LCFF Budget Overview for Parents

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

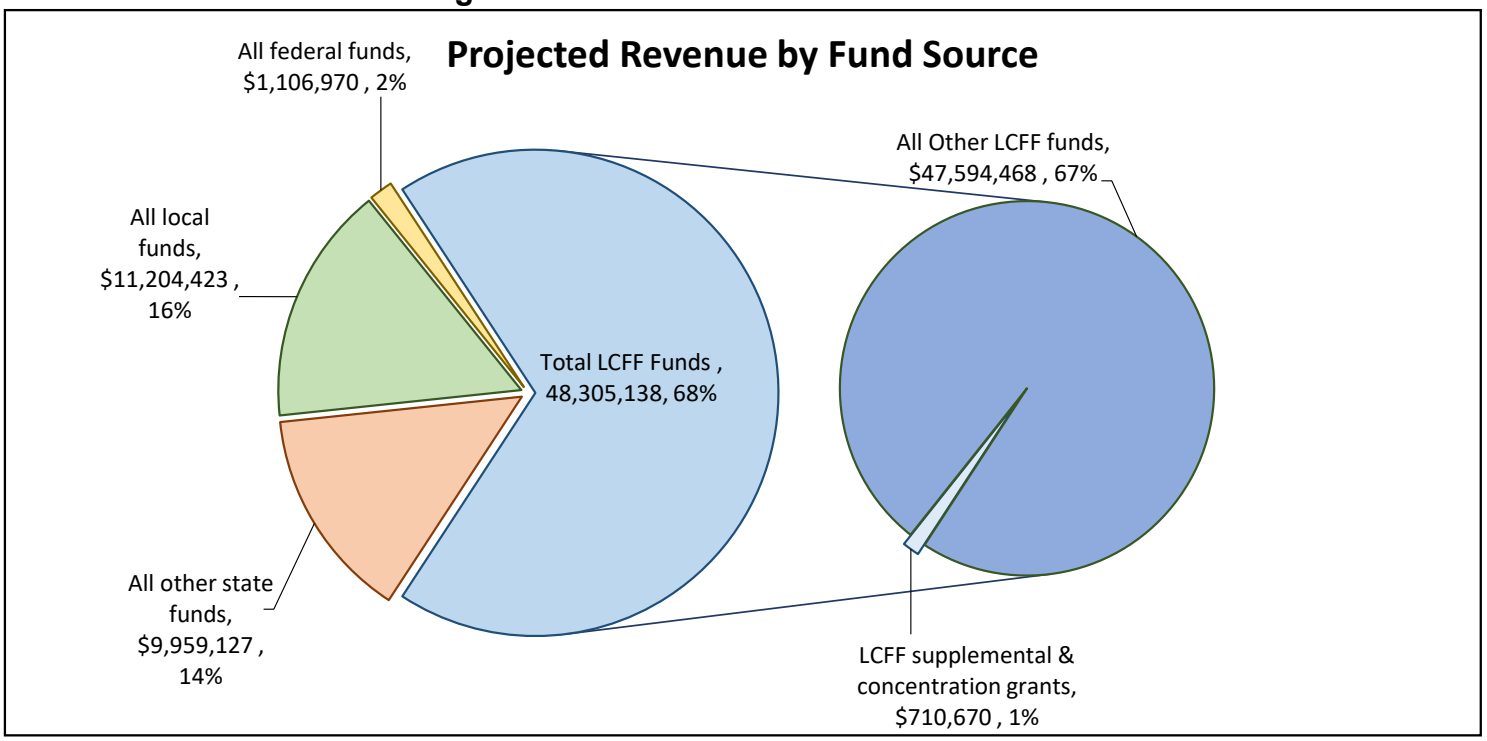
CDS Code: 19-64659-000000

School Year: 2026-27

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).

Budget Overview for the 2026-27 School Year

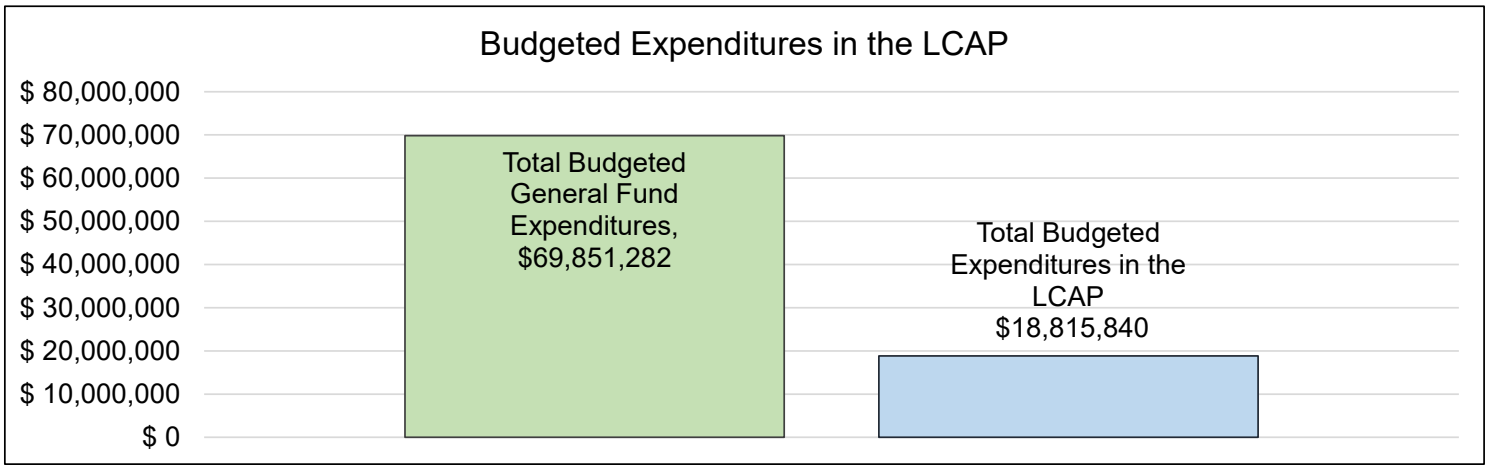


This chart shows the total general purpose revenue La Cañada Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Cañada Unified School District is $70,575,658.00, of which $48,305,138.00 is Local Control Funding Formula (LCFF), $9,959,127.00 is other state funds, $11,204,423.00 is local funds, and $1,106,970.00 is federal funds. Of the $48,305,138.00 in LCFF Funds, $710,670.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much La Cañada Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: La Cañada Unified School District plans to spend $69,851,282.00 for the 2026-27 school year. Of that amount, $18,815,840.00 is tied to actions/services in the LCAP and $51,035,442.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

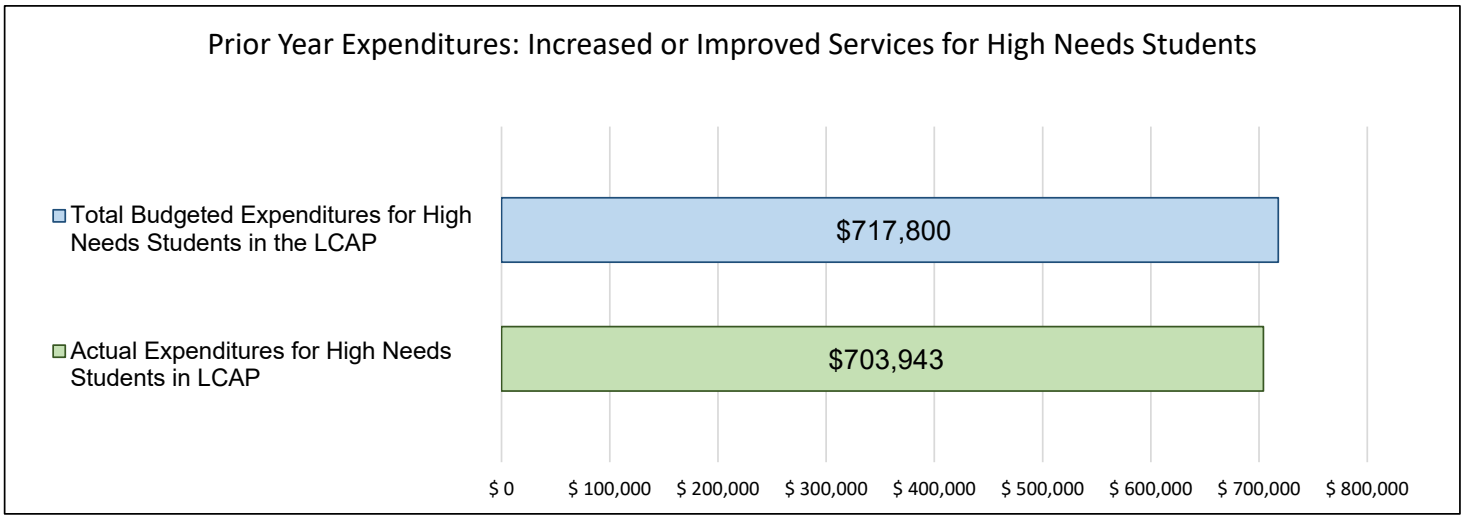
The funds not identified in the LCAP include monthly utilities, systems related to school management such as the student information system, and salaries and benefits not related to LCAP goal (ie: classified support salaries, teachers not directly related to LCAP services, and most administrative salaries).

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

In 2026-27, La Cañada Unified School District is projecting it will receive $710,670.00 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 $712,265.00 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 2025-26



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 2025-26, La Cañada Unified School District's LCAP budgeted $717,800.00 for planned actions to increase or improve services for high needs students. La Cañada Unified School District actually spent $703,943.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $13,857.00 had the following impact on La Cañada Unified School District's ability to increase or improve services for high needs students:

Due to budget constraints, elementary English Language Development (ELD) paraprofessionals were not funded. Designated and integrated ELD support continued to be delivered directly by classroom and ELD teachers.

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 2026-2027

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 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.

LCUSD was ranked by Niche as the 7th Best School District in the Nation and the #1 Best School District in California for two years in a row. La Cañada Elementary School received from Niche the designation of #3 Elementary School in California, while LCUSD's teachers were ranked #1 in the State of California. These exemplary rankings are the result of the hard work and dedication of our students, the professionalism and commitment of our outstanding teachers and staff, and the ongoing support and partnership of our parents and guardians.

Comprising three elementary schools and a combined 7–12 school, LCUSD serves a current student enrollment of approximately 4,000 students. Each school within the district has developed and implemented a Responsive Teaching Plan designed to provide targeted, data-informed support to ensure all students achieve mastery of academic standards while also developing holistically across social, emotional, physical, and cognitive domains. These plans emphasize differentiated instruction, ongoing progress monitoring, and the integration of social-emotional learning to address the diverse needs of learners. According to the 2025 California School Dashboard, LCUSD's student population totaled 3,988 students, including 5.1% socioeconomically disadvantaged (SED) students, 2.6% English Learners (ELs), and 0.1% foster youth. While these subgroups represent a relatively small percentage of the overall population, the district remains committed to equity-driven practices, ensuring that each student receives the individualized support and resources necessary to succeed academically and thrive within a supportive school environment.

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.

Reflections: Annual Performance

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

LCUSD remains deeply dedicated to promoting both academic excellence and the growth of the whole child. The district takes pride in its long-standing tradition of outstanding achievement and its robust programs in academics, visual and performing arts, athletics, and student well-being. Together, these programs nurture students' intellectual, social, emotional, and physical development. Rigorous academic offerings inspire students to reach their highest potential and strengthen critical thinking and problem-solving skills. Enrichment in the arts, music, and world languages encourages creativity, collaboration, and self-expression, while athletic programs build physical fitness, teamwork, and leadership; qualities essential for lifelong success. Through this comprehensive educational approach, LCUSD equips students to thrive in an ever-changing global environment.

Student results on the 2025 CAASPP and California School Dashboard continue to demonstrate strong academic performance. In English Language Arts, 89.08% of students met or exceeded standards; an increase of 2.33% from the previous year. Students scored 103.6 points above the standard, representing a gain of 3.8 points. In mathematics, 84.00% of students met or exceeded standards, rising by 0.05%, with an average of 90.5 points above standard; 1.5 points higher than the previous year's results. According to the 2025 California School Dashboard, LCUSD students overall achieved the "blue" (very high) performance level in both ELA and mathematics.

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

During the 2024-25 school year, LCUSD successfully maintained low chronic absenteeism rates, with only 4% of students identified as chronically absent. While a few student groups experienced slight increases ranging from 0.6% to 2.4%, overall attendance remained strong. Paradise Canyon Elementary showed notable improvement, reducing its chronic absenteeism rate by 0.7 percentage points to 4.2%. Among student groups, the white student group demonstrated significant progress, improving from 13% in 2022-23 (previously at the red, or very low, performance level) to just 4.5% in 2024-25. This growth elevated the student group to the green (high) performance level, reflecting continued positive trends in student attendance across the district.

The English Learner Progress Indicator (ELPI) showed a decline in the percentage of English Learners (EL) showing progress towards English language proficiency. During the 2024–25 school year, 77.1% of English Learners made progress toward English proficiency on the Summative ELPAC; a decline of 8.4 percentage points from the previous year. In LCUSD, the alternating pattern of increases and declines in English Learner Progress rates each year is very plausible and can be explained by several technical and local factors. The English Learner Progress Indicator (ELPI) on the Dashboard measures the percentage of English Learners making progress toward proficiency based on year-to-year changes on the Summative (or Alternate) ELPAC, counting only students with valid consecutive scores. Because reclassified students, often higher-performing, leave the EL group, a strong growth year followed by reclassification can leave behind a smaller cohort with more newcomers or long-term ELs who tend to show slower progress, contributing to a lower rate the next year. Grade-span transitions (e.g., K–1 to 2, 5 to 6, or 9–10 to 11–12) also affect results, as higher academic and language demands make one-level gains more difficult. Lastly, fluctuations in cohort size and composition, such as differences in newcomer populations, students with disabilities, or interrupted schooling backgrounds, can further amplify the "up-down" pattern seen in LCUSD's annual ELPI results. LCUSD teachers and English Language Development specialists remain deeply committed to supporting our English learners' growth by consistently implementing integrated and designated ELD instruction. Through whole-group and small-group targeted lessons, they address the specific language needs of students, ensuring that every English learner is provided with meaningful opportunities to develop and strengthen their English proficiency.

During the 2024-25 school year, LCUSD successfully sustained low suspension rates across the district. Overall, 1.3% of students were suspended for at least one day, a slight increase from 1.2% in 2023-24. Several student groups demonstrated improvement compared to the previous year, including Filipino students (-0.2%), students identifying as Two or More Races (-0.6%), Socioeconomically Disadvantaged students (-1.2%), and Students with Disabilities (-0.8%), all within the Green (High) performance level. English Learners maintained their previous rate of 2.7% and fell in the Yellow (Medium) level. Notably, there were no student groups in the Orange (Low) or Red (Very Low) levels. LCUSD remains committed to supporting positive student behavior and overall well-being through Action 3.1, implementation of Positive Behavior Intervention and Supports (PBIS), and Action 3.7, continued promotion of health and wellness initiatives through the Wellness Center.

