LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Canyon Elementary School District
CDS Code: 07616716003677
School Year: 2025-26
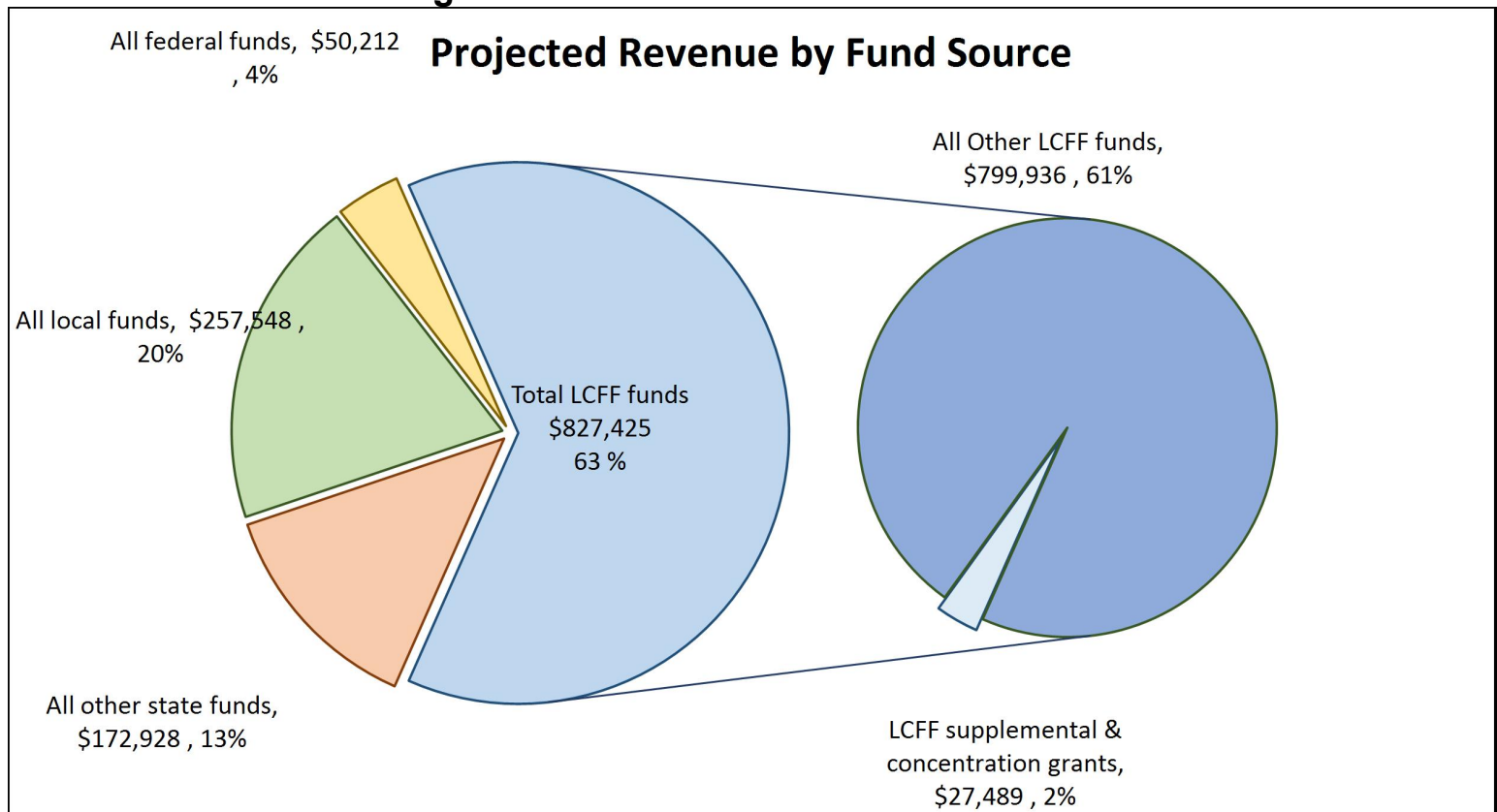LEA contact information:
Itoco Garcia
Superintendent
igarcia@canyon.k12.ca.us
(925) 376-4671

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).
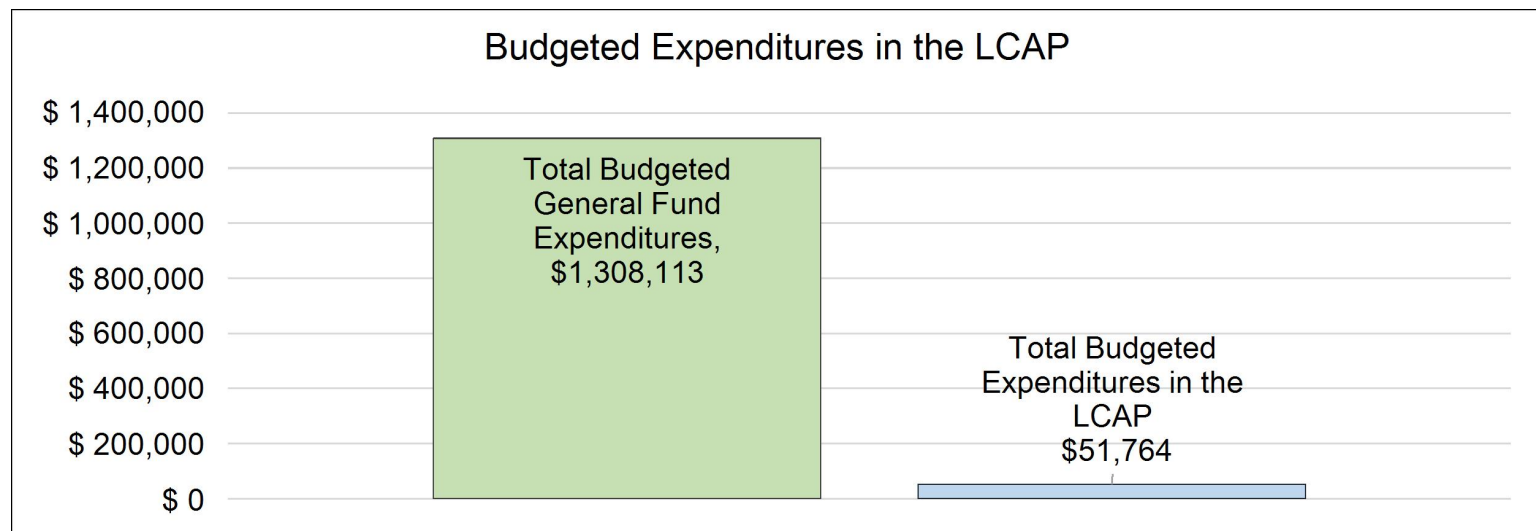
Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $50,212, 4%

