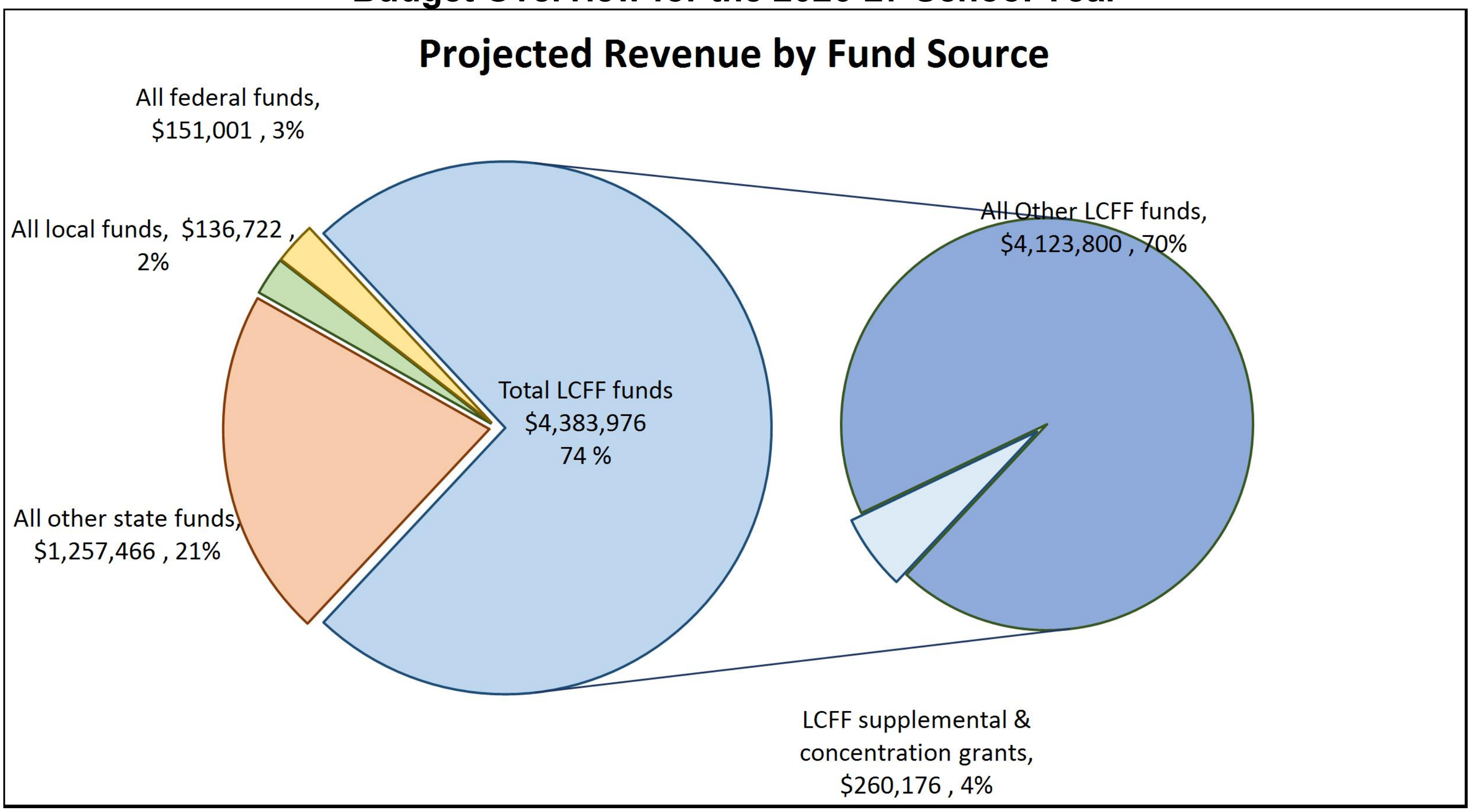
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delta Elementary Charter School
CDS Code: 34674130114660
School Year: 2026-27
LEA contact information:
Jillayne Antoon
Executive Director
jantoon@riverchartersschools.org
9167441212

