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2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	155.5	95.0%	1.0%	0%	0.6%	3.4%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

CUSD's ratings take into account the different phases of implementation of state standards, state frameworks, and instructional practices at each level: K-5, 6-8, and 9-12. During the Fall of 2026, CUSD will be piloting the new English Language Arts (ELA) curriculum aligned to the state ELA framework.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research

has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Carmel Unified School District (CUSD) values strong partnerships with families as an essential component of student success. The district prioritizes accessibility, communication, and collaboration by providing multiple opportunities for families, students, and staff to work together in support of positive academic and social-emotional outcomes.

Throughout the school year, families have numerous opportunities to engage directly with educators, including family-student-teacher conferences, which are scheduled multiple times annually and supported by interpreters as needed. As individual student needs arise, school teams collaborate closely with families through Student Study Team (SST) meetings, Individualized Education Program (IEP) meetings, and Section 504 meetings. Families are also encouraged to connect informally with teachers, counselors, and administrators to address questions or concerns. In addition, districtwide events such as Back-to-School Nights and Open Houses provide meaningful opportunities to build relationships, discuss student progress, and strengthen home-school connections.

CUSD provides families with a variety of tools and resources to support learning beyond the classroom. Principals distribute weekly newsletters highlighting academic programs, student activities, and school events. Families have access to an online gradebook, parent and student handbooks, and a Career Technical Education (CTE) handbook that outlines pathway opportunities available to students. Teachers regularly share instructional resources and

curriculum-related information through Google Classroom and school webpages. Students in grades 3–12 are provided with individual Chromebooks, extending access to learning resources both at school and at home.

The district ensures that families are informed of their rights and available supports. Annual notifications communicate parent rights and important district policies, while procedural safeguards and rights are reviewed during IEP and Section 504 meetings. Uniform Complaint Procedures are readily accessible, and families are regularly informed of applicable opt-out rights.

To strengthen two-way communication and increase family engagement, CUSD utilizes the ParentSquare platform for timely and accessible communication. Recognizing the diverse needs of its community, the district conducts outreach meetings in remote areas and employs a part-time Spanish-speaking community liaison who helps build relationships with families and connects them to school resources. Simultaneous translation is available at Board of Education and District English Learner Advisory Committee meetings, and qualified CSEA employees may provide site-based translation support through a district language proficiency certification process. Staff also have access to Language Line, which provides real-time interpretation services when needed. Family advocacy is further supported through CUSD's participation in the SELPA Community Advisory Committee, where a district parent representative helps ensure family perspectives are included in discussions related to special education services and supports.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Educational partner feedback and local data indicate that families generally feel connected to their schools and have access to multiple communication and engagement opportunities. As a result, CUSD's focus for continuous improvement is to further strengthen two-way communication, increase participation from historically underrepresented groups, and ensure that all families have equitable access to information, services, and opportunities for involvement. The district will continue refining communication systems, expanding language access supports, and providing opportunities for families to engage as partners in their children's education and the district's decision-making processes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on educational partner input and local data, CUSD will continue to strengthen engagement with families who have been historically underrepresented in school activities and decision-making processes, including multilingual families, families of English Learners, and families who may experience barriers related to language, transportation, scheduling, or access to information. The district will continue leveraging its bilingual community liaison to build relationships, facilitate two-way communication, and connect families with school resources and engagement opportunities.

CUSD will actively encourage participation in advisory groups such as ELAC, DELAC, School Site Councils, PTOs, WASC committees, strategic planning sessions, and Title I parent engagement activities to ensure diverse family perspectives are represented in district and school decision-making. Translation and interpretation services, ParentSquare communications, community-based meetings, and flexible participation options will continue to be utilized to reduce barriers to engagement. Through these efforts, the district aims to increase participation from underrepresented families, strengthen family-school partnerships, and ensure all families have meaningful opportunities to contribute to decisions that support student success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Carmel Unified School District continues to prioritize strong partnerships among families, staff, students, and the broader community as a key component of student success. The district and its schools foster welcoming and inclusive environments that encourage family engagement and meaningful collaboration in support of positive student outcomes.

CUSD has made significant progress in expanding communication and engagement opportunities for families through the use of ParentSquare, weekly principal newsletters, school and district websites, emails, phone calls, texts, social media, and in-person meetings. Families regularly participate in family-student-teacher conferences, Student Study Team (SST) meetings, IEP and Section 504 meetings, advisory committees, and school events, providing multiple avenues for collaboration and shared decision-making. The district has also strengthened support for families by providing access to online student information, educational resources, annual notifications of rights, and information regarding programs and services available to students.

Translation and interpretation services, including simultaneous translation at Board of Education and DELAC meetings, access to qualified bilingual staff, and the support of the district’s bilingual Community Liaison, have improved accessibility and engagement for multilingual families. These efforts have increased opportunities for families to participate in school activities, understand and advocate for their students’ needs, and partner with educators to support student learning and well-being. While the district continues to strengthen professional learning for staff related to family engagement practices, local data indicate ongoing progress in building trusting relationships and meaningful partnerships that contribute to improved student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, CUSD's primary area of focus for continuous improvement is strengthening the capacity of teachers, principals, and school staff to build effective partnerships with families that support student outcomes. The district will continue exploring professional learning opportunities that promote family engagement strategies, culturally responsive communication practices, and meaningful collaboration between home and school through the strategic plan process.