All local funds, $257,548, 20%

All other state funds, $172,928, 13%

Total LCFF funds $827,425 63 %

All Other LCFF funds, $799,936, 61%

LCFF supplemental & concentration grants, $27,489, 2%

This chart shows the total general purpose revenue Canyon Elementary 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 Canyon Elementary School District is $1,308,113, of which $827,425 is Local Control Funding Formula (LCFF), $172,928 is other state funds, $257,548 is local funds, and $50,212 is federal funds. Of the $827,425 in LCFF Funds, $27,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Canyon Elementary School District plans to spend for 2025-26. 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: Canyon Elementary School District plans to spend $1,308,113 for the 2025-26 school year. Of that amount, $51,764 is tied to actions/services in the LCAP and $1,256,349 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
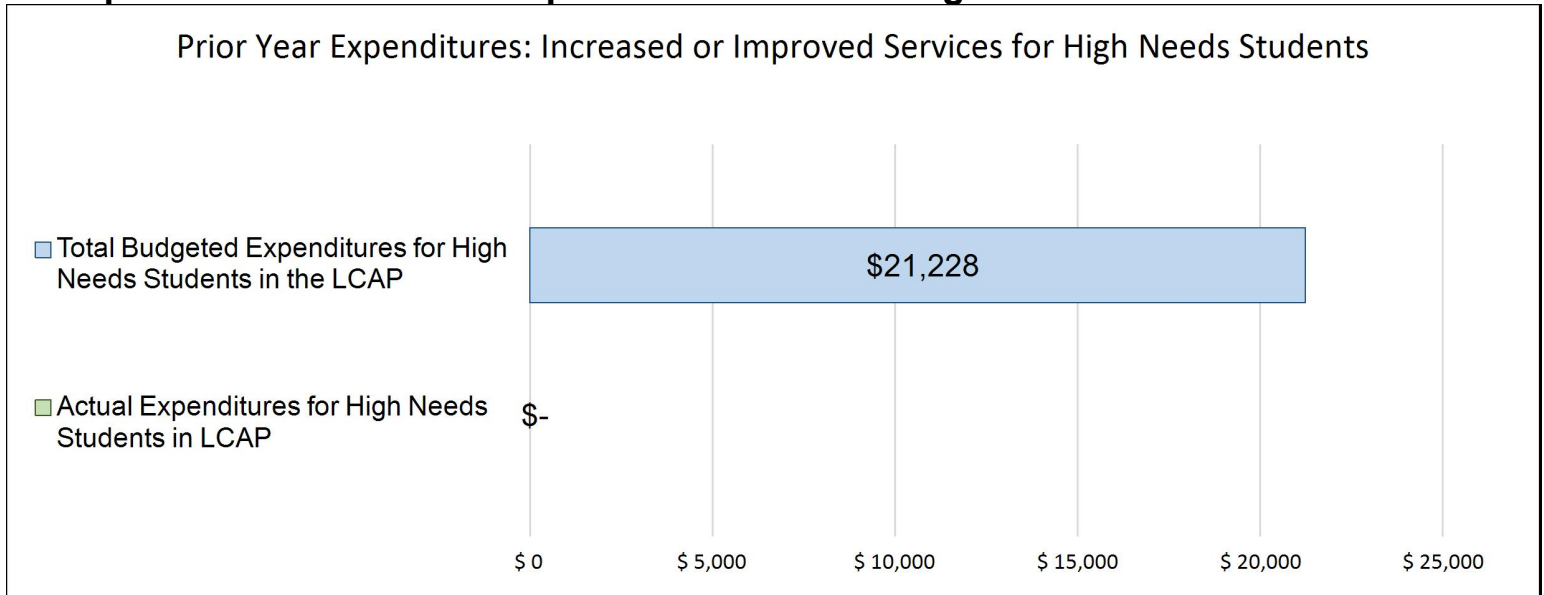
As a general rule, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Canyon Elementary School District is projecting it will receive $27,489 based on the enrollment of foster youth, English learner, and low-income students. Canyon Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Canyon Elementary School District plans to spend $50,564 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $21,228

Actual Expenditures for High Needs Students in LCAP: $-

(Chart axis: $0, $5,000, $10,000, $15,000, $20,000, $25,000)

This chart compares what Canyon Elementary 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 Canyon Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Canyon Elementary School District's LCAP budgeted $21,228 for planned actions to increase or improve services for high needs students. Canyon Elementary School District actually spent $0 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $21,228 had the following impact on Canyon Elementary School District's ability to increase or improve services for high needs students:

We posted for an intervention position and it was not filled. Consequently, services were limited for students with high needs.

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
Canyon Elementary School District	Itoco Garcia Superintendent	igarcia@canyon.k12.ca.us (925) 376-4671

Plan Summary [2025-26]

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.

The Canyon Elementary School District consists of one three-room schoolhouse with 69 children in transitional Kindergarten through grade eight. The community of Canyon is located in unincorporated Contra Costa County, nestled between the Oakland Hills and Moraga. Canyon is considered rural because it is located deep in a steep canyon, in the middle of a redwood grove, with a rainbow trout spawning creek that flows through the middle of campus. Canyon feels remote because of narrow, windy access roads. There is no cellular coverage in the canyon. Homes in Canyon were traditionally built by members of the community and are often far above the road, requiring people to climb hundreds of steps. Members of our community are known for being very self-reliant and many of our children have parents who are builders or artisans although as the community changes over time, there are now more community members commuting to San Francisco and throughout the Bay Area and working in tech, entertainment, and education.

Canyon School's mission is to foster a lifelong love of learning, integrating individual academic growth and achievement with artist expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The school provides a sanctuary for developing the talents, strengths, and confidence of each individual, so that our students become resourceful adults who think and act creatively and critically in the world community.