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

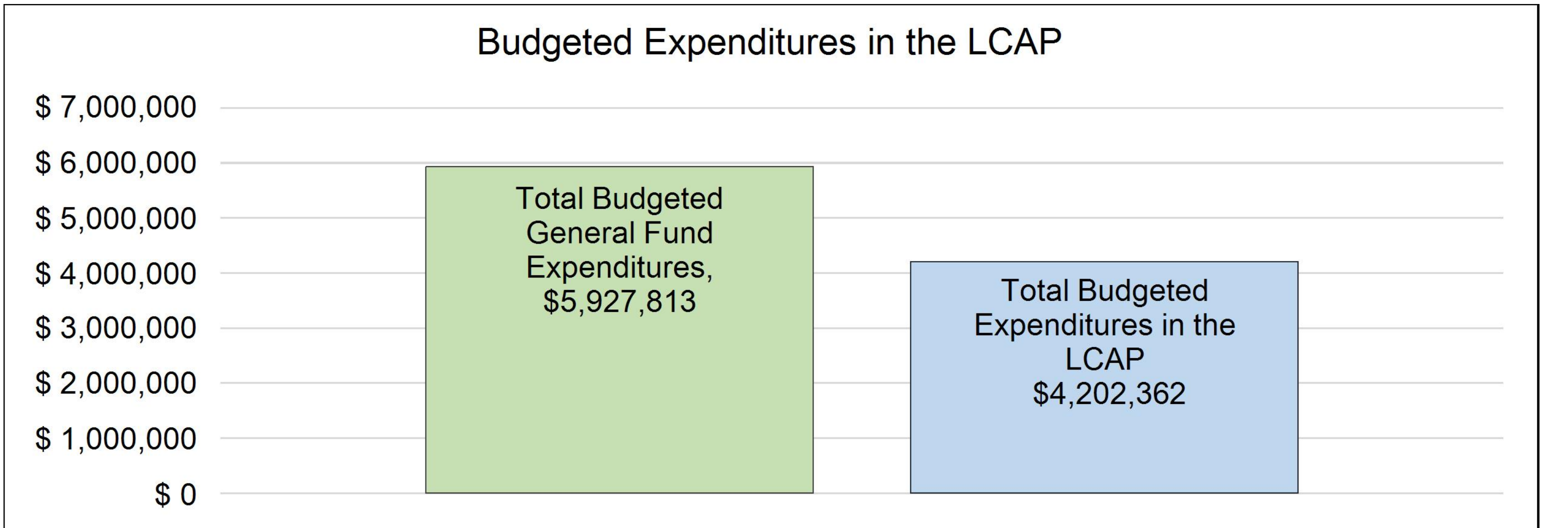


This chart shows the total general purpose revenue Delta Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delta Elementary Charter School is $5,929,165, of which $4,383,976 is Local Control Funding Formula (LCFF), $1,257,466 is other state funds, $136,722 is local funds, and $151,001 is federal funds. Of the $4,383,976 in LCFF Funds, $260,176 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 Delta Elementary Charter School 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: Delta Elementary Charter School plans to spend $5,927,813 for the 2026-27 school year. Of that amount, $4,202,362 is tied to actions/services in the LCAP and $1,725,451 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

