LCFF Budget Overview for Parents

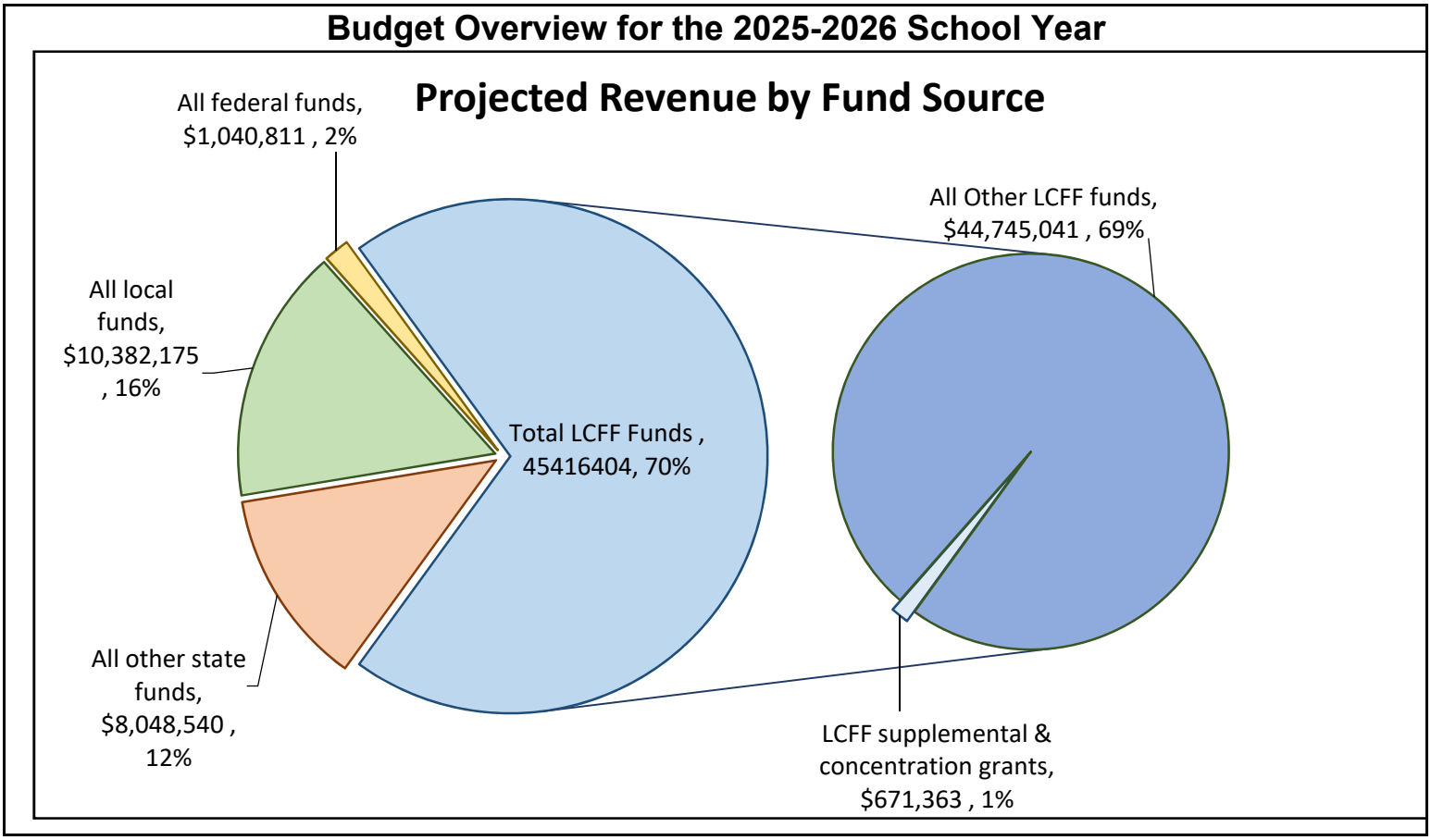
Local Educational Agency (LEA) Name: La Cañada Unified School District

CDS Code: 19-64659-000000

School Year: 2025-2026

LEA contact information: Melissa Shepherd

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).

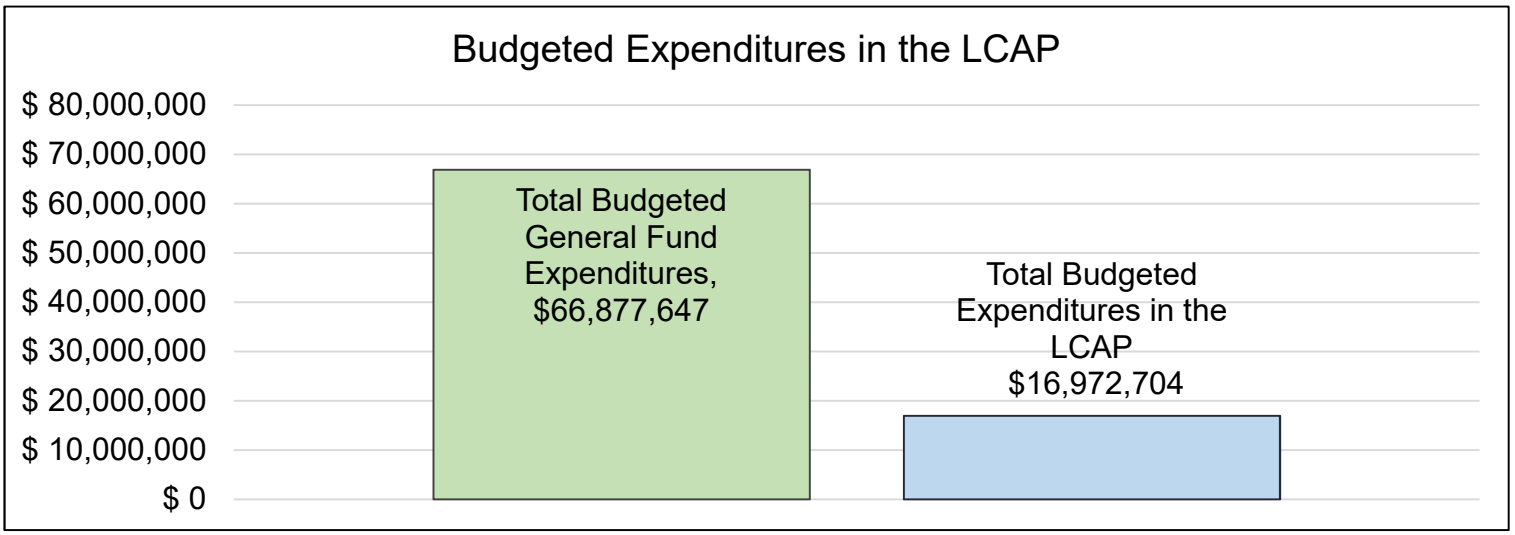


This chart shows the total general purpose revenue La Cañada Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Cañada Unified School District is $64,887,930.00, of which $45,416,404.00 is Local Control Funding Formula (LCFF), $8,048,540.00 is other state funds, $10,382,175.00 is local funds, and $1,040,811.00 is federal funds. Of the $45,416,404.00 in LCFF Funds, $671,363.00 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.



This chart provides a quick summary of how much La Cañada Unified School District plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: La Cañada Unified School District plans to spend $66,877,647.00 for the 2025-2026 school year. Of that amount, $16,972,704.00 is tied to actions/services in the LCAP and $49,904,943.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

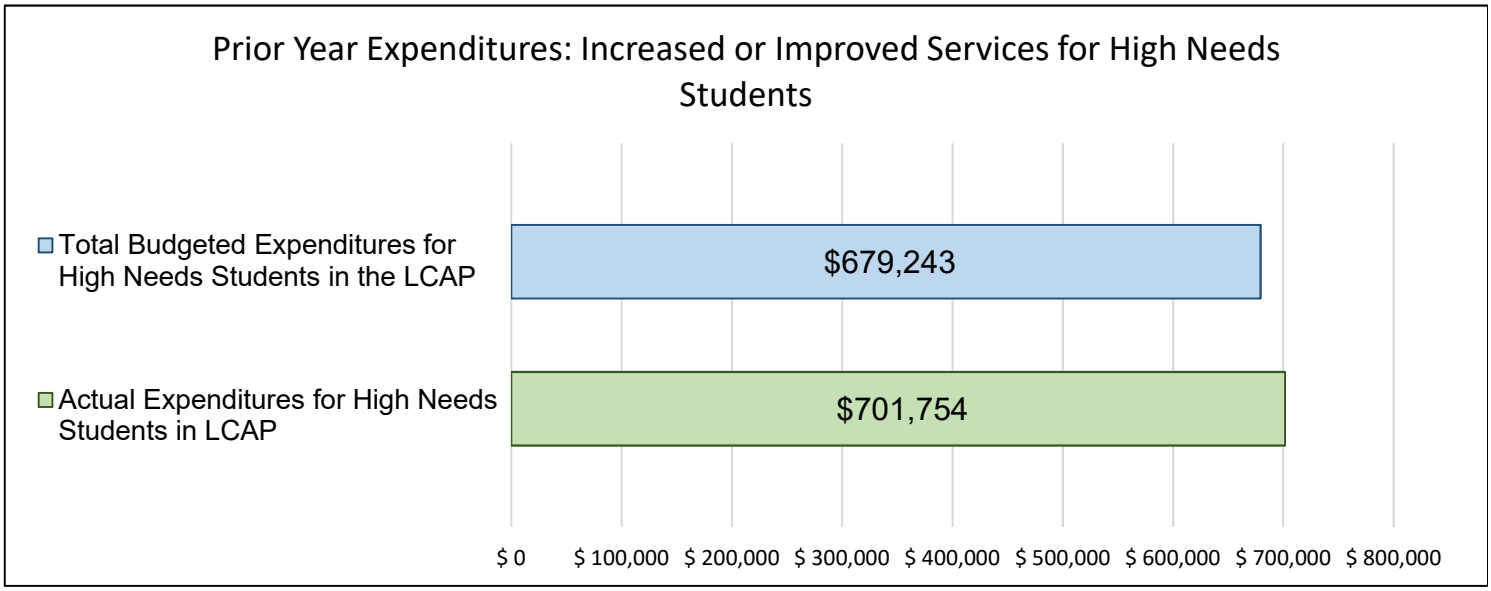
The funds not identified in the LCAP include monthly utilities, systems related to school management such as the student information system, and salaries and benefits not related to LCAP goal (ie: classified support salaries. teachers not directly related to LCAP services. and most administrative salaries).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, La Cañada Unified School District is projecting it will receive $671,363.00 based on the enrollment of foster youth, English learner, and low-income students. La Cañada Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Cañada Unified School District plans to spend $717,800.00 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 2024-2025



This chart compares what La Cañada Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what La Cañada Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, La Cañada Unified School District's LCAP budgeted $679,243.00 for planned actions to increase or improve services for high needs students. La Cañada Unified School District actually spent $701,754.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Canada Unified	Karen Hurley Executive Director of Programs and Services	khurley@lcusd.net 8189528391

Plan Summary 2025-2026

General Information

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

La Cañada Unified School District
OUR SUCCESS IS INTENTIONAL
La Cañada Unified School District stands as a beacon of educational excellence within our vibrant learning community. Rooted deeply in our commitment to personal growth and academic achievement, La Cañada schools exemplify a national standard for high academic achievement, citizenship, and student well-being. LCUSD empowers children, educators, families and communities to reach their full potential. Our success is intentional.

Comprising three elementary schools and a combined 7-12 school, LCUSD boasts a current student enrollment of approximately 3973. Each school within our district has developed a "Responsive Teaching Plan" aimed at providing tailored support in mastering academic standards and in building their full capacities; socially, emotionally, physically and cognitively.

La Cañada Unified School District encompasses the residential community of La Cañada Flintridge, situated in the foothills about thirteen miles north of downtown Los Angeles. Renowned for being the home of the Jet Propulsion Laboratory and Descanso Gardens, La Cañada Flintridge attracts professionals seeking top-tier education and a strong sense of community spirit.

Parent participation and involvement in the schools are extensive as evidenced by a robust La Cañada Educational Foundation which contributes over 2 million dollars annually to the district. There is also active volunteerism and program support by the PTA at each school site and the Spartan Boosters at LCHS 7-12 along with parent involvement on various district committees.

Our commitment to academic excellence extends beyond graduation, with approximately 99% of our seniors enrolling in post-secondary education, pursuing opportunities at some of the nation's most prestigious colleges and universities, always mindful of finding the "best fit" for their aspirations.

Recognized for their outstanding achievements, several LCUSD schools have been honored with the California Distinguished School award, including La Cañada Elementary (2010, 2014, 2023), Palm Crest Elementary (2014, 2020, 2023), Paradise Canyon (2014, 2023), and La Cañada High School (2021). Moreover, our schools have garnered national acclaim, with La Cañada Elementary earning the National Blue Ribbon School Award in 2013, followed by Palm Crest Elementary achieving the esteemed title of National Blue Ribbon Exemplary High Performing School in 2021, and Paradise Canyon Elementary continuing this legacy by securing the National Blue Ribbon award in

2022. Additionally, La Cañada High School 7/8 has been recognized as a National Forum "School to Watch" in 2014 and 2017, while all four schools have been honored as Gold Medal winners by California Business for Education Excellence. The U.S. Department of Education has also commended LCHS for its “high achievement and exemplary programs”, recognizing its rich extracurricular activities and strong community support. At LCUSD, excellence isn't just a goal; it's our intentional commitment to shaping the leaders and innovators of tomorrow.

Reflections: Annual Performance

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

LCUSD remains committed to academic excellence and whole-child development. The district is proud of its tradition of high achievement and its strong programs in academics, music and the arts, athletics, and student wellness. These offerings play a vital role in supporting students’ academic, social, emotional, and physical growth. Academic programs challenge students to reach their full potential and develop essential critical thinking skills. Enrichment opportunities in music, arts, and languages foster creativity, collaboration, and talent development. Athletic programs promote fitness, teamwork, and leadership—skills that contribute to success both in school and beyond. Through this well-rounded approach, LCUSD prepares students to thrive in an increasingly complex world.

Student performance on the 2024 CAASPP and California School Dashboard reflects continued academic strength. In ELA, 86.75% of students met or exceeded standards, scoring 99.8 points above the Distance from Standard (DFS). In mathematics, 83.95% met or exceeded standards, with a DFS of 89 points. According to the 2024 CA Dashboard, all students scored at the blue (very high) level in both ELA and math.

Several student subgroups also demonstrated strong performance:
Blue level (very high) in both ELA and math: Asian, English Learner, and Filipino students
Blue level (very high) in math: Students identifying as Two or More Races and White
Green level (high) in ELA: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White students
Green level (high) in math: Hispanic and Socioeconomically Disadvantaged students
No subgroups scored at the red (very low), orange (low), or yellow (medium) levels in either subject, except Students with Disabilities, who scored at the yellow level in math.

Chronic absenteeism showed significant improvement across LCUSD in 2023–24. District-wide, the rate dropped by 3.2 percentage points, with only 3.9% of students chronically absent. All student subgroups saw reductions, ranging from 1.5% to 8.5%. Notably, Paradise Canyon Elementary reported a 4.3 percentage point decline, with just 4.9% of students chronically absent. The white subgroup, previously in the red (very low) performance level in 2022–23, improved by 7.3 percentage points, advancing to the green (high) level.

The English Learner Progress Indicator (ELPI) showed significant improvement in 2023–24, with 85.5% of English Learners making progress toward English proficiency on the Summative ELPAC—an increase of 32.4 percentage points from the previous year. This growth reflects the continued implementation of integrated and designated ELD instruction by general education teachers, along with targeted support from highly qualified ELD specialists throughout the 2024–25 school year.

Suspension rates were identified as an area of need for LCUSD in 2023–24. District-wide, 1.2% of students were suspended at least one day which was an increase of 0.4 percentage points from the previous year. Several subgroups saw increases:
Yellow (medium) Filipino, Hispanic, Two or More Races, and White students
Orange (low): English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
LCUSD will continue to address this need through action 3.1 Positive Behavior Intervention Supports and action 3.7, promote health and wellness via the wellness center.

LCUSD maintained a 98% graduation rate in 2023–24, earning a blue (very high) performance level. All student subgroups also scored at the blue level, except Students with Disabilities, who were at the orange (low) level.

The following data is in reference to the 2023 California Dashboard which reflects the area of lowest performance. At Paradise Canyon Elementary, the white subgroup scored at the red level (very low). Action 3.10 will continue to support the white subgroup at Paradise Canyon Elementary.

LCUSD fully expended the Learning Recovery Emergency Block Grant (LREBG) funds during the 2023-24 school year.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Students in grades 7–12 were invited to take part in the LCAP survey to share their thoughts on goal progress and development. From November to January, specific student leadership groups met with members of the LCAP/PAC Outreach Team to give more detailed feedback. This year, participating groups included 7/8 ASB, 9–12 ASB, 9–12 PTSA, and 7/8 PTSA.
Parents/Guardians	All parents/guardians were encouraged to participate in the LCAP survey to share their reflections on goal progress and development. In addition to the survey, specific family-based educational partner groups met with LCAP/PAC Outreach Team members between November and January to provide more in-depth input. This year, those groups included the Armenian-American Parents' Association, LCFEF Directors, PCR PTA, LCE PTA, PCY PTA, LCHS 7/8 PTA, LCHS 9-12 PTSA, and Spartan Boosters. Other participating groups were the LCHS Music Parents Association, LCHS Choral Parents Association, La Canada Engineering Robotic Club, and various LCAP/SSC Committees from PCR, LCE, PCY, and LCHS. Additional voices came from DELAC, the Korean-American Parents' Association, Chinese-American Parents' Association, and GATE.
Other School Personnel	Other school personnel were invited to participate in the LCAP survey to provide reflections on goal progress and development.
Community Partners	The community was notified on May 19, 2025, via the Daily News Los Angeles of the opportunity to submit written comments regarding the actions and expenditures outlined in the 2025–26 LCAP. A copy of the draft2025–26 LCAP was made available for public review at the La Cañada USD Business Office from May 20, 2025, through June 3, 2025.
Teachers	Teachers were invited to participate in the LCAP survey to provide reflections on goal progress and development. Additional feedback and input were gathered during a staff meeting held in the winter.
Principals	Principals were invited to participate in the LCAP survey to share reflections on goal progress and development. Additionally, input and feedback for the 2024-25 LCAP and for the development of the 2025-26 LCAP was collected during Leadership meetings throughout the year.
Confidential Managerial and Supervisory Association (CMSA) Administrators	CMSA administrators were invited to participate in the LCAP survey to provide reflections on goal progress and development. In addition, representatives from the LCAP/PAC Committee convened a meeting with CMSA administrators on March 10, 2025, to gather input and feedback on the 2024–25 LCAP and to support the development of the 2025–26 LCAP.
La Cañada Teachers' Association (LCTA) of La Canada Unified School District	Certificated staff were invited to participate in the LCAP survey to provide reflections on goal progress and development. In addition, representatives from the La Cañada Teachers Association LCAP/PAC Committee held meetings with certificated staff to gather input and feedback on the 2024–25 LCAP and to support the development of the 2025–26 LCAP. This meeting was held on December 9, 2024.
California School Employees' Association (CSEA) of La Canada Unified School District	An email was sent to CSEA staff inviting them to participate in the LCAP survey to provide reflections on goal progress and development for the 2024-25 LCAP. Additionally, the CSEA Union President is involved in the LCAP/PAC committee and provides feedback representing the CSEA membership and she also shares information gathered from the LCAP meetings with her membership.
Parent Advisory Committees and SELPA	The LCAP/Parent Advisory Committee (PAC) convened multiple times throughout the 2024–25 school year to review the LCAP goals, metrics, and actions. The committee gathered input and feedback from educational partners and contributed to the development of the 2025–26 LCAP. A draft of the2025–26 LCAP was sent to the LCAP/PAC on May 8, 2025. The Superintendent responded to questions and comments during LCAP/PAC committee meetings and subsequently provided a written response to all inquiries. The District English Learner Advisory Committee (DELAC) was consulted regarding the development of the 2025–26 LCAP during meetings held on December 18, 2024. A DELAC meeting was held May 15, 2025 where the draft copy of the 2025-26 LCAP was shared with committee members. Superintendent responded to questions and comments during LCAP/PAC committee meetings and subsequently provided a written response to all inquiries. Additionally, the Special Education Local Plan Area (SELPA) was consulted on January 15, 2025. The SELPA representative provided input and feedback on the 2024–25 LCAP and contributed to the development of the 2025–26 LCAP.

