **The "Why" Factor:** Students don't understand the impact these scores have on the school's reputation or the district's funding; knowing the "why" would increase buy-in. ● **Incentive Programs:** Shifting grades from "punishment" to "reward" (e.g., using scores to boost a grade, offering extra credit, or giving participation points) provides a tangible reason to try. ● **Healthy Competition:** Creating a rivalry or performance-based competition with local	Staff coordinated with Leadership teachers to facilitate an LCAP discussion with 47 student representatives across all grade levels. Feedback centered on student perspectives regarding assessment motivation and logistics.	The District appreciates the candid student feedback. We will address the "Why" behind testing through increased transparency and provide technical training to ensure students feel prepared and motivated.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	schools like Terra Nova could spark motivation. **Teacher Influence & Attitude** ● **Setting the Tone:** Students mirror their teachers; if teachers are indifferent or cynical about the CAASPP, students won't care either. ● **Instructional Quality:** There is a perceived gap between experienced teachers (who prepare students well) and newer teachers who may struggle with the material or the "buy-in" aspect. ● **Energy & Appeal:** Teachers need to show more energy and effort in presenting the test to make it feel important rather than just a chore. **Logistics & Classroom Impact** ● **The "Homework Trap":** If teachers assign regular work immediately after testing, students rush through the CAASPP to avoid having extra homework. ● **Instructional Loss:** Students resent missing		

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	class time because it causes them to fall behind in their regular subjects. ● **Schedule Flexibility:** Teachers should be encouraged to pause or adapt their lesson plans during testing weeks to reduce student stress and workload. **Preparation & Training** ● **Technical Familiarity:** Teachers should provide specific training and practice tests so students are comfortable with the software before the actual exam. ● **Communication Gap:** There is a general lack of transparency—students rarely see their results, which prevents them from caring about the outcome.		
District English Learner Advisory Committee (DELAC) **January**	● Administrator Spanish-speaking skills to build community trust. ● Structured math and reading intervention programs with specialists.	The District held an interactive in-person session with DELAC to gather priorities for each LCAP goal. Feedback was collected via posters and group discussion, with bilingual responses provided to ensure equitable access and transparency.	Thank you to our English Learner families for these essential insights. We are reviewing staffing structures, intervention programs, and community engagement strategies to enhance the educational experience and foster an inclusive environment.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
14,2026	• On-campus availability of school nurses and counselors. • Expanded summer school and enrichment offerings. • Increased instructional aides and direct teacher support for struggling students.		
California School Employees Association (CSEA) **February 25, 2026**	• Math support resources and equitable intervention services across sites. • Increased counselor, therapist, and paraprofessional support (including bilingual staff). • Improvement of campus cleanliness and student absenteeism. • Professional development for classified staff in math support. • Parent education on student technology use.	The District engaged CSEA members through presentations and real-time feedback sessions. Representatives provided suggestions on each LCAP goal, which were documented and considered during plan development.	Thank you to our classified representatives for highlighting the need for attendance support and professional development. We are committed to exploring tailored training in PBIS and strengthening systems that support a positive campus climate.
Cabrillo Unified Teachers Association (CUTA) ***February 11, 2026***	ELA - Reading Intervention is important. Reading Intervention at HS and MS. Students struggle with reading comprehension and the retention of information/material. Student skills need improvement, especially in HS and MS. Supplemental reading to help	CUTA members were invited to a session involving a presentation of LCAP goals and current services. Members provided feedback and recommendations that were documented to inform final plan development.	The District thanks the teacher association for their classroom expertise. We are reviewing reading intervention effectiveness, ELD staffing stability, and curriculum alignment to better support student achievement and professional growth. We appreciate the candid input regarding academic rigor, technology use, early intervention, and inclusive

