



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Canyon Elementary School District

CDS Code: 07616716003677

School Year: 2026-27

LEA contact information:

Julie Valdez

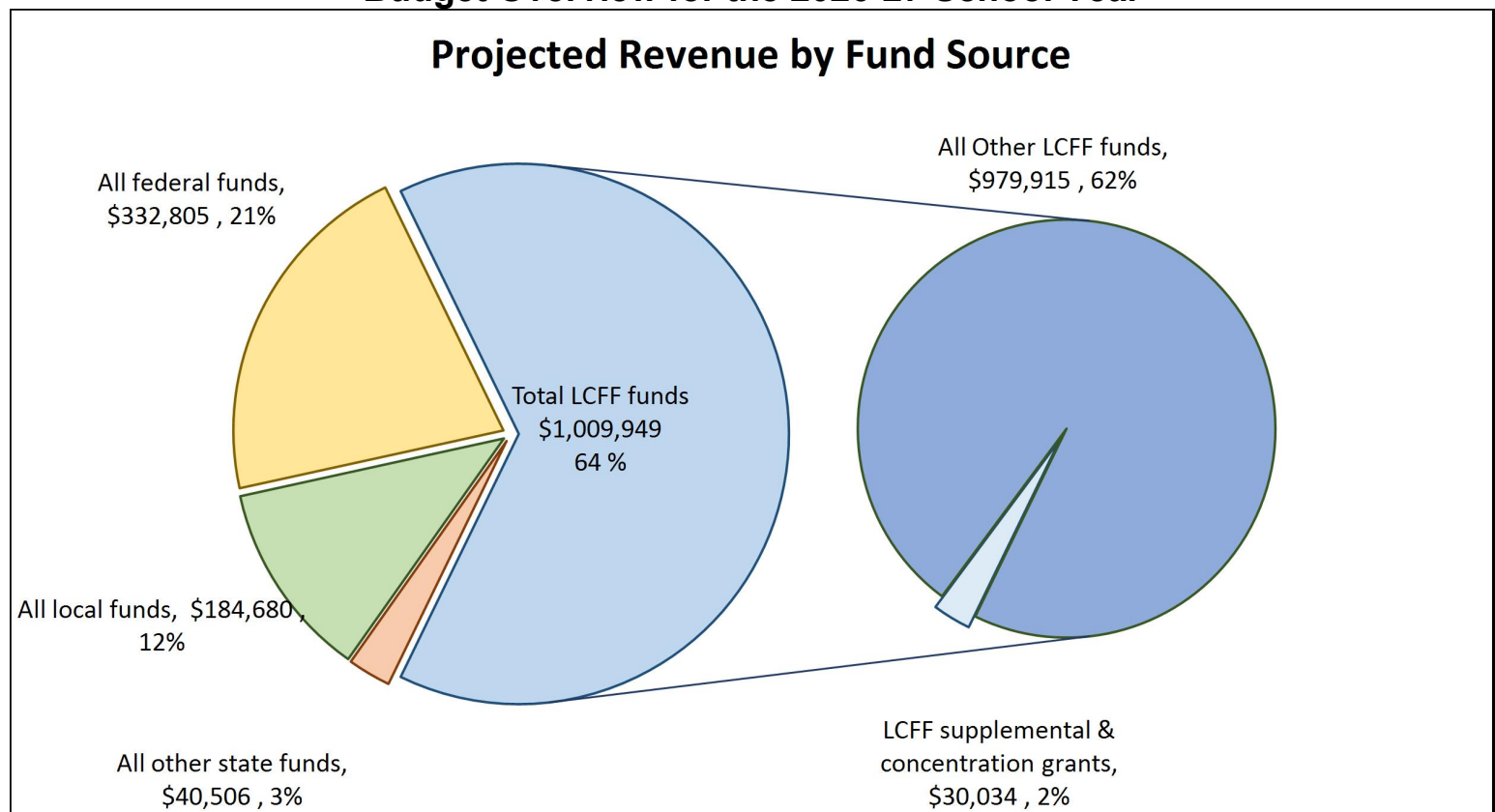
Superintendent

jvaldez@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 2026-27 School Year