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

To ensure our Local Control Accountability Plan (LCAP) truly reflects the needs and priorities of our educational community, we implement a thoughtful and inclusive engagement process. This approach is designed to gather meaningful input from a broad range of voices across the district, encouraging collaboration in shaping our goals, refining our services, and measuring our success.

Each year, we distribute an LCAP survey to all educational partners; students, families, teachers, and staff. This survey is a key part of our outreach, asking respondents to prioritize LCAP goals and evaluate the effectiveness of current actions and services. The responses provide essential insight into what's working well and where we have room to grow.

Beyond surveys, we place high value on face-to-face engagement. Annually, members of the LCAP/Parent Advisory Committee meet with more than 25 different groups, ensuring representation from a wide spectrum of educational partners. These in-person sessions include updates on LCAP progress and open discussions where we actively listen to feedback on existing actions and services and future needs. These conversations play an important role in promoting transparency, building trust, and keeping our work aligned with what matters most to our educational partners.

All input, both quantitative and qualitative, is carefully analyzed and shared with the LCAP/Parent Advisory Committee, which includes representatives from various segments of our community. This committee examines the feedback to help inform updates to our plan, ensuring it evolves in response to the real experiences and perspectives of our community.

Through this ongoing cycle of listening, reviewing, and refining, we stay committed to a collaborative approach in shaping our educational future. Our engagement process ensures that educational partners are not only heard but also see how their voices directly guide the district’s goals and actions. Transparency, inclusivity, and responsiveness are at the heart of our mission to serve every student effectively. Below are some of the highlights that were shared by educational partners during the 2024-25 school year. Below is input received during the Educational partner meetings and LCAP/PAC committee meetings:

Goal #1: LCUSD received strong praise for the quality and dedication of its teachers and staff. Educational partners consistently highlighted the caring and supportive nature of educators, with specific recognition for several teachers. The district’s ability to retain veteran teachers was seen as a major strength, contributing to staff stability and consistency for students. Leadership and administrative support were viewed favorably, with recognition for efforts to create inclusive environments and support new teachers through initiatives like the New Teacher Welcome and mentorship programs.

The district was also commended for its effective hiring practices, including filling all positions by the start of the school year for the first time since COVID. The selective hiring process and improved paraprofessional retention were specifically noted as well. Professional development was seen as a strength, with programs like The Reading League Summer PD and AP training earning positive feedback and staff appreciated scenario-based trainings for paraprofessionals. Additionally, wellness and retention initiatives such as YMCA memberships and staff permits for their own children to attend LCUSD schools were greatly valued.

Concerns about salary and benefits were shared by several partners, with many emphasizing the importance of ensuring that teacher compensation keeps pace with the rising cost of living and increasing expenses for benefits. Expanding opportunities for internal promotions and developing clear leadership pathways were also recommended as a way to support ongoing staff growth and professional development.

Based on Educational Partner feedback, we will continue to implement the actions in goal 1.

Goal #2: Members of the LCAP/PAC committee expressed interest in continuing with the existing actions and services. Feedback from Goal #2 highlighted that the district is recognized for its strong academic foundation, with instruction that rivals private institutions and quality teaching across all schools. Initiatives such as the Early Bird/Late Bird reading program, DIBELS implementation, and structured intervention systems (e.g., RTI) reflect a deep commitment to literacy and foundational skills. Curriculum fidelity and grade-level pacing plans further support consistent instruction. Students benefit from engaging electives like robotics, arts, and music, as well as robust ELD and elementary language programs. Technology integration and the use of AI tools are also being adopted responsibly across secondary classrooms.

Opportunities remain to strengthen consistency in instructional practices and to ensure curriculum meets the needs of all learners, including high-achievers not in the GATE program. The district should reduce overreliance on independent learning, prioritize foundational academics, and improve access to hands-on materials, especially in science. There is also a need to expand career exploration, enrichment, and elective offerings, particularly with the loss of summer programs and limited elective space.

While professional development (PD) and collaboration days exist, many staff seek more relevant, teacher-driven, and subject-specific PD, along with structured opportunities for paraprofessionals and new educators. Improved vertical articulation and curriculum alignment are also needed.

In terms of student support programs and community engagement, intervention efforts and translation services are effective, but enhancements to PBIS, special education offerings, and sensory support are needed. Better outreach for new and non-English-speaking families could improve equity and access. Finally, expanding college and career readiness programs, including life skills and interest-based planning through advisory periods, will help better prepare students for long-term success.

The majority of feedback provided by Educational Partners remains reflected in the existing actions and services outlined in the 2024–25 LCAP. Site administrators and district leadership will continue to refine and incorporate this feedback through the ongoing implementation of these initiatives. The actions and services under Goal 2 will proceed as planned.

Goal #3: Feedback for goal #3 from educational partners indicated that LCUSD has made significant strides in supporting student wellness and mental health. Wellness Centers at every site were widely praised for being safe, supportive spaces, and programs like Second Step, Kelso's Choices, and Stand Up Speak Out at the elementary levels have built a strong foundation for social-emotional learning. Families and students appreciate homework-free nights, access to counselors (especially at elementary schools), and community partnerships like SAGE. Additional efforts such as therapy dog visits and student recognition assemblies are also having a positive impact. At LCHS, many students feel seen and supported by trusted adults and appreciate the wide range of clubs offered during and after school.

Educational partners shared their concerns with the inconsistent implementation of the Challenge Success initiative. Many feel that its message is undermined by current academic practices, such as excessive AP loads and overlapping tests. Suggestions included enforcing no-homework policies over breaks, limiting AP classes students could take, and ensuring college events promote a healthier definition of success. There is also a desire for increased mental health support for underserved students, more therapeutic access, and attention to staff wellness and parent education.

The College and Career Center (C3) remains a central resource for students and families, offering personalized support, valuable career exploration events, and a welcoming, inclusive atmosphere. Educational partners would like to see greater emphasis on career pathways beyond traditional 4-year colleges. Suggestions include launching a college Q&A chatbot, integrating Challenge Success into all college-related events, reviving hands-on career nights, and boosting visibility of C3 programs for middle school students. These efforts would further support a more balanced and inclusive approach to student success and future readiness.

The feedback provided by Educational Partners did not warrant the addition of new goals or actions/services in the 2025–26 LCAP. However, input provided will be shared with site administration to explore the implementation of relevant suggestions at the site level. Based on the feedback received, the actions and services outlined under Goal 3 will continue to be implemented as planned.

Goal #4: Educational partners consistently expressed appreciation for the district's strong commitment to campus safety and security. Positive feedback highlighted quick emergency responses, secure entrances, improved communication with families, and proactive safety drills. Enhancements such as new visitor check-in systems and merged offices were noted as effective. To continue building on this progress, suggestions included expanding security camera coverage, improving signage to reduce confusion, and securing open gates.

Recent facilities upgrades such as new buildings, HVAC systems, and updated furniture were well received, contributing to a cleaner and more modern learning environment. Feedback indicated that concerns remain regarding bathroom cleanliness and maintenance, aging infrastructure, and overcrowded athletic and locker room areas. Educational partners emphasized the need for more consistent custodial efforts, ongoing campus beautification projects, and facility repairs to support both safety and daily functionality.

While there have been noticeable improvements in cafeteria services, feedback indicated that food quality can sometimes be inconsistent and that menu variety and predictability could be improved. Educational partners encouraged the district to continue upgrading food service operations to better meet student needs. Similarly, traffic flow and parking logistics across school sites remain a challenge, particularly during drop-off and pick-up times. Suggestions included creating designated parking areas for different student groups at LCHS, improving traffic patterns near congested areas, and enhancing overall carline safety.

Technology and classroom infrastructure upgrades were appreciated, but there is a continued need to address issues such as unreliable audio visual systems, poor cell reception, and outdated tech in primary grades. Staff also called for more emergency-ready tech solutions, such as hardwired phone lines and FM systems for classroom use. Feedback reflected a broader desire to improve student experiences through enhanced learning environments—ranging from shaded outdoor spaces and collaborative classrooms to creative repurposing of underused areas for hands-on STEM learning. Sustainability efforts, such as solar panels and EV charging stations, were also encouraged as part of future planning and appreciated the efforts thus far.

Based on Educational Partner feedback, we will continue to implement the actions in goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Recruit, Retain, & Train the Highest Quality Teaching, Support, & Administrative Staff	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 6

An explanation of why the LEA has developed this goal.

The District has identified this goal to prioritize hiring and retaining the highest quality administrative, teaching and support staff to ensure students are provided a world class education. Historically, newly hired teachers enter the district with notable previous experience (2023-24 newly hired staff had an average of 8.15 years of experience) and appropriate credentialing requirements met, however further education, training and professional development is essential to building on staff expertise and widening the range of courses available for students. As such, credential monitoring, professional development and training continue to be applicable metrics for this goal.

In addition, the District's Wellness and Belongingness initiative as it relates to staff has been expanded to include workplace safety and employee wellness aspects. Information gathered from the 2024 Panorama Education survey indicated a rise in school climate, with 91% of teachers and 90% of support staff perceiving the overall social and learning atmosphere of the school, including a sense of personal safety as being positive. 98% of teachers and 96% of support staff believe that "as a workplace, LCUSD provides a caring environment for working." Additionally, 100% of teachers and 98% of support staff believe that "as a workplace, their school sites take effective actions to promote safety and security."

The District's Workplace Violence Prevention Plan dovetails with the site level safety plans and provides an overall coherent, programmatic approach to student and staff safety.

LCUSD intends to maintain progress toward this goal by continuously monitoring teacher credentials, offering targeted professional development, and prioritizing employee wellness and safety through expanded initiatives, as reflected in the positive feedback received from staff in the 2024 Panorama Education survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Percent of fully credentialed and appropriately assigned teachers (Priority 1) Data Source: DataQuest TAMO by FTE Report	2022-23: Fully credentialed: 97.79% Appropriately Assigned: 96.25% ** Official data pending State release of 2022-23 DataQuest TAMO by FTE Report	2023-24: According to the internal credentialing data provided by LCUSD's Human Resources Department, CBEDS Census data from October 2024 showed the following: Fully credentialed: 90% (unofficial data***) Appropriately Assigned: 95% (unofficial data***) *** Official data pending State release of the 2023-24 DataQuest TAMO by FTE Report		2025-26: Fully credentialed: 98% Appropriately Assigned: 98%	2023-24 Fully credentialed: -7.79% (unofficial data***) Appropriately Assigned: -1.25% (unofficial data***) *** Official data pending State release of the 2023-24 DataQuest TAMO by FTE Report
2	Teacher/Staff Connectedness Teacher/Staff Connectedness through survey question: "As a workplace, LCUSD/my school promotes my sense of belonging." (Priority 6) Data Source: District End of Year Survey	2023-24: Certificated Staff: 95% Classified Staff: 94% Maintenance & District Office Staff: 100%	2024-25 Certificated Staff: 96% Classified Staff: 95% Maintenance & District Office Staff: 90%		2026-27: Certificated Staff: Maintain 2023-24 results Classified Staff: Maintain 2023-24 results Maintenance & District Office Staff: Maintain 2023-24 results	2024-25: Certificated Staff: + 1% Classified Staff: + 1% Maintenance & District Office Staff: - 10%

3	Teacher/Staff Safety Teacher/Staff Safety through survey question: "As a workplace, my school takes effective actions to promotes my safety and security." (Priority 6) Data Source: District End of Year Survey	2023-24: Certificated Staff: 100% Classified Staff: 98% Maintenance & District Office Staff: 100%	2024-25: Certificated Staff: 100% Classified Staff: 99% Maintenance & District Office Staff: 100%		2026-27: Certificated Staff: Maintain 2023-24 results Classified Staff: Maintain 2023-24 results Maintenance & District Office Staff: Maintain 2023-24 results	2024-25: Certificated Staff: Maintained 2023 results Classified Staff: + 1% Maintenance & District Office Staff: Maintained 2023 results
4	Average years of experience of newly hired certificated staff Data Source: HR Office	2023-24: 8.15 years 20 certificated staff (17.47 FTE)	2024-25: 8.14 years 22 certificated staff (21.0 FTE)		2026-27: Maintain 2023-24 results	2024-25: -0.01
5	Average total years of experience of certificated staff Data Source: HR Office	2023-24: 221 certificated staff member with an average of 17.80 overall years of experience.	2024-25: 223 certificated staff member with an average of 17.93 overall years of experience.		2026-27: Maintain 2023-24 results.	2024-25: + 0.13 overall years of experience
6	Average years of service in LCUSD of Certificated Staff Data Source: HR Office	2023-24: 221 certificated staff members with an average of 11.86 years of service in LCUSD	2024-25: 223 certificated staff members with an average of 11.96 years of service in LCUSD		2026-27: Maintain 2023-24 results	2024-25: + 0.10 years of service in LCUSD
7	Certificated Staff with Masters or Doctorate Degrees Data Source: HR Office	2023-24: Masters Degree: 80.54% Doctorate: 5.43%	2023-24: Masters Degree: 82.06% Doctorate: 4.93%		2026-27: Masters Degree: Maintain 2023-24 results Doctorate: Maintain 2023-24 results	2024-25: Masters Degree: + 1.52% Doctorate: - 0.5%

8	Staff participation in Workplace Violence Prevention Plan training	Baseline not available for 2023-24 Baseline will be added in the 2024-25 LCAP	2024-25 Baseline data: Certificated Staff: 98% Classified Staff: 100%		2026-27: Certificated Staff: Maintain 2024-25 Results Classified Staff: Maintain 2024-25 Results	Change data available in May/June 2026

Goal Analysis for 2024-2025

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

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

Of the 5 actions in Goal #1, all actions were implemented as described.

Staff Wellness and Support (Action 1.1) was very successful and continued to emphasize total compensation in recruitment efforts, including competitive salaries, strong health benefits, credit toward salary advancement, and support programs such as wellness activities, professional development, and recognitions like the "Everyday Hero" awards. Site leadership and district staff provided continuous opportunities for collaboration time and ongoing wellness supports.

The full development and rollout of the Workplace Violence Prevention Plan (WVPP) during the 2024-25 school year was largely successful. Training participation data showed that 98% of certificated staff and 100% of classified staff completed the training, establishing a strong baseline for future implementation. While the results were positive overall, opportunities for improving efficiencies, particularly in increasing certificated staff participation, were identified for continued enhancement of the program.

Candidate outreach efforts under Action 1.3 also yielded promising results. LCUSD strategically expanded its presence on platforms such as LinkedIn and Indeed and began preparations for participation in university and college job fairs. These efforts are designed to sustain the District's ability to attract highly qualified candidates, supporting the ongoing goal of ensuring that all teachers are fully credentialed and appropriately assigned.

LCUSD continued to strengthen support for new certificated staff through the BTSA Induction and Mentoring Program and its internal mentorship initiative for newly hired personnel. The BTSA program offered a structured pathway for beginning teachers to earn full credentials, contributing to strong retention rates and reinforcing the District's commitment to a highly qualified workforce. In tandem, Action 1.5 ensured that newly hired certificated staff and classified staff were paired with experienced colleagues. This mentorship fostered professional integration, supported a collaborative workplace culture, and contributed to positive outcomes across all school sites.

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

Action 3: This action was overestimated by $14,655. The Human Resources Department opted to utilize cost-effective recruitment strategies, relying primarily on free job posting platforms such as EdJoin.org rather than paid listings on "Indeed".

Action 4: The cost of the BTSA mentoring contract with the Center for Teacher Innovation was underestimated by $2,200 due to a higher-than-anticipated number of first-year teachers in 2024–25 who chose to begin the program during the current school year.

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

During the 2024-25 school year, actions implemented under Goal #1 were highly effective in advancing the District's priorities related to staff recruitment, retention, wellness, and workplace safety. Staff Wellness and Support (Action 1.1) played a key role in fostering a strong sense of connectedness among employees across all departments. According to the 2024-25 End-of-Year Panorama Education survey, 95% of certificated staff, 94% of classified staff, and 100% of maintenance and district office staff agreed that their school or workplace promotes a sense of belonging. In addition, 91% of certificated staff and classified staff responded favorably to the question, "How positive are the attitudes of your colleagues?"; a year-over-year increase of 1% for certificated staff and 2% for classified staff. Similarly, 90% of certificated staff and 91% of classified staff rated their overall working environment positively, reflecting gains of 2% and 4%, respectively. These strong results highlight the effectiveness of wellness initiatives, professional collaboration, and consistent employee recognition in building a supportive and engaged work culture.

Action 1.2 tied to safety training and ongoing monitoring strengthened staff perceptions of school safety. This was evident in the 2024-25 End-of-Year Panorama Education survey, where 100% of certificated staff and 98% of classified staff reported that their schools take effective actions to promote safety and security. The development and implementation of the Workplace Violence Prevention Plan, coupled with monthly site safety meetings, were instrumental in achieving these outcomes.

Action 1.3 supported the District's efforts to attract high-quality candidates for open positions. While final credentialing data from the state's is still pending, internal analysis indicated that the average years of experience for newly hired certificated staff in 2024 held steady at 8.14 years, closely aligned with the previous baseline of 8.15 years. This consistency reflects LCUSD's ongoing commitment to hiring experienced and capable educators. Furthermore, the 2024-25 End-of-Year Panorama Education survey revealed that 92% of certificated staff and 91% of classified staff felt the district supports their personal growth, while 93% of certificated staff and 90% of classified staff reported feeling supported in their professional development.

Support through the BTSA Induction and Mentoring Program (Action 1.4) played a critical role in ensuring that credential-seeking certificated staff received the guidance needed to grow in their practice and meet state requirements. In parallel, the District's mentorship efforts (Action 1.5) provided newly hired staff with valuable, job-alike mentoring opportunities tailored to their grade level or content subject area. During the 2024-25 school year, six newly hired teachers completed BTSA through the Riverside County Office of Education, while a total of 21 teachers new to LCUSD during the 2024-25 school year received mentorship support. According to the Panorama Education survey, 100% of certificated and classified staff agreed they are treated with respect by their colleagues. Additionally, 98% felt that LCUSD values individual differences, and 95% reported that the District fosters an environment where staff feel supported in learning from mistakes.

The academic qualifications of certificated staff also remained a strength for the District. The percentage of certificated employees holding master's degrees increased from 80.54% to 82.06%, maintaining a highly educated workforce. Although the proportion of doctorate holders slightly declined from 5.43% to 4.93%, the overall qualifications of LCUSD staff continue to reflect the District's commitment to excellence.

Collectively, these outcomes underscore the effectiveness of this year's actions in advancing staff development, retention, and workplace culture, in alignment with State Priorities 1 and 6.

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

No changes were made to the goal, metrics, outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Wellness and Support	Promote total compensation during recruitment and selection for new employees, including but not limited to competitive salaries, health insurance benefits package for qualifying employees, the opportunity for children of employees to attend LCUSD schools, unique preparation period for elementary teachers, up to 25 years of acceptable teaching credit toward salary placement, and options for completing additional coursework for salary advancement. Provide opportunities for staff to engage in Collaboration time, training/professional development, and wellness programs and/or activities through District staff, Sage Mental Health Collective, Los Angeles County Office of Education, local community events/memberships (ie: YMCA free memberships), recognitions/awards (ie: “Everyday Hero”) etc.	$28,000.00	No
2	Safety Training and Ongoing Monitoring	Develop Workplace Violence Prevention Plan (WVPP) with input from certificated and classified staff. Conduct WVPP training annually and inform staff regarding reporting tools. Site safety teams will review workplace hazards and respond accordingly to mediate workplace safety hazards.	$6,000.00	No
3	Candidate Outreach	Explore online career platforms and promotional levels for job vacancies. Attend virtual and in-person job fairs for select universities and colleges to seek out highly qualified candidates.	$20,000.00	No
4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	For certificated staff not yet fully credentialed, the District will continue to provide Beginning Teachers Support and Assessment (BTSA) Induction through Riverside County Office of Education Center for Teacher Innovation.	$11,000.00	No
5	Mentoring for New Staff	Certificated staff who have completed BTSA but are new to the District will be provided a mentor from their grade level, department, or subject alike colleague during their first year with LCUSD. Mentors will meet with the new staff member at least monthly to provide guidance and information to strengthen the connectivity at the site and within the District for the new staff member. Classified staff who are new to the District will be paired with role alike colleague to provide initial training relative to the position as well as departmental support and/or professional development as needed.	$18,000.00	No

Goal

Goal #	Description	Type of Goal
2	Provide a high-quality instructional program for all students	Maintenance of Progress Goal

State priorities addressed by this goal.