The LCAP (or Local Control Accountability Plan) is the Action Plan of Canyon Elementary School District. It consists of goals, actions, and metrics that guide the district. The LCAP measures the impact of the programs and positions we have at Canyon School, and helps inform what we want to stop doing, start doing, and keep doing.

Canyon has 69 students and a socioeconomically disadvantaged population of 18.8% . We have no English learners and 0% of our student population is foster youth. Student groups represented in the Canyon population are: Asian, Hispanic, White and Two or more races. The most prevalent groups are white, two or more races, and hispanic/Latino The Canyon population is 65% white and 17% two or more races, and 13% hispanic/Latino. We reach out to the family of each child with exceptional needs to assure parental input. We offer a broad curriculum for students with exceptional needs and we utilize our unique setting in a Redwood forest to optimize outdoor learning opportunities.

Local Control Accountability Plan (LCAP) presentations and information have been presented using the LCAP acronym. Feedback from the community has indicated that parents and community members are interested in making sure students excel academically with a wide range of learning opportunities. The school community is committed to supporting the school and they are very interested in the day to day operations of the school district. LCAP meetings, via the LCAP Committee (formerly School Site council - which serves as our district advisory committee), is composed of teacher representation, principal and parents. We also used surveys to gather input from our educational partners. Information from those meetings was disseminated to parents and the community through email, newsletters and posting to the website, as well as at an LCAP Townhall meeting..

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B, 4C, 4F - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4F - is not included in the LCAP because we have no EL students. Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate. Canyon School does not have any English Language Learners currently enrolled and priorities 2B, 4D and 4E are not included in this LCAP.

Reflections: Annual Performance

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

In the Fall of 2022 Canyon Elementary School District (CESD) was recognized as a California Distinguished School.This is a reflection of our school-wide commitment to a clearly focused collaborative process working with district personnel, parents and community leaders in creating a common vision. A vision that prioritizes increasing student achievement by providing targeted professional development, increasing intervention services, and outreach to our community partners. In 2024 after some significant staff turnover at the end of the year, we were not redesignated a Distinguished School. While still above state averages we saw some declines in achievement, and improvements in indicators that measure student engagement like chronic absenteeism and suspension over 2023. Achievement increased significantly in ELA in 2024 by 28.1% across all student groups, but declined by 14.8% in Math. Chronic Absenteeism declined significantly by 5.4% to 13% chronically absent in 2024. While this decline is a significant improvement our overall 13% chronic absenteeism rate is still considered high. Our suspension rate decreased from 1.5% in 2023 to 0% in 2024. Students were 46.5 points above the standard in ELA

and 10.1 points below the standard in Math. It appears that the shifts we made to support math achievement were not as effective as we hoped. Data and community feedback suggests a focus on communication, family engagement, and teacher professional learning in Math and Project Based Learning are important components of this plan. We also need to insure that students are keeping pace with Science, Social Science/history, and ELA. Communications is another big area of focus. In response to feedback from our community (both parents & Canyon residents) we are piloting a new communications systems and launching a revamped web site along with opening social media accounts in the 24-25 school year. As a single school, single district we have moved away from a School Site Council (SSC), and moved towards an LCAP Committee. The district and LCAP committee have developed a parent and staff survey based on question banks created by Panorama Education. We have given the survey twice this year and plan to use it at the beginning, middle and end of the year in the 25-26 school year. We have also spent time developing staff capacity to engage in academic cycles of inquiry, rooted in our data and focused on informational writing and mathematical reasoning. along with professional learning in Second Step, and Foss Science implementation. In response to feedback from our community, survey data and observations, we also rolled out a Tier 1 PBIS plan this year, adopted second step, and created weekly recognitions for attendance and behavior along with a uniquely canyon positive behavior recognition system based on wood coins given to students for exhibiting respectful, responsible, and safe behavior.

ALL LREBG funds have been expended in the 24-25 school year and we will have no carryover.

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
Canyon Education Foundation (CEF)	Quarterly CEF (Canyon Education Foundation) meetings, regular report agenda item at regular board meetings. CEF members attended LCAP Committee Meetings from September 2024 to May 2025. Joint CEF/CATSS meeting. 1 on 1 meetings, phone calls, emails, google calendar invites, reminders in newsletters and district communications, including our LCAP survey are the main tools we use to engage the community with CEF events including the,Spring Gala & Auction. One member of Administration (Principal, Superintendent, or CBO), teachers, parents, other staff (food service, aftercare), and two board members are present for CEF meetings. CEF is the main fundraising foundation for the school. Any supplements to our budget where state and local funding fall short are traditionally covered by CEF.
Canyon Association to Support the School (CATSS)	Monthly CATSS meetings , regular report agenda item at regular board meetings, CATSS members attended LCAP Committee Meetings Septermber 24-May -24. Joint CEF CATSS meeting. 1 on 1 meetings, phone calls from room parent, principal and teachers, emails, google calendar invites, reminders in newsletters and district communications, including our LCAP survey are the main tools we use to engage the community with CATSS events like the walk a thon, camping trips, end of year picnic, fall harvest festival,

Educational Partner(s)	Process for Engagement
	Administration (Principal, Superintendent,), teachers, parents, other staff (food service, aftercare), and one board member and students are often present for CATSS meetings. CATSS is our parent teacher organization that coordinates, field trips, fall harvest, SEL work (such as adopting Second Step) school assemblies, Buddy Bread, camp outs, the lapathon, and graduation, both by fundraising and coordinating events. CATSS gives updates at our monthly board meetings. One important shift this year was moving one CATSS Coffee a month from a Friday to a Wednesday so staff could participate, and moving our monthly LCAP meetings to take place immediately after Wednesday CATSS Coffee.
Canyon Community Association (CCA)	CCA quarterly meetings, Superintendent and Board President attended meetings in the 24-25 school year, CCA members are staff and LCAP committee members and attended meetings July 2024 - May 2025. 1 on 1 meetings, emails, google calendar invites, reminders in newsletters and district communications, including our LCAP survey are the main tools we use to engage the community with CCA meetings. Administration (Principal and/orSuperintendent), teachers, parents, other staff (food service, aftercare), and one board member and students are often present for CCA meetings. CCA exists to support the larger Canyon community and is an important partner for disaster emergency preparedness, facilities use, and facilities development, and overall community feedback on the direction of the district. As a true community school CCA meetings are held at the school, as are many community celebrations and significant events, weddings, memorials etc.
Local Control Accountability Plan (LCAP) Committee	Monthly LCAP meetings September 2024 - May 2025. 1 on 1 meetings, phone calls and emails from principal and teachers, Google calendar invites, reminders in newsletters and district communications, regular school board meetings, our LCAP survey are the main tools we use to engage the community with LCAP Events events like meetings and Town halls.