During the 2024-25 school year, LCUSD achieved a 0.3% increase in its graduation rate, with 98.3% of students earning a standard high school diploma. This outstanding performance placed La Cañada High School graduates in the Blue (Very High) performance level. All student groups also attained the Blue level, with no student groups in the Green (High), Yellow (Medium), Orange (Low), or Red (Very Low) levels, reflecting LCUSD's continued commitment to ensuring that all students successfully complete their high school education.

The following data is based on the 2023 California Dashboard, which identified the area of lowest performance. At Paradise Canyon Elementary (PCY), the white student group

was in the red performance level (very low) for Chronic Absenteeism, with 13% of students identified as chronically absent. Since then, PCY has implemented targeted efforts to improve attendance rates, with a particular focus on the white student group. School administrators, teachers, and staff closely monitored individual student attendance and convened Student Study Team (SST) and/or Student Attendance Review Team (SART) meetings when students approached or exceeded chronic absenteeism thresholds. These teams develop individualized plans with specific interventions to support students and families in improving attendance.

As a result of these efforts, the chronic absenteeism rate for the white student group at PCY decreased by 7.3% in 2024 and an additional 1.1% in 2025, placing them at the Green (High) level. LCAP actions 3.1, 3.3, 3.7, and 3.10 will continue to support improvements in attendance for the white student group at PCY, as well as for all students.

LCUSD fully expended the Learning Recovery Emergency Block Grant (LREBG) funds during the 2025-26 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 participate in the LCAP survey to share their perspectives on goal progress and future development. From November through January, student leadership groups met with members of the LCAP/PAC Outreach Team to provide more detailed input; participating groups included 7/8 ASB, 9–12 ASB, 7/8 PTSA, and 9–12 PTSA. In addition, students in grades 3–12 completed the End-of-Year Panorama Education survey, which gathered perceptions aligned to LCAP priorities, including teacher-student relationships, well-being, belonging, engagement, and school safety. The survey also included open-ended questions inviting students to identify areas for improvement and highlight aspects of their school they value. Together, these efforts ensured meaningful student engagement as educational partners, with their feedback directly informing the development and refinement of the LCAP.
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.
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.
Other School Personnel	Other school personnel were invited to participate in the LCAP survey to provide reflections on goal progress and development.
Principals	Principals were invited to participate in the LCAP survey to share reflections on goal progress and development. Additionally, input and feedback for the 2025-26 LCAP and for the development of the 2026-27 LCAP was collected during Leadership meetings throughout the year.
La Cañada Teachers' Association (LCTA) of La Cañada Unified School District	Certificated staff were invited to participate in the LCAP survey to provide reflections on progress toward goals and future development. Representatives from the La Cañada Teachers Association (LCTA), including the President and Vice President, also served on the LCAP/PAC Committee. In this role, they met with certificated staff to gather input and feedback on the 2025–26 LCAP and to support development of the 2026–27 LCAP. This meeting was held on December 8, 2025.
California School Employees' Association (CSEA) of La Cañada Unified School District	An email was sent to CSEA staff inviting them to participate in the LCAP survey to reflect on progress toward the 2025–26 LCAP goals and to inform development of the 2026–27 LCAP. In addition, the CSEA President and Vice President serve on the LCAP/PAC Committee, where they provide feedback on behalf of CSEA members and share information from LCAP meetings with their membership.
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 January 12, 2026, to gather input and feedback on the 2025–26 LCAP and to support the development of the 2026–27 LCAP.
Community Partners	The community was notified on May 19, 2026, via the Daily News Los Angeles of the opportunity to submit written comments regarding the actions and expenditures outlined in the 2026–27 LCAP. A copy of the draft2026–27 LCAP was made available for public review at the La Cañada USD Business Office from May 19, 2026, through June 2, 2026.
Parent Advisory Committees and SELPA	The LCAP/Parent Advisory Committee (PAC) convened multiple times throughout the 2025–26 school year to review LCAP goals, metrics, and actions, gather input from educational partners, and contribute to the development of the 2026–27 LCAP. A draft of the 2026–27 LCAP was shared with the committee via email on May 8, 2026, followed by a meeting on May 14, 2026 to solicit feedback. The Superintendent provided written responses to all inquiries. The District English Learner Advisory Committee (DELAC) was also consulted in the development of the 2026–27 LCAP during meetings held on January 14, 2026 and March 25, 2026. A draft of the 2026–27 LCAP was presented at the May 20, 2026 DELAC

	meeting. There were no comments or inquiries during this meeting. Additionally, the Special Education Local Plan Area (SELPA) was consulted on December5, 2025. The SELPA representative provided input on the 2025–26 LCAP and contributed to the development of the 2026–27 LCAP.

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

LCUSD is dedicated to ensuring that the Local Control Accountability Plan (LCAP) accurately represents the priorities and needs of our educational community. To achieve this, we engage in a thoughtful, inclusive process that seeks meaningful input from a wide range of voices across the district. This collaborative approach helps shape our goals, refine our services, and evaluate our progress toward supporting all students.

Each year, LCUSD invites participation through an annual LCAP survey distributed to students, families, teachers, and staff. This survey serves as a key tool for gathering perspectives, asking participants to identify priority goals and assess the effectiveness of current actions and services. The results provide valuable insight into both our successes and opportunities for improvement.

In addition to surveys, LCUSD places strong emphasis on personal engagement. Members of the LCAP/Parent Advisory Committee hold annual meetings with more than 25 groups representing diverse educational partners. These sessions include district updates and open conversations that allow participants to share feedback on current initiatives and future priorities. This process fosters transparency, strengthens trust, and ensures that decision-making remains connected to the voices of our community.

All collected input, quantitative and qualitative, is carefully reviewed and discussed with the LCAP/Parent Advisory Committee, which includes representatives from multiple educational partner groups. The committee uses this information to inform refinements and updates to the plan, ensuring that it evolves in response to real community experiences and insights.

Through this continuous cycle of listening, reflection, and improvement, LCUSD demonstrates its commitment to shared leadership and collaborative planning. Our engagement process ensures that educational partners not only have opportunities to contribute but also see their feedback reflected in district goals and actions. Transparency, inclusion, and accountability remain at the core of our collective effort to support every student’s success. The following section highlights feedback shared by educational partners during the 2025–26 school year at LCAP and Parent Advisory Committee meetings.

Goal #1: Across educational partner groups, participants consistently praised LCUSD’s outstanding educators and support staff. Students highlighted the care and dedication of teachers who make learning meaningful and engaging, while parents and community partners commended the district for maintaining a high caliber of professionals across schools. Staff retention was seen as a strong indicator of both workplace satisfaction and the district’s success in hiring and supporting exceptional personnel. Programs such as onboarding, mentoring, and professional collaboration were viewed positively, particularly efforts that strengthen relationships between new and veteran staff.

At the same time, feedback revealed areas where improvements could further enhance teacher and staff experiences. Common themes included the need for continued focus on competitive salaries and benefits, manageable class sizes, and additional support for general and special education teachers given increasing workload demands. Several groups noted the importance of expanding training for paraprofessionals, especially those in Paraprofessional II roles, as well as providing mentorship and professional development opportunities across all certificated and classified positions. These measures are seen as vital to sustaining morale, improving retention, and ensuring consistency in instructional quality districtwide.

Educational partners also encouraged LCUSD to strengthen communication and collaboration processes. Families and staff alike expressed a desire for more transparent decision-making and greater inclusion in discussions about scheduling, assignments, and program development. Improved systems for parent communication, both in accessibility and clarity, were suggested, alongside partnerships with PTA groups to foster mutual respect and understanding between families and school staff. Participants additionally emphasized the importance of recognizing and celebrating staff successes more frequently, as consistent acknowledgement contributes to a culture of appreciation and professional pride.

Finally, several educational partner groups shared valuable, program-specific suggestions. Parents in the music and engineering programs advocated for exploring funding options, such as Prop 28, to support supplemental instruction and specialized courses like robotics. Others requested monitoring and follow-up for new teacher onboarding, expanding early outreach about expectations for parent-teacher relations, and reviewing class configurations and instructional time in elementary "specials" including STEM, Art, Music, and Library. Overall, the collective input affirms LCUSD’s strong foundation of exceptional educators and underscores the community’s shared commitment to investing

in the people who make high-quality learning possible.

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

Goal #2: Educational partners expressed strong appreciation for the breadth and rigor of LCUSD's instructional program. They praised the district for offering diverse course selections, robust enrichment opportunities, and small class sizes that allow for individualized attention. Students and families recognized that teachers are knowledgeable, supportive, and committed to fostering academic excellence, while programs in music, STEM, engineering, and the arts were frequently highlighted as points of pride. Many groups also applauded recent improvements to professional development, particularly sessions that were targeted, collaborative, and responsive to staff needs. These opportunities, along with access to intervention programs and English Language Development (ELD) support, were seen as key to ensuring students receive instruction that is both rigorous and differentiated.

Feedback also emphasized the importance of consistency and coherence within the instructional experience. Parents and students noted that grading practices and curriculum expectations sometimes vary across teachers in the same subject, suggesting a desire for greater alignment while maintaining teacher autonomy and creativity. Educational partners encouraged continued use of professional learning communities (PLCs) and collaboration time to strengthen vertical and horizontal alignment of curriculum and assessment. Families also recommended clearer communication about course rigor, expectations for Advanced Proficiency (AP) and honors classes, and the availability of tutoring or supplemental support to ensure all students, regardless of placement, feel confident and successful in their academic pathways.

Several groups called attention to structural and resource-related improvements that could further enhance the instructional program. Maintaining smaller class sizes was a recurring priority, alongside continued investment in intervention programs (ie: Sonday, Amplify's Boost Reading Intervention, Heggerty Phonics, and Leveled Readers) and additional math Response to Intervention (RTI) support. Parents and staff suggested expanding access to modern technology tools, exploring curriculum updates to reflect emerging fields such as artificial intelligence and data science, and strengthening instruction in practical areas like personal finance and career readiness. At the elementary level, educational partners noted the need for more instructional resources in areas such as grammar, English Language Development (ELD), and STEM, as well as more consistent scope and sequence for "specials" (elementary STEM, Art, Music, and Library classes).

Finally, LCUSD partners encouraged the district to continue fostering innovation and engagement through programs that reflect students' evolving interests. Expanding initiatives like robotics, Project Lead the Way (PLTW), and music literacy instruction was viewed as an opportunity to further connect academic content with real-world application. Collaboration with community organizations, careful evaluation of program effectiveness, and equitable allocation of resources, including Prop 28 funding, were all cited as important next steps. Overall, educational partners affirmed their strong confidence in LCUSD's instructional quality while expressing a shared commitment to ongoing refinement, innovation, and the continuous pursuit of excellence in teaching and learning. The actions and services under Goal 2 will proceed as planned.

Goal #3: Educational partners across the district affirmed LCUSD's strong commitment to student wellness, safety, and connectedness. Many praised the district's emphasis on mental health support, particularly through the Wellness Centers and C3 program, which were described repeatedly as excellent and essential resources for students. The wide range of extracurricular opportunities, over 150 clubs, performing arts, student leadership, and interest-based programs, were applauded for helping students find belonging and purpose on campus. Elementary educational partners also commended school counselors, family learning events on anxiety, and programs like Positive Behavioral Interventions and Supports (PBIS) and the S.P.A.C.E framework for fostering emotional growth, empathy, and inclusion across school communities.

Feedback also recognized LCUSD's efforts to create a positive, inclusive culture where students and staff feel supported and valued. Programs such as Challenge Success, fitness partnerships through the YMCA, and community collaborations with organizations like La Cañada Flintridge Educational Foundation (LCFEF) and Sister Cities were seen as contributing to a balanced academic and emotional experience. Parents and staff voiced appreciation for strong communication during emergencies and the district's proactive wellness initiatives. While many noted high satisfaction with the current climate, several groups expressed interest in seeing wellness initiatives and Social Emotional Learning (SEL) curriculum extended beyond ninth grade to sustain students' social-emotional growth throughout high school.

At the same time, educational partners offered thoughtful input on areas for continued growth. Themes included supporting staff wellness through manageable workloads and class sizes, exploring the return of Care Solace at the elementary level, and expanding counseling and wellness staffing at sites like Paradise Canyon Elementary (PCY). Parents suggested improving communication systems related to safety and incident updates, as well as ensuring consistent cell phone and behavioral expectations across classrooms. Other ideas included providing more opportunities for student independence, integrating practical life skills into advisory or C3 lessons, and reinforcing messages about balance, resilience, and healthy competition, particularly in high-achieving environments.

Parents and community members also encouraged LCUSD to deepen program evaluation and communication around wellness outcomes. Suggestions included incorporating satisfaction survey items specific to arts participation, measuring growth mindset development, and highlighting the positive academic and emotional impact of programs like

choir and robotics. Overall, the feedback demonstrates strong confidence in LCUSD's dedication to fostering safe, connected, and emotionally supportive schools, balanced with a collective desire to ensure that these efforts continue to evolve and respond to the needs of both students and staff across all grade levels. Based on the feedback received, the actions and services outlined under Goal 3 will continue to be implemented as planned.

Goal #4: Goal 4 feedback highlights strong appreciation for LCUSD's commitment to maintaining safe, welcoming, and increasingly modernized facilities, while also identifying clear priorities for continued improvement in day-to-day upkeep and long-term capital planning. Students and families value visible safety measures, including security staff, camera systems, door entry buzzers, and emergency preparedness work, and they note that newer construction and recently modernized classrooms and common spaces have positively impacted school climate. Educational partners also recognize the district's use of facilities master planning and bond resources (e.g., Measure LCF) to guide phased upgrades across sites.

At the same time, partners across groups identify a consistent set of basic-services issues that affect the daily experience on campus. Students frequently raised concerns about restroom conditions (locks, cleanliness, supplies, lighting, and privacy dividers), locker functionality, trash accumulation, and the overall cleanliness of high-traffic areas such as stairwells, lunch tables, locker rooms, and certain classrooms. Parents and staff echoed the importance of reliable plumbing, HVAC, PA and intercom systems, classroom locks, and accessible, functioning emergency communication tools, particularly in newer or upper-grade buildings. Many educational partners also emphasized the value of regular custodial attention, pressure washing, and attention to aesthetics, including additional shade, trees, and green spaces, as essential to a healthy and welcoming learning environment.