CUSD will also continue refining communication systems to ensure families receive timely, accessible, and relevant information through multiple platforms and in their preferred language whenever possible. The district will seek ongoing feedback from families to evaluate the effectiveness of communication practices and identify opportunities to increase participation in school programs, advisory committees, and student support processes.

Additionally, the district will continue expanding partnerships with community organizations, business leaders, and higher education institutions to enhance opportunities for students through internships, career exploration, and dual enrollment programs. These efforts are intended to strengthen connections among families, schools, and community partners in support of student success and college and career readiness.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on educational partner input and local data, CUSD will continue prioritizing engagement with families who have been historically underrepresented in school programs, decision-making processes, and partnership opportunities. The district will build upon the success of its bilingual community liaison position to strengthen relationships with Spanish-speaking families, increase outreach to families in geographically remote areas of the district, and ensure families have access to information, resources, and support services.

CUSD will continue providing translation and interpretation services, multilingual communications, and family engagement opportunities designed to reduce barriers to participation. The district will also expand efforts to help families understand district processes, student performance data, graduation and college-readiness pathways, attendance expectations, and grade-level academic standards. Through parent education opportunities, advisory committees, and school-based engagement activities, families will be empowered to actively participate in their children's education and partner with schools to support student achievement and well-being.

These efforts are intended to increase participation from underrepresented families, strengthen family-school partnerships, and ensure that all families have meaningful opportunities to contribute to decisions and supports that positively impact student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Carmel Unified School District values and actively seeks educational partner input as a key component of informed decision-making. The district provides multiple structured opportunities for families, staff, students, and community members to share feedback and contribute to school and district improvement efforts. These opportunities include participation in advisory groups such as English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), PTOs and PTAs, WASC committees, LCAP engagement sessions, and district strategic planning processes.

CUSD also gathers input through surveys, public meetings, and ongoing engagement opportunities at both the school and district levels. Efforts to broaden participation and accessibility include the use of ParentSquare, multilingual communication tools, translation and interpretation services, and outreach supported by the district's bilingual community liaison.

These structures have strengthened opportunities for families and staff to provide input on policies and programs and have supported ongoing collaboration among educational partners to inform decision-making and continuous improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on educational partner input and local data, CUSD's focus for continuous improvement in seeking input for decision-making is to further strengthen participation and representation across all educational partner groups, with particular attention to ensuring that underrepresented families have meaningful access to engagement opportunities. While the district provides multiple structures for input through advisory committees, surveys, and engagement sessions, efforts will continue to focus on increasing consistent participation and broadening the range of voices contributing to decision-making processes.

The district will also continue refining the use of targeted surveys and engagement strategies to ensure input is representative and actionable across school and district initiatives, including the LCAP and other state and local planning processes. In addition, CUSD will strengthen coordination and follow-through on educational partner feedback to ensure input is clearly connected to decision-making outcomes and communicated back to stakeholders.

These efforts are intended to deepen engagement, strengthen trust, and ensure that family and community input continues to inform continuous improvement across schools and district programs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on educational partner input and local data, CUSD will continue improving engagement of underrepresented families in decision-making processes by focusing on increasing meaningful participation in advisory groups, engagement sessions, and district planning activities. While the district currently provides translation and interpretation support to reduce language barriers, continued efforts will prioritize expanding awareness of and participation in opportunities such as ELAC, DELAC, School Site Councils, LCAP engagement sessions, and other district and school-level advisory groups.

CUSD will also strengthen outreach strategies to ensure families who are less frequently represented in decision-making spaces are intentionally invited and supported to participate, including families from multilingual communities and those in geographically remote areas. Additional efforts will focus on improving accessibility through flexible meeting formats and clearer communication about how family input is used in district decision-making.

These actions are intended to increase equitable participation in formal decision-making structures and ensure that input from all family groups is reflected in district planning and continuous improvement efforts.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Carmel Unified School District administers the California Healthy Kids Survey (CHKS) on a biennial basis, which provides student feedback on school climate, safety, learning supports, and health and well-being. Students in grades 5, 7, 9, and 11 participate in the survey. The most recent CHKS administration occurred in 2024–25 and continues to provide longitudinal data regarding student perceptions of connectedness, relationships, and wellness indicators across grade levels.

In addition to CHKS data, CUSD administered the Challenge Success Survey during the 2025–26 school year to gather more current local data on student engagement, support, and belonging. Results indicate that 65% of students in grades 6–8 and 66% of students in grades 9–12 reported high levels of behavioral and cognitive engagement. In terms of support, 73% of students in grades 6–8 and 82% of students in grades 9–12 reported high levels of teacher support. Regarding belonging, 74% of students in grades 6–8 and 89% of students in grades 9–12 reported having a trusted “go-to” adult on campus, while 56% of students in grades 6–8 and 69% of students in grades 9–12 reported a strong sense of belonging.