Educational Partner(s)	Process for Engagement
	Administration (Principal and/or Superintendent), teachers, parents, other staff (aftercare), and one board member and community members (former board members, facilities volunteers) are present for LCAP Committee meetings. exists to support the larger Canyon community and is an important partner for disaster emergency preparedness, facilities use, and facilities development. As a true community school CCA meetings are held at the school, as are many community celebrations.
Staff	Weekly staff meetings 1:45- 3pm on Wednesdays August 24 - June 2025. 1 on 1 meetings, weekly PD, weekly staff meetings, emails, google calendar invites, reminders in newsletters and district communications, including our LCAP survey are the main tools we use to engage staff. Administration (Principal and/ or Superintendent), teachers, parents, other staff (aftercare), and at times board members are present for staff meetings.
Facilities Committee	Monthly facility committee meetings September 24- June 25. 1 on1 meetings, phone calls, emails, LCAP survey. Cabinet meetings monthly September 24 - May 25. 1 on 1 meetings, phone calls from room parent, principal emails, google calendar invites, reminders in newsletters and district communications, including our LCAP survey are the main tools we use to engage the community with Facility committee events like monthly meetings or town hall meetings. Regular Board of Trustees Meetings is another important tool. Administration (Principal and/or Superintendent), teachers, parents, other staff (aftercare), and one board member and community members (former board members, facilities volunteers, former Superintendent) are present for Facilities meetings. Routine and deferred maintenance, outstanding work orders and projects, and moving the modernization process are the main facility committee focus.

Educational Partner(s)	Process for Engagement
Student Council	Student Council is serving as our Student Advisory Committee will review and provide feedback on LCAP Goal. Students 3-8th grade were given opportunity to take LCAP survey
Special Education Local Plan Area (SELPA)	Beginning of year meeting with SELPA director, monthly site visits from SELPA staff, LCAP meeting with SELPA and CCOE 1 on1 meetings, phone calls, emails. Administration (Principal and/or Superintendent), teachers, parents, other staff (aftercare), and one board member attend LCAP meetings.
Contra Costa County Office of Education (CCCOE)	Quarterly Superintendent meetings September 2024 - June 2025 LCAP support and technical assistance meetings January - June 2025

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

Due to our very small size, we are constantly engaging our educational partners in face to face conversations, email exchanges and discussions in public meetings. Our educational partners include but are not limited to: students, parents, teachers, other school personnel, parent and community advisory groups like the Canyon Education Foundation (CEF) and the Canyon Association to Support the School (CATSS) and the Canyon Community Association (CCA). Staff, Board members and parents sit on all community advisory groups, including our LCAP Committee. We do not currently have any English language learners (EL) and thus do not have a District English Learner Advisory Committee (DELAC). We are in a constant feedback loop, and have an open door policy for parents and community members to come to the school and talk to administration and board members. Additionally we send out parent surveys throughout the year to get additional feedback on specific questions, needs assessments and future planning. Parents provided detailed feedback through email, surveys and during online or in person meetings, parent education nights and at our LCAP Townhall. Teachers were engaged in weekly staff meetings and shared ongoing input in an a collaborative manner and also attend board meetings and respond to the LCAP Survey, as do students. The principal and superintendent are the authors of this document and have been engaged in every step of this process. We have no local bargaining units. The LCAP committee meets in an advisory capacity to support the LCAP process by providing input. The SELPA coordinator's input was gathered at a County wide meeting hosted by CCCOE and by individual meetings with SELPA staff. Lastly since Canyon was awarded a Modernization Design Grant from the Office of Public School Construction we are having regular facilities committee meetings. We created an architectural pool and will select a lead architect and project management firm. The modernization design will be another significant community engagement process in the 24-25 school year with multiple opportunities for the community, staff, and students to provide input and feedback to Administration and the school board regarding our school facility. The main shifts in this LCAP due to community engagement and feedback are as follows:

Goal 1 and related actions: We began engaging in continuous improvement cycles last year and created an Instructional Leadership Team in order to respond to declining achievement on California Assessment of Student Performance and Progress (CAASPP) as well as parent concerns regarding the instructional focus of the school and student academic achievement. Part of every continuous improvement cycle is reflection on prior practice. Last year we noticed that Wednesday Professional Development (PD) was not sufficient to engage in meaningful data analysis, goal setting, action planning, measurement or reflection. Rearranging Wednesdays and adding additional art prep on other

days of the week allowed for two hours of PD weekly. This allowed us the time necessary to engage in meaningful data analysis and to do a cycle of inquiry in Math and ELA, we did a root cause analysis and selected knowledge claim 3 in Math and informational writing in ELA as areas of focus for last year. This year we maintained our focus on ELA Knowledge Claim 3 Expository writing, and shifted our focus to Math Knowledge Claim 1 Concepts and Procedures in response to last year's CAASPP results. We originally eliminated our paraprofessional positions and added a credentialed teacher in response to our outcomes to support math and intervention due to some staffing challenges last summer we kept 3 teachers and added an aid for the TK-2 classroom. We met once a month with our general ed and intervention and SPED staff in 2024, and biweekly with our SPED team this school year to ensure better alignment and greater impact. We also have adjusted our goals to 80% meeting or exceeding the standard as some students have differentiated needs around intervention and may take longer than a year to recover any learning loss they have experienced over the last few years. Lastly we have shifted the focus of PD to continuous improvement cycles rooted in areas of growth suggested by our data as opposed to the foci in our prior year LCAP. We also tried to make a significant shift in staffing moving from paraprofessionals for math instruction and intervention to a credentialed teacher. This was in response to parent concerns and declining achievement on CAASPP and IXL Unfortunately due to staffing challenges we had to revert to our prior year staffing configuration. Due to feedback from staff and parents this year we will shift our PD focus next year to Montessori approaches to Math instruction, and project based learning while maintaining a cycle of inquiry structure. We will continue to implement Second Step after piloting the curriculum this year, and roll out Tier 2 PBIS.