2, 4, 7, 8, 1

An explanation of why the LEA has developed this goal.

The 2023 CAASPP scores revealed that LCUSD students continue to excel in meeting and exceeding state standards across ELA (88.66%), mathematics (85.12%) and Science (79.58%). Data on the CA Dashboard indicated that five subgroups were in the highest performance level (blue) with English Learners (ELs) and Socioeconomically Disadvantaged (SED) subgroups scoring in the "high level". While both ELs and SED students faired well on the CA Dashboard, students in both of these subgroups showed a decline in the percent of students meeting or exceeding state standards in English Language Arts (ELA).

The percent of ELs meeting or exceeding standards in English Language Arts (ELA) dropped from 45.45% (2021-22) to 40.54% (2022-23) with ELs scoring 27.5 points above distance from standard (DFS). Math scores for this subgroup showed a 3.36% gain with students scoring 33.4 points above DFS. Socioeconomically disadvantaged students showed a slight drop in both ELA and mathematics as compared to the prior school year. 82.07% (2021-22) to 79.34% (2022-23) in ELA and 69.81% (2021-22) to 68.59% (2022-23) in mathematics. Additionally, SED students scored 76.4 points above DFS in ELA and 47.4 points above DFS in mathematics.

Similarly, students with disabilities showed a drop in ELA scores from 50.86% (2021-22) to 48.85% (2022-23) with students scoring 6.9 points below DFS. In mathematics, students with disabilities showed a 5% growth in mathematics with students scoring 19.1 points below DFS. The CA Dashboard, showed five subgroups (Asian, Filipino, Hispanic, White, and Two or More Races) scoring in the "highest performance" level in both ELA and math. All of these subgroups except Asian had an increase in the percent of students meeting or exceeding standards in ELA and mathematics.

Additionally, 53.1% of English Learners made progress towards English proficiency during the 2022-23 school year which was a decline of 25.8% (CA Dashboard).

LCUSD plans to maintain progress toward this goal by focusing on targeted interventions and instructional strategies for English Learners and Socioeconomically Disadvantaged students, while continuing to support all subgroups in maintaining and improving their performance levels on state assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CA School Dashboard English Language Arts (ELA) Academic Indicator (Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in grades 3-8 & 11) (Priority 4) Data Source: caschooldashboard.org	2022-23: All: +101.9 DFS Significant subgroups based on CA Dashboard: Asian: +117.9 DFS Hispanic or Latino: +80.3 DFS Two or More Races: +120.2 DFS Filipino: +102.7 DFS White: +94 DFS SED: +76.4 DFS EL: +27.5 DFS Spec. Ed: -6.9 DFS DFS: Distance from Standard	2023-24: All: +99.8 DFS Significant subgroups based on CA Dashboard: Asian: +119.3 DFS Hispanic or Latino: +74.1 DFS Two or More Races: +112.7 DFS Filipino: +107.5 DFS White: +90.1 DFS SED: +64.8 DFS EL: +56.1 DFS Spec. Ed: -1.2 DFS		2025-26: All: Maintain 2023 scores Significant subgroups based on CA Dashboard: Asian: Maintain 2023 scores Hispanic or Latino: Increase 2-5 DFS points Two or More Races: Maintain 2023 scores Filipino: Maintain 2023 scores White: Maintain 2023 scores SED: Increase 2-10 DFS points EL: Increase 2-10 DFS points Spec. Ed: Increase 2-10 DFS points DFS: Distance from Standard	2023-24: All: - 2.1 Significant subgroups based on CA Dashboard: Asian: + 1.4 Hispanic or Latino: - 6.2 Two or More Races: - 7.5 Filipino: + 4.8 White: - 3.9 SED: - 11.6 EL: + 28.6 Spec. Ed: + 5.7
2	CA School Dashboard Mathematics Academic Indicator (Includes results from both Smarter Balanced Mathematics Summative Assessment and CA Alternate Assessment (CAA) in grades 3-8 & 11) (Priority 4) Data Source: caschooldashboard.org	2022-23: All: + 87.5 DFS Significant subgroups based on CA Dashboard: Asian: +116.4 DFS Hispanic or Latino: +55.3 DFS Two or More Races: +102.1 DFS Filipino: +73.6 DFS White: +75 DFS SED: +47.4 DFS EL: +33.4 DFS Spec. Ed: -19.1 DFS DFS: Distance from Standard	2023-24: All: + 89 DFS Significant subgroups based on CA Dashboard: Asian: +122.1 DFS Hispanic or Latino: +46.7 DFS Two or More Races: +103.9 DFS Filipino: +87.4 DFS White: +73.7 DFS SED: +40.7 DFS EL: +57.3 DFS Spec. Ed: -16.3 DFS		2025-26: All: Maintain 2023 scores Significant subgroups based on CA Dashboard: Asian: Maintain 2023 scores Hispanic or Latino: Increase 2-10 DFS points Two or More Races: Maintain 2023 scores Filipino: Increase 2-5 DFS points White: Increase 2-5 DFS points SED: Increase 2-10 DFS points EL: Increase 2-10 DFS points Spec. Ed: Increase 2-10 DFS points DFS: Distance from Standard	2023-24: All: + 1.5 Significant subgroups based on CA Dashboard: Asian: + 5.7 Hispanic or Latino: - 8.6 Two or More Races: + 1.8 Filipino: + 13.8 White: - 1.3 SED: - 6.7 EL: + 23.9 Spec. Ed: + 2.8

3	Percent of students in grades 3–8 and 11 who meet or exceed standard in Science (CAST) (Priority 4) Data Source: California Assessment of Student Performance and Progress (caaspp-elpac.ets.org)	2022-23: All: 79.58% Significant subgroups: Asian: 86.62% Hispanic or Latino: 75.22% Two or More Races: 84.71% Filipino: 77.27% African American: *** White: 76.68% SED: 56.00% EL: *** Spec. Ed: 31.14% *** = "N-size" required for student groups at the LEA level is 30	2023-24: All: 77.47% Significant subgroups: Asian: 86.86% Hispanic or Latino: 61.60% Two or More Races: 82.44% Filipino: 72.73% African American: *** White: 75.63% SED: 71.65% EL: *** Spec. Ed: 32.91% *** = "N-size" required for student groups at the LEA level is 11		2025-26: All: Maintain 2023 scores Asian: Maintain 2023 scores Hispanic or Latino: Increase by 1%-5% Two or More Races: Maintain 2023 scores Filipino: Increase by 1%-5% African American: *** White: Increase by 1%-5% SED: Increase by 1%-5% EL: *** Spec. Ed: Increase by 1%-5% *** = "N-size" required for student groups at the LEA level is 30	2023-24: All: - 2.11% Significant subgroups: Asian: + 0.24% Hispanic or Latino: - 13.62% Two or More Races: - 2.27% Filipino: - 4.54% African American: *** White: - 1.05% SED: + 15.65% EL: *** Spec. Ed: + 1.77% *** = "N-size" required for student groups at the LEA level is 11
4	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (Priority 4) Data Source: English Learner Progress Indicator (caschooldashboard.org)	2022-23: 53.1%	2023-24: 85.5%		2025-26: Increase to 56% or higher	2023-24: + 32.4%

5	Percent of English Learners Reclassification to Fluent English Proficient. (Priority 4) Data Source: DataQuest	2022-23: 21%	2023-24: 26.95%		2025-26: Maintain 2022-23 Results	2023-24: + 5.95%
6	CA School Dashboard English Language Arts (ELA) Academic Indicator - 11th grade students prepared for College by ELA - Early Assessment Program (EAP) (Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) for 11th graders) Data Source: caschooldashboard.org	2022-23: All: +115.3 DFS Significant subgroups based on CA Dashboard: Asian: +135.2 DFS Hispanic or Latino: +92.7 DFS Two or More Races: +130.5 DFS White: +108.9 DFS SED: +101.2 DFS EL: +6.6 DFS Spec. Ed: -24.1 DFS Filipino: +85.6 DFS DFS: Distance from Standard	2023-24: All: +112 DFS Significant subgroups based on CA Dashboard: Asian: +137.2 DFS Hispanic or Latino: +82.8 DFS Two or More Races: +124.7 DFS White: +101.9 DFS SED: +91 DFS EL: +54.8 DFS Spec. Ed: +16.2 DFS Filipino: +99.1 DFS		2025-26: All: Maintain 2023 scores Significant subgroups based on CA Dashboard: Asian: Maintain 2023 scores Hispanic or Latino: Maintain 2023 scores Two or More Races: Maintain 2023 scores White: Maintain 2023 scores SED: Maintain 2023 scores EL: increase 2-10 DFS points Spec. Ed: increase 2-10 DFS points Filipino: Maintain 2023 scores DFS: Distance from Standard	2023-24: All: - 3.3 Significant subgroups based on CA Dashboard: Asian: + 2 Hispanic or Latino: - 9.9 Two or More Races: - 5.8 White: - 7 SED: - 10.2 EL: + 48.2 Spec. Ed: + 40.3 Filipino: + 13.5

7	CA School Dashboard Mathematics Academic Indicator - 11th grade students prepared for College by Mathematics - Early Assessment Program (EAP) (Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) for 11th graders) Data Source: caschooldashboard.org	2022-23: All: +97.8 DFS Significant subgroups based on CA Dashboard: Asian: +136.1 DFS Hispanic or Latino: +57.7 DFS Two or More Races: +111.4 DFS White: +87.5 DFS SED: +58.5 DFS EL: -11.1 DFS Spec. Ed: -60.7 DFS Filipino: +44.6 DFS: Distance from Standard	2023-24: All: +98.1 DFS Significant subgroups based on CA Dashboard: Asian: +139 DFS Hispanic or Latino: +47.2 DFS Two or More Races: +114.7 DFS White: +82.8 DFS SED: +61.9 DFS EL: +52.2 DFS Spec. Ed: -28.9 DFS Filipino: +84.8 DFS		2025-26: All: Maintain 2023 scores Significant subgroups based on CA Dashboard: Asian: Maintain 2023 scores Hispanic or Latino: increase 2 -10 DFS points Two or More Races: Maintain 2023 scores White: Maintain 2023 scores SED: increase 2-10 DFS points EL: increase 2-10 DFS points Spec. Ed: increase 2-10 DFS points Filipino: Maintain 2023 scores DFS: Distance from Standard	2023-24: All: + 0.3 (maintained) Significant subgroups based on CA Dashboard: Asian: + 2.9 (maintained) Hispanic or Latino: - 10.5 Two or More Races: + 3.3 White: - 4.7 SED: + 3.4 EL: + 63.3 Spec. Ed: + 31.8 Filipino: + 40.2

8	Percent of Graduates Meeting A-G Requirements (Priority 4) Data Source: CA School Dashboard: 2023 Additional Reports and Data > College/Career Levels and Measures Report. Requires addition of those identified both as Prepared and Approaching Prepared by "Met UC/CSU Requirements" on the College/Career Indicator.	2022-23: 92.7%	2023-24: 93.6%		2025-26: Maintain a rate of 90% or higher	2023-24: + 0.9%

9	Percent of students completing both CTE & a-g (Priority 4) Data Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report	2023: 1.3%	2023-24: 1.7%		2026: Increase 0.2% - 2%	2023-24: + 0.4%
10	Percent of students completing a CTE Pathway (Priority 4) Data Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report	2023: 1.6%	2023-24: 2.2%		2026: Increase 0.2% - 2%	2023-24: + 0.6%

11	Number of CTE course pathways to promote increased student engagement related to real-world career competencies. Data Source: Local Data	2023-24: LCHS has 2 CTE course pathways	2023-24: LCHS currently has 1 full CTE course pathway		2025-26: Increase by 1 CTE course pathway	2023-24: - 1 course
12	Percent of Graduates who are College and Career "Prepared". Data Source: CA Dashboard	2022-23 All: 86.6% SED: 56.7% Two or More Races: 80% Asian: 90.1% Hispanic: 81.3% White: 87.7% Spec. Ed.: 42.9% EL: *** *** = "N-size" required for student groups at the LEA level is 11	2023-24: All: 88.8% SED: 82.4% Two or More Races: 90.2% Asian: 93.0% Hispanic: 73.7% White: 90.2% Spec. Ed.: 48.8% EL: *** *** = "N-size" required for student groups at the LEA level is 11		2025-26: All: Maintain 2023 Scores SED: Increase by 1%-5% Two or More Races: Maintain 2023 Scores Asian: Maintain 2023 Scores Hispanic: Maintain 2023 Scores White: Maintain 2023 Scores Spec. Ed.: Increase by 1%-5% EL: *** *** = "N-size" required for student groups at the LEA level is 11	2023-24: All: + 2.2% SED: + 25.7% Two or More Races: + 10.2% Asian: + 2.9% Hispanic: - 7.6% White: + 2.5% Spec. Ed.: + 5.9% EL: *** *** = "N-size" required for student groups at the LEA level is 11
13	Percent of students passing AP Exam with a score of 3 or higher (Priority 7) Data Source: CollegeBoard Reporting Site	2022-23: 90%	2032-24: 95%		2025-26: Maintain 2023 Scores	2032-24: + 5%

14	Percent of students who have access to standards–Aligned Instructional Materials (Priority 1) Data Source: Local Data: Fall Williams' Textbook Sufficiency Report	2023-24: 100%	2024-25: 100%		2026-27: 100%	2024-25: Maintained 100%
15	Implementation of CAASPP Interim Assessment Blocks (IAB) to inform ELA, Math, and Science instruction. Percent of 3rd - 8th grade teachers administering 2 or more CAASPP IABs for ELA & Math (Priority 2) Data Source: Local Data: CAASPP IAB	2023-24: 3rd - 8th grade teachers 62% ELA 62% Math	2024-25: 3rd - 8th grade teachers 81% ELA 79% Math		70% or more of 3rd-8th grade teachers will administer 2 or more CAASPP IABs for ELA & Math	2024-25: ELA: + 19% Math: + 17%

16	1. Enrollment in Music classes at the elementary level. 2. Enrollment in the Choral and/or Instrumental program at the 7 -12 (Priority 7) Data Source: SIS	2023-24: 1. Elementary Sites: All: 100% 2. LCHS 7-12 All: 25% SED: 0.2% EL: 0.2% Spec. Ed.: 1%	2024-25: 1. Elementary Sites: All: 100% 2. LCHS 7-12 All: 20% SED: 3% EL: 0.5% Spec. Ed.: 3.2%		2026-27: 1. Elementary Sites: 100% 2. LCHS 7-12: All: Increase by 1%-5% SED: Increase by 0.2%-3% EL: Increase by 0.2%-3% Special Education: Increase by 0.2%-3%	2024-25: 1. Elementary Sites: All: Maintained 100% 2. LCHS 7-12: Chorus and/or Instrumental Music All: - 5% SED: + 2.8% EL: + 0.3% Special Education: + 2.2%
17	1. Enrollment in STEM classes at the elementary schools 2. Enrollment in Computer Education Course 9-12 Priority 7 Data Source: SIS	2023-24: 1. Elementary Schools: All: 100% 2. LCHS 7-12 All: 14% SED: 0.2% EL: 0.1% Spec. Ed.: 0.4%	2024-25: 1. Elementary Sites: All: 100% 2. LCHS 7-12 All: 11% SED: 4.9% EL: 0% Spec. Ed.: 1.4%		2026-27: 1. Elementary Schools All: 100% 2. LCHS 9-12 All: Increase by 1%-5% SED: Increase by 0.2%-3% EL: Increase by 0.2%-3% Special Education: Increase by 0.2%-3%	2024-25: 1. Elementary Sites: All: Maintained 100% 2. LCHS 9-12: All: - 3% SED: + 4.7% EL: - 0.1% Special Education: + 1%
18	Percent of graduates awarded the state Seal of Biliteracy (Priority 8) Data Source: Data Quest Four Year Adjusted Cohort Graduation Rate Outcomes	2022-23: All: 33.3% Asian: 49.4% Hispanic: 25% White: 28.8% Two or more Races: 13.3% SED: 23.3% Special Ed: 5.9% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11 or more	2023-24: All: 35.4% Asian: 54% Hispanic: 13.5% White: 27.4% Two or more Races: 47.5% SED: 42.4% Special Ed: 5.3% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11 or more		2025-26: All: Maintain 2023 scores Asian: Maintain 2023 scores Hispanic: Increase by 1%-5% White: Increase by 1%-5% Two or more Races: Increase by 1%-5% SED: Increase by 1%-5% Special Ed: Increase by 0.5%-5% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11 or more	2023-24: All: + 2.1% Asian: + 4.6% Hispanic: - 11.5% White: - 1.4% Two or more Races: + 34.2% SED: + 19.1% Special Ed: - 0.6% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11 or more

19	Percent of Students receiving the Golden State Seal Award (Priority 8) Data Source: Data Quest Four Year Adjusted Cohort Graduation Rate Outcomes	2022-23: All: 71.2% Asian: 84.3% Hispanic: 62.5% White: 67.5% Two or more Races: 80% SED: 46.7% Special Ed: 26.5% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11	2023-24: All: 82.0% Asian: 89.0% Hispanic: 59.5% White: 82.1% Two or more Races: 92.5% SED: 72.7% Special Ed: 39.5% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11		2025-26: All: Maintain 2023 scores Asian: Maintain 2023 scores Hispanic: Maintain 2023 scores White: Maintain 2023 scores Two or more Races: Maintain 2023 scores SED: Increase by 1%-5% Special Ed: Increase by 1%-5% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11 or more	2023-24: All: + 10.8% Asian: + 4.7% Hispanic: - 3% White: + 14.6% Two or more Races: + 12.5% SED: + 26% Special Ed: + 13% EL: ** African American: ** Filipino: ** ** = "N-size" required for student groups at the LEA level is 11

20	Professional Development Relevance and Implementation 1. "How often do your professional development opportunities help you learn new strategies/new ways to interact with students and staff?" 2. "How relevant have your professional learning opportunities been to your teaching practice?" Data Source: Panorama Education Survey	2023-24: Certificated Teachers: 1. 69% 2. 74% Classified Staff: 1. 83% 2. 81%	2024-25: Certificated Teachers: 1. 50% 2. 48% Classified Staff: 1. 78% 2. 79%		2026-27: Certificated Teachers: 1. Increase by 1%-5% 2. Increase by 1%-5% Classified Staff: 1. Maintain 2023 results 2. Maintain 2023 results	2024-25: Certificated Teachers: 1. - 19% 2. - 26% Classified Staff: 1. - 5% 2. - 2%

21	Percent of K - 6th grade students at or above the 40th percentile rank on criterion measure as measured by the End-of-Year DIBELS Composite Score Data Source: 2024-25: DIBELs BOY and EOY assessments	2023-24: Baseline data not available (new literacy assessment tool adopted January 2024) Baseline will be added in the 2024-25 LCAP.	2024-25: All Kinder: 63.19% All 1st Grade: 91.42% All 2nd Grade: 90.65% All 3rd Grade: 90.66% SED Kinder: 63.64% SED 1st Grade: 86.96% SED 2nd Grade: 78.57% SED 3rd Grade: 75.00% EL Kinder: 66.67% EL 1st Grade: 83.33% EL 2nd Grade: 71.43% EL 3rd Grade: *** (less than 11 students)		2026-27: TBD	Change data will be available at the end of the 2025-26 school year.