Input also pointed out specific facility priorities tied to programs and site needs. Some families and program leaders voiced strong interest in expanded or upgraded spaces for the performing arts and engineering/robotics, including calls for a future performing arts center, dedicated robotics/engineering space, and better storage solutions that do not displace existing programs. Suggestions ranged from reimagining underused areas (such as locker room showers) to improving specialized spaces like labs, athletic facilities, tennis courts, training rooms, and auditoriums so they better match the quality of LCUSD's instructional and extracurricular programs. Elementary educational partners noted anticipation for upcoming bond-funded work, particularly at La Cañada Elementary (LCE) and PCY, and requested attention to plumbing, lab-room fixtures, and site-specific modernization that supports both general and special education students.

Finally, feedback underscored the importance of clear communication, strong community partnership, and the inclusion of student voice in facilities and safety planning. Parents and students asked for more consistent information during emergencies, clearer wayfinding for new students, and opportunities for PTAs and site councils to collaborate on safety, traffic flow, and campus procedures. Some educational partners advocated for exploring a more fully closed high school campus and additional security enhancements, while others stressed balancing openness with safety through thoughtful design and expectations. Across all groups, there is strong support for LCUSD's ongoing use of a comprehensive Facilities Master Plan, coupled with regular engagement of students, staff, and community members, to ensure that future capital projects and maintenance efforts continue to create safe, clean, and well-designed environments in which all students and staff can thrive.

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 Official 2022-23 TAMO data: Fully credentialed: 88.39% Appropriately Assigned: 89.20%	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 Official 2023-24 TAMO data: Fully credentialed: 93.09% Appropriately Assigned: 94.83%	2024-2025 According to the internal credentialing data provided by LCUSD's Human Resources Department, CBEDS Census data from October 2025 showed the following: Fully credentialed: 92.27% (unofficial data****) Appropriately Assigned: 96.08% (unofficial data****) **** Official data pending State release of the 2024-25 DataQuest TAMO by FTE Report	2025-26: Fully credentialed: 98% Appropriately Assigned: 98%	2024-25 Fully credentialed: +3.88% (unofficial data***) Appropriately Assigned: +6.88% (unofficial data***) *** Official data pending State release of the 2024-25 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%	2025-26 Certificated Staff: 93% Classified Staff: 95% Maintenance & District Office Staff: 95%	2026-27: Certificated Staff: Maintain 2023-24 results Classified Staff: Maintain 2023-24 results Maintenance & District Office Staff: Maintain 2023-24 results	2025-26: Certificated Staff: -2% Classified Staff: +1% Maintenance & District Office Staff: -5%

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%	2025-26: Certificated Staff: 97% Classified Staff: 95% 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	2025-26: Certificated Staff: -3% Classified Staff: -3% Maintenance & District Office Staff: Maintained
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)	2025-26: 9.29 years 7 certificated staff (4.27 FTE)	2026-27: Maintain 2023-24 results	2025-26: +1.14
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.	2025-26: 214 certificated staff member with an average of 18.95 overall years of experience.	2026-27: Maintain 2023-24 results.	2025-26: + 1.15 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	2025-26: 214 certificated staff members with an average of 12.86 years of service in LCUSD	2026-27: Maintain 2023-24 results	2025-26: + 1.0 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%	2024-25: Masters Degree: 82.06% Doctorate: 4.93%	2025-26: Masters Degree: 83.18% Doctorate: 5.61%	2026-27: Masters Degree: Maintain 2023-24 results Doctorate: Maintain 2023-24 results	2025-26: Masters Degree: +2.64% Doctorate: +0.18%

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%	2025-26: Certificated Staff: 100% Classified Staff: 100%	2026-27: Certificated Staff: Maintain 2024-25 Results Classified Staff: Maintain 2024-25 Results	2025-26: Certificated Staff: +2% Classified Staff: maintained baseline results

Goal Analysis for 2025-2026

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.

During the 2025-26 school year, LCUSD continued to fully implement all actions aligned to Goal #1, maintaining a strong focus on staff recruitment, retention, wellness, and workplace safety. Implementation remained consistent with the prior year across Actions 1.1 through 1.5, with no substantive differences between planned and actual implementation.

Staff Wellness and Support (Action 1.1) remained a central priority. The District sustained its efforts to promote a positive workplace culture through ongoing wellness supports, recognition programs, and opportunities for collaboration. Survey data from 2025–26 indicated that 93% of certificated staff and 95% of classified staff reported a sense of belonging. While this reflects stability among classified staff, there was a slight decline among certificated staff compared to the previous year. Maintenance and district office staff responses rebounded to 95%. These results suggest that Action 1.1 continues to be effectively implemented, while also highlighting an opportunity to strengthen supports for certificated staff.

Implementation of the Workplace Violence Prevention Plan (Action 1.2) continued with full fidelity. Training participation reached 100% for both certificated and classified staff, demonstrating strong implementation and compliance. Monthly site safety meetings and ongoing monitoring structures remained in place. While perception data showed slight declines, overall safety ratings remained high, indicating that Action 1.2 continues to be implemented effectively with room for continued reinforcement of communication and practices.

Recruitment efforts under Action 1.3 continued to be implemented as planned, including the use of online platforms and participation in recruitment efforts. These strategies supported the hiring of experienced educators, as reflected in the increased average years of experience for newly hired certificated staff (9.29 years). Overall staff experience (18.95 years) and years of service within LCUSD (12.86 years) also increased, reflecting the combined impact of recruitment (Action 1.3) and retention efforts embedded across Actions 1.1, 1.4, and 1.5.

Support for new teachers through the BTSA Induction Program (Action 1.4) and mentoring for new staff (Action 1.5) continued to be implemented consistently. New certificated and classified staff were paired with experienced colleagues and provided with ongoing guidance, contributing to successful onboarding and integration. These actions supported continued increases in staff qualifications, including growth in the percentage of certificated staff holding advanced degrees.

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 1 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.

The actions implemented during the 2025-26 school year (Actions 1.1-1.5) were effective in sustaining and, in several areas, strengthening progress toward Goal #1. Overall results reflect a stable and highly functioning system that continues to support staff recruitment, retention, wellness, and workplace safety.

Action 1.1 (Staff Wellness and Support) continued to positively influence staff connectedness and workplace culture. High levels of belonging across staff groups demonstrate the effectiveness of wellness initiatives, collaboration time, and recognition efforts. While certificated staff responses declined slightly to 93%, overall results remain strong, indicating that Action 1.1 continues to have a meaningful impact while also identifying an area for targeted refinement.

Action 1.2 (Safety Training and Ongoing Monitoring) demonstrated strong effectiveness, with 100% staff participation in Workplace Violence Prevention Plan training and continued implementation of site-based safety structures. Although perception data showed modest decreases (97% certificated and 95% classified), overall results remain exceptionally high. This suggests that Action 1.2 is highly effective in establishing systems and compliance, with an opportunity to further strengthen staff confidence through continued communication and responsiveness.

Action 1.3 (Candidate Outreach) was effective in supporting the District's ability to attract highly qualified candidates. The increase in average years of experience for newly hired certificated staff to 9.29 years reflects the success of recruitment strategies. Additionally, increases in overall staff experience and years of service indicate that recruitment efforts are complemented by strong retention, reinforcing workforce stability.

Actions 1.4 (BTSA Induction) and 1.5 (Mentoring for New Staff) continued to support professional growth and successful integration of new employees. These actions contributed to a highly qualified workforce, as evidenced by continued increases in advanced degree attainment among certificated staff. The combination of structured induction and site-based mentoring has strengthened both individual capacity and overall organizational coherence.

Collectively, the implementation of Actions 1.1 through 1.5 has resulted in sustained positive outcomes across key metrics, including staff connectedness, safety, recruitment, retention, and professional qualifications. While results remain strong, the data highlights targeted areas for continued attention, particularly in maintaining certificated staff connectedness and strengthening perceptions of safety. These insights will guide ongoing refinement to ensure continued alignment with District priorities and long-term success.

In conclusion, Actions 1.1 through 1.5 have been effective in advancing LCUSD's commitment to providing students with a world-class education by fostering a stable, highly qualified, and well-supported workforce. The sustained strength in staff connectedness, safety systems, recruitment, retention, and professional growth reflects a cohesive and high-functioning organization that directly supports student success. Together, these actions ensure that LCUSD students continue to benefit from exceptional educators and a safe, supportive learning environment aligned with the District's highest standards.

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.

For Action 1, official Teacher Assignment Monitoring Outcomes(TAMO) data has been added for the 2022-23 and 2023-24 school year. The official TAMO data for the 2024-25 is still pending state release.

No other changes were made to the goal, metrics, outcomes, or actions for the 2026-27 school year that resulted from reflections on prior practice.

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.	$28,772.16	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.	$5,787.24	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.	$20,034.98	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.	$12,500.00	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.	$18,318.74	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	2024-25: All: +103.6 DFS Significant subgroups based on CA Dashboard: Asian: +121.2 DFS Hispanic or Latino: +86.2 DFS Two or More Races: +122.5 DFS Filipino: +104.1 DFS White: +92.6 DFS SED: +65.3 DFS EL: +36.5 DFS Spec. Ed: +11.8 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	2024-25: All: +1.7 Significant subgroups based on CA Dashboard: Asian: +3.3 Hispanic or Latino: +5.9 Two or More Races: +2.3 Filipino: +1.4 White: -1.4 SED: -11.1 EL: +9.0 Spec. Ed: +18.7
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	2024-25: All: + 90.5 DFS Significant subgroups based on CA Dashboard: Asian: +123.2 DFS Hispanic or Latino: +55.4 DFS Two or More Races: +114.7 DFS Filipino: +76.4 DFS White: +73.3 DFS SED: +40.0 DFS EL: +54.3 DFS Spec. Ed: -1.9 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	2024-25: All: +3.0 Significant subgroups based on CA Dashboard: Asian: +6.8 Hispanic or Latino: +0.1 Two or More Races: +12.6 Filipino: +2.8 White: - 1.7 SED: - 7.4 EL: +20.9 Spec. Ed: +17.2

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	2024-25: All: 75.7 Significant subgroups: Asian: 79.5 Hispanic or Latino: 70.1 Two or More Races: 83.0 Filipino: 72.73% African American: *** White: 73.1 SED: 65.0 EL: 64.9 Spec. Ed: 58.6 *** = "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	2024-25: All: - 3.88 Significant subgroups: Asian: - 7.12 Hispanic or Latino: -5.12 Two or More Races: -1.71 Filipino:-4.54 African American: *** White: - 3.58 SED: +9.0 EL: unknown African American: *** Spec. Ed: +27.46 *** = "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%	2024-25: 77.1%	2025-26: Increase to 56% or higher	2024-25: +24%

5	Percent of English Learners Reclassification to Fluent English Proficient. (Priority 4) Data Source: DataQuest	2022-23: 21%	2023-24: 26.95%	2024-25: 27.90%	2025-26: Maintain 2022-23 Results	2024-25: +6.9%
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 All: 19.65% standards Met and 72.25% standards exceeded 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 All: 18.86% standards Met and 70.57% standards exceeded 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	2024-25: All: +116.3 DFS All: 23.04% standards Met and 70.21% standards exceeded Significant subgroups based on CA Dashboard: Asian: +134.8 DFS Hispanic or Latino: +98.0 DFS Two or More Races: +132.6 DFS White: +106.7 DFS SED: +84.1 DFS EL: +20.7 DFS Spec. Ed: +9.7 DFS Filipino: +112.1 DFS	2025-26: All: Maintain 2022-2023 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	2024-25: All: + 1.0 All: +3.75% standards Met and -2.04% standards exceeded Significant subgroups based on CA Dashboard: Asian: - 0.4 Hispanic or Latino: +5.3 Two or More Races: +2.1 White: -2.2 SED: - 17.1 EL: +14.1 Spec. Ed: +14.4 Filipino: +26.5

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 All: 24.64% standards Met and 57.97% standards exceeded 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 All: 22.86% standards Met and 56.57% standards exceeded 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 DFS: Distance from Standard	2024-25: All: +101.0 DFS All: 22.49% standards Met and 58.08% standards exceeded Significant subgroups based on CA Dashboard: Asian: +137.3 DFS Hispanic or Latino: +60.9 DFS Two or More Races: +132.5 DFS White: +81.5 DFS SED: +51.6 DFS EL: +29.4 DFS Spec. Ed: +17.4 DFS Filipino: +87.5 DFS	2025-26: All: Maintain 2022-2023 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	2024-25: All: +3.2 All: -2.15% standards Met and +0.11% standards exceeded Significant subgroups based on CA Dashboard: Asian: +1.2 Hispanic or Latino: +3.2 Two or More Races: +21.1 White: - 6.0 SED: - 6.9 EL: +40.5 Spec. Ed: +78.1 Filipino: +42.9

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%	2024-25: 95.9%	2025-26: Maintain a rate of 90% or higher	2024-25: +3.2%

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%	2024-25: 3.6%	2026: Increase 0.2% - 2%	2024-25: +2.3%
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%	2024-25: 4.2%	2026: Increase 0.2% - 2%	2024-25: +2.6%

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	2024-25: LCHS currently has 1 full CTE course pathway	2025-26: Increase by 1 CTE course pathway	2024-25: - 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	2024-25: All: 92.5% SED: 84.8% Two or More Races: 100% Asian: 96.3% Hispanic: 85.1% White: 90.7% Spec. Ed.: 44.0% 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	2024-25: All: +5.9% SED: +28.1% Two or More Races: +20% Asian: +6.2% Hispanic: +3.8% White: +3.0% Spec. Ed. +1.1% 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%	2024-25: 92%	2025-26: Maintain 2023 Scores	2024-25: +2%

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%	2025-26: 100%	2026-27: 100%	2025-26: 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	2025-26: 3rd - 8th grade teachers 97% ELA 92% Math	70% or more of 3rd-8th grade teachers will administer 2 or more CAASPP IABs for ELA & Math	2024-25: ELA: + 35% Math: + 30%