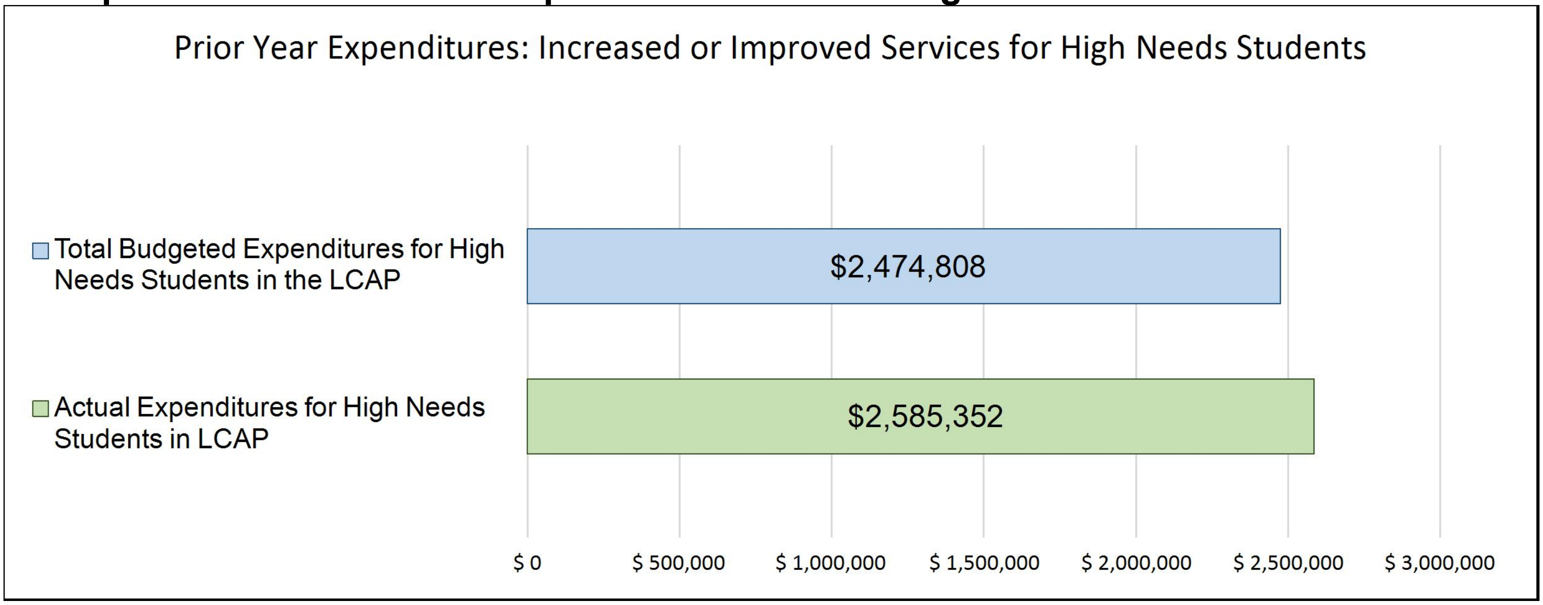
Other operational expense such as legal, rent, and depreciation are not included in LCAP.

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

In 2026-27, Delta Elementary Charter School is projecting it will receive $260,176 based on the enrollment of Foster Youth, English learner, and low-income students. Delta Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Delta Elementary Charter School plans to spend $2,858,224.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Delta Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Delta Elementary Charter School 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, Delta Elementary Charter School's LCAP budgeted $2,474,808.00 for planned actions to increase or improve services for high needs students. Delta Elementary Charter School actually spent $2,585,351.68 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
Delta Elementary Charter School	Jillayne Antoon Executive Director	jantoon@riverchartershools.org 9167441212

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.

Mission
The Mission of Delta Elementary Charter School in Clarksburg is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

Vision
Delta Elementary Charter School (DECS) seeks to capitalize on one of the last true small communities in Yolo County and Sacramento counties. We are committed to building a collaborative learning community of parents, teachers, community members, farmers, and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter School, a special place to learn. The school's educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. Delta Elementary Charter School offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes project-based learning, visual and performing arts, and agriculture integration programs. The student-centered approach at Delta Elementary Charter School benefits all students, regardless of socio-economic background.

Student Enrollment
Delta Elementary Charter School will strive to enroll a student body that is representative of the diversity of the surrounding community. The school offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The school will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met.

How Learning Best Occurs
Delta Elementary Charter School believes that learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful.

Toward this end, DECS provides:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem-solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and

decision making for curriculum, instructional strategies, and school organization.

- Project Based Learning that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Delta Elementary Charter School ensures that:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child’s education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and families understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

Reflections: Annual Performance

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

As we reflect on our annual performance, Delta Elementary Charter remains committed to evaluating our progress using both the California School Dashboard and local data sources. The 2025 Dashboard reflects several notable strengths in school climate, science achievement, suspension outcomes, and academic growth measures, while also identifying continued areas of need in English Language Arts, Mathematics, and Chronic Absenteeism. While some indicators remain in the Orange and Red performance levels, the school also demonstrated encouraging growth for several student groups and positive outcomes in key areas related to student behavior and academic progress. We remain committed to ongoing reflection, data analysis, and continuous improvement to ensure equitable outcomes for all students. Based on the 2025 CA School Dashboard and local data, our strengths and areas for growth are as follows:

Strong School Climate and Suspension Outcomes: Delta Elementary Charter achieved a Green performance level in Suspension Rate with only 0.8% of students suspended at least one day, maintaining a low suspension rate with only a 0.2% increase from the prior year. Several student groups also demonstrated strong outcomes, including Hispanic students at 0.6% suspended (Green, declined 0.7 points), Socioeconomically Disadvantaged students at 0.9% suspended (Green, maintained), White students at 0.7% suspended (Green, increased 0.1 points), and Two or More Races students at 0.0% suspended (Blue, declined 2.9 points). These outcomes reflect strong implementation of school climate and behavioral support systems.
Positive Science Achievement: Science performance remained a significant strength for the school, with All Students achieving a Green performance level at 56.0 points above standard, increasing 3.2 points from the prior year. Hispanic students also demonstrated strong Science outcomes at 50.9 points above standard, increasing 6.5 points, while Socioeconomically Disadvantaged students achieved 49.3 points above standard, increasing 11.3 points from the prior year.
Strong Mathematics Growth: Delta Elementary Charter demonstrated strong growth in Mathematics, earning an Accelerated growth designation with 75.2% of students improving their Mathematics scores from the prior year. Several student groups also demonstrated positive growth trends, including Socioeconomically Disadvantaged students earning an Accelerated growth designation with 81.1% improving their Mathematics scores and White students earning an Accelerated designation with 81.3% improving their scores. Students with Disabilities also demonstrated positive Mathematics growth, with 86.7% of students improving their Mathematics scores and earning an Average growth designation.
Improvement in English Language Arts for Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students improved 9.6 points in English Language Arts to 50.2 points below standard, receiving a Yellow performance level.
Reduction in Chronic Absenteeism for Select Student Groups: English Learners achieved a Yellow performance level in Chronic Absenteeism at 15.0% chronically absent, declining 5.0 percentage points from the prior year. Additionally, students identifying as Two or More Races achieved a Green performance level with 9.4% chronically absent, declining 11.2 percentage points from the prior year.

While we are encouraged by the positive outcomes and growth demonstrated in several areas, the 2025 California School Dashboard also highlighted important opportunities for continued improvement. Specifically, the data indicates a need for continued focus on improving overall academic achievement in English Language Arts and Mathematics, as well as reducing Chronic Absenteeism for several student groups. Several student groups also experienced declines from the prior year, signaling the need for strengthened intervention systems, attendance supports, and targeted academic acceleration strategies moving forward.

Decline in English Language Arts Performance: All Students received an Orange performance level in English Language Arts at 25.5 points below standard, declining 4.3 points from the prior year. Hispanic students also received an Orange performance level at 48.0 points below standard, declining 5.0 points, while White students received an Orange performance level at 11.3 points below standard, declining 7.1 points from the prior year. Additionally, Students with Disabilities declined 16.9 points to 92.0 points below standard.
Mathematics Achievement Remains an Area for Growth: Although Mathematics growth rates were strong, overall proficiency outcomes remain below standard. All Students received a Yellow performance level at 24.9 points below standard, declining 7.1 points from the prior year. Hispanic students received an Orange performance level at 46.0 points below standard, declining 6.4 points, while Socioeconomically Disadvantaged students received an Orange performance level at 50.3 points below standard with only a 0.4-point improvement from the prior year. Students with Disabilities also declined 24.5 points to 92.2 points below standard.
Chronic Absenteeism Continues to Require Attention: Chronic Absenteeism remained a significant area of concern, with All Students receiving a Red performance level at 20.3% chronically absent, maintaining the same rate as the prior year. Hispanic students also received a Red performance level at 28.6% chronically absent, increasing 0.2 percentage points, while Students with Disabilities received a Red