22	Percent of K-6 grade students at grade level (level 3 or 4) in writing at the end of the year. Data Source: DWA EOY assessments	2023-24: All Kinder: 73% All 1st Grade: 74% All 2nd Grade: 65% All 3rd Grade: 78% All 4th Grade: 64% All 5th Grade: 83% All 6th Grade: 79% SED Kinder: 56% SED 1st Grade: 41% SED 2nd Grade: 38% SED 3rd Grade: 50% SED 4th Grade: 46% SED 5th Grade: 38% SED 6th Grade: 65% EL Kinder: 61% EL 1st Grade: 53% EL 2nd Grade: 50% EL 3rd Grade: 82% EL 4th Grade: 33% EL 5th Grade: *** (less than 11 students) EL 6th Grade: *** (less than 11 students)	2024-25 All Kinder: 67% All 1st Grade: 67% All 2nd Grade: 65% All 3rd Grade: 74% All 4th Grade: 70% All 5th Grade: 72% All 6th Grade: 78% SED Kinder: 75% SED 1st Grade: 52% SED 2nd Grade: 36% SED 3rd Grade: *** (less than 11 students) SED 4th Grade: *** (less than 11 students) SED 5th Grade: 60% SED 6th Grade: 44% EL Kinder: 57% EL 1st Grade: 64% EL 2nd Grade: 29% EL 3rd Grade: *** (less than 11 students) EL 4th Grade: *** (less than 11 students) EL 5th Grade: *** (less than 11 students) EL 6th Grade: *** (less than 11 students)		2026-27: All Kinder: Increase by 1%-5% All 1st Grade: Increase by 1%-5% All 2nd Grade: Increase by 1%-5% All 3rd Grade: Maintain 2023-24 scores All 4th Grade: Increase by 1%-5% All 5th Grade: Maintain 2023-24 scores All 6th Grade: Maintain 2023-24 scores SED Kinder: Increase by 1%-5% SED 1st Grade: Increase by 1%-5% SED 2nd Grade: Increase by 1%-5% SED 3rd Grade: Increase by 1%-5% SED 4th Grade: Increase by 1%-5% SED 5th Grade: Increase by 1%-5% SED 6th Grade: Increase by 1%-5% EL Kinder: Increase by 1%-5% EL 1st Grade: Increase by 1%-5% EL 2nd Grade: Increase by 1%-5% EL 3rd Grade: Maintain 2023-24 scores EL 4th Grade: Increase by 1%-5% EL 5th Grade: Increase by 1%-5% EL 6th Grade: Increase by 1%-5%	2024-25: All Kinder: -6% All 1st Grade: -7% All 2nd Grade: Maintained 2023-24 scores All 3rd Grade: -4% All 4th Grade:+6% All 5th Grade: -11% All 6th Grade: -1% SED Kinder: +19% SED 1st Grade: +11% SED 2nd Grade: -2% SED 3rd Grade: *** (less than 11 students) SED 4th Grade: *** (less than 11 students) SED 5th Grade: +22% SED 6th Grade: -21% EL Kinder: -4% EL 1st Grade: +11% EL 2nd Grade: -21% EL 3rd Grade: *** (less than 11 students) EL 4th Grade: *** (less than 11 students) EL 5th Grade: *** (less than 11 students) EL 6th Grade: *** (less than 11 students)

23	Digital Citizenship 1. "How likely is it that someone from school will bully you online?" Data Source: Panorama Education Survey	2024-24: 4th-6th Grade: 84% (Not at all likely or slightly likely) 7th-12th Grade: 65% (Not at all likely or slightly likely)	2024-25: 4th-6th Grade: 81% (Not at all likely or slightly likely) 7th-12th Grade: 72% (Not at all likely or slightly likely)		2026-27: 4th-6th Grade: 87% (Not at all likely or slightly likely) 7th-12th Grade: 68% (Not at all likely or slightly likely)	2024-25: 4th-6th Grade: - 3% 7th-12th Grade: + 7%
24	Technology Plan Implementation "How would you describe the technology in your classroom or learning environment?" (Choose all that apply) Data Source: End-of-Year Staff Technology Survey	2023-24: LCHS 7-12 How would you describe the technology in your classroom or learning environment? 48% I am able to innovate and bring technology into my lessons 60.75% Tech use feels pretty seamless in my space 20.4% I am still learning, but willing to incorporate more 40.15% I have all the basic equipment 6.8% I have equipment, but it is unreliable 3% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below) Elementary Sites (PCR/PCY/LCE) How would you describe	2024-25: LCHS 7-12 How would you describe the technology in your classroom or learning environment? 40% I am able to innovate and bring technology into my lessons 63% Tech use feels pretty seamless in my space 35% I am still learning, but willing to incorporate more 41% I have all the basic equipment 9% I have equipment, but it is unreliable 0% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below) Elementary Sites (PCR/PCY/LCE) How would you describe the technology in your classroom or learning		2026-27: For all schools: I am able to innovate and bring technology into my lessons will increase by 2%-5% Tech use feels pretty seamless in my space will increase by 2%-5% I am still learning, but willing to incorporate more will increase by 2%-5% I have all the basic equipment will increase by 2%-5% I have equipment, but it is unreliable will decrease by 2%-5% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below) will be maintained at 0%	LCHS 7-12 How would you describe the technology in your classroom or learning environment? -8% I am able to innovate and bring technology into my lessons +2.25% Tech use feels pretty seamless in my space -14.6% I am still learning, but willing to incorporate more +0.85% I have all the basic equipment -2.2% I have equipment, but it is unreliable -3% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below) Elementary Sites (PCR/PCY/LCE) How would you describe the technology in your classroom or learning environment? -4% I am able to innovate and bring technology into my lessons +16% Tech use feels pretty seamless in my space +3.2% I have all the basic equipment -2.1% I have equipment, but it is unreliable Maintained 2023-24 Results - I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you

		the technology in your classroom or learning environment? 46% I am able to innovate and bring technology into my lessons 59% Tech use feels pretty seamless in my space 17.6% I am still learning, but willing to incorporate more 34.8% I have all the basic equipment 1.9% I have equipment, but it is unreliable 0% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below)	environment? 42% I am able to innovate and bring technology into my lessons 75% Tech use feels pretty seamless in my space 21% I am still learning, but willing to incorporate more 38% I have all the basic equipment 4% I have equipment, but it is unreliable 0% I don't have access to basic equipment (Defined as projector, doc cam, printer. List what you need below)			need below)

25	A clearly defined action plan to address the recommendations of the LCHS 7-12 WASC self study inquiry and visiting team reports.	2023-24 - Content area pacing guides have been completed. - Staff has worked to develop an MTSS and PBIS plan based on identified core values. - Professional Development has been targeted based on teacher feedback and district goals.	2024-25 LCHS staff has completed the self study and submitted it to WASC for the January 2025 visiting team review. Staff has identified the following four goals: 1. Refine and innovate the SPED Push-in model to support all student learning. 2. Ensure consistent grading practices and course alignment across departments and like-courses, so that students experience similar and equitable curricular environment , regardless of the teacher. 3. Expand MTSS and PBIS programs in order to support student achievement, accountability, and growth. 4. Improve how professional development (PD) matches the needs of staff by creating a clear and organized plan that focuses on teachers' concerns and growth. Ensure the PD plan is consistent across the district to provide ongoing support and improvement.		2026-27: TBD when new WASC plan is in place	The WASC action plan has been finalized, and progress toward each goal will be closely monitored throughout the 2025–2026 school year.

26	School Teacher-Student Relationships Students: "How strong the social connection is between teachers and students within and beyond the school." Parents: "My student has a close relationship with at least one adult at the school." Data Source: Panorama Education Survey	2023–24: Students: 4th - 6th Grade: 88% 7th - 12th Grade: 74% Parents: 83%	2024-25: Students: 4th - 6th Grade: 88% 7th - 12th Grade: 76% Parents: 83%		2026-27: Students: 4th - 6th Grade: Maintain 2023 results 7th - 12th Grade: 78% Parents: 85%	2024-25 Students: 4th - 6th Grade: Maintained 7th - 12th Grade: + 2% Parents: Maintained

27	English Learner Parent Training 1." The school provides information, that I understand, about the English Language Development (ELD) program including reclassification." 2. The ELD instruction, provided at my child's school, has improved my child's English language proficiency. Data Source: English Learner Needs Assessment Survey data	2023-24: 1. 79% 2. 79%	2024-25: 1. 95% 2. 90%		2026-27: 1. Increase by 2%-5% 2. Increase by 2%-5%	2024-25: 1. + 16% 2. + 11%

Goal Analysis for 2024-2025

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

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

Of the 22 actions in Goal #2, 21 were implemented as described.

Action 2.17, which focused on the expansion of CTE program pathways, was not fully implemented due to credential issues. With the introduction of new funding through Proposition 28, two new fine arts teachers were hired to assume responsibility for classes previously taught by a recently retired CTE-credentialed teacher. Although both new hires hold valid teaching credentials, they do not possess the required CTE credentials. As a result, while the CTE-designated art courses remained available during the 2024–25 school year, they no longer technically qualified as part of a CTE pathway due to the credentialing requirements not being met.

In terms of successes, there are many, with identified strengths of practice related to the on-going implementation of intervention support and the articulation of the Responsive Teaching Plans in K-12 (actions 2.1 & 2.2). These actions strengthened instructional coherence, promoted early identification of learning gaps, and supported targeted interventions, leading to more responsive and inclusive teaching practices throughout the district.

LCHS also had a very successful WASC site visit, with the visiting team seeing strong community engagement, robust programs and services, and strong student achievement tied to excellent teaching outcomes (action 2.18).

Our VAPTA teachers conducted a thoughtful needs assessment of secondary visual, technical, and performing arts elective classes, fashioning new pathways and redesigning courses to better align grade 7-12 student outcomes (Action 2.22).

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

There were no material differences in Goal 2 between Budgeted Expenditures and Estimated Actual Expenditures.

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

During the 2024–25 school year, staff participated in a wide range of professional development opportunities across core academic areas, including structured literacy, Step Up to Writing, English Language Arts, World Language, and mathematics. Additional training areas included Social-Emotional Learning (SEL), Diversity, Equity, and Inclusion (DEI), English Language Development (ELD), safety and security, Positive Behavioral Intervention Supports (PBIS), Response to Intervention (RTI), best practices for block schedule instruction, elementary classroom and behavior management, special education, and assessments (formative, summative, and interim).

Feedback on professional development and training initiatives (Actions 2.3, 2.9, and 2.12) indicated varied levels of success. The End-of-Year Panorama Education survey asked teachers and staff, "How relevant have your professional development opportunities been to your work?" Forty-eight percent of teachers responded favorably, reflecting a 26-percentage-point decline from the previous year, while 79% of paraprofessionals responded favorably, representing a 2-percentage-point decrease. When asked, "Which professional learning opportunities from this year have you found valuable?", 45% of teachers and 33% of paraprofessionals cited the safety and security training provided by Chameleon Associates as beneficial. Additionally, 28% of teachers identified PBIS training as valuable, while 27% of paraprofessionals highlighted training related to special education services. At the secondary level, in response to staff feedback indicating low satisfaction with previous professional development sessions, the LCHS Instructional Council has offered guidance and ongoing input to develop an emerging professional development plan that aligns with WASC action plan goals (Action 2.18) and focuses on areas for targeted growth.

Action 2.9, which provides professional development for teachers to better address the needs of unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students) demonstrated mixed effectiveness. According to 2024 CAASPP assessment results in ELA and mathematics, SED students experienced a decline of 11.6 points in ELA and 6.7 points in mathematics. In contrast, English Learners showed substantial improvement, increasing by 28.6 points in ELA and 23.8 points in mathematics.

A post start-of-the-year Buy Back Day survey invited teachers to join a steering committee tasked with helping plan future professional development activities. This committee will meet throughout the third trimester to help organize and design the 2025–26 start-of-year professional development sessions for grades TK–12.

In Fall 2024, a districtwide special education training was held for all special education staff, with a focus on ensuring compliance with IEP requirements. Additionally, targeted professional development was provided to all 9th–12th grade general education and special education inclusion teachers. These sessions focused on analyzing program data, collaborative lesson planning, differentiated instruction, effective aide management, and problem-solving strategies to support student success. At the conclusion of the Fall 2024 semester, inclusion students demonstrated strong academic outcomes, with 10th graders achieving an average cumulative weighted GPA of 3.09, 11th graders 3.06, and 12th graders 2.87. These results suggest that the District's inclusion model is effectively supporting the academic progress of students with special needs. Final GPA data will be reviewed at the end of the school year to further assess program impact.

The purchase of special education core and supplementary materials, (Action 2.13) has proven to be an effective way to support students in the special education program. Approximately seven subscriptions and licenses for online resources for special education teachers and speech therapists were purchased and are being implemented in the special education classrooms and during speech therapy. These materials provide additional support for students with significant reading disabilities, math, and social emotional challenges. CAASPP 2024 data showed that students with disabilities increased their "Distance From Standard" (DFS) scores in English Language Arts (ELA) by 5.7 points, in math by 2.8 points, and in science by 1.77 points.

Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, and 2.11, which are targeted toward unduplicated pupils (English Learners, socioeconomically disadvantaged students, and foster youth), demonstrated success across several key areas. According to the 2024 California School Dashboard, 85.5% of English Learners (EL) made progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), reflecting a substantial 32.4 percentage-point improvement over the previous year. The 2024 CAASPP results further indicated that English Learners increased their "Distance from Standard" (DFS) scores by 28.6 points in English Language Arts (ELA) and by 23.9 points in mathematics.

To support English language acquisition, supplemental ELD materials, including online applications and core literature resources in students' home languages, where applicable, continue to be purchased (Action 2.7). Newcomer English Learner students also have access to audiobooks in English and translation tools to facilitate their transition to English language proficiency. These supports, combined with the instructional assistance provided by the 7-12 ELD teacher and paraprofessional, have proven effective. 2024-25 data showed that 100% of 7-12 Newcomer EL students on average earned a grade of A- in the ELD English class during the first and second semester.

Additionally, the Reclassification to Fluent English Proficient (RFEP) rate increased to 26.95%, representing a 5.95 percentage-point improvement from the previous year. Moreover, results from the 2024-25 English Learner Parent Needs Assessment survey indicated that 93.8% of EL families felt that ELD instruction had improved their child's English language proficiency, an increase of 14.8 percentage points compared to the prior year. Throughout the 2024-25 school year, EL parent meetings, including mini-workshops, were held to further engage and support families. According to the English Learner Parent Needs Assessment survey, 94.1% of EL families reported that their school site provided clear information about the English Language Development (ELD) program, including the reclassification process (Action 2.8).

The 2024 California School Dashboard reported declines in English Language Arts (ELA) and mathematics performance for socioeconomically disadvantaged (SED) students. Specifically, there was an 11.6 point decrease in the Distance from Standard (DFS) for ELA and a 6.7 point decrease in mathematics. However, the percentage of SED graduates who were classified as "college and career prepared" increased by 25.7%, according to the 2024 Dashboard. Additionally, 42.4% of graduates earned the State Seal of Biliteracy at the end of the 2023-24 school year, an increase of 19.1 percentage points over the previous year and 72.7% received the Golden State Seal Merit Diploma, reflecting a 26 percentage-point increase.

Furthermore, both English Learner (EL) and SED student groups experienced reductions in chronic absenteeism, as indicated by 2024 Dashboard data. The chronic absenteeism rate for English Learners decreased from 7.8% in 2022-23 to 4.6% in 2023-24, while the rate for SED students dropped from 13.5% to 9.7% over the same period. Monthly

counselor meetings, teacher conferences, Student Study Team (SST) meetings, and Student Attendance Review Team (SART) meetings were continued throughout the2024-25 school year to support families and students in understanding the importance of regular school attendance (Action 2.11).

All actions associated with class-size reduction efforts (Action 2.21) were highly successful. According to the 2024-25 End-of-Year Panorama Education student survey, 88% of students in grades 4-6 and 76% of students in grades 7-12 reported experiencing a strong connection with their teachers both during and beyond the school day. This represents a sustained level of positive response among 4th-6th grade students and a 2 percentage-point increase over the previous year for 7th-12th grade students. Additionally, 90% of 4th-6th grade students and 89% of 7th-12th grade students indicated that their teachers held them to high expectations regarding effort, understanding, persistence, and performance. This data remained consistent with the prior year.

The End-of-Year Panorama Education family survey further reflected strong results. Ninety-two percent of families surveyed felt that their child's school appropriately met their child's developmental needs, while 95% reported that their child felt a strong sense of belonging at school; an increase of 2 percentage points over the previous year. Furthermore, 83% of families indicated that their child had a close relationship with at least one adult at their school, a figure that remained stable compared to the previous year.

The administration and analysis of diagnostic, formative, and summative assessments (Action 2.1), along with the continued use of standards-aligned instructional materials and resources (Action 2.20), have supported teachers in making data-driven decisions to better meet individual student needs. Through the implementation of the Response to Intervention (RTI) framework (Action 2.2), educators have been able to differentiate instruction and provide targeted interventions for students not meeting grade-level expectations. End-of-year writing scores showed an 11% improvement among SED (Socioeconomically Disadvantaged) students, with 57% meeting or exceeding the benchmark. In contrast, English Learners (ELs) experienced a decline, with only 43% reaching grade-level proficiency—a 13% drop from the previous year. DIBELS data further revealed that 86% of all K–3 students met or exceeded literacy benchmarks, compared to 78% of SED students and 72% of ELs. To strengthen writing instruction, LCUSD will officially adopt and implement the "Step Up to Writing" program at the elementary sites beginning in the 2025–26 school year, with teacher training scheduled at the beginning of the school year. ELD teachers will also use the "Step Up to Writing" program to support English Learners. RTI has continued to be a key support structure across all school sites, with Responsive Teaching Plans (RTPs) used during the 2024–25 school year to support students performing below grade level. Each elementary school was staffed with a 0.8 FTE intervention teacher and one paraprofessional, delivering focused instruction in ELA, math, and writing, while secondary students accessed academic support through after-school office hours.

LCUSD's strong implementation of the RTP program (Action 2.2) contributed to progress toward increasing CAASPP performance. Although ELA scores experienced a slight decline of 2.1 points in Distance from Standard (DFS), mathematics scores increased by 1.5 points. In 11th grade, Early Assessment Program (EAP) results showed a minor decrease of 3.3 points in ELA and a modest increase of 0.4 points in mathematics. Additionally, the percentage of graduates meeting A-G requirements rose by 0.6 percentage points, from 92.7% to 93.6%. The percentage of graduates classified as College and Career "Prepared" also increased, from 86.6% to 88.8%.

Actions 2.14, 2.15, and 2.16, focused on the implementation of the LCUSD Technology Plan, including Digital Citizenship lessons, proved to be moderately effective, with continued efforts needed, particularly at the 11th-grade level. At the middle and high school levels, students received instruction from the Librarian and Teacher on Special Assignment (TOSA) on a range of topics including digital media and information literacy, ethical use of artificial intelligence (AI), privacy considerations, and database navigation. These lessons emphasized critical thinking, digital responsibility, and the safe, informed use of technology. Data from the 2025 California Healthy Kids Survey (CHKS) indicated a decrease in reported incidents of cyberbullying among 7th and 9th graders (a 6% decrease in 7th grade and a 10% decrease in 9th grade), although there was a 4% increase reported among 11th-grade students.

At the elementary level, students received instruction from computer lab specialists on online safety, research skills, cyberbullying awareness, and the responsible use of technology. The End-of-Year Panorama Education survey reflected a slight increase in the percentage of 4th–6th grade students who reported feeling that someone from their school might bully them online, rising from 16% to 19%. These findings highlight the need for continued efforts to strengthen students' understanding of digital citizenship, promote safe online behavior, and reduce incidents of cyberbullying across all grade levels.

During the 2024-25 school year, several new courses were added to the LCHS Master Schedule (Action 2.19). These additions included Advanced Placement (AP) Art History, Algebra 1 for 8th-grade students at the middle school, and Yoga and Weightlifting within the physical education program. In collaboration with Pasadena City College (PCC), students were also offered courses in Single and Multi-Camera Production and Armenian 1. Additionally, LCHS continued its pilot integration of Ethnic Studies content into the English 1 curriculum. Site and district administrators, in collaboration with teachers and educational partners, will continue to explore and expand course offerings at the high school level in the coming years to meet evolving student interests and academic needs. Data from the 2025 End-of-Year Panorama Education survey indicates strong student confidence in the school's academic programs, with 94% of students in grades 7-12 reporting that their school prioritizes academic excellence, and 91% stating that they feel supported in their academic growth. In response to the prompt, "What are two things that this school does well that it should continue to do?" students frequently cited the diverse range of course offerings and expressed positive feedback about the newly introduced physical education programs. Furthermore, Advanced Placement (AP) courses at LCHS continue to be highly valued, with 95% of AP exam participants in the 2023–24 school year achieving a score of 3 or higher which was a 5% improvement from the previous year.

LCUSD's Career and Technical Education (CTE) program experienced limited growth during the 2024–25 school year making action 2.17 ineffective. Although LCHS continues to offer a variety of CTE courses, recruiting and retaining teachers with the necessary CTE credentials has remained a significant challenge. Currently, LCHS maintains one active CTE pathway with an appropriately credentialed teacher, reflecting a decrease of one CTE pathway from the previous year following the retirement of a CTE-credentialed teacher. While newly hired Visual Applied Performing and Technical Arts (VAPTA) staff (Action2.22) possess valid teaching credentials, they do not hold the specialized CTE certification required to sustain additional pathways. Moving forward, LCUSD will continue collaborating with site administrators, teachers, the Human Resources department, and the CTE support team at the Los Angeles County Office of Education to expand and strengthen CTE pathway offerings. Additionally, our VAPTA teachers conducted a thoughtful needs assessment of secondary visual, technical, and performing arts elective classes, fashioning new pathways and redesigning courses to better align grade 7-12 student outcomes (Action 2.22).