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%	2025-26: 1. Elementary Sites: All: 100% 2. LCHS 7-12 All: 40% SED: 9.9% EL: 0.1% Spec. Ed.: 5.3%	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: +15% SED: + 9.7% EL: - 0.1% Special Education: + 4.3%
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%	2025-26: 1. Elementary Sites: All: 100% 2. LCHS 7-12 All: 8.2% SED: 1.1% EL: 0.1% Spec. Ed.: 0.9%	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: -5.8% SED: + 0.9% EL: maintained 2023-24 results Special Education: + 0.5%
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	2024-25: All: 38.4% Asian: 61% Hispanic: 34.0% White: 25.2% Two or more Races: 38.2% SED: 36.4% Special Ed: 10.0% 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	2024-25: All: +5.1% Asian: +11.6% Hispanic: +9.0% White: -3.6% Two or more Races: +24.9% SED: +13.1% Special Ed: +4.1 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	2024-25: All: 84.1% Asian: 90.5% Hispanic: 68.1% White: 83.6% Two or more Races: 91.2% SED: 69.7% Special Ed: 45.0% 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	2024-25: All: +12.9% Asian: +6.2% Hispanic: +5.6% White: +16.1% Two or more Races: +11.2% SED: +23.0% Special Ed: 18.5% 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%	2025-26: Certificated Teachers: 1. 69% 2. 70% Classified Staff: 1. 78% 2. 81%	2026-27: Certificated Teachers: 1. Increase by 1%-5% 2. Increase by 1%-5% Classified Staff: 1. Maintain 2023 results 2. Maintain 2023 results	2025-26: Certificated Teachers: 1. Maintained 2023-24 baseline data 2. -4% Classified Staff: 1. -5% 2. Maintained 2023-24 baseline data

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)	2025-26: All Kinder: 71% All 1st Grade: 90% All 2nd Grade: 94% All 3rd Grade: 91% SED Kinder: 63% SED 1st Grade: 82% SED 2nd Grade: 94% SED 3rd Grade: 94% EL Kinder: *** Less than 11 students EL 1st Grade: 73% EL 2nd Grade: *** Less than 11 students EL 3rd Grade: *** Less than 11 students	2026-27: All Kinder: increase by 2%-5% All 1st Grade: Maintain 20224-25 scores All 2nd Grade: Maintain 20224-25 scores All 3rd Grade: Maintain 20224-25 scores SED Kinder: increase by 5% or more SED 1st Grade: increase by 2%-5% SED 2nd Grade: increase by 5% or more SED 3rd Grade: increase by 5% or more EL Kinder: increase by 5% or more EL 1st Grade: increase by 2%-5% EL 2nd Grade: increase by 5% or more EL 3rd Grade: increase by 2%-5%	2025-26: All Kinder: +7.81% All 1st Grade: -1.42% All 2nd Grade: +3.35% All 3rd Grade: +0.34% SED Kinder: -0.64% SED 1st Grade: -4.96% SED 2nd Grade: +15.43% SED 3rd Grade: +19.00% EL Kinder: *** Less than 11 students EL 1st Grade: -10.33% EL 2nd Grade:*** Less than 11 students EL 3rd Grade: *** Less than 11 students

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)	This metric has been closed and a new metric #2.28 has been created. With the adoption of Step Up to Writing during the 2024–25 school year, the district developed new beginning- and end-of-year writing prompts, along with updated rubrics for Kindergarten and grades 1–6.	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%	NA

23	Digital Citizenship 1. "How likely is it that someone from school will bully you online?" Data Source: Panorama Education Survey	2023-24: 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)	2025-26: 4th-6th Grade: 84% (Not at all likely or slightly likely) 7th-12th Grade: 70% (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)	2025-26: 4th-6th Grade: Maintained 2023-24 baseline data 7th-12th Grade: +5%
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	2025-26: 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 environment? 42%: I am able to innovate and bring technology into my lessons 75%: Tech use feels pretty	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%	2025-26 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 Maintained at 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 environment? -4%: I am able to innovate and bring technology into my lessons +16: Tech use feels pretty seamless in my space +3.4 I am still learning, but willing to incorporate more +3.2: I have all the basic equipment +2.1: I have equipment, but it is unreliable Maintained at 0% I don't have access to basic equipment (Defined as projector, doc cam, printer. List

		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)	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)		what you 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	2025-26 1. Executive Director of SPED presented twice to secondary staff on push-in courses best instructional and support practices. SPED department meets routinely with push-in teachers to discuss how best to support students. 2. Site goals have focused on strengthening the Professional Learning Communities on campus and from this targeted efforts have improved course alignment, the completion of common assessments, and updated pacing guides for all courses. A review of grade and assignment distribution indicates that we are making steady but	2026-27: 1. Bring essential staff together for the purposes of program review, identification of strengths and weaknesses in an attempt to review and revise our push-in implementation and support plan. This will result in three annual meetings, the minutes of which will demonstrate the specific and targeted goals and actions to support program refinement. 2. Through administrative review, 80% of all core subject courses in grades 7-12 will have common grading categories, weighted equally, so that student grade calculation is happening in a more uniform manner. Building upon the 2025-26 outcomes, all courses will	2025-26 The goals outlined in the WASC Action Plan continue to show steady progress, with ongoing implementation aligned to established timelines. Evidence, including professional development schedules, ongoing administrative oversight of weekly PLC meetings, and grade and assignment distribution review indicate that these efforts are contributing to improved student success and remain consistent with the plan's intended outcomes.

			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.	uneven progress across all departments. 3. MTSS continues to be expanded through a variety of structured supports. In 9-12, a dedicated Tier 2 support program happens twice weekly, teacher office hours continue, and PBIS is messaged to students and community routinely. Marked advances in campus-wide signage and branding demonstrate strong progress toward the expansion of PBIS at LCHS. 4. Twice yearly, teacher surveys are issued by the office of Educational Services in order to ascertain the PD needs of targeted staff groups: elementary, middle, and high school teachers and support staff. Post PD surveys have also been created and are now part of the routine practice of evaluating the effectiveness of the PD that was planned.	update and revise their annual course pacing guide. 3. To continue the LCHS 7-12 responsive teaching plans that include Tier 2 support, teacher office hours, and teacher-led homework support. PBIS program monitoring and expansion will continue with a dedicated goal of seeing a 10% increase in the number of staff who issue the PBIS Spartan slips. 4. The End-of-Year Panorama Education survey data will show increased relevancy and effectiveness of district organized professional development. Survey responses will demonstrate an annual increase of 5% each year from the 2024-25 baseline data.	

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%	2025-26: Students: 4th - 6th Grade: 87% 7th - 12th Grade: 77% Parents: 85%	2026-27: Students: 4th - 6th Grade: Maintain 2023 results 7th - 12th Grade: 78% Parents: 85%	2025-26 Students: 4th - 6th Grade: -1 7th - 12th Grade: +3 Parents: +2%

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%	2025-26: 1. 91% 2. 100%	2026-27: 1. Increase by 2%-5% 2. Increase by 2%-5%	2025-26: 1. + 12% 2. + 21%

28	Percent of K–6 students scoring at or above grade level by the end of the school year, as measured by the revised District Writing Assessment (DWA) prompt(s) and the 16-point rubric for grades 1–6.	2025-26: All 1st Grade: 57% All 2nd Grade: 70% All 3rd Grade: 61% All 4th Grade: 59% All 5th Grade: 83% All 6th Grade: 88% SED 1st Grade: 53% SED 2nd Grade: 61% SED 3rd Grade: 47% SED 4th Grade : 68% SED 5th Grade: 65% SED 6th Grade: 73% EL 1st Grade: 31% EL 2nd Grade: *** Less than 11 students 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 1st Grade: increase by 5%-10% All 2nd Grade: increase by 5%-10% All 3rd Grade: increase by 5%-10% All 4th Grade: increase by 5%-10% All 5th Grade: increase by 2%-5% All 6th Grade: increase by 2%-5% SED 1st Grade: increase by 5%-10% SED 2nd Grade: increase by 5%-10% SED 3rd Grade: increase by 5%-10% SED 4th Grade : increase by 5%-10% SED 5th Grade: increase by 5%-10% SED 6th Grade: maintain 2025-26 results EL 1st Grade: increase by 5%-10% EL 2nd Grade: *** Less than 11 students 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	Difference from Baseline will be added during the 2026-27 school year.

Goal Analysis for 2025-2026

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 outlined in Goal #2, similar to last year, 21 actions were carried out as planned.

Action 2.17, which aimed to expand CTE program pathways, was only partially completed because of credentialing challenges. Following the passage of Proposition 28 and its new funding allocations, two fine arts teachers were hired during the 2024-25 school year to take over classes previously led by a retiring CTE-credentialed instructor. Although these new teachers continue to hold valid teaching credentials, they lack the specific CTE authorization required for the Fine Arts program to qualify as a CTE Pathway. Consequently, the fine art courses remained available during the 2025-26 school year but are not part of a CTE pathway program.

The year also brought numerous successes. Notably, ongoing efforts to implement intervention supports and strengthen the K–12 Responsive Teaching Plans (Actions 2.1, 2.2, and 2.10) resulted in improved instructional consistency, earlier identification of student learning needs, and more targeted interventions. These efforts have fostered a more adaptive and inclusive teaching environment across the district.

As part of Action 2.1, there was also a notable increase in the use of formative interim CAASPP and CAST assessments at the elementary level. On average, teachers administered 5-10 English Language Arts (ELA) and math Focused Interim Assessment Blocks (FIABs) to measure students' mastery of grade-level standards throughout the year. In addition, 5th and 8th grade teachers implemented 3-6 CAST Interim Assessments to monitor understanding of science standards. This represented a 40% + increase over the previous school year. Teachers analyzed the data from these formative assessments, along with DIBELS results, to plan targeted reteaching and intervention strategies, ensuring students received timely support to address specific areas of need.

In terms of staff professional development success, certificated staff were surveyed at the close of last year to ascertain the relative effectiveness of District Office organized teacher professional development (Actions 2.3, 2.9, & 2.12). The results of those surveys fundamentally changed the professional development efforts this year. Based upon teacher request, we built in grade level collaboration time that allowed teachers to confirm details of course pacing, discuss instructional strategies and assessment methods, and to provide targeted input on LCUSD curricular initiatives, like the adoption of K-5 Math materials. At the secondary level, teacher PD was focused on site initiatives identified as part of the WASC self study in January 2025. The schedule of LCUSD PD also was changed to now include PD only on two half days, immediately before the start of the school year and right as the teachers returned from Winter holiday. Follow up surveys confirmed a high degree of teacher appreciation and agreement with both the structure/schedule of the days and how useful the content was to what they are immediately working on.

The VAPTA (Visual, Applied, Performing, and Technical Arts) program across LCUSD has demonstrated strong and sustained success through intentional planning and strategic investment (Action 2.22). Each school site has developed a tailored VAPTA plan in collaboration with site leadership and staff, ensuring alignment with site-specific priorities and instructional goals. This site-based approach has enabled schools to meaningfully integrate arts education into their unique programs while maintaining a cohesive district vision.

The program's continued growth has been significantly supported by funding from Proposition 28 and the Arts Education Block Grant, which have expanded access to high-quality arts instruction across all campuses. At LCHS, this growth is reflected in the addition of new courses, including AP Art History, AP Drawing, and AP 3D Design, broadening opportunities for advanced student engagement in the arts. The establishment of a VAPTA coordinator position has further strengthened program implementation; this individual developed a comprehensive and well-received VAPTA implementation plan for grades 7-12, which was presented to the LCUSD Board. Additionally, the introduction of an entry-level course, Introduction to Art and Design, emerged directly from a targeted needs assessment, demonstrating the program's responsiveness to student interest and demand.

At the elementary level, schools continue to provide robust "Specials" programming in music, theater, art, and computer studies, supported in part by Proposition 28 funding. Collectively, these efforts highlight the effectiveness of the VAPTA program in expanding access, enhancing instructional quality, and fostering student engagement in the arts across the district.

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

Action 3 exceeded its budget by approximately $24,000 due to an intentional expansion of professional learning opportunities during the 2025-26 school year. This material difference was driven by one-time Educator Effectiveness funds targeting professional development for staff. Professional development focused on science, writing, transitional Kindergarten, math adoption training, and Nonviolent Crisis Intervention (NCI) for paraprofessionals.

Action 6 was significantly under budget by approximately $79,800 due to budget constraints during the 2025-26 school year. Elementary English Language Development (ELD) paraprofessionals were not funded. Designated and integrated ELD support continued to be delivered directly by classroom and ELD teachers. There was no negative impact on the Planned Percentages of Improved Services.

Action 7 was under budget by approximately $3,500 because the district did not need to purchase new ELD materials, such as student iPads or home-language literature books, which were already available across school sites. Despite this minor fiscal variance, yearly software licenses were successfully secured, and there was no negative impact on the Planned Percentages of Improved Services.

Action 11 exceeded its budget by $40,600 due to the need for intensified support and monitoring in response to declines in key performance indicators for English Learners (ELs) and socioeconomically disadvantaged (SED) students. CAASPP data showed decreases in ELA and math performance for ELs, along with a notable drop in English Learner progress and increases in chronic absenteeism for both EL and SED students. Additionally, suspension rates for these groups remained high compared to other subgroups, signaling a need for increased counseling and support. As a result, expanded efforts, including more frequent academic progress monitoring, targeted academic interventions, additional counseling services, and enhanced wellness supports, were implemented by teachers, counselors, and administrators to address these needs and ensure student success.

Action 21 exceeded its budget by approximately $1,166,075. Although the original 2025-26 allocation was initially cut by nearly $1 million from the prior year due to lower projected revenues, the La Cañada Flintridge Educational Foundation (LCFEF) ultimately increased its contribution toward class-size reduction.

The $15,446 budget variance for Action 22 is attributed to a structural shift in staffing for the VAPTA position. In the prior fiscal year, the role was staffed by two part-time employees. For the 2025-26 school year, these roles were consolidated into one full-time position, whose standard salary and benefits package exceeded the combined part-time expenditures.

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

During the 2025-26 school year, staff participated in a wide range of professional development opportunities across core academic areas, including intentional efforts to focus on the WASC goals at the secondary level, targeted professional development that supported teacher learning about the narrative writing rubric from Step Up to Writing, training in a reading intervention tool from Amplify Learning called Boost Reading that classroom teachers assign to struggling readers, follow up professional development from STEMscopes in grades K-6, and the establishing of the LCUSD Math Adoption Committee which has engaged in best practices training as members of LACOE's math adoption cohort. Teachers have also collaborated in grade level teams to affirm pacing and assessment practices, and learn about ways they can help support LCUSD efforts to promote student engagement, wellness, and belongingness, aligned to our partnership with the Challenge Success program. At the site level, Principals have continued training staff on PBIS practices and on implementing FIAB's as part of the annual preparation for CAASPP.