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
	students. Reading is important bc if students struggle with reading, they will struggle with reading across content areas ELD - HS and MS, our ELD teachers rotate every few years. How to bring stability? Can we support a long-term ELD department chair? Increase training. Develop ongoing curricular programs and, when we hire or place ELD leads, let's increase training for these positions Ex: We had an ELD bookroom The AVID Program is impressive and supports our students with organizational skills, and students communicate with teachers to obtain makeup work. Reading comprehension needs to be a focus for elementary students. There has been a bit of focus on phonics, and we also need to integrate reading comprehension and writing. Students need to synthesize the reading verbally and through writing. Math literacy TK-Algebra Ex-Plot…math vocabulary and key concepts is not aligned with elementary and middle school This becomes difficult for our EL students		practices. The district will review instructional balance to ensure appropriate integration of technology while maintaining strong literacy, writing, and math instruction. We will examine early identification practices, including screening and intervention supports in primary grades, and assess staffing needs, particularly instructional aides where feasible within budget constraints. Regarding preschool services and ESY, we will evaluate program models and funding structures to ensure compliance and equitable access while recognizing fiscal limitations. Professional development for general education teachers will continue to focus on neurodiversity, inclusive strategies, and differentiated instruction. The district remains committed to ensuring students with disabilities are equitably represented in achievement discussions and improvement planning.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
Budget Advisory Committee /LCAP Parent Advisory Committee	On June 11, 2026, the District presented the LCAP draft to the Parent Advisory Committee. Members reviewed student data and proposed expenditures, providing questions and input that were recorded for final plan considerations.	**1**. Elementary split classes. The District has confirmed that eliminating elementary split classes would require approximately five teaching positions, implying a move from three splits this year to approximately five in 2026–27. The LCAP's most repeated commitment is strengthening Tier 1 instruction, and the student groups whose results placed us in Differentiated Assistance receive nearly all of their instruction in those Tier 1 classrooms. What is the District's educational justification for increasing the number of combination classes — a Tier 1 condition that requires one teacher to deliver two curricula — at the grade levels and schools where these students are concentrated, and when was this presented to the Board as a decision rather than an enrollment inevitability? 2. Class sizes at the contractual maximum. The collective bargaining agreement sets *maximum* class sizes, and page 26 of the LCAP records CUTA's feedback that larger classes "limit teachers' ability to differentiate instruction... particularly for unduplicated student groups." A classroom staffed at the ceiling has no capacity to absorb a mid-year enrollee, a new IEP, or routine churn — a cost the District itself recognizes	The District acknowledges concerns regarding split classes, class sizes, and site-level staffing. We remain committed to balancing fiscal sustainability with instructional quality. We will continue to evaluate enrollment and staffing to prioritize Tier 1 instruction, student connectedness, and rigorous academic pathways, while also monitoring discipline data to sustain long-term behavior interventions.

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
		through the contract's overage-pay provision. What is the District's justification for staffing to the contractual maximum rather than to a working standard below it, and how is that practice consistent with the LCAP's Priority 4 goals and Goal 4 retention commitments? 3. Cunha classroom positions and electives. What was the final decision on the two Cunha classroom positions following the May 15 deadline, and what is the educational justification for reducing classroom sections and elective choice at Cunha — the school with the District's lowest school-connectedness (41%) and safety (43%) survey results, and 0% EL math proficiency in grade 7 — when the enrollment projections presented to the Board did not show a meaningful decline at Cunha next year? 4. AP and honors at HMBHS. AP Statistics, AP Computer Science, and a section of Band were not offered, attributed to insufficient student enrollment — yet enrollment in singleton courses is heavily shaped by staffing allocations and master-schedule compression, and the Red College & Career Indicator drove our Priority 8 Differentiated Assistance identification. What is the	

Stakeholder Group	Stakeholder Input (Main Themes)	What was the process of the Engagement for that meeting	Superintendent Feedback
		District's justification for reducing AP and honors sections at the high school, and what staffing allocation would be required to restore them? 5. How support positions reach students. For each new or continuing support position and outside instructional contract in the 2026–27 plan, will the District provide: (a) the percentage of time spent in direct instruction or direct classroom support, versus coordination, coaching, and administration; (b) whether a classroom teacher can access the support without a referral or scheduling process; and (c) whether the position is deployed according to unduplicated-student concentration by site? And will the Superintendent commit to presenting the Board, before the staffing plan is finalized, what the same dollars would purchase in classroom staffing — sections, split-class elimination, and classroom-assigned aides — so the Board can weigh both paths? 6. Student Suspension Rates Compare the 2025-26 year with previous years.	

Summary of Superintendent Feedback and Alignment with Stakeholder Themes

The following table summarizes how the Superintendent has addressed the primary themes raised across all stakeholder engagement sessions.

Stakeholder Group & Key Themes	District Alignment & Superintendent Response
Educational Partners & DELAC: Math/ELA instruction, mental health, and family engagement.	Commitment to a comprehensive review of instructional frameworks and expansion of community partnership structures to ensure equitable access.
Administrator Leadership Team: Academic coaching, MTSS, and data-based progress monitoring.	Prioritizing districtwide academic coaching in math and literacy, and strengthening MTSS with a new District Coordinator role.
Special Education Parents & CSEA: Provider continuity, inclusive practices, and paraprofessional support.	Evaluating service delivery models to reduce turnover and assessing staffing needs for bilingual/special education aides.
Parent Advisory Group (PTO): Academic rigor, advanced programs, and communication.	Reviewing opportunities to reinstate advanced coursework and improving notification systems for students at academic risk.
Students: Motivation for assessments and technical preparation.	Addressing the "Why" factor through better transparency of results and technical training for testing software.
CUTA & CSEA: PD for staff, reading intervention at secondary levels, and campus climate.	Investing in professional learning for both certificated and classified staff, with a focus on literacy strategies and PBIS.