LCHS had a very successful WASC site visit, with the visiting team seeing strong community engagement, robust programs and services, and strong student achievement tied to excellent teaching outcomes (Action 2.18). The WASC Visiting Committee agreed with the identified areas of growth written in the LCHS WASC Self Study, offering no innovations or changes. The LCHS instructional leadership team has begun the work of making progress to the WASC goals by innovating site professional development and making the achievement of the WASC Action Plan central work of the LCHS Instructional Council.

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

During the 2025-26 school year, budget realities within LCUSD will result in a reduction in the LCUSD elementary intervention program, with the teacher assignments decreasing from 80% to 60%, as stated in Action 2.2.

Baseline data has been updated for actions 2.6 & 2.7 to include data for the Filipino subgroup.

Changes to staff and student enrollment selections will also result in the revision of Action 2.17. Developing CTE pathways at LCHS has proven challenging due to students selecting academic electives in science, world language, and performing arts coupled with the retirement of a key CTE credentialed staff member. This means that the CTE Culinary Arts pathway will continue to be modified to serve more students.

Action 2.21 titled "Class Size Reduction" will also change due to the budgetary realities that LCUSD is facing. Specifically, TK-3 ratios will increase to 24:1 or fewer instead of 22:1 as stated last year, while 33:1 or fewer for grades 4-6. These class sizes continue to be well below State class-size averages. Class size reduction in 9th grade for English 1 and math will no longer be in place.

The baseline metrics for Action 2.24 have been updated to consolidate data from grades 7–8 and 9–12 into a single LCHS 7–12 category, while also combining data from all elementary schools into one unified group. Additionally, the "Target for Year3 Outcome" for Action 2.24 has been revised to reflect an anticipated growth of 2% to 5% in each category.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment Cycle and Differentiated Instruction	Continue to utilize diagnostic assessments, common assessments, as well as formative and interim CAASPP/CAST assessments. Analyze the data derived from these assessments to guide instruction and address student learning gaps, providing tailored differentiation/intervention according to each student's individual needs.	$41,000.00	No
2	Response to Intervention	Fund Intervention teachers at each of the elementary schools at an 80% Full Time Equivalent (FTE) rate to provide Reading, Writing, and Math interventions through the Responsive Teaching Plans (RTP) for students identified as not yet at grade level standards. At the secondary level develop stratified tiers of intervention. Fund specific subject matter teachers on an hourly basis at the 7-12 to provide office hours supports/interventions through the RTPs.	$390,000.00	No
3	Staff Professional Development	Continue to support certificated and classified staff by utilizing experts, district staff, and teachers on special assignments to assist with professional development related to current and future goals.	$10,000.00	No
4	ELD Instruction at the Elementary Sites	Fund one part-time ELD teacher at each elementary site to provide targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom. Collaboration time will be provided to the ELD teacher specialists to share best instructional practices, monitor and assess English Learners and RFEP student progress, develop recommendations for program improvements and confer with the general education teachers on best strategies to implement integrated and designated ELD. EL performance will be enhanced through this targeted	$235,000.00	Yes

		instruction and monitoring.		
5	EL Support Teacher at LCHS	Fund a part-time teacher at the 7-12 to support EL students in levels 1 and 2 or recently enrolled with very limited English language skills in English mainstream classrooms. Provide individualized support to access the content and reach English language proficiency as quickly as possible. The 7-12 ELD teacher specialists will share best instructional practices, monitor and assess English Learners and RFEP student progress, develop recommendations for program improvements and confer with the general education teachers on best strategies to implement integrated and designated ELD.	$35,000.00	Yes
6	Paraprofessional ELD support for novice ELs	Continue paraprofessional support at 3.75 hours per day for each of the four sites to provide assistance and educational support for the novice level ELs during the school day so that they can access the breadth of the core curriculum.	$128,000.00	Yes
7	ELD Supplementary Materials	Identify and purchase if necessary, ELD supplementary materials for implementation at all sites. Materials may include technology hardware, software, manipulatives, consumables or other print materials to ensure parity of program delivery.	$8,500.00	Yes
8	EL Parent Outreach on District Initiatives	Continue to outreach to EL parents on topics such as English Language Development (ELD) strategies, 7/8 and 9-12 transitions, instructional technology goals, program implementation, and major district initiatives.	$26,000.00	Yes
9	Professional Development Addressing the Needs of Unduplicated Pupils	Continue to provide ongoing professional development to general education teachers, ELD teachers, counselors, so that they can implement standards-aligned lessons, instructional strategies, and/or support services to meet the needs of unduplicated pupils; English learners, Foster Youth and low income students.	$116,000.00	Yes
10	Unduplicated Pupil Support/Interventions	Using the results of the diagnostic assessments for students in grades TK-12, determine supports needed for low performing unduplicated students including English learners, SED, and foster youth. Using formative and summative data, school site teams will work to adjust teaching or small group services to serve students identified or move forward with appropriate supports as determined by the school site team.	$81,000.00	Yes
11	Monitoring Academic Progress for Unduplicated Pupils	Meet monthly with the counselors, ELD teachers, and administrations to review assessment data and monitor academic progress for unduplicated pupils; English learners, Foster Youth and low income students. Hold Student Study Team (SST) meetings as needed to review data and create Individualized Student Support Plans for students who require additional support.	$60,000.00	Yes
12	Professional Development Addressing the Needs of Special Education Students	Continue to provide ongoing professional development to Special Education, school psychologists, counselors, and general education teachers, so that they can implement standards-aligned lessons, instructional strategies, and/or support services to meet the needs of students with special needs.	$43,000.00	No
13	Special Education Core and Supplementary Materials	Identify and purchase if necessary, Special Education core or supplementary materials for implementation at all sites. Materials may include technology hardware, software, manipulatives, consumables or other print materials to ensure parity of program delivery.	$25,000.00	No
14	Digital Citizenship, Literacy, and Responsibility Lessons	Continue the implementation of Digital Citizenship, Literacy, and Responsibility with site administration and technology department, ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.	$47,000.00	No
15	Teachers on Special Assignment (TOSAs) to support staff implementing instructional priorities.	Continue Teacher On Special Assignment (TOSA) for technology integration, assisting teachers with utilizing technology tools during instruction as well as planning, assessing, and identifying areas for improvement.	$95,000.00	No
16	Implementation of the	Implement the LCUSD Technology Plan, including the International Society for Technology	$65,000.00	No

	LCUSD Technology Plan	Education (ISTE) standards for students, with emphasis on teaching with technology, empowered learning, assessing learning, and creating a culture for innovation for staff and students.		
17	Career and Technical Education	Complete and implement at least one additional course pathway related to Career and Technical Education to promote increased student engagement and achievement related to real-world career competencies.	$40,000.00	No
18	Western Association of Schools and Colleges (WASC)	Following the accreditation visit in January 2025, LCHS will enumerate new goals and actions according to recommendations set forth in the WASC plan by the visiting committee.The three year plan will be to ensure the systemic implementation of these new goals and actions as outlined by the timeline called for in the accreditation cycle.	$38,000.00	No
19	Courses at the 7-12	Continue to offer a robust selection of core, Advanced Proficiency (AP), and elective courses at the 7-12. Explore and add secondary course offerings that embed the principles of diversity, equity and inclusion efforts districtwide.	$29,000.00	No
20	Standards Aligned Instructional Materials and Resources	Every student at LCUSD will have access to standards aligned instructional materials in all subject areas at the beginning of each school year. This will include hard cover textbooks as well as access to textbooks online, when applicable.	$3,750.00	No
21	Class size reduction	LCUSD will maintain additional certificated FTE for grades TK-6 and 9th grade math and English across the district to uphold class-size ratios of 24:1 or fewer (TK-3) and 33:1 or fewer (4th-6th).	$2,242,000.00	No
22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	Fund a VAPTA Coordinator to provide guidance to site and district administration to further coherence for VAPTA programs and curriculum across the district, TK-12. Work with site administration and instructional staff to develop consistent guaranteed and viable curriculum and baseline of instructional standards for elementary specials programs designed to foster students pursuit of VAPTA electives at the secondary level.	$156,000.00	No

Goal

Goal #	Description	Type of Goal
3	Ensure students and staff have opportunities to thrive through programs designed to promote social and emotional health, wellness, and interpersonal connectedness in an environment that is safe and welcoming.	Maintenance of Progress Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

The La Cañada Unified School District has developed Goal #3 under its Local Control Accountability Plan (LCAP) with a focus on enhancing the social and emotional health, wellness, and interpersonal connectedness of its students. This goal addresses the need for safe, supportive, and welcoming school environments that promote student thriving, resilience, and a sense of belonging. The rationale for this focus is multifaceted, deriving from direct educational partner feedback, data trends, and strategic educational objectives.

Rising Chronic Absenteeism and Student Wellness Concerns: Data from the 2022-23 California Dashboard indicated an increase in chronic absenteeism among TK-8th grade students (7.1% - an increase of 0.7% over the previous year). This trend highlights potential issues in student engagement and well-being, necessitating targeted interventions to enhance school climate and support systems. The increase in absenteeism across most subgroups, except African American students, suggests a broad need for improved support structures that can address the diverse needs of the student population.

Maintaining High Educational Outcomes: Despite high graduation rates and relatively low suspension rates, the slight increase in suspensions from 0.5% to 0.8% signals a need for ongoing efforts to maintain a positive and conducive learning environment. Ensuring that schools are not only physically safe but also emotionally supportive is crucial for sustaining high academic and behavioral standards.

Educational Partner Feedback and Demand for SEL Programs: Feedback from educational partners and the annual LCAP survey clearly indicated that student health and wellness are a top priority for the community. Programs such as the Challenge Success Program (28% rated as a high priority) and Wellness Centers (50% rated as a high priority) have been recognized as highly effective, with a significant portion of feedback advocating for continued and expanded support in these areas. This direct input from families and students underscores the community's valuation of holistic educational approaches that incorporate social and emotional learning.

Impact of SEL Initiatives on School Belonging and Mental Health Support: Initiatives such as the Stand Up, Speak Out ® SEL curriculum for upper grade elementary students and the establishment of Wellness and College and Career Centers have received positive feedback for their impact on student well-being and inclusivity. (2023-24 End-of-Year Panorama Education survey data: "Overall, how much do you feel like you belong at your school?"4th - 6th Grade: 87%, 7th & 8th Grade: 83%, 9th - 12th Grade: 79%.) The observed positive effects on students' sense of belonging, as evidenced by the survey results across different grade levels, reinforce the importance of these initiatives in fostering an inclusive and supportive school culture.

Need for Consistent and Inclusive SEL Practices Across the District: The goal emphasizes the importance of unifying SEL practices across all schools to ensure equitable and consistent support for every student. This approach is aligned with broader educational trends emphasizing inclusive and holistic educational practices that cater to both academic and emotional needs.

In summary, Goal #3 has been developed in response to clear indicators from both empirical data and educational partner feedback that emphasize the need for enhanced social and emotional support structures within the district. By focusing on these areas, LCUSD aims to create an educational environment that supports all aspects of student development, thereby preparing them for success both in school and in broader life contexts. This goal aligns with the district's mission to provide a nurturing, engaging, and safe educational experience for all students.

LCUSD plans to maintain progress for this goal by continuing to expand and unify social-emotional learning (SEL) practices and wellness initiatives across all schools, ensuring a consistent and inclusive approach that supports student well-being, engagement, and a sense of belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Connectedness Students' Perception of Belongingness through survey question: "Overall, how much do you feel like you belong at your school?" (Priority 6) Data Source: District End of Year Survey	2023-24: 4th - 6th Grade: 87% 7th & 8th Grade: 83% 9th - 12th Grade: 79%	2024-25: 4th - 6th Grade: 87% 7th & 8th Grade: 86% 9th - 12th Grade: 81%		2026-27: 4th - 6th Grade: Maintain 2023 results 7th & 8th Grade: 85% 9th - 12th Grade: 82%	2024-25: 4th - 6th Grade:Maintained 2023 Results 7th & 8th Grade: + 3% 9th - 12th Grade: + 2%

2	Student Perception of School Safety Student Perception of School Safety through survey question: "How often do you worry about violence at your school?" "My school takes effective actions to promote the safety and security of students." (Priority 6) Data Source: District End of Year Survey	2023-24: 4th - 6th Grade: 1. 77% (almost never, once in a while) 2. 90% 7th & 8th Grade: 1. 60% (almost never, once in a while) 2. 91% 9th - 12th Grade: 1. 77% (almost never, once in a while) 2. 93%	2024-25: 4th - 6th Grade: 1. 75% (almost never, once in a while) 2. 87% 7th & 8th Grade: 1. 74% (almost never, once in a while) 2. 89% 9th - 12th Grade: 1. 72% (almost never, once in a while) 2. 90%		2026-27: 4th - 6th Grade: 1. 80% (almost never, once in a while) 2. Maintain 2023 results 7th & 8th Grade: 1. 63% (almost never, once in a while) 2. Maintain 2023 results 9th - 12th Grade: 1. 80% (almost never, once in a while) 2. Maintain 2023 results	2024-25: 4th - 6th Grade: 1. - 2% 2. - 3% 7th & 8th Grade: 1. + 14% 2. - 2% 9th - 12th Grade: 1. - 5% 2. - 3%
3	Family Connectedness Family Connectedness through survey question: "My child's school provides a welcoming environment for families." (Priority 6) Data Source: District End of Year Survey	2023-24: 92%	2024-25: 93%		2026-27: Maintain 2023 results	2024-25: + 1%

4	Family Safety Perception Family Perception of Safety through survey questions: "My child's school takes effective actions to promote the safety and security of students." (Priority 6) Data Source: District End of Year Survey	2023-24: 96%	2024-25: 95%		2026-27: Maintain 2023 results	2024-25: - 1%
5	Attendance Rates (Priority 5) Data Source: CALPADS Report 14.2 Student Absenteeism	2022-23: All: 95.57% SED: 94.31% EL: 95.47%	2023-24: All: 96.24% SED: 94.91% EL: 95.85%		2026-27: All: Maintain 2023 results SED: Maintain 2023 results EL: Maintain 2023 results	2023-24:: All: + 0.67% SED: + 0.60% EL: + 0.38%

6	Chronic Absenteeism Rate (Priority 5) Data Source: CA Dashboard	2022-23: All: 7.1% Asian: 4.1% Hispanic: 8.3% Filipino: 14% White: 8.4% Two or more Races: 8.1% SED: 13.5% EL: 7.8% SWD: 13.2% African American: 0% Foster Youth: ** Homeless Students:** ** = "N-size" required for student groups at the LEA level is 15 or more	2023-24: All: 3.9% Asian: 2.6% Hispanic: 6.1% Filipino: 5.5% White: 4.6% Two or more Races: 2.6% SED: 9.7% EL: 4.6% SWD: 7.5% African American: Foster Youth: ** Homeless Students:** ** = "N-size" required for student groups at the LEA level is 11 or more		2025-26: All: 6.0% Asian: 3.5% Hispanic: 6.5% Filipino: 10% White: 6.5% Two or more Races: 6.5% SED: 10.0% EL: 5.0% SWD: 10.0% African American: 0% Foster Youth: ** Homeless Students:** ** = "N-size" required for student groups at the LEA level is 15 or more	2023-24: All: - 3.2% Asian: - 1.5% Hispanic: - 2.2% Filipino: - 8.5% White: - 3.8% Two or more Races: - 5.5% SED: - 3.8% EL: - 3.2% SWD: - 5.7% African American: Foster Youth: ** Homeless Students:** ** = "N-size" required for student groups at the LEA level is 11 or more
7	Middle School Dropout Rate* (Priority 5) Data Source: CALPADS Fall 1 Report 8.1c - Student Profile - List	2022-23: 0%	2023-24: 0%		2025-26: 0%	2023-24: Maintained 0%
8	High School Dropout Rate* (Priority 5) Data Source: CA Dashboard]	2022-23: 0%	2023-24: 0%		2025-26: 0%	2023-24: Maintained 0%

9	High School Graduation Rate* (Priority 5) Data Source: CA Dashboard	2022-23: All: 98.4% Asian: 97.8% Hispanic: 100% Filipino: * White: 98.2% Two or more Races: 100% SED: 100% EL: * SWD: 97.1% African American: * Foster Youth: ** Homeless Students:** * = "N-size" required for student groups at the LEA level is 30 or more ** = "N-size" required for student groups at the LEA level is 15 or more	2023-24: All: 98% Asian: 100% Hispanic: 97.4% Filipino: ** White: 97.1% Two or more Races: 97.6% SED: 97.1% EL: 90.9%** SWD: 88.4% African American: * Foster Youth: ** Homeless Students:** * = "N-size" required for student groups at the LEA level is 30 or more ** = "N-size" required for student groups at the LEA level is 11 or more		2025-26: All: Maintain 2023 results Asian: Maintain 2023 results Hispanic: Maintain 2023 results Filipino: * White: Maintain 2023 results Two or more Races: Maintain 2023 results SED: Maintain 2023 results EL: * SWD: Maintain 2023 results African American: * Foster Youth: ** Homeless Students:** * = "N-size" required for student groups at the LEA level is 30 or more ** = "N-size" required for student groups at the LEA level is 15 or more	2023-24: All: - 0.4% Asian: + 2.2% Hispanic: - 2.6% Filipino: ** White: - 1.1% Two or more Races: - 2.4% SED: - 2.9% EL: Change data not available SWD: - 8.7% African American: * Foster Youth: ** Homeless Students:** * = "N-size" required for student groups at the LEA level is 30 or more ** = "N-size" required for student groups at the LEA level is 11 or more
10	Suspension Rate* (Priority 6) Data Source: DataQuest - Suspension Rate	2022-23 All: 0.8% EL: 0.0% SED: 1.7% African American: 0% Asian: 0.7% Filipino: 0% Hispanic: 0.8% Students With Disabilities (SWD): 1.4% Two or More Races: 0.9% White: 0.9%	2023-24: All: 1.2% EL: 2.8% SED: 4.4% African American: 0% Asian: 0.7% Filipino: 1.4% Hispanic: 1.2% Students With Disabilities (SWD): 4.5% Two or More Races: 2.0% White: 1.4%		2025-26: All: 0.5% or less EL: 0.0% SED: 0.05% or less African American: Maintain 2023 percentage Asian: 0.5% or less Filipino: Maintain 2023 percentage Hispanic: 0.5% or less Students With Disabilities (SWD): 0.5% or less Two or More Races: 0.5% or less White: 0.5% or less	2023-24: All: + 0.4% EL: + 2.8% SED: + 2.7% African American: 0% (maintained) Asian: maintained Filipino: + 1.4% Hispanic: + 0.4% Students With Disabilities (SWD): + 3.1% Two or More Races: + 1.1% White: + 0.5%
11	Expulsion Rate* (Priority 6) Data Source: DataQuest	2022-23 All: 0.0% EL: 0.0% SED: 0.0%	2023-24: All: 0.0% EL: 0.0% SED: 0.0%		2025-26 All: 0.0% EL: 0.0% SED: 0.0%	2023-24 All: Maintained 0.0% EL: Maintained 0.0% SED: Maintained 0.0%

12	Parent Input in Decision Making 1. Percent parent response rate for the District LCAP survey 2. Percent of parents who respond favorably to the following survey question: "How effectively do you feel the school incorporates parent feedback into its decision-making process?" (Priority 3) Data Source: Data Source: District End of Year Survey and District LCAP Survey	2023-24 1. LCAP Parent Survey Response Rate: 3.27% 2. Baseline data not available (new survey questions will be added to the District End of Year survey) Baseline will be added in the 2024-25 LCAP.	2024-25: 1. LCAP Parent Survey Response Rate: 2.05% 2. Baseline data (recently established): 86%		2026-27 1. LCAP Parent Survey Response Rate: Increase by 5%-10% 2. Survey respond data will increase 2%-5%	2024-25 1. - 1.22% 2. Difference from baseline will be added at the end of the 2025-26 school year.