Feedback on professional development and training initiatives (Actions 2.3, 2.9, and 2.12) reflected a range of positive outcomes. To enhance literacy instruction, district educators participated in targeted professional development, including Step Up to Writing (2024–25 and 2025–26) and the Science of Reading (2024–25). Following these instructional initiatives, End-of-Year District Writing Assessment (DWA) results for the 2025–26 school year demonstrated significant growth among Socioeconomically Disadvantaged (SED) students in grades 2–6, with performance increases ranging from 5% to 29%. Furthermore, 2025–26 end-of-year DIBELS data highlighted substantial gains in early literacy: 94% of both 2nd and 3rd grade SED students achieved Benchmark status, representing a 15% to 19% increase compared to the prior year. (Note: Due to sample sizes below the reporting threshold (n < 11), individual outcome data for English Learners and Foster Youth in grades 2–6 are statistically suppressed to protect student privacy.) Additionally,

according to the End-of-Year Panorama Education survey, teachers and staff were asked, “How relevant have your professional development opportunities been to your work?” Seventy percent of teachers responded favorably, an increase of 22 percentage points from the previous year, while 81% of paraprofessionals responded favorably, reflecting a two-point gain. When participants were asked which professional learning opportunities they found most valuable, 31% of teachers and 32% of paraprofessionals identified the safety and security training provided by Chameleon Associates as particularly beneficial. Additionally, 25% of teachers highlighted technology training, while 22% valued the PBIS and Step Up to Writing sessions. Among paraprofessionals, 21% cited professional development focused on special education services as most useful.

LCHS continues to work on WASC goals (Action 2.18) in a very intentional way. Utilizing the LCUSD professional development schedule, District and site leadership fashioned a three year professional development plan that addresses the key goals identified in the January 2025 self study report and WASC site visit. Focusing on tightening the way professional learning communities teams function, further aligning course expectations and requirements, and targeting an increase in common grading practices have been at the forefront of professional development efforts this year. Monthly leadership meetings continue at the site and always begin with the WASC action items and site efforts to innovate school practices, policies, and protocols are explicitly linked to the WASC goals in these leadership meetings. The 2025 End-of-the-Year Panorama Education survey indicated that 70% of 9-12 grade teachers felt that the professional learning opportunities offered throughout the school year were relevant to their teaching practice. This was a 21 point increase over the previous year, which had a 49% satisfaction rate among teachers.

At the start of the 2025–2026 school year, all certificated special education staff participated in a professional development (action 2.12) session focused on the use of artificial intelligence (AI). The training included guidance on maintaining student confidentiality and instruction on using customized AI tools designed to source vetted materials and minimize misinformation. Following this session, the District developed several AI chatbots to assist special education staff with IEP goal development and research-based instructional strategies. In Spring 2026, general education teachers in grades 7 and 8 took part in a complementary professional development (action 2.12) session on AI integration. During this session, the District introduced an additional AI chatbot created to identify the essential elements of each state standard and to provide recommendations for differentiated instruction and alternative methods of assessing student mastery. Following the professional development on the use of artificial intelligence and the creation of three customized chatbots, special education staff members began utilizing the chatbots to assist with their practice. By April 6, 2026:
* The Goal Developer had been used 46 times by staff members.
* The Procedural chatbot had been used 120 times by staff members.
* The Essential Standards chatbot had been used 72 times by staff members.

The professional development initiative on the use of AI integration has proven highly successful in enhancing instructional efficiency and support for special education teachers. The consistent and growing use of the three customized chatbots demonstrates strong staff engagement and practical integration of AI tools into daily workflows. Collectively, these outcomes reflect meaningful progress toward action 2.12, showcasing the District’s commitment to innovative, data-informed professional learning that directly benefits instructional planning and student support. 2026 CAASPP results will be reviewed at the end of the school year to determine overall student growth in ELA, mathematics, and science for students in special education.

Purchasing special education core and supplementary materials (Action 2.13) remains an effective strategy for supporting students in our special education program. We acquired approximately seven subscriptions and licenses for online resources tailored to special education teachers and speech therapists, which are now actively implemented in classrooms and speech therapy sessions. These materials offer targeted support for students facing significant challenges in reading, math, and social-emotional learning. Reflecting this impact, CAASPP 2025 data shows students with disabilities improved their "Distance From Standard" (DFS) scores by 13 points in English Language Arts (ELA), 14.4 points in math, and 5 points in science.

During the 2025-2026 school year, Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, and 2.11, which focus on supporting unduplicated pupils, including socioeconomically disadvantaged (SED) students, English Learners (ELs), and foster youth, demonstrated measurable success in several key areas. CAASPP 2025 data showed that SED students maintained strong academic performance, with “Distance From Standard” (DFS) scores in English Language Arts (ELA) remaining at 65.3 points above standard and 40.0 points above standard in mathematics. In science, a modest decline of 2.7 points was observed, bringing the average DFS to 65 points. Data from the Dynamic Indicators of Basic Early Literacy Skills

(DIBELS) end-of-the-year assessments indicated that 93% of K-6th grade SED students were at or above grade level.(Action 2.10 and 2.11) Overall, SED students sustained strong performance in ELA and mathematics while maintaining high literacy proficiency rates, despite a slight decline in science achievement.

Among English Learners, DFS scores declined slightly, 19.7 points in ELA and 3 points in mathematics, while science scores remained stable at 64.9 points. The English Learner progress rate also decreased by 8.4%, with 77.1% of ELs showing growth toward proficiency. This alternating pattern of growth and decline in LCUSD's English Learner Progress Indicator (ELPI) has been a recurring trend and can largely be explained by cohort fluctuations and reclassification dynamics. When higher-performing ELs achieve proficiency and exit the group, the remaining cohort often consists of more newcomers or long-term English Learners, which temporarily lowers growth rates. Additionally, grade-span transitions and variations in newcomer populations, with differing educational backgrounds or levels of interrupted schooling, further appear to influence this cyclical pattern.

Despite these technical factors, LCUSD teachers and English Language Development (ELD) specialists remain deeply committed to supporting EL growth through both integrated and designated ELD instruction. To strengthen language acquisition, supplemental materials continue to be purchased, including online applications and core literature resources in students' home languages (Action 2.7). Newcomer students benefit from additional tools such as English audiobooks and translation supports to ease their transition. Whole-group and small-group lessons specifically target individual language needs, ensuring meaningful opportunities for all English learners.

Evidence of progress includes a significant increase in the Reclassification to Fluent English Proficient (RFEP) rate, reaching 41.86%, a 14.9 percentage-point improvement from the prior year (Action 2.8). Likewise, results from the 2025-2026 English Learner Parent Needs Assessment survey indicated that 100% of EL families felt ELD instruction improved their child's English proficiency, a 6.2% increase from the previous year. EL parent meetings and mini-workshops were held throughout the school year to enhance family engagement and understanding of ELD programs; 90% of parents reported receiving clear communication about the program and reclassification process.

For SED students, college and career readiness remained strong, with 84.8% of graduates classified as "college and career prepared", a 2.4-point rise from the previous year.

Chronic absenteeism increased slightly for both student groups, according to 2025 Dashboard data. Rates for English Learners rose from 4.6% to 5.8%, while those for SED students grew from 9.7% to 12%. To address attendance and ongoing engagement, the District sustained monthly counselor meetings, teacher conferences, Student Study Team (SST) sessions, and Student Attendance Review Team (SART) meetings throughout 2025-2026 (Action 2.11). These efforts collectively continue to support unduplicated pupils academically, socially, and emotionally while reinforcing LCUSD's commitment to equitable outcomes for all learners.

All actions associated with class-size reduction (Action 2.21) were highly successful and continue to yield positive outcomes across both student and family measures. Results from the 2024-2025 End-of-Year Panorama Education student survey showed that 87% of students in grades 4-6 and 77% of students in grades 7-12 reported feeling a strong connection with their teachers, both during and beyond the school day, reflecting a sustained level of positive response among 4th–12th grade students. Similarly, 89% of 4th-6th grade students and 90% of 7th-12th grade students indicated that their teachers maintained high expectations for effort, persistence, understanding, and performance, consistent with survey trends from the previous year.

The End-of-Year Panorama Education family survey reinforced these strong results, with 93% of families reporting that their child's school effectively met developmental needs and 95% noting that their child felt a strong sense of belonging on campus. These indicators have remained stable compared to the prior year. Additionally, 85% of families shared that their child had a close relationship with at least one adult at school, an encouraging increase of two percentage points over last year, reflecting continued success in fostering supportive, connected learning environments.

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 strengthened teachers' ability to make data-informed decisions. These efforts have supported differentiated instruction and the delivery of targeted interventions for students not yet meeting grade-level standards through the ongoing implementation of the Response to Intervention (RTI) framework (Action 2.2). End-of-year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data reflect meaningful progress among students participating in reading intervention across grades

Kindergarten through third. District-wide participation included 18% of kindergarten students, 24% of first grade students, 11% of second grade students, and 10% of third grade students. By year's end, 71% of first grade students, 58% of second grade students, and 56% of third grade students achieved scores at or above grade level, demonstrating substantial growth. Notably, kindergarten students who began intervention midyear in January showed encouraging outcomes, with 34% reaching at or above grade-level benchmarks. These results highlight the positive impact of targeted early literacy support in advancing student achievement.

The district-wide implementation of RTI continues to be effective. Responsive Teaching Plans (RTPs) remained a key support during the 2025–2026 school year, addressing the needs of students performing below grade-level expectations. Each elementary school was supported by a 0.6 FTE intervention teacher and one paraprofessional, providing targeted instruction in English Language Arts (ELA), mathematics, and writing. At the secondary level, students accessed personalized support through after-school teacher office hours, ensuring academic interventions were responsive, accessible, and aligned with individual learning needs.

Available benchmark data also reflect progress in student performance. According to the DIBELS assessment for grades 1-3, the number of first grade students performing below benchmark decreased from 75 at the beginning of the year to 58 at mid-year. In second grade, the number of students below benchmark declined from 38 to 23 over the same period. Third grade also showed improvement, with the number of students below benchmark decreasing from 41 at the beginning of the year to 27 by mid-year. These results suggest that the district's RTI framework is supporting measurable growth and helping more students move toward benchmark proficiency.

LCUSD's effective implementation of the RTP program (Action 2.2) supported gains in CAASPP performance. ELA Distance from Standard (DFS) increased by 3.8 points to 103.6 above standard, while mathematics rose by 1.5 points to 90.5 above standard. Among 11th-grade students, Early Assessment Program (EAP) results improved notably, with ELA increasing by 4.3 points and mathematics by 2.9 points. Graduation outcomes also strengthened, with A-G completion rising from 93.6% to 95.9% and the percentage of students classified as College and Career "Prepared" increasing from 88.8% to 92.5%.

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. At the elementary level, students received targeted instruction from computer lab specialists in online safety, research skills, cyberbullying awareness, and the responsible use of technology. Results from the 2026 End-of-Year Panorama Education survey indicate mixed trends in students' perceptions of online bullying across grade spans. Among students in grades 4-6, 84% reported that bullying others online was unlikely, reflecting a 3% improvement from the prior year. Similarly, at LCHS, 72% of students in grades 9-12 indicated that online bullying was unlikely, representing a 1% improvement. In contrast, 66% of students in grades 7-8 reported that online bullying was likely; however, this reflects a 9% decrease from the previous year.

Overall, these findings underscore the importance of continued efforts to strengthen students' understanding of digital citizenship, promote safe and responsible online behavior, and further reduce perceptions and incidents of cyberbullying across all grade levels.

During the 2025-26 school year, several new courses were added to the LCHS master schedule (Action 2.19), including Foundations of Art and Design, Advanced Placement (AP) 3D Art and Design, AP Drawing, Robotics, and Honors Geometry. In collaboration with Pasadena City College (PCC), students were also offered additional coursework in Armenian, French Conversation, and Chinese Language for Business and Travel. Additionally, LCHS concluded its pilot integration of Ethnic Studies content into the English 1 curriculum and has adopted this model as the standard 9th grade English/Ethnic Studies course.

Site and district administrators, in partnership with teachers and educational stakeholders, will continue to evaluate and expand high school course offerings to better align with evolving student interests and academic needs. Data from the 2025 End-of-Year Panorama Education survey reflects strong student confidence in the school's academic program, with 94% of students in grades 7–12 reporting that their school prioritizes academic excellence and 91% indicating 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 in grades 7–12 frequently cited the Wellness Center and expressed

appreciation for LCHS's engaging, supportive, and caring teachers.

Furthermore, Advanced Placement (AP) courses at LCHS continue to demonstrate strong outcomes, with 95% of AP exam participants in the 2024–25 school year earning a score of 3 or higher, maintaining performance levels from the previous year.

LCUSD's Career and Technical Education (CTE) program saw minimal expansion during the 2025-26 school year (Action 2.17). While LCHS continues to provide a range of CTE-related courses, the recruitment and retention of teachers with appropriate CTE credentials remains a persistent challenge. At present, LCHS continues to support one active CTE pathway. Although newly hired Visual and Performing Arts, Technical Arts (VAPTA) staff (Action2.22) hold valid teaching credentials, they do not possess the specialized CTE authorization required to maintain or develop additional pathways.

Looking ahead, LCUSD will continue to partner with site administrators, teachers, the Human Resources department, and the CTE support team at the Los Angeles County Office of Education to strengthen pathway opportunities. In addition, VAPTA teachers conducted a comprehensive needs assessment of secondary visual, technical, and performing arts electives, leading to the development of new pathway concepts and the redesign of courses to better align with desired student outcomes across grades 7-12 (Action 2.22).

LCHS continues to work on WASC goals in a very intentional way (Action 2.18). Utilizing the LCUSD professional development schedule, District and site leadership fashioned a three year professional development plan that addresses the key goals identified in the January 2025 self study report and WASC site visit. Focusing on tightening the way professional learning communities teams function, further aligning course expectations and requirements, and targeting an increase in common grading practices have been at the forefront of professional development efforts this year. Monthly site leadership meetings always begin with the WASC action items and site efforts to innovate school practices, policies, and protocols are explicitly linked to the WASC goals in these leadership meetings.

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

We have closed Metric #2.22, which measured the percent of K-6 students performing at or above grade level (using a 1-4 scale rubric) on the end of the year District Writing Assessment. In its place, we have established new Metric #2.28, which measures the percent of 1st-6th grade students at or above grade level by the end of the school year using the revised District Writing Assessment (DWA) prompt and 16-point rubric. This updated metric better aligns with the adopted "Step Up to Writing" program, the new writing prompt(s), and rubric. A new baseline has been established to support future progress monitoring.

For metrics 2.6 and 2.7, included standards met and standards exceeded percentages for 11th grade English Language Arts and Math.

After careful analysis of the 2025-26 LCAP budget and the 2026-27 LCAP budget, adjustments were made across several key actions to align expenditures with changes in revenue and student demographics. Funding was increased to incorporate additional state Learning Recovery Emergency Block Grant (LREBG) allocations for response to intervention (action 2.2) along with a higher-than-anticipated contribution from the La Cañada Flintridge Educational Foundation (LCFEF) for action 2.21. At the same time, the budget was decreased for action 2.6 due to a decline in English Learner enrollment and adjusted to more accurately reflect employee time dedicated to monitoring unduplicated pupils (action 2.11).

Year three targets were added to metrics 2.21 and 2.25.