We feel strongly that creating more time for focused teacher collaboration, professional learning and having appropriately credentialed teachers will lead to improved achievement. Lastly setting realistic and attainable goals is an important change given our current rates of achievement. These shifts are rooted in feedback from staff at staff meetings, on our LCAP survey and at LCAP, Board and community meetings, as well as ongoing meetings with parents from CATSS and CEF.

Goal 2 and related actions: We have moved from a hand attendance system to a digital system with a computer based student information system and analyze the number of tardies monthly, Average Daily Attendance (ADA), lost revenue, and independent study requests along with the days of the week and weeks in the month with the lowest student and teacher attendance. We have begun regularly reporting this information at community events and have begun to report it monthly in writing thisyear. Tightening and focusing communication on how ADA works and the exact amount of lost revenue due to ADA is a change to this action and enrolling our parent organization to coordinate and implement attendance awards and incentives this school year also is a change to this action. We will continue to adjust how our incentives, awards, and rewards function based on staff, student, and parent feedback. We will regularly and clearly communicate monthly our ADA and it's impact on our budget implemented an active Student Attendance Review Team (SART) process for students that are chronically absent this year. This is in response to parent and community concerns and changes in projected revenue related to ADA. We have also made adjustments to our Independent study board policy and process to reflect requirements of SB 153. This should continue to help our ADA by allowing for short term independent study from 1-15 days to be requested with no notice at any time during the school year.

We increased our communication around attendance, at LCAP Meetings, at school events and in written and electronic communication. We have started to communicate the amount of revenue we lose in ADA monthly to parents. We implemented a system of attendance incentives and awards supported by our parent association that recognizes classwide attendance and celebrates regular attendance on a class by class basis, with celebrations and certificates to improve communication and understanding in our community regarding attendance. Our staff has built consensus around a plan not to do individual attendance awards, but instead to focus on class and school wide attendance recognitions so that no individual student or family feels singled out. These actions are all a result of reflections on and adjustments to prior practice. This

is in response to parent and community concerns and changes in projected revenue related to ADA. We continue to make improvements to the attendance recognitions and awards based on student, staff and CATSS feedback.

Professional Development (PD) is the area we probably made the biggest shift in. In response to concerns raised by our parent community regarding school culture and climate challenges and a reflection on the efficacy of our implementation of Soul Shoppe and collaborative classroom, as well as our background knowledge and capacity to implement them, we shifted from our planned actions in these prior years and moved away from a focus on Universal Design for Learning (UDL), Soul Shoppe and Collaborative Classroom due to lack of availability from the trainers, completely new staff and urgent need. We expanded professional learning time and made school culture and climate and the development of PBIS systems and structures a major focus of professional learning this year. This was probably the most effective action we took, we returned suspensions and expulsions to zero this year, as is the norm in Canyon, and averaged less than one office referral per day once we started tracking behavior data. This shift in PD time, structure, and focus is the biggest change we made to any action in this plan and we will continue with this focus in the coming school year. We will continue our focus on Positive Behavior Intervention Systems (PBIS) next year and focus on the development of Tier 2 behavior interventions to support our Tier 1 framework developed this year. 8% of respondents to our LCAP survey felt we still need improvement in this area a decrease of 8% from 2023. Staff also provided feedback that the prior lack of PD is a root cause of this shift in academics and behavior from prior years. At the request of CATSS we also added Second Step as an SEL curriculum. Second step and PBIS will continue as a focus for school culture and climate in the 25-26 school year.

We have increased the frequency and consistency of facilities meetings and since we were awarded an Office of Public School Construction (OPSC) modernization design grant formed a design committee, selected an architectural pool and have an RFP RFQ for a project management firm. These are the major changes in this area based on feedback from parents and staff. The facilities committee features a consistent agenda structure with ongoing and deferred maintenance projects that are followed up on monthly. This shift was made to tie the regular walk throughs and fit inspections to larger actions and add an additional accountability layer to ensure follow through. This change is a direct result of reflection on our prior practice in this area. Facilities meetings are improving the safety and will improve the overall cleanliness and repair of the building. None of our facilities have been found in less than good repair but our Maintenance technician has had challenges in being responsive. We modified this goal for 25-26 to move from an hourly on demand model, to a .2 FTE Maintenance technician to more closely implement this action in the upcoming school year so that our implementation and follow through are stronger and that we stay on track with our modernization design process and deferred maintenance. In addition we have made significant upgrades to the kitchen using Kitchen Infrastructure Technology Grants. Installed a new kitchen island, purchased a new dishwasher, whole building water softener and updated countertops and cabinetry, along with updates to plumbing and electrical infrastructure. Feedback from staff, our parent and community organizations, and our LCAP committee, and particularly our facility committee led to these shifts.

Goal 3 and related actions. Based on feedback in person at meetings, survey results and a reflection on prior practice we are making some significant shifts to this goal from prior years. We had a large end of the year calendaring meeting and have a comprehensive school calendar of events for the 25-26 school year that will be included in our welcome back packet. We also shifted our school calendar to a public online google calendar, the 25-26 calendar will mirror the year long calendar that goes home in paper form and any shifts will automatically update our revamped website. We reorganized our parent volunteers into dedicated teams with an orientation and training meeting and created two volunteer coordinator positions. Those teams will consist of food service volunteers that will be safe food handling certified and help in the Kitchen before they are asked to volunteer alone. Supervision volunteers to supervise at recess and lunch will also have a dedicated training and orientation and learn how to use our positive behavior expectations grid and positive behavior incentive system so that volunteers supporting school culture and climate will be consistent volunteers using consistent language and practices. Facilities and

maintenance volunteers will also receive an orientation and training on the different ongoing and deferred maintenance needs of the school and work in coordination with the facilities committee and maintenance tech. We feel strongly that this will improve the efficacy of the amazing volunteers that support Canyon school help us better reach our desired outcomes. These shifts are a direct result of reflection on prior practice and a response to some gaps at the school when we needed volunteers and there weren't sufficient numbers or availability, as well as feedback on our LCAP survey and at LCAP, Board and community meetings.