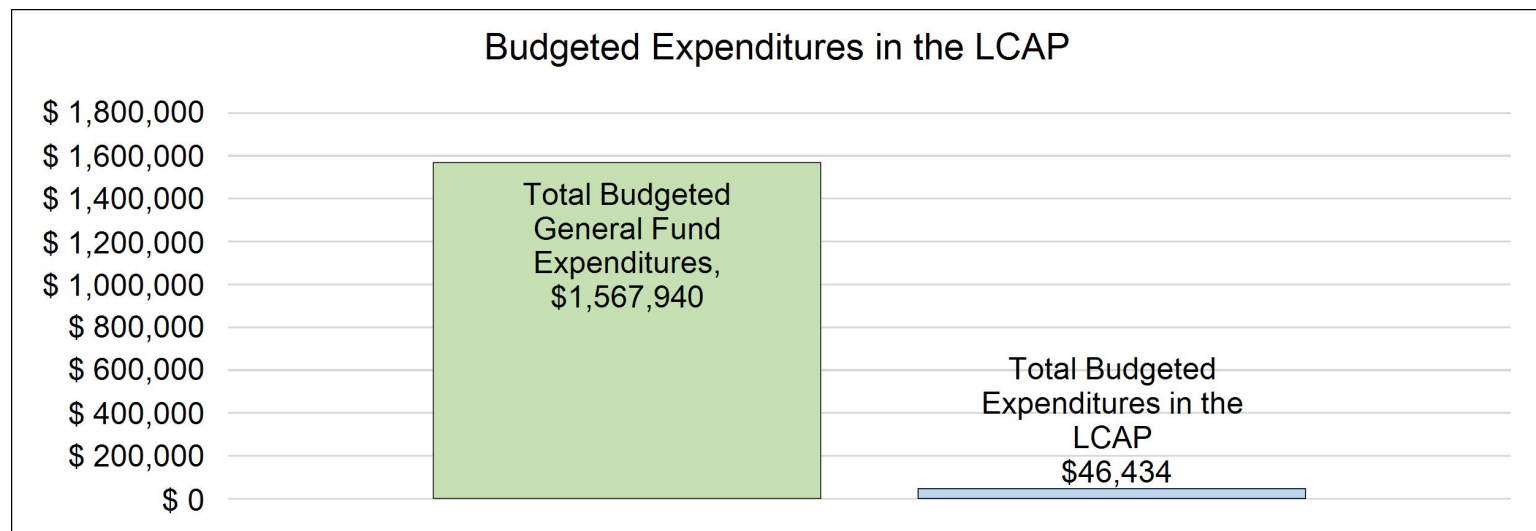


This chart shows the total general purpose revenue Canyon Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Canyon Elementary School District is \$1,567,940, of which \$1,009,949 is Local Control Funding Formula (LCFF), \$40,506 is other state funds, \$184,680 is local funds, and \$332,805 is federal funds. Of the \$1,009,949 in LCFF Funds, \$30,034 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Canyon Elementary School District plans to spend \$1,567,940 for the 2026-27 school year. Of that amount, \$46,434 is tied to actions/services in the LCAP and \$1,521,506 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

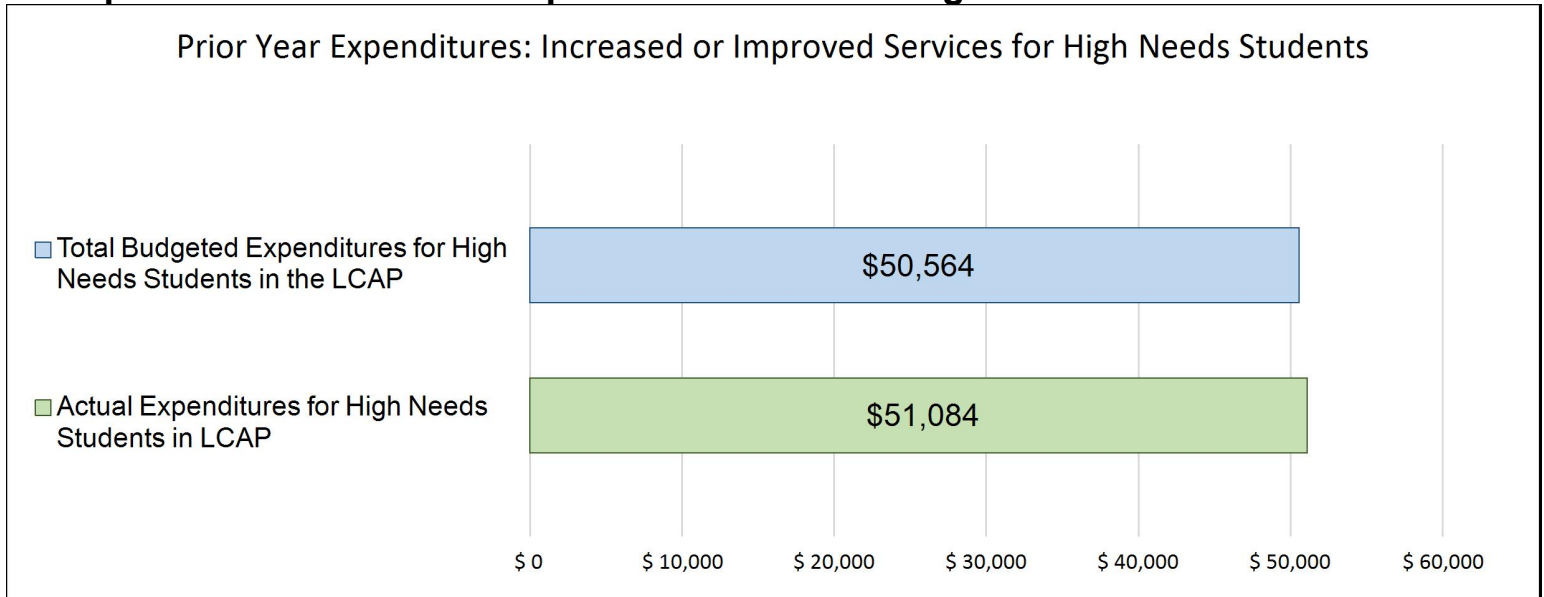
Generally, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These 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 2026-27 School Year

In 2026-27, Canyon Elementary School District is projecting it will receive \$30,034 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 \$30,034 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Canyon Elementary School District's LCAP budgeted \$50,564 for planned actions to increase or improve services for high needs students. Canyon Elementary School District actually spent \$51,084 for actions to increase or improve services for high needs students in 2025-26.