No other changes were made to the goal, metrics, outcomes, or actions for the 2026-27 school year that resulted from reflections on prior practice.

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.	$42,667.00	No
2	Response to Intervention	Fund Intervention teachers at each of the elementary schools at an 60% 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. This is a Learning Recovery Emergency Block Grant (LREBG) funded action. California's LREBG rules allow funds to be used for accelerating progress through evidence-based learning supports, including tutoring, small-group supports, progress monitoring, and other actions that increase instructional time or stabilize staff-to-pupil ratios. RTI aligns well with that because it is a tiered system for screening students early, providing targeted intervention, and monitoring progress so support can be adjusted based on need. In LCUSD, intervention specialists have been trained in the Science of Reading. They provide small group reading intervention using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). Research shows that Response to Intervention reduces reading and math failure through the use of proactive universal screening. Metrics 2.21 and 2.22 will be used to monitor this action funded with $30,924 LREBG funds.	$409,033.00	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.	$34,302.00	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 instruction and monitoring.	$253,596.00	Yes
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.	$36,420.53	Yes
6	Paraprofessional ELD	Continue paraprofessional support at 3.75 hours per day for each of the four sites to provide	$48,129.82	Yes

	support for novice ELs	assistance and educational support for the novice level ELs during the school day so that they can access the breadth of the core curriculum.		
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.	$4,965.49	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.	$27,956.04	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.	$122,472.91	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.	$86,661.36	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.	$100,601.00	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.	$39,876.88	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.	$25,408.39	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.	$47,955.98	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.	$94,263.19	No
16	Implementation of the LCUSD Technology Plan	Implement the LCUSD Technology Plan, including the International Society for Technology 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.	$66,817.13	No
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.	$39,417.38	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.	$39,956.52	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.	$29,423.00	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.	$3,943.40	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).	$3,408,075.00	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.	$171,446.30	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%	2025-26: 4th - 6th Grade: 86% 7th & 8th Grade: 86% 9th - 12th Grade: 85%	2026-27: 4th - 6th Grade: Maintain 2023 results 7th & 8th Grade: 85% 9th - 12th Grade: 82%	2025-26: 4th - 6th Grade: -1 7th & 8th Grade: +3 9th - 12th Grade: +6

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%	2025-26: 4th - 6th Grade: 1. 75% (almost never, once in a while) 2. 84% 7th & 8th Grade: 1. 69% (almost never, once in a while) 2. 88% 9th - 12th Grade: 1. 74% (almost never, once in a while) 2. 87%	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	2025-26: 4th - 6th Grade: 1. -2% 2. -6% 7th & 8th Grade: 1. +9% 2. -3% 9th - 12th Grade: 1. -3% 2. -6%
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%	2025-26: 95%	2026-27: Maintain 2023 results	2025-26: + 3%

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%	2025-26: 96%	2026-27: Maintain 2023 results	2025-26: Maintained 2023-24 baseline data
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%	2024-25: Completed All: 96.52% SED: 95.31% EL: 96.15%	2026-27: All: Maintain 2023 results SED: Maintain 2023 results EL: Maintain 2023 results	2024-25: All: +0.95% SED: +1.0% EL: +0.68%

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	2024-25: All: 4.0% Asian: 3.4% Hispanic: 4.7% Filipino: 6.1% White: 4.5% Two or more Races: 2.9% SED: 12.0% EL: 5.8% SWD: 8.6% 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	2024-25: All: +3.1 Asian: +0.7% Hispanic: +3.6% Filipino: +7.9% White: +3.9% Two or more Races: +5.2% SED: +1.5% EL: +2.0% SWD: +4.6% 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%	2024-25: 0%	2025-26: 0%	2024-25: Maintained 0%
8	High School Dropout Rate* (Priority 5) Data Source: CA Dashboard]	2022-23: 0% Correction: 0.3%	2023-24: 0% Correction: 0.8%	2024-25: 1.1%	2025-26: 0%	2024-25: -0.8%

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	2024-25: All: 98.3% Asian: 97.2% Hispanic: 100% Filipino: ** White: 98.1% Two or more Races: 100% SED: 100% EL: ** SWD: 80.8% African American: ** Foster Youth: NA 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	2024-25: All: - 0.1% Asian: - 0.6% Hispanic: Maintained Filipino: ** White: - 0.1% Two or more Races: Maintained SED: Maintained EL: Change data not available SWD: - 16.3% African American: * Foster Youth: NA 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%	2024-25: All: 1.3% EL: 2.7% SED: 3.2% African American: 8.3% Asian: 0.7% Filipino: 1.1% Hispanic: 1.5% Students With Disabilities (SWD): 3.6% Two or More Races: 1.4% White: 1.5%	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	2024-25: All: - 0.5% EL: - 2.7% SED: - 1.5% African American: - 8.3% Asian: Maintained Filipino: - 1.1% Hispanic: - 0.7% Students With Disabilities (SWD): - 2.2% Two or More Races:- 0.5% White: - 0.6%
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%	2024-25: All: 0.0% EL: 0.0% SED: 0.0%	2025-26 All: 0.0% EL: 0.0% SED: 0.0%	2024-25 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%	2025-26: 1. LCAP Parent Survey Response Rate: 2.98% 2. 88%	2026-27 1. LCAP Parent Survey Response Rate: Increase by 5%-10% 2. Survey response data will increase 2%-5%	2025-26: 1. LCAP Parent Survey Response Rate: -0.29% 2. +2%

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%	2025-26: 55%	2023-24: 55%	2025-26: + 5%
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%	2025-26: 4th-6th grade: 83% 7th/8th grade: 80% 9th-12th grade: 88%	2026-27: 4th-6th grade: 86% 7th/8th grade: 83% 9th-12th grade: 86%	2025-26: 4th-6th grade: Maintained 2023-24 baseline data 7th/8th grade: Maintained 2023-24 baseline data 9th-12th grade: +5%

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%	2025-26: Overall Results of the Well-being, Belonging, and Engagement questions to students, teachers, and families. 4th-6th grade: 82% 7th/8th grade: 84% 9th-12th grade: 86% 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	2025-26: 4th-6th grade: -2% 7th/8th grade: -2% 9th-12th grade: +1% 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: 8 4-6 grade: 8 7/8 grade: Average of 5 9-12 grade: Average of 7 lessons per year	2025-26: Baseline Data 1. K-3 grade: 100% 4-6 grade: 100% 7/8 grade: 100% 9-12 grade: 100% 2. K-3 grade: 8 4-6 grade: 7 7/8 grade: Average of 5 9-12 grade: Average of 7 lessons per year	2026-27: 1. Maintain 2024 Results 2. Maintain 2024 Results	2025-26: 1. K-3 grade: Maintained 2024-25 results 4-6 grade: Maintained 2024-25 results 7/8 grade: Maintained 2024-25 results 9-12 grade: Maintained 2024-25 results 2. K-3 grade: Maintained 2024-25 results 4-6 grade: -1 7/8 grade: Maintained 2024-25 results 9-12 grade: Maintained 2024-25 results

Goal Analysis for 2025-2026

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.

Work continued on successful implementation and maintenance for each campus' PBIS plans (Action 3.1). At Paradise Canyon Elementary, 20 new classrooms opened in August 2026 and signage around the PBIS matrix was installed before students arrived, helping create instant recognition around expected behavior in hallways, classrooms, and common spaces. LCHS worked on applying to receive official designation as a PBIS school, which PCR earned previously. LCHS expanded student recognition and features students in weekly newsletters who have demonstrated the school's core values. Each campus reported positive results on campus climate at our annual response to intervention board presentation that includes PBIS.

For Action 3.2, LCHS was awarded a highly competitive grant from Challenge Success to develop and implement a comprehensive cell phone policy, making it one of only three schools in the United States selected to participate. This work included collaboration with student leaders to review and refine the policy, ensuring that student voice was incorporated throughout the process.

As part of Action 3.3, parents were invited to attend a presentation led by the LCHS Challenge Success coach on the topic of fostering a well-balanced child. In addition, a team composed of students, teachers, and parents attended the Challenge Success Conference, which led to ongoing collaboration and regular meetings to further advance the goals of the partnership.

LCUSD places a strong emphasis on parent engagement, recognizing families as essential partners in supporting student success. Parent input plays a meaningful role in shaping and refining key initiatives (Action 3.3), ensuring that school decisions are informed by the perspectives of the broader community. Data from the 2026 End-of-the-Year Panorama Education survey indicate that 88% of families feel their child's school incorporates parent feedback into its decision-making processes, representing a 2% increase from the previous year.

LCUSD actions 3.5 and 3.8 continue to prioritize student and staff safety through ongoing innovation and alignment with its Challenge Success Climate of Care goals. Across all sites, the district is refining comprehensive safety plans through monthly drills, clear communication strategies, ongoing training opportunities, and continuous evaluation of staffing, security resources, and site-specific needs. In support of these efforts, each school established a goal of having at least one staff member complete the Community Emergency Response Team (CERT) training. We have exceeded this goal with 14 staff members trained during the months of April and May. The district is also advancing key Safety and Security Task Force recommendations, including improvements to visitor management, onboarding procedures, anonymous reporting systems, and emergency communication protocols. Looking ahead, the implementation of RedBag will further strengthen these efforts by integrating trauma-informed emergency supplies with real-time digital communication, helping to foster a proactive and evolving culture of safety.

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 3 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.

Like the previous year, this goal remains a central focus of both daily practices and year-long efforts. The associated actions and services have become increasingly embedded within the school culture and have demonstrated effectiveness in advancing a safe, healthy, inclusive, and engaging climate across the district.

For Action 3.1, schools continued the implementation and refinement of Positive Behavior Interventions and Supports (PBIS) plans, while also establishing oversight teams to strengthen school climate and enhance student behavior supports. For example, schools developed PBIS reporting forms, and staff were trained on how to use them to identify and communicate student support needs. This has resulted in improved targeted interventions and more positive playground behavior.

Data from the End-of-Year Panorama Education survey indicate strong outcomes related to school climate. Eighty-six percent of students in grades 4-6 and 81% of students in grades 7-12 reported that their school supports them in learning from their mistakes. In addition, 96% of students in grades 4-6 and 95% of students in grades 7-12 reported that their school empowers them to engage positively with peers who are different from them.

As noted, action 3.2 and the district's partnership with Challenge Success continue to inform and strengthen practices at the secondary level, with ongoing efforts to thoughtfully adapt and extend this work to elementary sites. This framework promotes student well-being and engagement through a focus on social-emotional learning (SEL) 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 reaching students across multiple grade levels. At the elementary level, counselors provide 5-7 SEL lessons per class for students in grades TK-6. At the middle school level, seven SEL lessons are delivered through Homeroom, while students in grades 9-12 participate in an average of seven lessons during the Advisory period addressing topics such as healthy habits, the importance of sleep, and diverse perspectives on success.
These efforts have contributed to strong outcomes in student connectedness and belonging, with End-of-Year Panorama Education survey results showing rates of 86% in grades 4-6, 86% in grades 7-8, and 85% in grades 9-12. Building on this positive foundation, survey data also highlight an opportunity to further strengthen a culture of respect and inclusion. A portion of students, 32% in grades 4-6 and 29% in grades 7-12, reported that peers are frequently or almost always disrespectful to others. This insight will guide the continued refinement of this action, with an increased emphasis on proactive, targeted anti-bullying efforts to further enhance the school climate for all students.

Additionally, each school site in LCUSD has developed and implemented site-based plans that prioritize inclusion, equity, and a strong sense of belonging for all students (Action 3.9). These efforts have been effective in creating school environments where students feel seen, valued, and respected. Schools actively engage families and the community through parent education opportunities, heritage month observances, Learning Differences Day, World Fest, Multicultural Day Fairs, and other school-wide celebrations that highlight and honor diverse identities and experiences. Site Wellness, Belongingness, and Engagement plans are also reviewed at site council meetings, where parents participate in discussions, provide input, and help shape revisions to the plans.

Furthermore, to strengthen student growth and support our inclusive climate, Counselor lessons at the elementary sites and Advisory and Homeroom classes at the 7-12 incorporate lessons centered on Developmental Assets and Positive Behavior Intervention Support themes. These lessons target various assets to help students build the empathy and perspective-taking skills necessary to thrive in a diverse school community.

The 2026 End-of-Year Panorama survey showed that 96% of students in grades 4-6 felt their school empowered them to learn new ways of engaging positively with others who are different from them while 95% of 7-12 students felt the same.

Also under Action 3.3, seven parent training sessions were offered using the Supportive Parenting for Anxious Childhood Emotions (SPACE) model, designed to strengthen parenting practices that promote student self-efficacy, independence, and reduced anxiety. Approximately 125 parents registered for the in-person session, and 108 parents enrolled in the six-session online series. Feedback from participants was overwhelmingly positive.

During a teacher committee meeting, teachers expressed a continued need for parent education and engagement. In response, additional strategies were identified, including the development of short informational videos for social media and the distribution of guidance materials during back-to-school registration.

Additionally, results from the 2026 End-of-Year Panorama Education survey reflect strong progress in fostering a climate of care, inclusion, and meaningful connections between students and staff. An overwhelming majority of students reported that their teachers treat them with respect, including 95% of students in grades 7–12 and 96% in grades 4–6. Similarly, 95% of secondary students and 96% of elementary students indicated that they feel empowered to engage positively with peers who are different from themselves.

Teacher encouragement also remained high, with positive responses from 90% of students in grades 7–12 and 94% in grades 4–6. A strong sense of belonging was evident across grade spans, with 86% of students reporting that they feel they belong at their school. In addition, 84% of students in grades 7–12 and 79% in grades 4–6 indicated that their schools actively promote a sense of belonging.

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 training, 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. The district engaged in adopting new standard response protocol language (SRP) from the iloveuguys foundation. All staff have received training with next year's plans including expansion to students and parents. This change will offer reduced anxiety around school incidents due to coordinated language and expectations.

District staff also trained other schools in the city in efforts to improve coordination for neighboring schools and child care centers. All schools were invited to a hosted training with over 50 attendees for the all day training, and two follow up sessions were conducted with one private school and one tutoring center. Additionally, 15 staff members, including teachers, paraprofessionals, and administrators, began Community Emergency Response Team (CERT) training in April 2026. All participants are expected to complete the program and obtain certification by May 27, 2026.

According to the 2025-26 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, 93% of teachers and 94% of staff responded favorably. Regarding workplace safety, 97% of teachers and 95% of staff agreed that LCUSD promotes a secure work environment. Similarly, 96% of families expressed confidence in their child's school taking effective actions to ensure student safety. Among students, 84% of those in grades 4-6 and 87% in grades 7-12 reported feeling that their school promotes safety and security.