13	Parent Participation "The degree to which families become involved with and interact with their child's school." (Priority 3) Data Source: District End of Year Survey	2023-24: 50%	2024-25: 54%		2023-24: 55%	2024-25: + 4%
14	PBIS and Impact on School Climate "How much respect do students in your school show you? Data Source: Data Source: District End of Year Panorama Education Survey	2023-24: 4th-6th grade: 83% 7th/8th grade: 80% 9th-12th grade: 83%	2024-25: 4th-6th grade: 82% 7th/8th grade: 85% 9th-12th grade: 85%		2026-27: 4th-6th grade: 86% 7th/8th grade: 83% 9th-12th grade: 86%	2024-25: 4th-6th grade: - 1% 7th/8th grade: + 5% 9th-12th grade: + 2%

15	Overall Results of the DEI survey questions to students, teachers, and families. Data Source: Data Source: District End of Year Panorama Education Survey; DEI Questions	2023-24: 4th-6th grade: 84% 7th/8th grade: 86% 9th-12th grade: 85% Teachers: 96% Staff: 94% Families: 94%	2024-25: Overall Results of the Well-being, Belonging, and Engagement questions to students, teachers, and families. 4th-6th grade: 82% 7th/8th grade: 85% 9th-12th grade: 85% Teachers: 95% Staff: 95% Families: 95%		2026-27: 4th-6th grade: 87% 7th/8th grade: 89% 9th-12th grade: 88% Teachers: Maintain 2023 Results Staff: Maintain 2023 Results Families: Maintain 2023 Results	2024-25: 4th-6th grade: - 2% 7th/8th grade: - 1% 9th-12th grade: Maintained 2023 Results Teachers: - 1% Staff: + 1% Families: + 1%
16	Implementation fidelity of unified SEL programs: 1. Percentage of students receiving SEL lessons 2. Number of SEL lessons offered	Baseline data not available (unified curriculum planned for 2024-25) Baseline will be added in the 2024-25 LCAP	2024-25: Baseline Data 1. K-3 grade: 100% 4-6 grade: 100% 7/8 grade: 100% 9-12 grade: 100% 2. K-3 grade: 4-6 grade: 7/8 grade: Average of 9-12 grade: Average of 7 lessons per year		2026-27: 1. Maintain 2024 Results 2. Maintain 2024 Results	2024-25: 1. Difference from baseline will be added at the end of the 2025-26 school year. 2. Difference from baseline will be added at the end of the 2025-26 school year.

Goal Analysis for 2024-2025

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

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

Of the 10 actions in Goal #3, all of them were implemented as described.

Some of the district's successes included the actions related to Positive Behavior Intervention Supports (PBIS) and unifying Social Emotional Learning (SEL) programs (Action 3.4). The PBIS (Action 3.1) program was successful across all La Cañada schools this year due to consistent implementation, strong oversight teams, and alignment with schoolwide expectations for behavior. The program fostered a positive school climate by promoting proactive strategies, recognizing positive student behavior, and providing structured supports, which contributed to improved student conduct and engagement. At the elementary level, counselors delivered SEL lessons through the Second Step program, equipping students with essential skills in emotional regulation, problem-solving, and interpersonal communication. These efforts had a measurable impact, as student connectedness and belongingness scores were maintained in grades 4-6, while grades 7–8 and 9–12 saw increases of 3% and 2%, respectively, in the End-of-Year Panorama Education survey.

Actions 3.5 and 3.8, related to safety practices were also successfully implemented. A noteworthy result from the annual survey is around the notion of student perception of school safety is in that in all grade levels, minus 7th grade, students reported a slight decrease in worry around school safety, and 7th grade showed a significant decrease in worry moving from 60% almost never worry to 74% almost never worry. We also continued our safety training program for students and staff, and increased our practice with emergency communication tools.

The Challenge Success program (Action 3.2) continues to be successfully implemented as an important initiative in promoting student well-being and balanced achievement. This year, the program was further strengthened through the inclusion of a leadership training component designed specifically for newer members of the leadership team. This training ensures that new staff develop a clear understanding of the program's goals and strategies, enabling them to more effectively align their efforts with the Challenge Success mission and support a healthier, more balanced school culture.

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

Action 3: This action was significantly over budget due to the inclusion of funding for a Director of Communications position for the 2024–25 school year. However, the position was not filled and is not expected to be filled moving forward.

Action 9:
This action exceeded the budget by $13,074. During the 2024–25 school year, school sites developed Diversity, Equity, and Inclusion (DEI) plans. The originally planned professional development for site staff was not needed to the extent anticipated.

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

Overall, the specific actions outlined for Goal #3 have been effective in making progress toward promoting a safe, healthy, inclusive, and engaging school climate across the district. Each action item is actively being implemented as planned, with consistent attention to fidelity across sites.

As part of Action 3.1, schools have developed and implemented Positive Behavior Intervention Supports (PBIS) plans, established oversight teams, and fully launched these initiatives to enhance school climate and strengthen student behavior supports.

Complementing these efforts, Action 3.2, the Challenge Success framework continues to guide practices at the secondary level and is being thoughtfully adapted for elementary sites. This framework supports student well-being and engagement through social-emotional learning (SEL) strategies and family education. In alignment with these goals, SEL efforts under Action 3.4 have been coordinated across sites, with programs such as Developmental Assets, Second Step, and Peer Support initiatives successfully reaching students at multiple grade levels. While these efforts have made a positive impact, continued growth is anticipated in the areas of program documentation and a targeted

emphasis on anti-bullying, which will be further integrated into this action. Together, these three actions have contributed to measurable improvements in school culture.

According to the 2024-25 End-of-Year Panorama Education survey, students reported significant progress toward fostering a climate of care, inclusion, and meaningful connections between students and staff. Notably, 94% of students in grades 7-12 and 95% in grades 4-6 indicated that their teachers treat them with respect. Similarly, 95% of secondary and 96% of elementary students felt empowered to engage positively with peers who are different from themselves. When asked about teacher encouragement, 90% of students in grades 7-12 and 93% in grades 4-6 responded positively. A strong sense of belonging was also reflected, with 83% of secondary and 87% of elementary students reporting that they feel they belong at their school. Schools were also seen as promoting belonging, with 83% of students in grades 7-12 and 81% in grades 4-6 affirming this.

Regular, structured communication through the district's "Unified" newsletter and site-based updates (Action 3.3) has significantly strengthened transparency and engagement with families on key topics such as student wellness, safety, and belonging. Despite a key staffing change, namely, the Director of Communications position remaining vacant, the work was effectively distributed among the technology team and the Superintendent's Office. Analysis of family engagement metrics shows strong performance: five newsletters were sent, with 25,798 total emails delivered and 18,565 opens, resulting in an impressive 72% open rate. Based on this positive response, LCUSD plans to explore additional ways to leverage the newsletter content, including its potential use as a recruitment tool for prospective staff and families.

Safety and security training and practices, as outlined in Action 3.5, have proven effective in strengthening preparedness and fostering a shared culture of safety across the La Cañada Unified School District (LCUSD). Through routine drills, targeted trainings, and the integration of enhanced communication tools such as ParentSquare and Catapult, LCUSD personnel have worked collaboratively to ensure a secure environment for students, staff, and families. Campus safety priorities (Action 3.8) have also advanced significantly with the implementation of visitor management systems and anonymous reporting tools, such as WeTip, further strengthening safety protocols in alignment with recommendations from the district's Safety and Security Task Force.

According to the 2024-25 End-of-Year Panorama Education survey, these efforts have been well received by the school community. In response to the statement that LCUSD takes effective actions to promote safety and security for students and their families, 94% of teachers and 99% of staff responded favorably. Regarding workplace safety, 100% of teachers and 99% of staff agreed that LCUSD promotes a secure work environment. Similarly, 95% of families expressed confidence in their child's school taking effective actions to ensure student safety. Among students, 87% of those in grades 4-6 and 90% in grades 7-12 reported feeling that their school promotes safety and security.

These outcomes reflect the collective efforts of parents, students, and staff, all of whom have been integral to the district's safety planning and response initiatives. Following the Eaton Fire, LCUSD facilitated a city-wide debrief that brought together first responders, community leaders, childcare providers, and representatives from both local public and private schools. This collaborative forum created new opportunities for inter-agency cooperation moving forward. Additionally, a focused emphasis on training with Catapult during the second half of the year has strengthened staff understanding of emergency communication protocols and procedures.

The College and Career Center (Action 3.6) achieved significant success this year in expanding counseling services and delivering a comprehensive range of college and career readiness events, with a strong focus on inclusivity for English Learners and Special Education students. These initiatives have become an integral part of the high school experience, as demonstrated by high levels of student participation and engagement. By March 2025, the Center had recorded over 4,519 student drop-in visits and 739 one-on-one meetings. Additionally, C3 hosted more than 143 college representative visits, with a total of 1,640 students registered. Four evening education events were also held to support postsecondary planning in collaboration with families. Additionally, 10 students participated in the College and Career Center Leadership Program.

To further embed college and career readiness into the school culture, student College and Career leaders and staff facilitated a series of targeted, grade-level workshops during Advisory periods. Ninth-grade students were introduced to SCOIR, a digital platform designed to support college exploration and planning. Tenth-grade students received information on standardized testing, including the SAT and ACT. Eleventh-grade students learned how to build a professional résumé using SCOIR, and seniors were provided guidance on the college application process, including detailed information on FAFSA, CSS, and best practices for using SCOIR during the admissions process. The strategic expansion of these services has played a key role in maintaining LCUSD's high graduation rate (98%) and enhancing student preparedness for both academic and professional

pathways, while cultivating an inclusive, informed, and future-focused school environment.

The Wellness Center model (Action 3.7) also made meaningful strides this year, continuing to be actively maintained and highly responsive to student needs. Designed to promote mental health and interpersonal connectedness, the Wellness Centers at LCHS 9-12 and 7/8 serve students through individual appointments, small group sessions, and walk-in visits for those seeking a calming space to regulate emotions during the school day. By April 2025, the 9-12 Wellness Center had recorded over 2,919 visits during the 2024-25 school year, including 978 individual counseling sessions, 510 peer support contacts, and three workshops for parents and staff. Wellness staff also delivered seven grade-level Social Emotional Learning (SEL) lessons during Advisory classes. At the 7/8 campus, the Wellness Center logged more than 3,448 visits, including morning and after-school drop-ins, and conducted 332 counseling sessions. Following winter break, the 7/8 Wellness Center launched a weekly "Lunch Bunch" group, providing students with structured opportunities to develop and practice social skills in a supportive setting.

At the elementary level, Wellness rooms are established at La Cañada Elementary ("The Spot") and Palm Crest Elementary ("Parker's Retreat"), with a new Wellness Center planned for Paradise Canyon Elementary upon completion of construction during the 2026–27 school year. As of April 2025, The Spot had logged over 965 visits and hosted 20 group counseling sessions. Parker's Retreat at Palm Crest received over 950 student visits this year, including 262 individual counseling sessions. These sessions included students with prior permission for 3-5 meetings, as well as those who visited the wellness room seeking immediate support. The remaining visits were from students looking for a quiet space to relax or those called in for incident-related discussions or follow-up conversations. Across all levels, the district's wellness programming has remained responsive to the evolving needs of students, supporting emotional well-being and a sense of belonging. According to the 2024-25 Panorama Education survey, 89% of students in both elementary and secondary grades agreed that their school provides a caring learning environment, while 83% of students overall reported feeling like valued members of their school communities.

Every LCUSD school site has launched DEI initiatives (Action 3.9) celebrating diversity, such as Learning Difference Day and cultural month recognitions, strengthening inclusivity efforts across the district. Two of the schools have further strengthened these efforts by hosting successful and well-attended multicultural fairs that celebrated the diversity of the community. According to the 2024-25 End-of-Year Panorama Education survey, these initiatives have been positively received. Specifically, 94% of teachers and staff agreed that their school values students' individual differences, while 95% of teachers and 94% of staff felt their school promotes a sense of belonging for students and families. Furthermore, 88% of teachers and 85% of staff reported that their school is actively preparing students to thrive in a diverse and interconnected world.

As part of Action 3.10, school site counselors met monthly with site and district administrators to review and address the academic, social-emotional, and attendance needs of English Learners (ELs), socioeconomically disadvantaged (SED) students, and students identified as foster or homeless. Counselors collaborated closely with classroom teachers to monitor student progress and identify areas requiring targeted support. Student Study Team (SST) meetings and Individualized Education Plan (IEP) meetings were held for students struggling to meet standards and individual learning plans were implemented. At the elementary sites, 79% of SED students and 62% of ELs met or exceeded grade level standards in reading by the end of the second trimester. At the 7-12, 85% of SED students and 83% of ELs met or exceeded grade level standards in English by the end of the second trimester.

Results from the 2024 CAASPP assessments indicate significant academic gains among ELs, who scored 56.1 points above the standard in English Language Arts (ELA) and 57.3 points above the standard in mathematics. These results represent increases of 28.6 points in ELA and 23.9 points in math compared to the previous year. In contrast, SED students showed a decline in performance, with scores decreasing by 11.6 points in ELA (64.8 points above standard) and by 6.7 points in math (40.7 points above standard).

Attendance data for these subgroups was routinely monitored in collaboration with site administrators and counselors. When concerns arose, individualized support plans were developed through meetings with students and their families, addressing academic needs, mental health concerns, and attendance challenges. As a result, attendance rates improved during the 2023–24 school year, with 95.85% of ELs and 94.91% of SED students attending school regularly. This was an increase of 0.38% and 0.60%, respectively over the previous year.

Students in need of additional mental health services received direct support from school counselors or were referred to the campus-based SAGE therapist. To promote equitable family engagement, translation services were provided for parents and guardians with limited English proficiency. According to the 2024-25 English Learner Needs Assessment, 86% of families reported having access to a translator during parent meetings or conferences. Furthermore, 94.7% of EL parents indicated that the English Language Development (ELD) program had contributed to improvements in their child's English language proficiency.

Across all actions, there have been no major substantive deviations from the planned implementation. While many programs are still in progress, the overall trend indicates positive movement toward meeting the goals of student well-being, equity, safety, and academic engagement. Continued monitoring, feedback gathering, and refinement will be important to sustain and deepen the progress achieved so far.

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

The 2022-23 baseline data for Metric 10 will be corrected for Socioeconomically Disadvantaged (SED) students. The baseline data should be 1.7% rather than 0.1%. Additionally, the following baseline subgroup data will be added to this action: African American, Asian, Filipino, Hispanic, Students with Disabilities, Two or More Races, and White.

The planned goal, actions, remaining metrics, and target outcomes will remain the same for the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Intervention Supports	All schools will develop and maintain a Positive Behavior Intervention Supports plan and train all staff in order to maintain a safe, healthy, and thriving school climate. This leads to a positive impact on academic and social outcomes for students.	$83,000.00	No
2	Continue Challenge Success Program	In partnership with Challenge Success Program, continue to promote student well-being, equity, and engagement with learning through implementing research-based strategies. La Canada High School 7-12 will continue with their Challenge Success plan that includes a site based team of students, parents, and teachers; participation in Challenge Success conferences, and annual student surveys. LCUSD elementary schools will engage in interpreting the program for their sites with an emphasis on integrating social emotional learning and diversity, equity, and inclusion efforts.	$32,000.00	No
3	Family Communication, Input, and Education	Provide updates on topics related to student social and emotional wellness, safety, and security, and facilities and seek input on shared decision making, and offer topical educational programs. Create a mechanism for following up after major feedback gathering stages, such as survey data presentations and additional Educational Partner meetings.	$39,000.00	No
4	Unify Social Emotional Learning Programs	Under the Challenge Success umbrella of Climate of Care, unify the social emotional learning curriculum and implementation to create a consistency of practices in relation to district wide student support offerings through partnership with counselors, psychologists, and teachers. This will include continuing the implementation of the Developmental Assets program, partnering with district-approved consultants, and engaging and leveraging the peer support program at LCHS.	$155,000.00	No
5	Implement Safety and	Under the Challenge Success umbrella of Climate of Care, create an environment that is safe and	$50,000.00	No

	Security Training and Practices	welcoming for all students, staff, and parents through continued refinement of the campus safety plans. These include monthly drills, clear communication strategies, frequent learning opportunities, review of staffing and security resources and requirements, continued situational assessment, and recommendations based upon Governing Board direction and identified district and site priorities.		
6	Improve Academic and Career Outcomes at LCHS	Under the Challenge Success umbrella of Climate of Care, improve student academic and career outcomes through various actions and services provided by the LCHS 9-12 Counseling Department such as college and career events, full development of the LCHS College and Career Center, increased outreach to students at all grade levels, and future planning sessions for families. Include information for English Language Learners and Special Education students related to options and opportunities for college and career.	$186,000.00	No
7	Promote Health and Wellness via the Wellness Center	Under the Challenge Success umbrella of Climate of Care, promote students' social and emotional health, wellness and interpersonal connectedness by developing and enhancing program offerings leveraging the Wellness Center and Wellness Center staff. Continue to monitor and assess needs and flexibly adjust programs to promptly meet emerging needs, and identify expanded wellness opportunities for the entire LCHS 7-12 Campus.	$463,000.00	No
8	Implement Campus Safety Priorities	Under the Challenge Success umbrella of Climate of Care and Education of the Whole Community, continue implementing "high" priority items identified by the Governing Board related to student, staff, and school site services. Complete recommendations set forth by the Safety and Security Task Force: improve visitor management process at all sites; solidify student and staff onboarding and offboarding procedures; refine an anonymous reporting system; work with a security consultant to offer training to staff, students, and parents; strengthen the drilling and training experiences at all sites; and organize the emergency and outreach communication protocols.	$46,000.00	No
9	Initiate the School Site DEI Plans	Under the Challenge Success umbrella of Climate of Care, ensure the Superintendent and Leadership Team transfer the Districtwide DEI plan to a site-based approach, which addresses needs and identifies training initiatives related to culturally relevant and responsive education (including, but not limited to: cultural competencies, gender identity, personal abilities, sexual harassment, DEI priorities, and other topics) designed to increase awareness and support of LCUSD's core values of inclusion, wellness, health, safety, resilience, and empathy.	$57,500.00	No
10	Counseling Support for UDP	Targeted additional monitoring services for low-income, EL, and/or Foster/Homeless youth will be provided by the counselors. Needs will be determined through academic progress and/or Student Study Team (SST) data. Students will have access to the Wellness Center as well as SAGE therapists to address any social and emotional and/or mental health concerns that are preventing students from succeeding academically or from attending school.	$68,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Continue Capital Improvement Projects and Maintain Safe District-wide Facilities	Maintenance of Progress Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

The main focus of goal #4 is to provide safe, clean, and well equipped facilities. It has been the district's goal to ensure that this is always a top priority. According to the 2023-24 End-of-Year Panorama Education survey, 85% of students in 4th-6th grade and 77% of 7th-12th grade students felt the school facilities were clean and well-maintained. Additionally, 93% of families perceived the school facilities to be clean and well-maintained. Moreover, 97% of families believe their child(ren) feel safe at school. Students' perceptions physical and psychological safety at school increased for students in grades 4-6 from 73% to 81% and from 57% to 67% for students in grades 7-12. During the feedback and input collecting process, an LCAP input survey was sent to all educational partners. Additionally, members from the LCAP/Parent Advisory Committee team met with over 30 Educational partner groups. Feedback collected indicated that this goal and the actions tied to the goal continue to be a priority for LCUSD. Through this interactive process, LCUSD ensures that its initiatives resonate with the collective vision of its Educational Partners, thereby ensuring a sense of ownership and commitment among all involved parties.

The Educational Partners agreed that in order to ensure an effective learning environment, students need to feel safe in their classrooms and on campus. This goal, centers on providing students with safe, clean, and well-equipped facilities, aligns with the shared vision of the Educational Partners who recognize the pivotal role of a conducive physical environment in nurturing student well being, and academic success. By prioritizing safety and cleanliness, LCUSD not only addresses immediate concerns but also lays the foundation for a supportive educational environment where students can thrive academically, socially, and emotionally.