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	Julie Valdez Superintendent	jvaldez@canyon.k12.ca.us (925) 376-4671

Plan Summary [2026-27]

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.

Canyon Elementary School District is a single-school, TK–8 district located in a unique rural setting within a Redwood forest environment. The district serves a small and close-knit student population, allowing for strong relationships among students, staff, families, and the broader community. The student population includes a diverse group of learners, including approximately 19.1% Hispanic/Latino students, as well as students from multiple racial and ethnic backgrounds.

The district is committed to providing an inclusive and supportive educational environment for all students, including students with exceptional needs. The district offers a broad curriculum and leverages its unique outdoor setting to provide enriched learning opportunities, including environmental and experiential learning that supports student engagement and academic development. The district works closely with families of students with exceptional needs to ensure meaningful input and collaboration in program development and support services.

Canyon Elementary School District maintains a strong focus on academic excellence, whole-child development, and community engagement. The district's vision emphasizes high expectations for student achievement, supported by targeted professional development, intervention services, and meaningful partnerships with families and the community.

Educational partner engagement is a central component of the district's planning process. The district utilizes an LCAP Committee (formerly School Site Council), composed of teachers, administration, and parents, to serve as the primary advisory body for LCAP development. In addition, the district conducted ten stakeholder meetings, monthly parent meetings, and an annual LCAP survey to gather input from families, staff, and community members. Student voice was also incorporated through discussions during monthly assemblies.

Information from these engagement activities was shared through multiple communication channels, including email, newsletters, the district website, and an LCAP Town Hall meeting, ensuring transparency and broad access to information.

Feedback from educational partners consistently emphasizes the importance of strong academic programs, a wide range of learning opportunities, effective communication, and continued focus on student success. This input directly informs the development of the district's LCAP goals and actions.

As a TK–8 school district, certain state priorities related to high school programs (including A–G completion, Advanced Placement participation, college readiness indicators, graduation rate, and dropout rate) are not applicable.

The district currently serves one English Learner, and LCAP actions and services have been updated to reflect this change. The district will continue to monitor and support English Learner progress as part of its instructional program.

Reflections: Annual Performance

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

A review of state and local data indicates a need to strengthen academic outcomes, particularly in mathematics, while maintaining progress in student engagement and school climate.

Mathematics performance has declined over multiple years, with students performing 20.1 points below standard on the most recent California School Dashboard, compared to prior years when performance was above standard. This trend indicates that current instructional and intervention systems have not yet resulted in improved outcomes because curriculum implementation, instructional practices, and intervention supports have not been consistently aligned across classrooms, particularly during a period of staffing transition over the past several years.

English Language Arts performance remains a relative strength, with students performing above standard; however, recent data indicates some decline from prior peak performance levels, suggesting a need to maintain focus on instructional consistency across all content areas.

Local assessment data also indicates that not all students are consistently meeting grade-level expectations, reinforcing the need for improved alignment between instruction, assessment, and intervention systems.

Academic performance remained strong in English Language Arts while mathematics performance continues to be an area of focus. Attendance rates remained high overall, though chronic absenteeism increased compared to the prior year and will continue to be monitored through Goal 2 actions. The district maintained a positive school climate, strong family engagement, and continued implementation of intervention and student support programs.

Educational partner feedback, gathered through stakeholder meetings, surveys, and student input, aligns with these findings. Survey results indicate that 61% of respondents reported that the district met or exceeded expectations for academic programs, reflecting a need for improved consistency and effectiveness in instruction, particularly in mathematics.

Feedback also highlights the importance of clear communication, meaningful family engagement, and support for students both academically and socially. In response, the district has expanded communication systems, increased engagement opportunities, and introduced academic-focused events such as Math Engagement Night to support family understanding of instructional practices.

During the 2025–26 school year, the district focused on stabilizing systems following staffing and leadership transitions. Professional learning, collaboration, and instructional alignment efforts have been strengthened; however, these efforts have not yet resulted in measurable improvements in mathematics outcomes.

Overall, the data indicates that while the district has made progress in strengthening engagement and communication systems, additional work is needed to ensure consistent implementation of high-quality instructional practices and to improve student achievement, particularly in mathematics. These findings directly inform the district’s goals, actions, and resource allocation in the 2026 LCAP.