The College and Career Center (C3) (Action 3.6) demonstrated substantial growth this year by expanding counseling services and offering a comprehensive range of college and career readiness programs. These efforts placed a strong emphasis on inclusivity, particularly for English Learners and Special Education students, and have become an integral part of the high school experience, as reflected in consistently high levels of student participation and engagement.

By March 2026, C3 had recorded over 5,331 student drop-in visits, an increase of 45% compared to its initial year of implementation in 2023-2024, and 1,398 one-on-one counseling meetings, representing a 2,538% increase over the same period. In addition, C3 hosted more than 144 college representative visits, with 1,729 students registered to participate. Additionally, 16 students participated in the College and Career Center Leadership Program, further strengthening peer-to-peer engagement and leadership development.

C3 staff and student leaders also delivered 5,294 advisory presentations across grade levels, covering developmentally appropriate topics. Ninth-grade sessions focused on self-discovery, college fit, and using Scoir alongside summer planning. Tenth-grade students explored career pathways, college testing, and completed a career strengths inventory. Eleventh-grade programming included building a college list and participation in the LCF Summer Internship program. Twelfth-grade sessions addressed college applications, FAFSA/CSS Profile completion, and scholarship searches.

In total, the C3 Center facilitated 12,301 student and parent engagements during the 2025-2026 school year. Family-focused workshops included College 101, Understanding Highly Selective College Admissions, Paying for College, and Community College and Career Transfer pathways.

Results from the 2026 End of Year Panorama Education survey further reflect the success of this action. When asked to identify two areas where the school excels and should continue to focus, some students at the 7–12 specifically highlighted the C3. Student comments included "C3 Center is really useful and provides a lot of information." and "C3

Center is a good resource that I use often." This positive feedback indicates that our efforts to support long-term planning are both meaningful and highly valued by our secondary students.

The Wellness Center model (Action 3.7) continued to evolve through ongoing refinement of services and responsiveness to student needs. Our wellness office staff members participated in the Challenge Success cohort, bringing valuable insights related to student cell phone use based on direct observations within the Wellness Center.

Designed to promote mental health and interpersonal connectedness, the Wellness Centers at LCHS 9-12 and the 7/8 campus support students through individual appointments, small group sessions, and walk-in visits for those seeking a calm space to regulate emotions during the school day. By April 2026, the 9-12 Wellness Center had recorded over 1,753 visits during the 2025-2026 school year, including 563 individual counseling sessions, 449 supervised peer support contacts, and 1,190 self-guided 15-minute breaks. In addition, the center expanded its reach through new student small group sessions, club activities, monthly wellness themes, and classroom lesson delivery for students in grades 7-12.
The 9-12 Wellness Center also engaged families through co-presenting a fall workshop and a 10-session lunchtime learning series titled "Reducing Anxiety by Promoting Independence." Staff further supported the school community by presenting a "Time Management" workshop for the PTSA and contributing to bi-weekly newsletter articles.

Student feedback from the 2025-2026 End-of-Year Panorama Education survey reflects strong appreciation for these efforts. When asked to identify strengths the school should continue, many students pointed to the Wellness Center and its range of supports. As one student noted, "One thing the school does well is the implementation of the Wellness Center and all of the resources they provide. I think they should continue doing what they're doing as they're doing a good job," while another shared, "I like how LCHS has a Wellness Center and counselors for people to talk to."

At the 7/8 campus, the Wellness Center recorded over 524 student visits, excluding morning and after-school drop-ins, and provided 287 counseling sessions. To further support student well-being, the center introduced themed daily activities throughout the week, including "Mindful Monday," "Trivia Tuesday," "Let Go of Worries Wednesday," "Art Time Thursday," and "Freeform Friday," each designed to promote engagement, stress relief, and positive peer interaction.

Panorama survey responses from 7/8 students similarly point to the center as a meaningful part of their school experience. Rather than focusing on specific programs, students emphasized the availability and accessibility of the space itself, highlighting the importance of having a designated place on campus to pause, reset, and manage stress. Comments such as "Having a Wellness Center where anyone can go to take a break" and "Running/maintaining the Wellness Center for students to de-stress, take a break, and calm down" reflect how students are using the space in practice and the value they place on its continued presence.

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 also collaborated closely with classroom teachers to monitor student progress and identify areas requiring targeted support.

Results from the 2025 CAASPP assessments indicate a decline in academic performance among EL students, who scored 36.5 points above standard in English Language Arts (ELA) and 54.3 points above standard in mathematics. These results reflect decreases of 19.6 points in ELA and 3 points in mathematics compared to the previous year. In contrast, SED students demonstrated relative stability, with a slight increase of 0.5 points in ELA (65.3 points above standard) and a modest decrease of 0.7 points in mathematics (40.7 points above standard).

Attendance for these student groups was consistently reviewed in partnership with site administrators and counselors. When areas of concern were identified, teams worked collaboratively with students and their families to develop individualized plans that addressed academic needs, mental health supports, and attendance barriers.

These coordinated efforts contributed to improved attendance outcomes during the 2024-25 school year. Attendance rates reached 96.15% for English Learners and 95.31% for

socioeconomically disadvantaged students, reflecting increases of 0.3% and 0.4%, respectively, compared to the previous year.

Students requiring additional mental health support received direct services from school counselors or were referred to the site-based SAGE therapist. To ensure equitable access and meaningful family engagement, translation services were consistently provided for parents and guardians with limited English proficiency.

Findings from the 2025-26 English Learner Needs Assessment reflect strong progress in these efforts. All families (100%) reported having access to translation services during parent meetings and conferences, representing a 14% increase from the previous year. Additionally, 100% of English Learner parents indicated that the English Language Development (ELD) program has supported improvements in their child's English language proficiency, an increase of 5.3%.

Across all actions, implementation has remained closely aligned with the original plan, with no significant deviations. While many initiatives are ongoing, current evidence reflects steady progress toward advancing student well-being, equity, safety, and academic engagement. Continued monitoring, educational partner feedback, and strategic refinement will be essential to sustain momentum and further strengthen outcomes in these areas.

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.

Metric #8 data was updated to reflect the correct percent of high school "dropouts" during the 2022-23 and 2023-24 school year.

No further changes were made to the goal, metrics, outcomes, or actions for the 2026-27 school year that resulted from reflections on prior practice.

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.	$79,693.00	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.	$31,986.00	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.	$41,201.00	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	$148,310.32	No

		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.		
5	Implement Safety and Security Training and Practices	Under the Challenge Success umbrella of Climate of Care, create an environment that is safe and 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.	$49,684.00	No
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.	$185,691.00	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.	$452,499.00	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.	$46,081.50	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.	$57,083.45	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.	$69,449.42	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	2024-25: 0 Williams Complaints	2025-26: 0 Williams Complaints	2024-25: 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	2025-26: 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	2025-26: 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%	2025-26: 4th-6th grade: 78% 7th-12th grade: 79% Certificated Staff: 81% Classified Staff: 82% Parents/Guardians: 95%	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	2025-26: 4th-6th grade: -7% 7th-12th grade: +2% Certificated Staff: -3% Classified Staff: -9% Parents/Guardians: +2%

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%	2025-26: 96%	2026-27:Maintain 2023 Results	2025-26: -1%
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%	2025-26: Elementary Sites: Overall: 90% Wifi/access to online tools 96% LCHS 7-12: Overall: 91% Wifi/access to online tools 91%	2026-27: Maintain 2023-24 results for each site	2025-26 Elementary Sites: Overall: -3% Wifi/access to online tools +1% LCHS 7-12: Overall: -7% Wifi/access to online tools -8%

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	2025-26: Citizens Oversight Committee Meetings: 4 Unified Newsletter: 1 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: -1 Superintendent Updates: Maintained 2023 Results

Goal Analysis for 2025-2026

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 under Goal #4 have continued to be implemented with a focus on refinement, efficiency, and long-term sustainability. Building on prior progress, the District prioritized strategic sequencing, enhanced coordination, and improvements across all facilities and operations efforts.

The District continues advancing projects under the Measure LCF Bond Program and related facilities improvements (Action 4.1), with an emphasis on safety, modernization, and infrastructure reliability. Focus in 2025-26 was on Paradise Canyon Elementary and their 3rd phase of construction.

Safety and security enhancements (Action 4.3) remained a key priority. The District expanded upon prior upgrades by continuing improvements to communication systems, campus access controls, and emergency preparedness protocols. Ongoing staff training in partnership with Chameleon Associates strengthened districtwide readiness and ensured consistent implementation of safety procedures across all sites.

Under Action 4.4, the District sustained and built upon recent technology investments. The teacher and staff device replacement cycle continued through the laptop lease program, alongside ongoing refreshes of student devices.

Facilities maintenance and cleanliness (Action 4.5) remained a central focus. Monthly site audits continued to ensure adherence to cleaning standards, while investments in equipment were made for cleaning and supporting efficient custodial operations.

Overall, the District's work under Goal #4 in 2025–26 emphasized sustaining prior successes while enhancing systems, improving coordination, and ensuring that facilities continue to support safe, clean, and modern learning environments.

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.

Overall, actions under Goal #4 have been effective in advancing safe, modern, and well-maintained learning environments, with measurable progress across facilities, safety, technology, and operations.

Implementation of the Measure LCF Bond Program and related facilities projects (Actions 4.1, 4.3, and 4.6) has been largely effective. Major projects, including the two-story classroom building at Paradise Canyon Elementary (PCY), opened in fall 2025, demonstrating strong project management and alignment with long-term planning goals. While construction activities have created some temporary challenges for staff, feedback indicates an understanding that these efforts will yield significant long-term benefits. All projects and associated budgets were presented to the Bond Oversight Committee which led to a positive Board presentation. At this meeting, the president of the Bond Oversight committee verified that projects were on schedule and within the projected budget (Action 4.1). 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.

At La Cañada High School (LCHS), utilities assessment was completed and planned for the future and improvements.

Actions focused on campus safety and security (Action 4.3) have been highly effective. Completion of PA system repairs, installation of additional security features, and continued safety training across sites have strengthened emergency preparedness and day-to-day campus safety. Survey data supports this progress, with high levels of confidence reported by students, teachers, and staff regarding the district's ability to maintain safe school environments. According to the 2026 End-of-Year Panorama Education survey, 84% of students in grades 4-6 and 87% of students in grades 7-12 reported that their school takes effective action to ensure safety. Ninety seven percent of teachers and 95% of classified staff expressed the same confidence in the district's safety measures.

Technology infrastructure improvements (Action 4.4) have strengthened both instructional delivery and district operations. The deployment of staff devices, student Chromebooks, and ongoing Wi-Fi maintenance has improved access, connectivity, and classroom functionality across the district. These improvements are reflected in LCUSD's 2025 CAASPP results, which show continued academic growth. In English Language Arts, students scored 103.6 points above standard, an increase of 3.8 points, while mathematics scores rose to 90.5 points above standard, reflecting a gain of 1.5 points.
This year, LCUSD also completed significant facilities and technology upgrades at Paradise Canyon, where 20 new classrooms opened with modern instructional technology, including projectors, voice amplification systems, wireless projection, integrated clock, bell, and PA units, and wireless access points. With these additions, the district now has 40 fully modernized or newly constructed classrooms, representing approximately 35% of total district classrooms. In addition, classroom Chromebooks and select loaner devices were refreshed, providing students and staff with newer devices to support instruction; approximately 10% of student devices were updated. Looking ahead, the completion of a cybersecurity audit and the planned implementation of its recommendations will help further strengthen digital security and system reliability. The district also introduced Cybernut to support phishing training, awareness, and reporting. Following the baseline campaign, LCUSD identified a staff click rate for the training links and will work to reduce that rate in future years. At the same time, more than 15% of staff proactively reported receiving phishing emails, demonstrating growing awareness, and Cybernut will help formalize and streamline that reporting process.

Routine maintenance and facilities oversight (Action 4.6) have been effective, as evidenced by all school sites being rated in "good" condition on the Facilities Inspection Tool (FIT). The alignment of deferred maintenance planning with bond-funded projects demonstrates a strategic and efficient use of resources, contributing to the overall quality and functionality of district facilities.

Actions related to campus cleanliness and custodial services (Action 4.5) have been partially effective. While systems such as site audits and upgraded equipment are in place, staffing shortages have impacted consistency in maintaining high cleanliness standards. Survey results reflect this challenge, with slight declines in staff perceptions of cleanliness, though student feedback remains relatively stable. According to the 2026 End-of-Year Panorama Education survey: 81% of teachers and 82% of staff reported that their school facilities were clean and well-maintained. This was a 5% increase for teachers and a 4% decline for support staff compared to the previous year. Among students, 78% of those in grades 4-6 and 79% of those in grades 7-12 felt their campuses were well-maintained, representing a 3% decrease at the elementary level and a 1% decrease at the secondary level. The district has identified this as an area for continued focus, particularly through recruitment, training, and retention of custodial staff.

Finally, educational partner engagement structures (Actions 4.7 and 4.8) have been effective in supporting transparency and inclusive decision-making. The Citizens' Oversight Committee, which meets four times over the school year, continues to provide strong fiscal accountability, while School Site Design Teams have contributed meaningfully to project planning and implementation. Feedback from families indicates that communication efforts and opportunities for input have been well received, particularly at PCY around the new facility. The 2026 End-of-Year Panorama Education survey showed that 91% of PCY families reported that the school incorporates parent feedback into its decision making process.

In summary, the majority of actions under Goal #4 are demonstrating strong effectiveness, with clear progress in facilities modernization, safety, and technology. Areas for continued improvement include custodial staffing and minimizing the impact of construction on daily operations, both of which have been identified and are being actively addressed.

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 2026-27 school year that resulted from reflections on prior practice.