Together, CHKS and Challenge Success Survey data provide a more comprehensive picture of student experiences across school sites and grade levels. These data sources are used to inform ongoing efforts to strengthen student engagement, connectedness, safety & wellness, and overall school climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key learnings from available climate and engagement data indicate both areas of strength and ongoing needs across grade levels. CHKS data continues to provide longitudinal insight into student perceptions of connectedness, relationships, and wellness, while the 2025–26 Challenge Success Survey offers more recent local data on engagement, support, and belonging for students in grades 6–8 and 9–12.

Challenge Success Survey results indicate several areas of strength across the district. A majority of students reported high levels of behavioral and cognitive engagement (65% in grades 6–8 and 66% in grades 9–12) and strong perceptions of teacher support (73% in grades 6–8 and 82% in grades 9–12). In addition, a large proportion of students reported having a trusted “go-to” adult on campus (74% in grades 6–8 and 89% in grades 9–12), reflecting a strong foundation of adult-student relationships, particularly at the secondary level. At the same time, the data indicate an area for continued focus in student belonging. Sense of belonging is lower than other indicators, particularly in grades 6–8 (56%), compared to grades 9–12 (69%). This difference suggests a need to further strengthen school connectedness and inclusion experiences during the middle school years. This pattern is commonly observed during student transition years between school levels, as students adjust to new environments, expectations, and peer structures.

Across data sources, district-level review continues to focus on understanding variations across grade spans and student groups to ensure that support systems are responsive to student needs. These findings inform ongoing efforts to strengthen school climate, increase student connectedness, and promote equitable experiences across all schools.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Each site administrator reviews and responds to school climate data to guide site-level planning and support structures. To address identified needs—such as strengthening adult–student relationships and expanding mental health supports—the district is strengthening professional development focused on building positive staff–student connections and improving access to counseling services, particularly at the secondary level. In addition, the district is reviewing potential refinements to existing climate survey tools, as well as alternative or supplemental measures, to ensure data collected is meaningful, timely, and actionable for continuous improvement efforts.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Carmel Unified School District (CUSD) uses multiple data systems and tools to monitor and evaluate student access to, and enrollment in, a broad course of study across grade spans and student groups. These tools include CALPADS, the California School Dashboard, DataQuest, and the Aeries Student Information System, which provide enrollment, course-taking, and demographic data disaggregated by grade level, unduplicated student groups, and students with exceptional needs. In addition, the district reviews College Board Advanced Placement (AP) reports and other college and career readiness data to monitor student participation in advanced coursework and ensure equitable access to rigorous academic opportunities. Together, these data sources support ongoing analysis of course enrollment patterns and inform efforts to ensure all students have access to a comprehensive and equitable educational program.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Carmel Unified School District (CUSD) provides all students access to a broad course of study aligned with California Education Code and college, career, and life readiness expectations. In grades 1–8, students receive instruction in core academic subjects (ELA, mathematics, science, and history/social science) along with enrichment in visual and performing arts, physical education, world languages, library/media, technology, and garden/habitat programs. In grades 9–12, students have access to core courses, a wide range of electives, Career Technical Education (CTE) pathways, dual enrollment opportunities, and 16 Advanced Placement (AP) courses.

Access and enrollment in courses are monitored using CALPADS, DataQuest, the California School Dashboard, Aeries, and College Board AP reports, with data disaggregated by student group, including unduplicated students and students with exceptional needs.

Overall, access to a broad course of study is strong across school sites, with ongoing review of enrollment patterns to support equitable participation in advanced coursework and enrichment opportunities for all student groups.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Carmel Unified School District does not currently identify significant systemic barriers to providing access to a broad course of study for all students. However, as the district operates a single comprehensive high school, enrollment size and staffing parameters may limit the ability to expand course offerings without impacting existing programs or class sizes. As a result, course expansion must be carefully balanced with maintaining program quality and fiscal and staffing sustainability.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

During the 25-26 school year, CUSD continues to expand dual enrollment opportunities. CUSD offered for the first time Handbuilding 1A, Handbuilding 1B as a part of the VAPA program, Introduction to Graphic Design, Introduction to Photoshop and Stage Theater as a part of CTE pathways. At Carmel Valley HS, students continue to take English 1A and the high school is scheduled to open the first CTE Pathway at the site: Horticulture. CUSD continued the implementation of CCGI expanding for the first time to activate accounts for 8th graders and our seniors used the platform to apply for UC and CSU sites. For the 26-27 school year, CUSD is exploring additional dual enrollment opportunities to enhance the Engineering Pathway, exploring an opportunity to dual enroll in Video Production and Horticulture at CVHS. CUSD will continue to expand the use of the CCGI and explore the use with the Special Education Department and AVID program.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to					

Coordinating Instruction	1	2	3	4	5
expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					