We did not have any red indicators for any student groups from the 2023 California Dashboard.

The district has \$650 in LRBEG funds. At this time, this is minimal funding and we choose not to expend it in 2026-27. If we choose to spend it, we will conduct a needs assessment prior to determining how to allocate these funds.

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)	CEF partners with the district to support core programming and community events, with an annual meeting in June. Engagement occurs throughout the year via joint meetings with CATSS, regular Board updates, and ongoing communication via email, newsletters, and direct outreach. CEF input informs budget priorities and program sustainability.
Canyon Association to Support the School (CATSS)	CATSS meets monthly (July-June) and provides regular reports at Board meetings. Members participated in LCAP Committee meetings (Sept–May) and a joint CEF–CATSS session. Engagement includes 1:1 outreach, phone calls, emails, calendar invites, newsletters, and the LCAP survey. Meetings include administration, staff, parents, a Board member, and students. CATSS coordinates key programs (field trips, assemblies, SEL efforts, community events) through fundraising and event leadership. A key improvement was shifting one monthly CATSS Coffee to two Wednesdays per month and aligning LCAP meetings immediately after to increase staff and parent participation.
Canyon Community Association (CCA)	CCA meets quarterly August through June, with participation from the Superintendent and Board President (2025–26). Members overlap with staff and the LCAP Committee and attended meetings July–May. Engagement tools include 1:1 meetings, email, calendar invites, newsletters, and the LCAP survey. CCA supports broader community priorities including emergency preparedness, facilities use, and long-term planning. As a community school, meetings and events are hosted on campus and include diverse stakeholders.

Educational Partner(s)	Process for Engagement
Local Control Accountability Plan (LCAP) Committee	The LCAP Committee met monthly (Sept–May) and includes administration, staff, parents, a Board member, and community participants. Engagement strategies include meetings, town halls, 1:1 outreach, emails, calendar invites, newsletters, Board meetings, and the LCAP survey. The committee serves as the primary forum for gathering input and aligning priorities to district goals and actions.
Staff	Staff engagement occurs through weekly meetings (Wednesdays, 1:45–3:00 PM, Aug–June), professional development, and ongoing 1:1 collaboration. Communication includes email, calendar invites, newsletters, and the LCAP survey. Staff provide continuous input on instructional priorities, student supports, and implementation of LCAP actions.
Facilities Committee	The Facilities Committee meets monthly (Sept–June) and includes administration, staff, parents, Board representation, and community members. Engagement includes meetings, 1:1 outreach, phone calls, email, newsletters, Board meetings, and the LCAP survey. The committee focuses on maintenance, work orders, and advancing modernization planning.
Student Advisory	Student voice is gathered informally through classroom discussions, surveys, and participation in community and school events. Weekly (August through May) assemblies bring the entire student body together to discuss important topics. Students contribute feedback on school climate, engagement, and program effectiveness, which informs LCAP priorities and continuous improvement efforts.
Special Education Local Plan Area (SELPA)	The Special Education Local Plan Area (SELPA) partners with the district to support students with disabilities. Engagement includes consultations, data review, and coordination of services, with input informing LCAP actions related to student support, mental health, and compliance. This year we discussed LCAP in August.
Contra Costa County Office of Education (CCCOE)	CCCOE provides guidance (February-May), review, and technical assistance on LCAP development and compliance. Engagement includes consultations, document review, and ongoing communication to ensure alignment with state requirements and continuous improvement practices.

Educational Partner Engagement

Canyon Elementary School District engaged educational partners throughout the 2025–26 school year through formal committee meetings, public meetings, surveys, school events, individual conversations, and ongoing communication systems. Due to the district's small size, educational partner engagement occurs continuously throughout the year and is integrated into district decision-making processes.

Students provided input through monthly assemblies, classroom discussions, surveys, informal conversations, and participation in school leadership opportunities throughout the year. Students consistently identified the importance of positive relationships with staff and peers, outdoor learning opportunities, enrichment programs, school culture and community events, and opportunities for leadership and student voice. As a result, the district continued actions supporting school climate, enrichment opportunities, student leadership, and social-emotional learning within Goal 2.

Teachers and staff were engaged through weekly staff meetings, collaboration time, professional learning sessions, individual meetings with administration, surveys, and participation in the LCAP Committee process. Staff feedback emphasized instructional consistency, mathematics curriculum and instructional support, intervention services, professional collaboration and planning time, and student behavioral and social-emotional supports. As a result, Goal 1 was refined to include adoption of a new mathematics curriculum, continued intervention supports, expanded professional learning and collaboration opportunities, and a continued focus on instructional consistency. Staff feedback also informed Goal 2 actions related to student support systems and social-emotional learning.

Families were engaged through approximately ten LCAP-related stakeholder meetings, three LCAP Committee meetings, parent conferences, school events, volunteer opportunities, newsletters, email communication, the district website, and the annual LCAP survey. Families consistently emphasized strengthening mathematics achievement, improving communication and transparency, increasing opportunities to support learning at home, maintaining student wellness supports, and preserving Canyon's strong sense of community. As a result, the district expanded academic-focused family engagement opportunities, continued Math Engagement Night, strengthened communication systems, and increased emphasis on helping families support learning at home, particularly in mathematics.