Some significant changes to parent meetings: We will diversify the number of parent meetings based on a reflection of prior practice and parent feedback. We had one parent education night held in conjunction with an LCAP Townhall meeting that was perhaps the best attended parent engagement meeting we had all year. We will increase the LCAP Townhall parent education nights to to 3 in the 25 -26 school year. While this action was effective and we fully implemented it as planned, it is clear that we need even more structured opportunities for parents at the school. In response to that need we completed a school wide calendar for 25-26 and significantly increased the number of parent meetings. We also made sure that there was no conflict between these meetings and other planned community meetings and events so that interested parties could come. This should help outreach and attendance. We are planning for joint CEF and CATSS meetings and have a regular schedule of LCAP and Facility meetings along with regular board meetings on the calendar. We believe this shift will result in stronger more coordinated and clearly communicated approach. These changes are directly related to feedback on our LCAP survey and at LCAP, Board and community meetings. Digitizing this calendar and making sure the revamped website is updated with these events and any shifts in the school year is also a direct result of feedback from parents and staff.

We planned and executed at least one parent information nights to support and educate parents of all students based on their preferred topics as reported by a parent survey. We gathered feedback from parents as to how we can better support their children. Parent events at school were well attended, including Back to School Night, and our fall and spring student performances. Our average attendance at night events is around 98% consistently. This serves as an informal opportunity for parents to speak with teachers, administration and the board about their students and concerns about the school. Based on feedback on our LCAP survey and at LCAP, Board and community meetings, as well as at our CATSS calendar meeting, in addition to the above we are planning a Family Literacy Night, and a Family Math Night; along with LatinX history, Indigenous History, African American History to add to our fall and spring performances, carnival, walk a thon, and spring gala, Science Night, and Women's history night. The largest change we made was having a planning meeting in May during the day time this year, to plan next years calendar, identify any and all events that we want to happen, and ensure that there are no conflicts. We also ensured that everything has a regular meeting schedule and that one off events have fixed dates with planning meetings beforehand and reflection meetings after each event. We believe this shift will result in a stronger more coordinated and clearly communicated approach.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to and meet or exceed Mathematics, English language arts/literacy and Next Generation Science Standards, with properly credentialed and well trained teachers	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects the commitment Canyon has towards strong academic achievement. It incorporates the next generation science standards (NGSS) into our commitment to strong Science, Technology, Engineering, Arts, Math (STEAM) education, as well as attracting and retaining highly qualified teachers and ensure ongoing and robust standards aligned professional learning that meets the unique needs of Canyon school with a focus on project based learning (PBL) and arts integration. These actions and metrics paired together are designed to support professional learning, collaboration, and intervention and all underpin cycles of continuous improvement (COI) by the Instructional Leadership Team (ILT) to achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results (4A)	22-23 CA School Dashboard: 18.4 points above standard	23-24: 46.5 points above standard		30 points above standard	28.1 point increase Goal Met
1.2	CAASPP Results Math (4A)	22-23 CA School Dashboard 4.7 points above standard	23-24: 10.1 points below standard		15 points above standard	14.8 decrease progress toward standard not met
1.3	Quarterly Williams Reports (1B)	23-24 Williams reports 100% Sufficient Materials	24-25 Williams reports 100% Sufficient Materials		100% sufficient materials	Maintained progress towards goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	SARC report on teacher credentialing (1A)	23-24 SARC 100% Credentialed Staff	24-25 SARC 100% Credentialed Staff		100% credentialed teachers	Maintained progress towards goal
1.5	Adopted curriculum and core course offerings: ELA Math, Science, Social Studies Art, Movement, Drama, advanced math (algebra, geometry) (7A, 7b, 7c, 1B) including unduplicated and students with exceptional needs.	23-24 Williams Sufficiency of Instructional Materials 100% SBE adopted core curriculum, supplemental curriculum and course offerings	24-25 Williams Sufficiency of Instructional Materials 100% SBE adopted core curriculum, supplemental curriculum and course offerings		100% SBE adopted core curriculum, supplemental curriculum and course offerings	Maintained progress towards goal
1.6	Local Assessments (8)	23-24 IXL data All students engage in meaningful learning and are able to showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations.	24-25 IXL data All students engage in meaningful learning and are able to showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations.		All students engage in meaningful learning and are able to showcase learning in meaningful ways, as measured by rubrics, reports cards, projects and presentations.	Maintained progress towards goal
1.7	Implementation of Academic Standards Local Indicators Data Source: CA Dashboard (2A)	23-24 Local Indicators Implementation of academic content and performance standards as reported on the Dashboard	24-25: Local Indicators Implementation of academic content and performance standards as reported on the Dashboard		Full Implementation of academic content and performance standards as reported on the Dashboard	Maintained progress towards goal
1.8	CAASPP Results Science (CAST) (4A	22-23 CA School Dashboard: NA-Not Enough Students	23-24: CA School Dashboard: 4		22-23 CA School Dashboard: 30	Maintained progress towards goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points above standard		points above the standard	
1.9	LCAP Survey	23-24: 77% of respondents gave a met or exceeds.expectations on Goal 1	24-25: 82% of respondents gave a met or exceeds expectations on Goal 1		80 % of respondents give a met or exceeds expectations in Goal 1	5% increase goal met

Goal Analysis [2024-25]

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.

Overall we implemented 1.2, 1.3 and 1.5 completely. We had a substantive difference in 1.1 and 1.4 due to challenges staffing in summer 24. We simply could not find a highly qualified 4th teacher to provide intervention and math support. Our ELA work seems quite successful as measured by a 28 point increase on CAASPP and being 46 points above the standard. Although this indicates a small number of students at Canyon it is noted as a significant increase on the CA School Dashboard. Our Math work and failure to hire an additional credentialed teacher in this area is indicative of the 14.8 point decline and being 10 points below the standard on Math CAASPP. 1.4 due to challenges in hiring we paid two credentialed classroom teachers to perform intervention.

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.