LCUSD plans to maintain progress for this goal by continuously prioritizing the upkeep and safety of school facilities, ensuring that they remain clean, well-maintained, and conducive to a positive learning environment, supported by ongoing feedback and collaboration with Educational Partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of Williams Legislation Complaints Data Source: HR Report	2022-23: 0 Williams Complaints	2023-24: 0 Williams Complaints		2025-26: 0 Williams Complaints	2023-24: Maintained 0 Williams Complaints

2	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)* School facilities are maintained in good repair [as defined in EC 17002]. Data Source: LCUSD FIT Report	2023-24: PCY: Good PCR: Good LCE: Good LCHS: Good	2024-25: PCY: Good PCR: Good LCE: Good LCHS: Good		2026-27: PCY: Maintain 2023 Results PCR: Maintain 2023 Results LCE: Maintain 2023 Results LCHS: Maintain 2023 Results	2024-25: PCY: Maintained 2023 Results PCR: Maintained 2023 Results LCE: Maintained 2023 Results LCHS: Maintained 2023 Results
3	The percent of 4-6, 7-12 grade students, staff, and parents who rate their school facilities as being cleaned and well maintained Data Source: District End-of-the Year Survey	2023-24: 4th-6th grade: 85% 7th-12th grade: 77% Certificated Staff: 84% Classified Staff: 91% Parents/Guardians: 93%	2024-25: 4th-6th grade: 81% 7th-12th grade: 80% Certificated Staff: 76% Classified Staff: 86% Parents/Guardians: 93%		2026-27: 4th-6th grade: Increase by 1%-5% 7th-12th grade: Increase by 1%-5% Certificated Staff: Increase by 1%-5% Classified Staff: Maintain 2023 Results Parents/Guardians: Maintain 2023 Results	2024-25: 4th-6th grade: - 4% 7th-12th grade: + 3% Certificated Staff: - 8% Classified Staff: - 5% Parents/Guardians: Maintained 2023 Results

4	The percent of parents who responded favorably to the following survey question: "Overall, how safe does your child feel at school?" Data Source: District End-of-the Year Survey"	2023-24: 97%	2024-25: 97%		2026-27:Maintain 2023 Results	2024-25: Maintained 2023 Results
5	Percent of certificated and classified staff reporting a satisfactory rating in terms of technology support and satisfaction level with wifi stability & access to email and internet. Data Source: Annual Technology Survey	2023-24 Data: Elementary Sites: Overall 93% Wifi/access to online tools 95% LCHS 7-12: Overall: 98% Wifi/access to online tools 99%	2024-25 Data: Elementary Sites: Overall: 92% Wifi/access to online tools 100% LCHS 7-12: Overall 96% Wifi/access to online tools 87%		2026-27: Maintain 2023-24 results for each site	2024-25 Current Difference from Baseline: Elementary Sites: Overall: -1% Wifi/access to online tools +5% LCHS 7-12: Overall: -2% Wifi/access to online tools -12%

6	Number of meetings held and communications shared (Unified Newsletter, Superintendent messages) to keep Educational Partners updated on progress towards Measure LCF Bond Program	2023-24: Citizens Oversight Committee Meetings: 4 Unified Newsletter: 2 Superintendent Updates: 1	2024-25: Citizens Oversight Committee Meetings: 4 Unified Newsletter: 2 Superintendent Updates: 1		2026-27: Citizens Oversight Committee Meetings: Maintain 2023 Results Unified Newsletters: Maintain 2023 Results Superintendent Updates: Maintain 2023 Results	2024-25: Citizens Oversight Committee Meetings: Maintained 2023 Results Unified Newsletters: Maintained 2023 Results Superintendent Updates: Maintained 2023 Results

Goal Analysis for 2024-2025

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

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

All actions for goal #4 were implemented as planned.

The District has made steady progress in executing planned projects under the Measure LCF Bond Program and related facilities improvements, with a focused emphasis on safety, modernization, and infrastructure upgrades (Action 4.1). While there have been no significant deviations from the original plans, the sequencing of certain projects has posed coordination challenges, particularly in managing construction activities across multiple sites.

Safety and security enhancements (Action 4.3) have made notable progress, including PA system repairs at Paradise Canyon Elementary and the installation of a new security pass-through gate at LCHS. In addition, LCUSD staff continue to participate in ongoing safety trainings in partnership with Chameleon Associates, reinforcing district-wide preparedness.

Technology infrastructure improvements under Action 4.4 were also successfully implemented. A new teacher and staff laptop lease program was launched, accompanied by the purchase of additional Chromebooks and desktop computers. Furthermore, a district-wide WiFi upgrade was completed to better support instructional needs and the Bring Your Own Device (BYOD) initiative.

The Director of Maintenance and Operations conducted monthly audits at all school sites to ensure compliance with established cleaning protocols (Action 4.5). To support custodial staff in maintaining high standards of cleanliness, the District invested in upgraded cleaning equipment, including dust mops, battery-powered vacuums, air blowers, and pressure washers; tools that go beyond routine custodial purchases. A notable success under Action 4.5 was the implementation of QR code posters in all LCHS restrooms, allowing students and staff to report supply shortages or maintenance needs directly to custodial teams. As of April 2025, 79 requests had been submitted through this system, enabling timely and efficient resolution of issues. One challenge under this action area was a shortage of custodial staff; however, site teams worked collaboratively with the Human Resources Department throughout the year to address staffing gaps.

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

There were no material differences in Goal 4 between Budgeted Expenditures and Estimated Actual Expenditures.

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

Significant progress has been made across multiple initiatives within the Measure LCF Bond Program (Actions 4.1, 4.3, and 4.6), reflecting the district's commitment to strategic planning and effective implementation. Key projects, such as the two-story classroom building at Paradise Canyon Elementary (PCY), remain on schedule, with the new facility slated to open in fall 2025. While the 2025 End-of-Year Panorama Education survey revealed that some teachers found it challenging to work amid ongoing construction, many acknowledged that the long-term benefits would outweigh the temporary disruptions.

At La Cañada High School (LCHS), the district's contractor, Psomas, has been conducting a comprehensive utilities survey to evaluate potential infrastructure upgrades. These needs will be considered as part of a future bond measure. Meanwhile, prior improvements, including upgrades to HVAC and fire alarm systems, continue to show strong progress. The thoughtful integration of bond-funded projects with deferred maintenance efforts reflects a coordinated and efficient approach to long-term facilities management. For action 4.2, 100% of the LCUSD schools were visited every 3 months. According to the Facilities Inspection Tool (FIT), 100% of our facilities remain in good repair.

In the area of campus safety and security (Action 4.3), significant advancements have been achieved. These include the completion of public address (PA) system repairs at PCY, the installation of new security gates at LCHS, and the continued implementation of safety training at all school sites. According to the 2025 End-of-Year Panorama Education survey, 90% of students in grades 7-12 reported that their school takes effective action to ensure safety, while 100% of 7-12 teachers and 98% of 7-12 support staff expressed the same confidence in the district's safety measures.

Routine maintenance projects (Action 4.6) are also progressing effectively and are being aligned with bond-funded work whenever possible. The Director of Facilities continues to actively assess site needs to maintain safe, functional, and well-maintained campuses. In support of long-term planning, the district's Deferred Maintenance schedule has been reviewed and updated to reflect anticipated projects. Additionally, all LCUSD school sites were rated in "good" repair according to the 2024-25 Facilities Inspection Tool (FIT), affirming the district's ongoing commitment to high-quality learning environments.

Technology infrastructure improvements (Action 4.4) have been highly effective in supporting both instructional and operational goals. The District deployed 125 new staff laptops, 55 desktop computers, and purchased 150 Chromebooks to enhance student learning. In addition, upgrades to the district's Wi-Fi network are currently underway to improve connectivity and further support LCUSD's Bring Your Own Device (BYOD) initiative. The District also successfully completed a cybersecurity audit and is preparing to implement the recommended enhancements to strengthen digital security and align with long-term strategic priorities.

Campus cleaning standards (Action 4.5) demonstrated partial effectiveness during the 2024-25 school year. While regular audits and oversight protocols remain in place, persistent staffing shortages have affected the consistency of campus cleanliness. These challenges were reflected in results from the End-of-Year Panorama Education survey: 76% of teachers and 86% of staff reported that their school facilities were clean and well-maintained. This was an 8% and 5% decline, respectively, from the previous year. Among students, 81% of those in grades 4-6 and 80% of those in grades 7-12 felt their campuses were well-maintained, representing a 3% decrease at the elementary level and a 3% increase at the secondary level. Additionally, 74% of students in grades 7-12 noted improvements in campus cleanliness, a slight 1% decline from the previous year. To address these concerns, the District is prioritizing the hiring and training of custodial staff to enhance consistency and overall campus maintenance.

The Citizens' Oversight Committee (Action 4.7) continues to function effectively, holding regular quarterly meetings with posted minutes and providing strong fiscal oversight of Measure LCF expenditures. School Site Design Teams (Action 4.8) have also made meaningful contributions to project implementation. At Paradise Canyon Elementary (PCY), the furniture design team has been actively engaged in selecting classroom furnishings for the new two-story building, ensuring that choices reflect user-centered design and align with program goals. Multiple meetings were held throughout the year to discuss both current furniture needs and future phases of the project.

According to the 2025 End-of-Year Panorama Education survey, 89% of PCY families reported that the school effectively incorporates parent feedback into its decision-making process. The district also maintained ongoing communication with the site principal, providing monthly updates and additional outreach through the "Unified Newsletter" and Superintendent Messages at three key points during the school year to keep the school community informed about construction progress and upgrades. In April, both district and PCY staff had the opportunity to tour the construction site and preview the new classroom layouts firsthand.
100% of the schools were visited every 3 months. 100% of our faciilties remain in good repair according to the FIT report.

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

The 2023-24 baseline data for Metric 6 will be corrected. The baseline data for the number of "Unified Newsletters" should be 2 rather than 11. Additionally, the baseline data for "Superintendent Updates" should be 1 rather than 19.

The baseline metrics for Action 4.5 have been updated to consolidate data from grades 7–8 and 9–12 into a single LCHS 7–12 category, while also combining data from all elementary schools into one unified group.

The planned goal, actions, remaining metrics, and target outcomes will remain the same for the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Measure LCF Bond Program	Implement the Measure LCF bond program per the Facilities Master Plan. This includes items related to campus safety and security, technology, and upgrading sites to provide modern facilities for 21st-century learning. Specific Measure LCF projects include: Addressing aging utilities, improving PA systems, improved play areas, fire alarm system upgrades, improving elementary sites with additional permanent buildings and modernizing existing classrooms and instructional spaces, upgrading infrastructure, and enhancing student spaces.	$7,228,204.00	No
2	Williams Act Compliance	Conduct site visits every 3 months to ensure compliance with Williams Act and file all reports with the Governing Board. All reported site issues and needed repairs will be ameliorated within a reasonable time of being notified.	$2,050.00	No
3	Facilities Projects Related to Safety and Security	Continue to implement the action plan for "high" priority facility items identified by the Governing Board related to student, staff, and school site security. This will include updating school site safety plans, assessing and improving all PA systems, installing additional safety film on key glass doors and windows, assessing the various entry points at LCHS and developing a plan to reduce them. LCUSD will continue to work with our security consultant, Chameleon Associates to identify the risk areas of the school facilities.	$49,000.00	No
4	Technology Infrastructure	Continue to Improve and enhance the needs for technology infrastructure in alignment with the district's master plan and the educational goals outlined in the district technology plan. Focus on establishing future-proof standards for bandwidth, maintaining and acquiring devices for teaching, learning, and assessment, and implementing cybersecurity response and training protocols.	$75,000.00	No
5	Campus Cleaning Standards	Sustain progress related to the maintaining and cleaning of the campuses by providing updated equipment and training to staff. Increased implementation of the Work Order system to assess efficiency and inform maintenance needs. Continue monthly custodial site audits.	$2,410,000.00	No
6	Routine Maintenance Projects	Continue routine restricted maintenance as well as deferred maintenance at all sites to ensure that all facilities are clean, well-maintained, and in good repair. Find opportunities to work with the Facilities Master Plan to combine routine repair and replacement of systems with master plan upgrades.	$1,999,000.00	No
7	Citizens' Oversight Committee	Continue to engage the Citizens' Oversight Committee to monitor the Measure LCF bond finances.	$9,700.00	No
8	School Site Design Teams	Continue utilizing school site design teams to support the implementation of Measure LCF programs.	$23,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$671,363.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.50%	0.00%	$0.00	1.50%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action 10	The 2023 CA School Dashboard English Language Arts Academic Indicator showed that English Learners scored +27.5 above standard as compared to all students who scored +101.9 points above standard. Additionally, the 2023 CA School Dashboard Math Academic Indicator showed that English Learners scored +33.4 above standard and low income students scored +47.4 points above standard. These scores were much lower than all students who scored +87.5 points above standard. This data shows there is a disparity in the scores of English Learners (ELs) and Socio-economically disadvantaged (SED) students compared to the "all" student group. Based on educational partner feedback and an analysis of the disparities, ELs and SED students would benefit from small group interventions that are tailored specifically to their academic needs.	Intervention specialists will develop lesson plans in collaboration with classroom teachers to provide small group instruction that addresses reading, writing, and mathematics concepts for students in grades 1-6. Intervention specialists will also provide parent training to support literacy, writing, and mathematics support at home. These actions address literacy, writing, and mathematics gaps for English learners and Socio-economically Disadvantaged (SED) students. They are provided on a LEA-wide basis to integrate and increase foundational reading, writing, and math skills and to provide support to all families in order to increase outcomes for all students. Research by Richard L. Allington (What Really Matters When Working with Struggling Readers, www.ocmboces.org/tfiles/folder1237/1603 _Allington_WRM.RT_.pdf. Accessed 4 June 2024.) emphasizes the importance of intensive, small group interventions for low-income students to address gaps in literacy skills Allington argues that such interventions are critical for providing the individualized attention needed to accelerate learning. Additionally, Slavin & Cheung (2005) found that structured small group interventions in literacy significantly boost the reading performance of ELs. Programs that include direct instruction and peer-assisted learning strategies in small groups were particularly effective. (Slavin, R. E., & Cheung, A. (2005). A Synthesis of Research on Language of Reading Instruction for English Language Learners. Review of Educational Research, 75(2), 247-284. https://doi.org/10.3102/00346543075002247)	LCUSD will monitor the reading, writing, and mathematics progress for low income, English learners, and the progress of all students by using the following data: * CAASPP Language Arts Assessment data (2.1) * CAASPP Math Assessment data (2.2) * DIBELS Assessment data (2.21) * District Writing Assessment data (2.22)
Goal #3, Action #10	During the 2022-23 school year, 13.5% of low-income students were chronically absent. This was a 4% increase over the prior year and almost double the percent of “All Students” identified as chronically absent. Additionally, chronic absenteeism rates for English learners saw a 1.3% increase during the 2022-23 school year with 7.8% chronically absent. Additionally, the suspension rate for low-income students was 1.7% during the 2022-23 school year as compared to 0% the prior year. This was higher than the “All Students” group which had a 0.8% suspension rate.	LCUSD will provide additional counselor support to students who are chronically absent in order to determine student needs and provide critical resources needed to overcome any trauma that may be affecting their attendance in school. Counselors will also work collaboratively with the Wellness Center staff to provide additional Positive Behavior Intervention Supports (PBIS) to low income students in order to reduce suspension rates. Additionally, counselors will work with Wellness Center staff to provide social-emotional support through clinical social workers and therapists to address mental health. These actions address the academic, social-emotional, mental health, and attendance needs for unduplicated pupils. They	LCUSD will monitor attendance rates and chronic absenteeism for low income, English Learners, as well as all students by using the following data: * Attendance rates will also be monitored for low income and all students (3.5) * Chronic Absenteeism data will be monitored for low income and all students (3.6) * Suspension and Expulsion rate data will also be monitored for low income and all students (3.10 and 3.11)

	Based on educational partner feedback and an analysis of the disparities, it was determined that English Learners (ELs) and Socio-economically Disadvantaged (SED) would benefit from additional counselor support to address academic, social emotional, mental health, and attendance issues for these unduplicated pupils.	are provided on a LEA-wide basis to integrate and increase counseling services for all students and provide support for all families to improve social emotional health for all students. In LCUSD, we are fortunate to have a dedicated counselor at each elementary school, as well as seven comprehensive counselors, one College and Career counselor, and one counselor overseeing programs and peer resources at the 7-12 level. With a counselor-to-student ratio of approximately 1:226 at the 7-12 level and approximately 1:600 at the elementary levels, our schools prioritize providing personalized support to every student. Research such as "Bringing Out the Brilliance: A Counseling Intervention for Underachieving Students" (Berger, 2013) underscores the impact of one-on-one and small group counseling interventions on student success. Findings reveal notable improvements in organizational skills, time management, and motivation among underachieving 9th and 10th-grade students. Similarly, studies like the one conducted by Parzch, Donohue, Gaesser, and Chiu in 2019 highlight the significance of counselor-to-student ratios. Ratios of 1:250 or lower correlated with reduced student absenteeism, higher graduation rates, increased college entrance and persistence rates, and fewer suspensions. At LCUSD, our counselors work closely with underperforming unduplicated students, including English Learners, low-income students, and foster and homeless youth. Through individual meetings, collaboration with teachers, administrators, Wellness Center counselors, and therapists, and Student Study Team (SST) meetings, we are able to better address the unique academic, social-emotional, mental health, and attendance needs of our unduplicated pupils.	

Goal 2, Action #9	The 2023-24 End of Year Panorama Education survey data revealed that 24% of teachers deemed the Diversity, Equity, and Inclusion trainings highly beneficial, with 23% finding the Structured Literacy training helpful and 11% indicating value in the Assessment sessions. Additionally, the survey revealed that 15% of teachers are showing a desire for additional training and support in the area of English Language Development. Additionally, the 2023 CAASPP ELA and math scores showed a decrease for English Learners (ELs) and Socio-economically Disadvantaged students (SED). This above data reveals that teachers would like additional professional development to better address the needs of their EL and SED students in order to increase academic outcomes.	Professional Development focused on strategies to help English learners acquire the English language and , engage in lessons that meet the rigorous state standards, and Universal Design for Learning (UDL) will be offered to teachers in order to support EL during Integrated ELD and SED students during class time. English Language Development (ELD) trained teacher specialists at each school site will continue to provide individual and small group professional development to classroom teachers on differentiated diagnostic/prescriptive instruction that is focused on the needs of English Learners in achieving proficiency of the California State Standards. Additionally, these teacher specialists and school counselors will continue to provide professional development support during staff meeting time and collaboration time. Research indicates that student achievement increases when teachers are provided appropriate professional development on a regular basis and when there is true collaboration among teachers working toward a common goal. (Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement, ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033 .pdf. Accessed 13 May 2024.) Improving designated and integrated ELD instruction through targeted language strategies will continue to be a focus during professional development sessions as well as monthly collaboration days and Professional Learning Communities (PLCs). These actions will support all teachers in addressing the needs of ELs and SED students. They are provided on a LEA-wide basis to strengthen teacher effectiveness in helping ELs and SED students meet the state standards in English Language Arts and across all content areas.	LCUSD will monitor the effectiveness of the professional development, EL and SED students progress, and the progress of all students by using the following data: * Professional Development Relevance and Implementation (2.20) * English Learner progress toward English Proficiency (2.4) * CAASPP English Language Arts assessment scores in grades 3-8 & 11 (2.1) * CAASPP Math assessment scores in grades 3-8 & 11 (2.1) * CAST Science assessment scores for grades 5 and 8 (2.3)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal #2, Action 4, 5, 6, & 7	The 2023 CA Dashboard showed that 53.1% of English Learners made progress towards English language proficiency. This was a decline of 25.8%. Additionally, English learners scored 27.5 points above standard on the English Language Arts CAASPP assessment. This was a 74.4 points below the “All Students” group, which scored 101.9 points above standard. This data shows there is a disparity in the scores of English Learners (ELs) students compared to the "all student” group. Based on educational partner feedback and an analysis of the disparities, ELs would benefit from supplemental small group support and interventions provided by specialized English Language Development teachers and support staff, that are tailored specifically to their academic needs and their ELD levels.	Actions 2.4 & 2.5: Three elementary and one 7-12 English Language Development (ELD) teachers will provide supplementary designated ELD instruction aligned with the ELD state standards to enhance language acquisition and proficiency. These dedicated educators will engage with English learners ranging from Level 1 to Level 4 proficiency, meeting with them for tailored instruction/intervention sessions 1 to 5 days per week. The supplementary ELD intervention sessions will be in addition to the designated ELD lessons provided by teachers on a daily basis. Action 2.6: One part-time English Language Development (ELD) paraprofessional will be hired for each elementary school site and the 7-12 school to provide supplementary designated ELD support as well as core subject matter content support in history and social science to newcomer English learners scoring at levels 1 and 2 on the English Language Proficiency Assessment for California (ELPAC). Action 2.7: Additionally, LCUSD is committed to enhancing English Language Development (ELD) instruction by procuring supplementary resources and materials tailored to support students in their journey toward English language proficiency. In cases where materials and resources, including core literature books, are accessible in a student's native language, LCUSD will prioritize the acquisition of these supplementary resources. Research has shown that when students continue reading, writing, speaking, and listening in their primary language at home, this helps ELs boost their reading skills in English (Goldenberg, Claude. Unlocking the Research on English Learners, American Educator, dataworks-ed.com/wp-content/uploads/2016/05/Goldenberg.pdf.) This proactive approach ensures that students receive comprehensive support, empowering them to navigate their English language acquisition with greater confidence and efficacy.	* Data measuring the percentage of English Learners who make progress toward English Proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) from the 2024 CA Dashboard (2.4) will be one measure to used to determine the effectiveness of the action, * Data from the English Language Arts (ELA) Academic Indicator for students in grades 7, 8, and 11 will be used to to determine the effectiveness of the action. (2.1, 2.2, & 2.6) * For students in grades K-3, ELD teachers will use DIBELS to monitor early literacy benchmarks to determine EL progress and effectiveness of this action (2.21) * The percent of English Learners who reclassify to fluent English proficiency (RFEP) will also be used to determine effectiveness of the action (2.5) * The question “The ELD instruction provided at my child’s school has improve my child’s English language proficiency” from the English Learner Family Needs Assessment survey will be used as one measure to determine the effectiveness of the action (2.27)