Canyon Association to Support the School (CATSS) members were engaged through eight CATSS meetings and sixteen CATSS & Coffee discussions held throughout the school year, including four CATSS & Coffee meetings specifically focused on LCAP priorities and planning. Feedback emphasized attendance, student engagement, school climate, volunteer coordination, communication, and opportunities for family involvement. As a result, the district continued attendance support efforts, school climate initiatives, volunteer coordination systems, and family engagement actions reflected in Goals 2 and 3.

The LCAP Committee met three times during the school year and included staff, parents, board members, and community representatives. Members reviewed student achievement data, attendance data, survey results, expenditures, annual updates, and draft LCAP revisions. The committee identified mathematics achievement, instructional consistency, student engagement, communication, and family involvement as priority areas. As a result, revisions were made across all three goals, with particular emphasis on mathematics achievement, intervention supports, student wellness, communication systems, and academic-focused family engagement.

Canyon Education Foundation (CEF) met with district leadership to discuss district priorities, student programs, enrichment opportunities, facilities planning, fundraising priorities, and long-term sustainability. Feedback emphasized maintaining strong academic and enrichment programs while preserving the unique educational opportunities available to Canyon students. As a result, the district continued support for enrichment programming, instructional priorities, and long-term sustainability planning reflected throughout the LCAP.

District leadership engaged with the Canyon Community Association through a community meeting in November 2025 and a mid-year LCAP update in February 2026, in addition to ongoing communication throughout the year. Community members emphasized strong school-community partnerships, transparency, stewardship of district resources, and maintaining Canyon School as a central part of the Canyon community. As a result, communication, engagement, and partnership actions remain a key component of Goal 3.

The Facilities Committee met eight times during the school year to discuss campus safety, maintenance priorities, deferred maintenance projects, and modernization planning. Committee members emphasized long-term stewardship of district facilities, campus safety, and maintaining facilities in good repair. As a result, Goal 2 continues to include actions related to facilities maintenance, safety, and modernization planning.

District leadership participated in SELPA Governance Council meetings, Administrative Council meetings, Local Indicator support sessions, LCAP technical assistance meetings, and ongoing consultation with Contra Costa County Office of Education staff. Feedback emphasized alignment of metrics, educational partner engagement documentation, annual update analysis, student support services, and compliance requirements. As a result, the district refined LCAP metrics, strengthened annual update narratives, clarified educational partner engagement documentation, and improved alignment between educational partner feedback and planned actions.

The Board of Trustees reviewed LCAP progress, survey results, annual updates, and draft revisions during six public meetings throughout the school year. Board members also participated in LCAP Committee meetings and community engagement activities. Feedback emphasized maintaining fiscal sustainability, improving academic outcomes, supporting student wellness, preserving Canyon's strong community culture, and ensuring alignment between district priorities and available resources. As a result, the district refined actions related to mathematics achievement, attendance, student supports, family engagement, and long-term sustainability while maintaining the existing three-goal structure.

Across all engagement activities, educational partners consistently identified three priorities: strengthening academic achievement, particularly in mathematics; maintaining a safe, supportive, and engaging school environment; and increasing meaningful family engagement connected to student learning. As a result, the district refined actions related to mathematics instruction, targeted intervention, professional learning, attendance supports, student wellness, communication systems, and academic-focused family engagement while maintaining the core structure of the existing LCAP goals.

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	24-25: 4.8 points above standard	30 points above standard	13.6 point decrease
1.2	CAASPP Results Math (4A)	22-23 CA School Dashboard 4.7 points above standard	23-24: 1.7 points below standard	24-25: 20.1 points below standard	15 points above standard	24.8 point decrease
1.3	Quarterly Williams Reports (1B)	23-24 Williams reports 100% Sufficient Materials	24-25 Williams reports 100% Sufficient Materials	25-26: 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	25-26 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	25-26 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, report 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.	25-26: 100% of students engaged with IXL as a supplemental instructional resource. The district also began reviewing local benchmark assessment practices to support future progress monitoring.	All students engage in meaningful learning and are able to showcase learning in meaningful ways as measured by rubrics, report cards, projects and presentations.	Maintained progress toward 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	25-26 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	CAASPP Results Science (CAST) (4A	22-23 CA School Dashboard: NA-Not Enough Students	23-24: CA School Dashboard: 4 points above standard	CA Dashboard has changed the reporting metric and we are developing a new baseline to measure progress on this metric. This year, we are at 45.1 science points.	22-23 CA School Dashboard: 30 points above the standard. Establishing new target for year 3 for the 2026 Dashboard 50 science points	New baseline established for this year.
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	25-26: 61% of respondents gave a met or exceeds expectations on Goal 1	80 % of respondents give a met or exceeds expectations in Goal 1	16% decrease

Goal Analysis [2025-26]

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.