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.	$7,827,776.00	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.	$2,139.00	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	$49,703.00	No

		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.		
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.	$73,333.00	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.	$2,464,057.00	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.	$1,984,469.00	No
7	Citizens' Oversight Committee	Continue to engage the Citizens' Oversight Committee to monitor the Measure LCF bond finances.	$10,249.00	No
8	School Site Design Teams	Continue utilizing school site design teams to support the implementation of Measure LCF programs.	$23,634.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$710,670.00	$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
1.49%	0.00%	$0.00	1.49%

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	This action prioritizes parent engagement strategies specifically designed to support and involve English Learner families. 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 2026-27 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 2026-27 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

2026-2027 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 %)
2026-2027	$47,556,299.00	$710,670.00	1.49%	0.00%	1.49%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,816,113.55	$362,132.82	$10,622,674.76	$14,919.00	$18,815,840.13	$9,745,741.57	$9,070,098.56

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	$28,772	$0	$28,772	$0	$0	$0	$28,772	0.00%
1	2	Safety Training and Ongoing Monitoring	All	No				Ongoing	$5,787	$0	$5,787	$0	$0	$0	$5,787	0.00%
1	3	Candidate Outreach	All	No				Ongoing	$13,021	$7,014	$20,035	$0	$0	$0	$20,035	0.00%
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	All	No				Ongoing	$0	$12,500	$12,500	$0	$0	$0	$12,500	0.00%
1	5	Mentoring for New Staff	All	No				Ongoing	$18,319	$0	$18,319	$0	$0	$0	$18,319	0.00%
2	1	Assessment Cycle and Differentiated Instruction	All	No				Ongoing	$21,001	$21,666	$42,667	$0	$0	$0	$42,667	0.00%
2	2	Response to Intervention	All	No				Ongoing	$378,109	$30,924	$378,109	$30,924	$0	$0	$409,033	0.00%
2	3	Staff Professional Development	All	No				Ongoing	$34,302	$0	$0	$34,302	$0	$0	$34,302	0.00%
2	4	ELD Instruction at the Elementary Sites	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Grade Spans, TK-6	Ongoing	$253,596	$0	$253,596	$0	$0	$0	$253,596	0.00%

2	5	EL Support Teacher at LCHS	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, LCHS 7-12	Ongoing	$36,421	$0	$36,421	$0	$0	$0	$36,421	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	$33,211	$14,919	$33,211	$0	$0	$14,919	$48,130	0.00%
2	7	ELD Supplementary Materials	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$4,965	$4,965	$0	$0	$0	$4,965	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	$27,956	$0	$27,956	$0	$0	$0	$27,956	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	$122,473	$0	$112,540	$0	$9,933	$0	$122,473	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	$86,661	$0	$86,661	$0	$0	$0	$86,661	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	$100,601	$0	$92,783	$0	$7,818	$0	$100,601	0.00%
2	12	Professional Development Addressing the Needs of Special Education Students	Student with Disabilities (SWD)	No				Ongoing	$39,877	$0	$4,825	$35,052	$0	$0	$39,877	0.00%
2	13	Special Education Core and Supplementary Materials	Student with Disabilities (SWD)	No				Ongoing	$0	$25,408	$0	$25,408	$0	$0	$25,408	0.00%
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	All	No				Ongoing	$47,956	$0	$9,202	$0	$38,754	$0	$47,956	0.00%
2	15	Teachers on Special Assignment (TOSAs) to support staff implementing instructional priorities.	All	No				Ongoing	$94,263	$0	$9,202	$0	$85,061	$0	$94,263	0.00%
2	16	Implementation of the LCUSD Technology Plan	All	No				Ongoing	$66,817	$0	$66,817	$0	$0	$0	$66,817	0.00%
2	17	Career and Technical Education	All	No				Ongoing	$39,417	$0	$39,417	$0	$0	$0	$39,417	0.00%
2	18	Western Association of Schools and Colleges (WASC)	All	No				Ongoing	$39,957	$0	$39,957	$0	$0	$0	$39,957	0.00%
2	19	Courses at the 7-12	All	No				Ongoing	$26,762	$2,661	$29,423	$0	$0	$0	$29,423	0.00%
2	20	Standards Aligned Instructional Materials and Resources	All	No				Ongoing	$3,943	$0	$3,943	$0	$0	$0	$3,943	0.00%
2	21	Class size reduction	All	No				Ongoing	$3,408,075	$0	$1,019,119	$0	$2,388,956	$0	$3,408,075	0.00%
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	All	No				Ongoing	$171,446	$0	$0	$171,446	$0	$0	$171,446	0.00%
3	1	Positive Behavior Intervention Supports	All	No				Ongoing	$79,693	$0	$76,566	$0	$3,127	$0	$79,693	0.00%
3	2	Continue Challenge Success Program	All	No				Ongoing	$20,100	$11,886	$31,986	$0	$0	$0	$31,986	0.00%
3	3	Family Communication, Input, and Education	All	No				Ongoing	$21,001	$20,200	$41,201	$0	$0	$0	$41,201	0.00%
3	4	Unify Social Emotional Learning Programs	All	No				Ongoing	$148,310	$0	$132,169	$0	$16,141	$0	$148,310	0.00%
3	5	Implement Safety and Security Training and Practices	All	No				Ongoing	$32,325	$17,359	$49,684	$0	$0	$0	$49,684	0.00%

3	6	Improve Academic and Career Outcomes at LCHS	All	No				Ongoing	$185,691	$0	$184,204	$0	$1,487	$0	$185,691	0.00%
3	7	Promote Health and Wellness via the Wellness Center	All	No				Ongoing	$292,499	$160,000	$154,196	$60,000	$238,303	$0	$452,499	0.00%
3	8	Implement Campus Safety Priorities	All	No				Ongoing	$29,482	$16,600	$46,082	$0	$0	$0	$46,082	0.00%
3	9	Initiate the School Site DEI Plans	All	No				Ongoing	$52,083	$5,000	$52,083	$5,000	$0	$0	$57,083	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	$69,449	$0	$64,132	$0	$5,318	$0	$69,449	0.00%
4	1	Measure LCF Bond Program	All	No				Ongoing	$0	$7,827,776	$0	$0	$7,827,776	$0	$7,827,776	0.00%
4	2	Williams Act Compliance	All	No				Ongoing	$2,139	$0	$2,139	$0	$0	$0	$2,139	0.00%
4	3	Facilities Projects Related to Safety and Security	All	No				Ongoing	$41,703	$8,000	$49,703	$0	$0	$0	$49,703	0.00%
4	4	Technology Infrastructure	All	No				Ongoing	$0	$73,333	$73,333	$0	$0	$0	$73,333	0.00%
4	5	Campus Cleaning Standards	All	No				Ongoing	$2,464,057	$0	$2,464,057	$0	$0	$0	$2,464,057	0.00%
4	6	Routine Maintenance Projects	All	No				Ongoing	$1,174,582	$809,887	$1,984,469	$0	$0	$0	$1,984,469	0.00%
4	7	Citizens' Oversight Committee	All	No				Ongoing	$10,249	$0	$10,249	$0	$0	$0	$10,249	0.00%
4	8	School Site Design Teams	All	No				Ongoing	$23,634	$0	$23,634	$0	$0	$0	$23,634	0.00%

2026-2027 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
$47,556,299.00	$710,670.00	1.49%	0.00% - No Carryover	1.49%	$712,264.70	0.00%	1.50%	**Total:**	$712,264.70
								LEA-wide Total:	$263,332.82
								Limited Total:	$448,931.88
								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)	Specific Grade Spans, TK-6	$253,596.00	0.00%
2	5	EL Support Teacher at LCHS	Yes	Limited	English learner (EL)	Specific Schools, LCHS 7-12	$36,420.53	0.00%
2	6	Paraprofessional ELD support for novice ELs	Yes	Limited	English learner (EL)	All Schools	$33,210.82	0.00%
2	7	ELD Supplementary Materials	Yes	Limited	English learner (EL)	All Schools	$4,965.49	0.00%
2	8	EL Parent Outreach on District Initiatives	Yes	Limited	English learner (EL)	All Schools	$27,956.04	0.00%
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$112,539.74	0.00%
2	10	Unduplicated Pupil Support/Interventions	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$86,661.36	0.00%
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	Limited	English learner (EL), Low Income, Foster Youth	All Schools	$92,783.00	0.00%
3	10	Counseling Support for UDP	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$64,131.72	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$16,972,704.00	$18,815,843.30

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	$28,000.00	$28,772.16
1	2	Safety Training and Ongoing	No	$6,000.00	$5,787.24

		Monitoring			
1	3	Candidate Outreach	No	$20,000.00	$20,034.99
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	No	$11,000.00	$12,500.00
1	5	Mentoring for New Staff	No	$18,000.00	$18,318.74
2	1	Assessment Cycle and Differentiated Instruction	No	$41,000.00	$42,667.00
2	2	Response to Intervention	No	$390,000.00	$409,033.03
2	3	Staff Professional Development	No	$10,000.00	$34,302.00
2	4	ELD Instruction at the Elementary Sites	Yes	$235,000.00	$253,596.00
2	5	EL Support Teacher at LCHS	Yes	$35,000.00	$36,420.53
2	6	Paraprofessional ELD support for novice ELs	Yes	$128,000.00	$48,129.87
2	7	ELD Supplementary Materials	Yes	$8,500.00	$4,965.49
2	8	EL Parent Outreach on District Initiatives	Yes	$26,000.00	$27,956.04
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	$116,000.00	$122,472.91
2	10	Unduplicated Pupil Support/Interventions	Yes	$81,000.00	$86,661.36
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	$60,000.00	$100,601.68
2	12	Professional Development Addressing the Needs of Special Education Students	No	$43,000.00	$39,876.88
2	13	Special Education Core and Supplementary Materials	No	$25,000.00	$25,408.39
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	No	$47,000.00	$47,955.99
2	15	Teachers on Special Assignment (TOSAs) to support staff implementing instructional priorities.	No	$95,000.00	$94,263.20
2	16	Implementation of the LCUSD Technology Plan	No	$65,000.00	$66,817.13

2	17	Career and Technical Education	No	$40,000.00	$39,417.38
2	18	Western Association of Schools and Colleges (WASC)	No	$38,000.00	$39,956.52
2	19	Courses at the 7-12	No	$29,000.00	$29,423.43
2	20	Standards Aligned Instructional Materials and Resources	No	$3,750.00	$3,943.40
2	21	Class size reduction	No	$2,242,000.00	$3,408,075.67
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	No	$156,000.00	$171,446.30
3	1	Positive Behavior Intervention Supports	No	$83,000.00	$79,693.11
3	2	Continue Challenge Success Program	No	$32,000.00	$31,986.00
3	3	Family Communication, Input, and Education	No	$39,000.00	$41,201.15
3	4	Unify Social Emotional Learning Programs	No	$155,000.00	$148,310.32
3	5	Implement Safety and Security Training and Practices	No	$50,000.00	$49,684.72
3	6	Improve Academic and Career Outcomes at LCHS	No	$186,000.00	$185,691.23
3	7	Promote Health and Wellness via the Wellness Center	No	$463,000.00	$452,499.08
3	8	Implement Campus Safety Priorities	No	$46,000.00	$46,081.49
3	9	Initiate the School Site DEI Plans	No	$57,500.00	$57,083.45
3	10	Counseling Support for UDP	Yes	$68,000.00	$69,449.42
4	1	Measure LCF Bond Program	No	$7,228,204.00	$7,827,776.00
4	2	Williams Act Compliance	No	$2,050.00	$2,139.00
4	3	Facilities Projects Related to Safety and Security	No	$49,000.00	$49,703.00
4	4	Technology Infrastructure	No	$75,000.00	$73,333.00
4	5	Campus Cleaning Standards	No	$2,410,000.00	$2,464,057.00
4	6	Routine Maintenance	No	$1,999,000.00	$1,984,469.00

		Projects			
4	7	Citizens' Oversight Committee	No	$9,700.00	$10,249.00
4	8	School Site Design Teams	No	$23,000.00	$23,634.00

2025-2026 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)
$690,136.00	$717,800.00	$703,942.71	$13,857.29	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	$235,000.00	$253,596.00	0.00%	0.00%
2	5	EL Support Teacher at LCHS	Yes	$35,000.00	$36,420.53	0.00%	0.00%
2	6	Paraprofessional ELD support for novice ELs	Yes	$111,500.00	$33,210.82	0.00%	0.00%
2	7	ELD Supplementary Materials	Yes	$8,500.00	$4,965.49	0.00%	0.00%
2	8	EL Parent Outreach on District Initiatives	Yes	$26,000.00	$27,956.04	0.00%	0.00%
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	Yes	$101,700.00	$112,539.74	0.00%	0.00%
2	10	Unduplicated Pupil Support/Interventions	Yes	$81,000.00	$78,338.86	0.00%	0.00%
2	11	Monitoring Academic Progress for Unduplicated Pupils	Yes	$56,400.00	$92,783.51	0.00%	0.00%
3	10	Counseling Support for UDP	Yes	$62,700.00	$64,131.72	0.00%	0.00%

2025-2026 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)
$45,701,644.00	$690,136.00	0.00%	1.51%	$703,942.71	0.00%	1.54%	$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	$14,919.00	$0.00	$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	$28,772.16
1	2	Safety Training and Ongoing Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,787.24
1	3	Candidate Outreach	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,034.98
1	4	Beginning Teachers Support and Assessment (BTSA) Induction and Mentoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,500.00
1	5	Mentoring for New Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$18,318.74
2	1	Assessment Cycle and Differentiated Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$42,667.00
2	2	Response to	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$409,033.00

		Intervention							
2	3	Staff Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,302.00
2	4	ELD Instruction at the Elementary Sites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$253,596.00
2	5	EL Support Teacher at LCHS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$36,420.53
2	6	Paraprofessional ELD support for novice ELs	$0.00	$0.00	$14,919.00	$0.00	$0.00	$0.00	$48,129.82
2	7	ELD Supplementary Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,965.49
2	8	EL Parent Outreach on District Initiatives	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$27,956.04
2	9	Professional Development Addressing the Needs of Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$122,472.91
2	10	Unduplicated Pupil Support/Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$86,661.36
2	11	Monitoring Academic Progress for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,601.00
2	12	Professional Development Addressing the Needs of Special Education Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,876.88
2	13	Special Education Core and Supplementary Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,408.39
2	14	Digital Citizenship, Literacy, and Responsibility Lessons	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,955.98
2	15	Teachers on Special Assignment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,263.19

		(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	$66,817.13
2	17	Career and Technical Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,417.38
2	18	Western Association of Schools and Colleges (WASC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,956.52
2	19	Courses at the 7-12	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$29,423.00
2	20	Standards Aligned Instructional Materials and Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,943.40
2	21	Class size reduction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,408,075.00
2	22	Visual Applied Performing and Technical Arts (VAPTA) Coordinator	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$171,446.30
3	1	Positive Behavior Intervention Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$79,693.00
3	2	Continue Challenge Success Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$31,986.00
3	3	Family Communication, Input, and Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,201.00
3	4	Unify Social Emotional Learning Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$148,310.32
3	5	Implement Safety and Security Training and Practices	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,684.00
3	6	Improve Academic and Career Outcomes at LCHS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$185,691.00

3	7	Promote Health and Wellness via the Wellness Center	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$452,499.00
3	8	Implement Campus Safety Priorities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,081.50
3	9	Initiate the School Site DEI Plans	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,083.45
3	10	Counseling Support for UDP	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$69,449.42
4	1	Measure LCF Bond Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,827,776.00
4	2	Williams Act Compliance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,139.00
4	3	Facilities Projects Related to Safety and Security	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,703.00
4	4	Technology Infrastructure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$73,333.00
4	5	Campus Cleaning Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,464,057.00
4	6	Routine Maintenance Projects	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,984,469.00
4	7	Citizens' Oversight Committee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,249.00
4	8	School Site Design Teams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,634.00

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).