For 1.2 Professional learning was done using one-time funds
For 1.4 material difference the intervention position was not filled

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

Actions 1.2, 1.3, and 1.5 have been particularly effective in making progress towards this goal in ELA (21.8 point increase), less so in Math as measured by CAASPP 14.8 point decrease. Actions 1.1 and 1.4 due to our inability to hire the position we wrote in this plan have been ineffective in making progress towards this goal as measured by CAASPP

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

The biggest change to our planned action is a move away from PD based on student need, data, and the ILT towards a focus on Montessori Math approaches and Project Based Learning. In the 2024-25 LCAP 1.2 was marked as contributing and non-contributing when it should have been non-contributing. Corrected erroneous baseline years.

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
1.1	Math & ELA Instruction & Intervention	Add 1 credentialed teacher to support differentiated Math & ELA instruction and targeted Intervention with primary attention given to students in TK-2 grade span.	$0.00	No
1.2	Professional Learning	Targeted professional learning on Montessori Math approaches, and Project Based Learning	$1,200.00	No
1.3	Instructional Leadership Team	Maintain weekly two hour instructional Leadership Meetings focused on data analysis and cycles of inquiry focused on developing units, lessons, standards, formative, and summative assessments to measure academic achievement and progress.	$0.00	No
1.4	Intervention	Continue to employ early intervention staff to perform targeted aligned early intervention to unduplicated students below grade level.	$50,564.00	Yes
1.5	Science Alignment	Teacher professional learning on how to implement FOSS science materials to NGSS standards to develop a project based aligned TK-8 science curriculum.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe environment for our students rooted in equity and inclusion, where all people feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects the commitment Canyon has to provide a physically and emotionally safe learning environment for students and staff. We understand that students learn best when they feel safe and cared for.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (ADA) (5A)	22-23 CA School Dashboard ADA 92.7%,	23-24: 91.01%		ADA 97%,	Decrease of 1.7%
2.2	School Culture & Climate Survey (6C)	23-24 LCAP Survey 60% of parents, and 75% of teachers, took our LCAP Survey once this year. 82% of students took our school culture and climate student survey at least once this year.	24-25 LCAP Survey 50% of parents, 100% of teachers, Students did not take culture/climate survey in 24-25. Corrected parent baseline is 60%.		70 % of parents, and 100% of teachers , 95% of students take the LCAP Survey three times per year.	Parents 10% increase, Teachers 25% increase, Students: no data.
2.3	Annual Williams Facilities Inspection Tool (1C)	23-24 SARC All school facilities are maintained in good repair on FIT, one	24-25 SARC All school facilities are maintained in good repair on FIT, one		All school facilities are maintained in good	Maintained progress towards goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safety incident related to school facility.	safety incident related to school facility.		repair on FIT, with zero reported safety incidents.	
2.4	Middle School Drop Out Rate (5C)	22-23 CA School Dashboard: 0 School Drop outs 23-24	23-24 CA School Dashboard: 0 School Drop outs 24-25		0 School Drop outs	Maintained progress towards goal
2.5	Chronic Absenteeism (5B)	22-23 CA School Dashboard: Chronic Absenteeism 18.7%	23-24 CA School Dashboard: Chronic Absenteeism 13%		Chronic Absenteeism 3%	Decrease of 5.7% Progress towards goal
2.6	Suspension & Referral Rates (6A)	22-23 CA School Dashboard: 0%	23-24 CA School Dashboard: 0 Suspensions Corrected 22-23 baseline data to 1.5%		0 Suspensions	Decreased by 1.5%
2.7	Expulsion Rates (6B)	CA School Dashboard: 0 Expulsions 23-24	CA School Dashboard: 0 Expulsions 23-24		0 Expulsions	Maintained progress towards goal

Goal Analysis [2024-25]

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.

We fully implemented Action 2.1, 2.2, 2.3, 2.4, and 2.5. The only notable substantive difference is that communication around attendance came from Principal not superintendent. We launched a SART team and held SART meetings for chronically absent students, this was both a success and a challenge as increased accountability brought some negative reactions from our parent community. It also took longer than anticipated to launch our communications system and our website is set to launch in June far behind schedule. In addition two changes to the Independent Study laws in the 24-25 school year have created some shifts in how the IDT process is implemented, and how ADA is reported. While ultimately beneficial to Canyon these shifts with a small staff have proven more challenging to make than anticipated.

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.

No material differences between Budgeted and Actual Expenditures or planned percentage of improved services and estimated actual expenditures.

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

Action 2.1, 2.2, 2.4, and 2.5 all proved effective in making progress towards LCAP goal 2: Chronic absenteeism decreased 1.7%. We maintained baseline using the 2.3 Williams metric. We had a reduction in suspensions to 0%. Although we continue to struggle with ADA due to some significant illness trends this year. Action 2.3 was not effective as it was not provided as planned.

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

The biggest change to goal to is in action 2.3 based on staff and parent feedback we will focus on Montessori Math approaches, and Project Based learning a shift away from student need, data driven PD foci. The attendance celebrations we planned for this year did not have the hoped for impact on students or attendance. Although this isn't going to create a change in planned goal, metrics, outcomes, or actions we are going to change our celebrations to hopefully more positively impact our metric. We corrected some baseline years and corrected suspension baseline from metric 2.6.