Our instructional leadership team implemented actions focused on strengthening core instruction (actions 1.1 and 1.2), intervention (actions 1.1 and 1.4), and alignment across classrooms (action 1.3 and 1.5). Targeted small-group intervention, professional development, and teacher collaboration time were provided as planned. A key success was the continuation of targeted intervention supports and the addition of a Math Engagement Night to support family understanding of instructional practices.

Implementation varied across classrooms due to significant staffing and leadership changes, including turnover in two-thirds of certificated staff. New staff required onboarding, training, and alignment to district expectations, which affected consistency of instructional practices across classrooms. Despite these challenges, the district maintained access to standards-aligned curriculum, instructional materials, intervention services, and professional learning opportunities.

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.

Most actions were implemented within expected budget ranges; however, some differences occurred due to staffing changes and shifting priorities.

Funds originally allocated toward staffing and instructional support were adjusted to account for onboarding and training of new staff. Additionally, approximately \$800 was expended for Math Engagement Night to support family engagement in mathematics.

Overall, expenditures remained aligned to the goal, with resources directed toward maintaining core services and addressing implementation challenges.

1.2 Standards-Based Curriculum

The budgeted amount was \$1,200 and the actual expenses were \$2,488. The additional costs were due to the purchase of supplemental instructional materials and resources to support standards-based instruction and student learning.

1.3 Instructional Alignment and Collaboration

The budgeted amount was \$0 and the actual expenses were \$5,884. Costs were incurred to provide teacher collaboration time, professional learning, and staff release time to support instructional alignment and consistency across classrooms.

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

Actions 1.1, 1.2, and 1.4 were partially effective in supporting academic intervention, professional learning, and targeted instructional support. Actions 1.3 and 1.5 were effective in maintaining access to standards-aligned instructional materials, curriculum, and a broad course of study.

Despite implementation of these actions, mathematics outcomes continued to decline. On CAASPP Math assessments, students performed 1.7 points below standard in 2023–24, declined to 20.1 points below standard in 2024–25, compared to a baseline of 4.7 points above standard. This trend indicates that current actions have not yet been sufficient to improve mathematics achievement.

On CAASPP ELA assessments, students performed 18.4 points above standard in 2022-23. Our students performed below baseline by 13.6 points and there is still room to continue this action to strengthen student performance.

The district experienced significant staffing and leadership transitions during this period, including turnover in approximately two-thirds of certificated staff. As a result, instructional practices, intervention systems, and progress-monitoring processes were not implemented with the consistency necessary to achieve desired outcomes across classrooms.

Educational partner feedback reflects these challenges. Through stakeholder meetings, the annual LCAP survey, and student input, educational partners identified mathematics achievement and instructional consistency as ongoing areas of concern. In the 2025–26 LCAP survey, 61% of respondents reported that the district met or exceeded expectations for Goal 1, a decline from prior years.

A notable success was the continuation of targeted intervention supports and the addition of a Math Engagement Night to strengthen family understanding of mathematics instruction. Unduplicated pupils are disproportionately impacted by inconsistent implementation because they often rely on targeted academic supports and intervention services to access grade-level standards.

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

Based on analysis of student performance data, implementation challenges, and educational partner feedback, the district has refined and expanded Goal 1 actions to improve instructional coherence and student outcomes, particularly in mathematics.

Action 1.1: The district does not have the budget to support a credentialed teacher. Instead the district added a classified intervention position in 2025-26.
Action 1.2: Title and action was updated to accurately reflect professional learning provided.
Action 1.5: The title and action was updated to better reflect the work to maintain K-8 alignment through teacher professional learning. A key change includes the addition of a new action to adopt and implement a standards-aligned mathematics curriculum. This change was made because prior instructional materials and approaches did not provide sufficient consistency or alignment across classrooms, resulting in variability in student learning experiences and declining mathematics performance.
Note that in this update, Action 1.4 is no longer identified as Contributing. For 2026-27, Action 1.1 is now Contributing to focus on unduplicated pupils.

Several metrics were revised to improve alignment between available data sources and annual monitoring practices. Metrics 1.1 and 1.2 were updated to ensure consistency with California Dashboard reporting measures and current student performance data. Metric 1.6 was revised to better align the metric description, baseline, and annual outcome data. Metric 1.8 reflects a change in measurement methodology, resulting in limited comparability to prior-year results. These revisions were made to improve the accuracy, reliability, and usefulness of data used to monitor progress toward Goal 1. Based on analysis of student performance data, implementation challenges, and educational partner feedback, the district will continue refining mathematics instruction, targeted intervention, professional learning, and family engagement in learning. The district plans to adopt and implement a standards-aligned mathematics curriculum, strengthen collaboration among teachers, and improve progress-monitoring practices. These refinements will support improved instructional consistency across classrooms and inform planning for the next LCAP cycle.