Goal #2, Action #8	English Learners are the target of parent engagement. The administrator overseeing the English Language Development (ELD) program, ELD teachers, and counseling staff ensure that these parents and families are connected to the schools as well as to community resources and services. Many parents of these students are not aware of and have not experienced college or navigating college applications and scholarships. During the 2023-24 school year, parents were provided small group workshops in their home language on such topics as transitioning from elementary school to junior high and junior high to high school. Additional parent workshops focused Tobacco Prevention and on effectively addressing and supporting families with social and emotional learning and mental health. Data from the 2023-24 English Learner Parent Needs Assessment indicated that 41% of EL parents indicated they were interested in participating in parent workshops. Some of the topics they would like to learn more about include how to help their children learn how to read, how to help their children with homework, and technology skills. The District and school sites will continue to explore ways to improve parental engagement with school activities and parent workshops. The utilization of zoom and webinars, continues to be one of the most effective ways to increase attendance at meetings and during family workshops for parents of English Learners. Parents get full access to translation services via zoom.	During the 2024-25 school year, LCUSD will continue to offer recorded webinars when available, using Youtube to ensure the option of closed captioning in a family's home language. The use of zoom as a parent engagement tool will continue to be utilized during the 2024-25 school year. Four to five workshops will be offered to parents of English learners on topics of interest according to the English Learner Parent Needs Assessment survey data.	LCUSD will monitor EL parent satisfaction rates for parent workshops as well as attendance rates at workshops and English Language Advisory Committee (ELAC) meetings to determine the effectiveness of this action. (Metric #2.27)

Goal #2, Action #11	The 2023 CA School Dashboard English Language Arts Academic Indicator showed that English Learners (ELs) scored +27.5 above standard and Socio-economically Disadvantaged (SED) students scored 76.4 points above standard. Both of these scores are significantly lower than the “All Students” score which was 101.9 points above standard. Additionally in math, ELs socred 33.4points above standard while SED students scored 47.4 points above standard. This was also significantly lower than the “All Students” group which scored 87.5 points above standard. This data shows there is a disparity in the scores of English Learners (ELs) and Socio-economically disadvantaged (SED) students compared to the “All Student” group. Based on the analysis of the disparities, ELs and SED students would benefit from additional close monitoring and one-on-one attention from school site counselors to meet their their academic, social-emotional, and mental health, needs.	School site counselors will work closely with underperforming unduplicated students, providing supplemental one-on-one counseling including English Learners, low-income students, and foster and homeless youth. Through individual meetings, collaboration with teachers, administrators, Wellness Center counselors, and therapists, and Student Study Team (SST) meetings, we will be able to better address the unique academic, social-emotional, and mental health, needs of our unduplicated pupils. Tailored Every Student Succeeds (ESS) plans will be developed for underachieving unduplicated students and may include targeted classroom supports, intensive small group interventions through the Responsive Teaching Plans, access to psychological or counseling services, provision of district-provided technology resources, and peer support through the Peer Support program in grades 7-12. Progress for unduplicated pupils will be continuously monitored and monthly Professional Learning Community (PLCs) meetings will be held with the site and district administrators and counseling teams. In LCUSD, we are fortunate to have a dedicated counselor at each elementary school, as well as seven comprehensive counselors, one College and Career counselor, and one counselor overseeing programs and peer resources at the 7-12 level. With a counselor-to-student ratio of approximately 1:226 at the 7-12 level and approximately 1:600 at the elementary levels, our schools prioritize providing personalized support to every student. Studies like the one conducted by Parzch, Donohue, Gaesser, and Chiu in 2019 highlight the significance of counselor-to-student ratios. Ratios of 1:250 or lower correlated with reduced student absenteeism, higher graduation rates, increased college entrance, and persistence rates.	LCUSD will monitor the effectiveness of closely tracking the Academic Progress for Unduplicated Pupils by using the following data: * CAASPP English Language Arts assessment scores in grades 3-8 & 11 (2.1) * CAASPP Math assessment scores in grades 3-8 & 11 (2.1) * CAST Science assessment scores for grades 5 and 8 (2.3) * the percent of K-3 students meeting Early Literacy Benchmarks through DIBELS (2.21) * the percent of K-6 students meeting or exceeding grade level writing standards as measured by the District Writing Assessment (DWA) (2.22)

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

NA

Additional Concentration Grant Funding

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$44,707,937.00	$671,363.00	1.50%	0.00%	1.50%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,318,300.00	$286,000.00	$9,344,904.00	$23,500.00	$16,972,704.00	$8,462,900.00	$8,509,804.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Staff Wellness and Support	All	No				Ongoing	$28,000	$0	$28,000	$0	$0	$0	$28,000	0.00%
1	2	Safety Training and Ongoing Monitoring	All	No				Ongoing	$6,000	$0	$6,000	$0	$0	$0	$6,000	0.00%
1	3	Candidate Outreach	All	No				Ongoing	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	All	No				Ongoing	$0	$11,000	$11,000	$0	$0	$0	$11,000	0.00%
1	5	Mentoring for New Staff	All	No				Ongoing	$18,000	$0	$18,000	$0	$0	$0	$18,000	0.00%
2	1	Assessment Cycle and Differentiated Instruction	All	No				Ongoing	$16,000	$25,000	$41,000	$0	$0	$0	$41,000	0.00%
2	2	Response to Intervention	All	No				Ongoing	$390,000	$0	$390,000	$0	$0	$0	$390,000	0.00%
2	3	Staff Professional Development	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
2	4	ELD Instruction at the Elementary Sites	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$235,000	$0	$235,000	$0	$0	$0	$235,000	0.00%

2	5	EL Support Teacher at LCHS	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$35,000	$0	$35,000	$0	$0	$0	$35,000	0.00%
2	6	Paraprofessional ELD support for novice ELs	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$128,000	$0	$111,500	$0	$0	$16,500	$128,000	0.00%
2	7	ELD Supplementary Materials	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$8,500	$8,500	$0	$0	$0	$8,500	0.00%
2	8	EL Parent Outreach on District Initiatives	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$26,000	$0	$26,000	$0	$0	$0	$26,000	0.00%
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Homeless, Long-term English learner, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$116,000	$0	$101,700	$0	$14,300	$0	$116,000	0.00%
2	10	Unduplicated Pupil Support/Interventions	Long-term English learner, Foster Youth, Low Income, Homeless, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$81,000	$0	$81,000	$0	$0	$0	$81,000	0.00%

2	11	Monitoring Academic Progress for Unduplicated Pupils	Low Income, Homeless, Foster Youth, English learner (EL), Long-term English learner	Yes	Limited	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$60,000	$0	$56,400	$0	$3,600	$0	$60,000	0.00%
2	12	Professional Development Addressing the Needs of Special Education Students	Student with Disabilities (SWD)	No				Ongoing	$13,100	$29,900	$0	$43,000	$0	$0	$43,000	0.00%
2	13	Special Education Core and Supplementary Materials	Student with Disabilities (SWD)	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	All	No				Ongoing	$0	$47,000	$3,000	$0	$44,000	$0	$47,000	0.00%
2	15	Teachers on Special Assignment (TOSAs) to support staff implementing instructional priorities.	All	No				Ongoing	$95,000	$0	$2,000	$0	$93,000	$0	$95,000	0.00%
2	16	Implementation of the LCUSD Technology Plan	All	No				Ongoing	$65,000	$0	$65,000	$0	$0	$0	$65,000	0.00%
2	17	Career and Technical Education	All	No				Ongoing	$40,000	$0	$40,000	$0	$0	$0	$40,000	0.00%
2	18	Western Association of Schools and Colleges (WASC)	All	No				Ongoing	$38,000	$0	$38,000	$0	$0	$0	$38,000	0.00%
2	19	Courses at the 7-12	All	No				Ongoing	$20,000	$9,000	$20,000	$2,000	$0	$7,000	$29,000	0.00%
2	20	Standards Aligned Instructional Materials and Resources	All	No				Ongoing	$3,750	$0	$3,750	$0	$0	$0	$3,750	0.00%
2	21	Class size reduction	All	No				Ongoing	$2,242,000	$0	$588,600	$0	$1,653,400	$0	$2,242,000	0.00%
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	All	No				Ongoing	$156,000	$0	$0	$156,000	$0	$0	$156,000	0.00%
3	1	Positive Behavior Intervention Supports	All	No				Ongoing	$83,000	$0	$77,300	$0	$5,700	$0	$83,000	0.00%
3	2	Continue Challenge Success Program	All	No				Ongoing	$7,200	$24,800	$32,000	$0	$0	$0	$32,000	0.00%
3	3	Family Communication, Input, and Education	All	No				Ongoing	$20,000	$19,000	$39,000	$0	$0	$0	$39,000	0.00%
3	4	Unify Social Emotional Learning Programs	All	No				Ongoing	$155,000	$0	$125,400	$0	$29,600	$0	$155,000	0.00%
3	5	Implement Safety and Security Training and Practices	All	No				Ongoing	$31,200	$18,800	$50,000	$0	$0	$0	$50,000	0.00%

3	6	Improve Academic and Career Outcomes at LCHS	All	No				Ongoing	$186,000	$0	$184,200	$0	$1,800	$0	$186,000	0.00%
3	7	Promote Health and Wellness via the Wellness Center	All	No				Ongoing	$313,000	$150,000	$147,000	$50,000	$266,000	$0	$463,000	0.00%
3	8	Implement Campus Safety Priorities	All	No				Ongoing	$32,400	$13,600	$46,000	$0	$0	$0	$46,000	0.00%
3	9	Initiate the School Site DEI Plans	All	No				Ongoing	$57,500	$0	$57,500	$0	$0	$0	$57,500	0.00%
3	10	Counseling Support for UDP	Long-term English learner, Low Income, English learner (EL), Homeless, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$68,000	$0	$62,700	$0	$5,300	$0	$68,000	0.00%
4	1	Measure LCF Bond Program	All	No				Ongoing	$0	$7,228,204	$0	$0	$7,228,204	$0	$7,228,204	0.00%
4	2	Williams Act Compliance	All	No				Ongoing	$2,050	$0	$2,050	$0	$0	$0	$2,050	0.00%
4	3	Facilities Projects Related to Safety and Security	All	No				Ongoing	$41,000	$8,000	$49,000	$0	$0	$0	$49,000	0.00%
4	4	Technology Infrastructure	All	No				Ongoing	$0	$75,000	$75,000	$0	$0	$0	$75,000	0.00%
4	5	Campus Cleaning Standards	All	No				Ongoing	$2,410,000	$0	$2,410,000	$0	$0	$0	$2,410,000	0.00%
4	6	Routine Maintenance Projects	All	No				Ongoing	$1,202,000	$797,000	$1,999,000	$0	$0	$0	$1,999,000	0.00%
4	7	Citizens' Oversight Committee	All	No				Ongoing	$9,700	$0	$9,700	$0	$0	$0	$9,700	0.00%
4	8	School Site Design Teams	All	No				Ongoing	$23,000	$0	$23,000	$0	$0	$0	$23,000	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$44,707,937.00	$671,363.00	1.50%	0.00% - No Carryover	1.50%	$717,800.00	0.00%	1.61%	**Total:**	$717,800.00
								LEA-wide Total:	$245,400.00
								Limited Total:	$472,400.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
2	4	ELD Instruction at the Elementary Sites	Yes	Limited	English learner (EL)	All Schools	$235,000.00	0.00%
2	5	EL Support Teacher at LCHS	Yes	Limited	English learner (EL)	All Schools	$35,000.00	0.00%
2	6	Paraprofessional ELD support for novice ELs	Yes	Limited	English learner (EL)	All Schools	$111,500.00	0.00%
2	7	ELD Supplementary Materials	Yes	Limited	English learner (EL)	All Schools	$8,500.00	0.00%
2	8	EL Parent Outreach on District Initiatives	Yes	Limited	English learner (EL)	All Schools	$26,000.00	0.00%
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$101,700.00	0.00%
2	10	Unduplicated Pupil Support/Interventions	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$81,000.00	0.00%
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	Limited	English learner (EL), Low Income, Foster Youth	All Schools	$56,400.00	0.00%
3	10	Counseling Support for UDP	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$62,700.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$26,918,901.12	$26,579,941.72

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff Wellness and Support	No	$24,528.49	$24,491.37
1	2	Safety Training and Ongoing Monitoring	No	$5,528.64	$5,563.30

1	3	Candidate Outreach	No	$33,292.96	$18,344.95
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	No	$11,000.00	$13,200.00
1	5	Mentoring for New Staff	No	$21,054.58	$20,563.30
2	1	Assessment Cycle and Differentiated Instruction	No	$40,035.00	$40,722.00
2	2	Response to Intervention	No	$463,950.98	$473,991.24
2	3	Staff Professional Development	No	$24,500.00	$24,121.00
2	4	ELD Instruction at the Elementary Sites	Yes	$194,987.13	$199,370.44
2	5	EL Support Teacher at LCHS	Yes	$39,999.74	$40,196.06
2	6	Paraprofessional ELD support for novice ELs	Yes	$126,445.00	$128,560.52
2	7	ELD Supplementary Materials	Yes	$2,978.98	$3,756.42
2	8	EL Parent Outreach on District Initiatives	Yes	$30,385.57	$31,067.91
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	$116,299.00	$115,560.25
2	10	Unduplicated Pupil Support/Interventions	Yes	$85,750.57	$87,302.27
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	$54,848.00	$55,741.18
2	12	Professional Development Addressing the Needs of Special Education Students	No	$43,000.00	$43,204.38
2	13	Special Education Core and Supplementary Materials	No	$24,265.51	$22,777.73
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	No	$46,751.00	$47,335.32
2	15	Teachers on Special Assignment (TOSAs) to support staff implementing instructional priorities.	No	$94,457.00	$95,825.62
2	16	Implementation of the LCUSD Technology Plan	No	$65,059.18	$66,836.40
2	17	Career and Technical Education	No	$54,879.96	$55,475.28

2	18	Western Association of Schools and Colleges (WASC)	No	$73,044.22	$73,801.97
2	19	Courses at the 7-12	No	$23,529.00	$24,099.36
2	20	Standards Aligned Instructional Materials and Resources	No	$2,971.61	$2,527.55
2	21	Class size reduction	No	$3,099,150.00	$3,082,285.95
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	No	$161,292.00	$156,269.40
3	1	Positive Behavior Intervention Supports	No	$80,770.00	$79,880.19
3	2	Continue Challenge Success Program	No	$28,315.00	$27,575.49
3	3	Family Communication, Input, and Education	No	$226,681.00	$46,604.15
3	4	Unify Social Emotional Learning Programs	No	$150,189.00	$146,553.74
3	5	Implement Safety and Security Training and Practices	No	$48,595.00	$49,624.12
3	6	Improve Academic and Career Outcomes at LCHS	No	$187,419.00	$186,527.64
3	7	Promote Health and Wellness via the Wellness Center	No	$606,441.00	$613,208.91
3	8	Implement Campus Safety Priorities	No	$47,591.00	$48,842.29
3	9	Initiate the School Site DEI Plans	No	$72,454.00	$59,926.18
3	10	Counseling Support for UDP	Yes	$65,965.00	$64,163.84
4	1	Measure LCF Bond Program	No	$15,743,602.00	$15,743,602.00
4	2	Williams Act Compliance	No	$2,090.00	$2,103.00
4	3	Facilities Projects Related to Safety and Security	No	$48,181.00	$50,098.00
4	4	Technology Infrastructure	No	$100,949.00	$100,949.00
4	5	Campus Cleaning Standards	No	$2,413,790.00	$2,413,969.00
4	6	Routine Maintenance Projects	No	$2,100,000.00	$1,961,234.00
4	7	Citizens' Oversight	No	$9,742.00	$9,803.00

		Committee			
4	8	School Site Design Teams	No	$22,143.00	$22,286.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$646,505.00	$679,242.99	$701,754.16	($22,511.17)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
2	4	ELD Instruction at the Elementary Sites	Yes	$194,987.13	$199,370.44	0.00%	0.00%
2	5	EL Support Teacher at LCHS	Yes	$39,999.74	$40,196.06	0.00%	0.00%
2	6	Paraprofessional ELD support for novice ELs	Yes	$110,058.00	$128,560.52	0.00%	0.00%
2	7	ELD Supplementary Materials	Yes	$2,978.98	$3,756.00	0.00%	0.00%
2	8	EL Parent Outreach on District Initiatives	Yes	$30,385.57	$31,067.91	0.00%	0.00%
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	$102,541.00	$100,397.27	0.00%	0.00%
2	10	Unduplicated Pupil Support/Interventions	Yes	$85,750.57	$87,302.27	0.00%	0.00%
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	$51,524.00	$52,220.65	0.00%	0.00%
3	10	Counseling Support for UDP	Yes	$61,018.00	$58,883.04	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$43,156,084.00	$646,505.00	0.00%	1.50%	$701,754.16	0.00%	1.63%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$0.00	$0.00	$16,500.00	$7,000.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Staff Wellness and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,000.00
1	2	Safety Training and Ongoing Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,000.00
1	3	Candidate Outreach	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00
1	5	Mentoring for New Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$18,000.00
2	1	Assessment Cycle and Differentiated Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,000.00
2	2	Response to	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$390,000.00

		Intervention							
2	3	Staff Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
2	4	ELD Instruction at the Elementary Sites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$235,000.00
2	5	EL Support Teacher at LCHS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,000.00
2	6	Paraprofessional ELD support for novice ELs	$0.00	$0.00	$16,500.00	$0.00	$0.00	$0.00	$128,000.00
2	7	ELD Supplementary Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,500.00
2	8	EL Parent Outreach on District Initiatives	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$26,000.00
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,000.00
2	10	Unduplicated Pupil Support/Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$81,000.00
2	11	Monitoring Academic Progress for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
2	12	Professional Development Addressing the Needs of Special Education Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,000.00
2	13	Special Education Core and Supplementary Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,000.00
2	15	Teachers on Special Assignment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$95,000.00

		(TOSAs) to support staff implementing instructional priorities.							
2	16	Implementation of the LCUSD Technology Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$65,000.00
2	17	Career and Technical Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
2	18	Western Association of Schools and Colleges (WASC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$38,000.00
2	19	Courses at the 7-12	$0.00	$0.00	$0.00	$7,000.00	$0.00	$0.00	$29,000.00
2	20	Standards Aligned Instructional Materials and Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,750.00
2	21	Class size reduction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,242,000.00
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$156,000.00
3	1	Positive Behavior Intervention Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$83,000.00
3	2	Continue Challenge Success Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32,000.00
3	3	Family Communication, Input, and Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,000.00
3	4	Unify Social Emotional Learning Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$155,000.00
3	5	Implement Safety and Security Training and Practices	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00
3	6	Improve Academic and Career Outcomes at LCHS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$186,000.00

3	7	Promote Health and Wellness via the Wellness Center	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$463,000.00
3	8	Implement Campus Safety Priorities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,000.00
3	9	Initiate the School Site DEI Plans	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,500.00
3	10	Counseling Support for UDP	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,000.00
4	1	Measure LCF Bond Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,228,204.00
4	2	Williams Act Compliance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,050.00
4	3	Facilities Projects Related to Safety and Security	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,000.00
4	4	Technology Infrastructure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$75,000.00
4	5	Campus Cleaning Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,410,000.00
4	6	Routine Maintenance Projects	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,999,000.00
4	7	Citizens' Oversight Committee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,700.00
4	8	School Site Design Teams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,000.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).