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
2.1	Attendance (5A)	Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance. Reach out directly to identified at-risk families. Continue Weekly whole class attendance recognition, and celebrations.	$0.00	No
2.2	Communication	Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences, monthly via written and digital newsletters from the Principal, update website and communications platforms regularly with this information.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Professional Development	Professional Development in Universal Design for Learning as a tool for equitable instructional outcomes, Montessori approaches for differentiated instruction and advanced mathematics, Project Based learning, Arts Integration, and ongoing professional learning in school culture and climate and Restorative Justice.	$0.00	No
2.4	Facilities	Continue safety inspections, develop work order system, review monthly at facilities committee along with regular and deferred maintenance projects, regular scheduled modernization design meetings.	$0.00	No
2.5	School Culture & Climate Team	Continue to strengthen school culture and climate with regular school culture and climate team meetings, launch of PBIS and Restorative Justice, with Second Step and accompanying professional learning	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal three was developed from parent and staff feedback as well as student engagement data from the 22-23 CA school dashboard and the the 23-24 LCAP Survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Survey teacher, staff and students (3A)	LCAP Survey 23-24: 40% of parents, and 75% of teachers took our LCAP Survey once this year. 82% of students took our school culture and climate survey once this year.	LCAP Survey 24-25 50% of parents, and 100% of teachers took our LCAP Survey once this year.		70% of Parents and 100% of teachers, and 95% of Students complete the LCAP Survey 3 times per year.	Parents 10% increase, Teachers 25% increase, Students: no data.
3.2	Volunteer Orientation and Training for Food Service, Facilities, Grove and Playground Supervision, Academics, and Field Trips. Utilize room parents as a way to communicate to Volunteers (3A, 3B, 3C)	LCAP Survey 23-24 : No volunteer orientation and limited training, room parents not used to coordinate volunteers.	LCAP Survey 24-25 : No volunteer orientation, training improved, room parents better used to coordinate volunteers. Creation of two volunteer		Volunteer orientation and training for: Food Service, Facilities, Grove and Playground Supervision, Academics, and Field Trips. Utilize	Maintain progress towards goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			coordinators has led to improved coverage		room parents as a way to communicate to Volunteers. Completed by all Volunteers at canyon school, volunteer lists updated annually. 100% of volunteer requests are shared and confirmed by room parents.	

Goal Analysis [2024-25]

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.

Action 3.1, 3.2, and 3.3 were only partially implemented. Substantive differences in planned action and actual implementation include a lack of Volunteer Orientation and Training goal 3.1, In goal 3.2 we did not hold a math or literacy night. In goal 3.3 we did not implement a parent volunteer orientation. Our biggest challenge with implementation of these actions was the amount of time it took us to staff in summer 2024. These actions were planned to be summer projects and the focus of all remaining staff last summer was hiring. This put us behind in the development of volunteer orientations, and the rollout of our new communications and website. Some successes are the completion of a Parent Handbook, Volunteer Coordinators, and Trainings related to the organization of volunteers into teams consisting of: Food Service, Facilities, Grove and Playground Supervision, Academics, and Field Trips volunteers. Our implementation of parent meeting in action 3.2 was also a success.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

These three actions were partially implemented. Our percentage of parents completing the survey increased by 10%. Full implementation of these actions would likely make even more significant progress. Our inability to create a volunteer orientation, launch our communication system and website in a timely fashion are the most ineffective aspects of this action and goal.

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.

After much discussion, this goal has been revised this year to remove language regarding students of low socio economic status as the language was not goal related. We have also moved from the language develop to implement and share in action 3.1 to honor the delay in implementation of our communication and website.

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
3.1	Parent Outreach	Implement and share year long calendar and Parent Handbook and Volunteer Orientation and Training.. Create phone tree to support new communication system and website and meet other LCAP goals and actions	$0.00	No
3.2	Parent Meetings	Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students' success. (3B, 3C). Conduct Parent Literacy and Math Nights.	$0.00	No
3.3	Parent Trainings	Develop and implement Volunteer Orientation and trainings. Organize volunteers into teams consisting of: Food Service, Facilities, Grove and Playground Supervision, Academics, and Field Trips. Utilize these teams in a coordinated and directed fashion to respond to the needs of the school community.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,489	$0

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
3.455%	2.900%	$22,711.00	6.355%

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 #	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

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 #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention **Need:** Our unduplicated students are not yet meeting or exceeding standards on both state and local assessments. Our unduplicated students are less than 11 students- data not displayed for privacy. **Scope:** Limited to Unduplicated Student Group(s)	Targeted small group intervention focused on the skills and standards these students.are below the standard on should improve their skill and content knowledge and support improved outcomes for these students.	CAASPP ELA & Math and Local Assessments

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.

0

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	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2025-26 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	$795,642	27,489	3.455%	2.900%	6.355%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$50,564.00	$1,200.00	$0.00	$0.00	$51,764.00	$50,564.00	$1,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Math & ELA Instruction & Intervention	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.2	Professional Learning	All	No			All Schools		$0.00	$1,200.00	$0.00	$1,200.00	$0.00	$0.00	$1,200.00	0
1	1.3	Instructional Leadership Team	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.4	Intervention	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income			$50,564.00	$0.00	$50,564.00	$0.00	$0.00	$0.00	$50,564.00	0
1	1.5	Science Alignment	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Attendance (5A)	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.2	Communication	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.3	Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.4	Facilities	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.5	School Culture & Climate Team	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Parent Outreach	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
3	3.2	Parent Meetings	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.3	Parent Trainings	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2025-26 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
$795,642	27,489	3.455%	2.900%	6.355%	$50,564.00	0.000%	6.355 %	**Total:**	$50,564.00
								LEA-wide Total:	$0.00
								Limited Total:	$50,564.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Math & ELA Instruction & Intervention				All Schools	$0.00	0
1	1.4	Intervention	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$50,564.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,428.00	$0.00

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	1.1	Math & ELA Instruction & Intervention	No	$0.00	0
1	1.2	Professional Learning	No	$1,200.00	0
1	1.3	Instructional Leadership Team	No	$0.00	0
1	1.4	Intervention	Yes	$21,228.00	0
1	1.5	Science Alignment	No	$0.00	0
2	2.1	Attendance (5A)	No	$0.00	0
2	2.2	Communication	No	$0.00	0
2	2.3	Professional Development	No	$0.00	0
2	2.4	Facilities	No	$0.00	0
2	2.5	School Culture & Climate Team	No	$0.00	0
3	3.1	Parent Outreach	No	$0.00	0

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)
3	3.2	Parent Meetings	No	$0.00	0
3	3.3	Parent Trainings	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$22,711	$21,228.00	$0.00	$21,228.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
1	**1.4**	Intervention	Yes	$21,228.00	$0.00	0	0

2024-25 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)
$783,123	$22,711	0.000%	2.900%	$0.00	0.000%	0.000%	$22,711.00	2.900%

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

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;

    o **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.

    o 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.

  o 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,

  o 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:

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

- o 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.

    - o 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.

    - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o 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).

o   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.

o   As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o   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).

  o **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.

  o **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.

  o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

    o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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).

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