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 &	Provide targeted academic intervention and instructional support through an Intervention Specialist model that includes small-group instruction,	\$31,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Intervention	progress monitoring, coordination with classroom teachers, and support for students needing additional academic assistance in mathematics and literacy.		
1.2	Professional Learning	Targeted professional learning math approaches and Project Based Learning	\$3,900.00	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.	\$0.00	No
1.5	Curriculum and Course offerings	Maintain standards-aligned curriculum, instructional materials, and course offerings that provide students access to a broad course of study and support academic achievement.	\$11,000.00	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%	24-25: 90.35%	ADA 97%	Decrease of 2.35% from baseline
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%.	25-26 LCAP Survey: 42.5% of parents, 100% of teachers, 100% of students took our survey once this year.	70 % of parents, and 100% of teachers , 95% of students take the LCAP Survey three times per year.	Parents: 17.5% decrease, Teacher s: 25% increase, Students: 18% increase
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	25-26 SARC All school facilities are maintained in good repair on FIT, zero	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.	safety incidents 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	24-25 CA School Dashboard: 0 School Drop outs 25-26	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%	24-25 CA School Dashboard: Chronic Absenteeism 17.4%	Chronic Absenteeism less than 10%	Reduction of 1.3%
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%	24-25 CA School Dashboard: 0 Suspensions	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	CA School Dashboard: 0 Expulsions 24-25	0 Expulsions	Maintained progress towards goal

Goal Analysis [2025-26]

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 to support attendance, school safety, student engagement, and social-emotional well-being. Attendance monitoring, family outreach, positive behavior supports, restorative practices, and social-emotional learning activities were implemented throughout the year. Facilities were maintained in good repair, and behavior systems contributed to maintaining low suspension and expulsion rates. A key success was the continued emphasis on school climate, student leadership, and community-building activities that strengthened students' sense of belonging and connection to school.

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.

2.5 Climate

The budgeted amount was \$0 and the actual expenses were \$750. Costs were incurred to support student well-being, school climate initiatives, and activities designed to strengthen student engagement, belonging, and positive school culture.

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

Actions 2.1, 2.2, and 2.5 were effective in supporting student engagement, school climate, and positive student behavior. Actions 2.3 and 2.4 were partially effective in addressing increasing student support needs and maintaining a safe learning environment.

Data indicates positive outcomes in several areas. Suspension and expulsion rates remained at or near zero, school facilities were maintained in good repair, and chronic absenteeism improved from 18.7% to 17.4%. These results suggest that attendance outreach, school climate efforts, and behavior supports contributed positively to student engagement. Attendance rates remained relatively stable despite staffing transitions and increased student support needs.

Despite this progress, chronic absenteeism remains above the district target and some students continue to require additional behavioral, social-emotional, and mental health supports. Educational partner feedback identified a need for continued attention to student wellness, consistency of support, and engagement. Unduplicated pupils may be disproportionately impacted because they are more likely to rely on targeted supports to remain connected to school and access instruction.

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.

Based on attendance data, school climate indicators, and educational partner feedback, the district will continue strengthening attendance supports, family communication, social-emotional learning, and student engagement efforts. Additional emphasis will be placed on ensuring consistent implementation of behavior and student support practices across classrooms. The district will continue exploring opportunities to expand student wellness and support services while maintaining a safe, supportive, and engaging learning environment for all students.

Action 2.3 - Changes made to title and description of the action to reflect a focus on student wellness

Action 2.5 - Changes made to clarify action description to accurately reflect the social/emotional learning program.

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.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Reach out directly to identified at-risk families. Continue Weekly whole class attendance recognition, and celebrations.		
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.	\$500.00	No
2.3	Behavior, Social-Emotional, and Mental Health Supports (Including Contracted Services)	Provide behavior, social-emotional, and mental health supports through staff training, student support services, and contracted services as needed to help students remain engaged and successful in school.		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	Implement school-wide social-emotional learning programs, and student recognition systems to improve behavior, engagement, leadership skills and school climate.		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)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (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. Corrected parent baseline is 60%.	25-26 LCAP Survey: 42.5% of parents, 100% of teachers, 100% of students took our survey once this year. Corrected parent baseline is 60%.	2026–27: 70% of Parents and 100% of teachers, and 95% of Students complete the LCAP Survey 3 times per year.	Parents: 17.5% decrease from baseline. Teachers: 25% increase. Students: 18% increase from baseline.
3.2	Volunteer Orientation and Training for Food Service, Facilities, Grove and Playground Supervision, Academics, and Field Trips. Utilize	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	LCAP Survey 25-26: Volunteer orientation provided for: Food Service, Facilities, Grove and	Volunteer orientation and training for: Food Service, Facilities, Grove and Playground	Maintain progress towards goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	room parents as a way to communicate to Volunteers (3A, 3B, 3C)		volunteers. Creation of two volunteer coordinators has led to improved coverage	Playground Supervision, and Field Trips. Room parents communicate to Volunteers. Volunteer lists updated annually. 100% of volunteer requests are shared and confirmed by room parents. Volunteer coordinator in place.	Supervision, Academics, and Field Trips. Utilize 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 [2025-26]

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.

The district implemented all actions 3.1-3.3 to strengthen family engagement and communication, including conducting ten stakeholder meetings, distributing an annual LCAP survey, engaging students during monthly assemblies, and improving communication systems such as the website and parent handbook.

A Math Engagement Night was also hosted to support family understanding of academic content.

All actions 3.1-3.3 were implemented as planned and expanded opportunities for engagement.

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.

3.1 Family Engagement and Communication

The budgeted amount was \$0 and the actual expenses were \$1,248. Costs were incurred to support family engagement activities, stakeholder meetings, communication efforts, and opportunities for educational partner participation.

3.2 Educational Partner Input and Decision-Making

The budgeted amount was \$0 and the actual expenses were \$800. Costs were incurred to support stakeholder engagement, survey administration, and the collection of educational partner feedback to inform district planning and decision-making.

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

Actions 3.1 and 3.3 were effective in increasing communication, survey participation, and feedback systems. Action 3.2 was partially effective in expanding family engagement connected to student learning.

The district increased opportunities for engagement through stakeholder meetings, student input, surveys, communication systems, and Math Engagement Night. Survey participation improved for students and teachers, and parent participation remained above the original baseline.

Action 3.2 was partially effective in expanding family engagement connected to student learning. However, survey results also indicate that family engagement has not yet fully translated into increased confidence in academic programs. In the 2025–26 LCAP survey, 61% of respondents reported that the district met or exceeded expectations for academic programs, a decline from prior years. Educational partner feedback indicates a need for more consistent learning-focused engagement, particularly in mathematics.

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.

There are no changes made to the goal, metrics, target outcomes or actions. Based on educational partner feedback and survey data, the district will continue refining Goal 3 actions to strengthen communication, feedback systems, and family engagement connected to student learning. The district will continue academic-focused engagement opportunities, including mathematics-related events, and will use surveys and other feedback tools to better understand family needs. These refinements are intended to strengthen the connection between school and home while maintaining continuity with the existing Goal 3 structure.

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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$30,034	\$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
3.482%	0.169%	\$1,401.75	3.651%

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
1.1	Action: Math & ELA Instruction & Intervention Need: Unduplicated pupils demonstrate a greater need for targeted academic support, particularly in mathematics, where performance has declined to 20.1 points below standard. 64% percent of unduplicated pupils	This action provides small-group intervention and targeted instruction to address specific learning gaps. It increases services because targeted intervention allows teachers to provide focused support aligned to student needs, accelerating learning. The action is provided LEA-wide to ensure access to intervention within the instructional day; however, it is principally directed toward unduplicated pupils because these students	Local assessments (1.6)

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
	are performing below standard on local assessments (IXL usage and local reading measures) compared to 30% of overall population. These students require additional instructional time and differentiated support because they may have gaps in foundational skills and less access to academic support outside of school. Scope: LEA-wide	require additional support to access grade-level standards and close achievement gaps.	

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
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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

2026-27 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	\$862,643	\$30,034	3.482%	0.169%	3.651%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,996.00	\$14,900.00	\$0.00	\$0.00	\$47,896.00	\$31,496.00	\$16,400.00

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	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$31,496.00	\$0.00	\$31,496.00	\$0.00	\$0.00	\$0.00	\$31,496.00	0
1	1.2	Professional Learning	All	No			All Schools		\$0.00	\$3,900.00	\$0.00	\$3,900.00	\$0.00	\$0.00	\$3,900.00	0
1	1.3	Instructional Leadership Team	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Intervention	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
1	1.5	Curriculum and Course offerings	All	No			All Schools		\$0.00	\$11,000.00		\$11,000.00			\$11,000.00	
2	2.1	Attendance (5A)	All	No			All Schools		\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0
2	2.2	Communication	All	No			All Schools		\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	0
2	2.3	Behavior, Social-Emotional, and Mental Health Supports (Including Contracted Services)	All	No			All Schools									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									
3	3.1	Parent Outreach	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
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

2026-27 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
\$862,643	\$30,034	3.482%	0.169%	3.651%	\$31,496.00	0.000%	3.651 %	Total:	\$31,496.00
								LEA-wide Total:	\$31,496.00
								Limited Total:	\$0.00
								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	Yes	LEA-wide	English Learners Low Income	All Schools	\$31,496.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$51,764.00	\$62,254.00

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	\$2488
1	1.3	Instructional Leadership Team	No	\$0.00	\$5,884
1	1.4	Intervention	Yes	\$50,564.00	\$5,1084
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	\$750
3	3.1	Parent Outreach	No	\$0.00	\$1,248

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	\$800
3	3.3	Parent Trainings	No	\$0.00	0

2025-26 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)
\$28,373	\$50,564.00	\$51,084.00	(\$520.00)	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	\$50,564.00	\$51,084	0	

2025-26 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)
\$831,474	\$28,373	2.900%	6.312%	\$51,084.00	0.000%	6.144%	\$1,401.75	0.169%

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, Statutes 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024