performance level at 28.3% chronically absent, increasing 1.5 percentage points from the prior year. Socioeconomically Disadvantaged students remained Orange at 31.8% chronically absent, declining only 1.3 percentage points, while White students received an Orange performance level at 13.0% chronically absent, increasing 1.8 percentage points from the prior year.
Increase in Suspension Rates for Select Student Groups: While overall suspension outcomes remained a strength, English Learners received an Orange performance level with 2.5% suspended at least one day, increasing 2.5 percentage points from the prior year. Students with Disabilities also received an Orange performance level with 3.3% suspended at least one day, increasing 0.3 percentage points from the prior year.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
All Educational Partners	The school engaged a wide variety of educational partners throughout the LCAP development and annual review process in order to gather meaningful input and feedback regarding school programs, student outcomes, and areas for continuous improvement. Educational partners included students, families, certificated and classified staff, school leadership, and the Governing Board. Engagement opportunities included surveys, town halls, community meetings, staff meetings, student discussions, family engagement events, and public board meetings. Feedback gathered through these engagement opportunities was reviewed alongside state and local data to help identify strengths, areas of growth, and priorities for the upcoming school year. The school remained committed to ensuring educational partner voice was included throughout the process and that input from all stakeholder groups informed the development of the LCAP and ongoing improvement efforts.
Parents and Community	Coffee with the Principal occurred monthly Parent Advisory Committees met three times this year PTO met bi-monthly
Certificated and Classified staff	Staff professional development meetings occurred two times a month.
Leadership Team	Leadership meetings occurred monthly
ELAC	ELAC meetings occurred quarterly
Students	Student input sessions occurred monthly and spring school climate survey.

Educational Partner(s)	Process for Engagement
River Charter Governing Board	LCAP Mid-Year Report to River Charter Schools Governing Board on 2/10/26. We presented the LCAP draft to the board for public hearing and for final approval on June 22nd, 2026

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

Educational partner feedback gathered through surveys, family meetings, staff discussions, volunteer engagement opportunities, and community events played an important role in shaping the development of the adopted LCAP. Overall, families and staff shared positive feedback regarding school communication, responsiveness, school culture, and family engagement opportunities. Families expressed appreciation for consistent communication through ParentSquare, teacher emails, and weekly newsletters, and noted that teachers and staff are highly responsive and supportive. Educational partners also highlighted the welcoming school culture, opportunities to volunteer in classrooms, support provided to new families, and the strong sense of community across the school. Families specifically appreciated opportunities such as Coffee with the Principal, the visible support provided during recess and school activities, and the ways staff work to include all families, including non-English-speaking families, within the school community.

Educational partners also identified several areas for continued growth and refinement. Families expressed interest in receiving additional information regarding technology use, including the technology programs students are using, how frequently technology is utilized during the school day, and how families can access instructional technology resources from home. Families also requested additional communication regarding the school’s social-emotional learning program, including Kelso’s Choice, as well as increased communication and outreach from the PTO beyond major events. Additionally, families shared that they would welcome more opportunities to volunteer across the broader school community if they had clearer communication regarding volunteer needs outside of specific classrooms or events.

As a result of this feedback, the school will refine Action 1.5: Technology Supports and Resources during the upcoming school year to ensure families are better informed about the school’s technology systems, instructional programs, and available digital resources. The school will also continue prioritizing Goal 3 by strengthening communication systems, increasing opportunities for family engagement and partnership, and creating more interactive platforms to ensure students and families remain active and empowered partners in supporting student success and school culture. Additional efforts will focus on improving communication related to volunteer opportunities, school programs, and social-emotional learning supports.

Additionally, the school will update and streamline several LCAP metrics for the upcoming year in order to reduce duplication across goals and improve overall clarity and accessibility for educational partners reviewing the LCAP document. These refinements are intended to support greater stakeholder understanding and transparency while maintaining alignment to the school’s priorities and improvement efforts.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	At Delta Elementary Charter School, we are dedicated to nurturing the whole child through innovative, integrated units of study that provide inclusive, high-quality, California Common Core State Standards (CCSS) based instruction, embracing Project-Based Learning, Arts, and Music. Our trained educators facilitate interdisciplinary experiences that prepare students for real-world challenges, embodying our mission to foster lifelong learners who thrive academically, creatively, and socially. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	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.

Students are most successful when engaged in learning that is student centered and provides a high level of rigor to prepare them for their academic careers after they matriculate from DECS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers Credentialing and Assignments	In the 2021-22 school year (most recent available), DECS employed 14 Teaching	In the 2022-23 school year (most recent available), DECS employed	In the 2023-24 school year (most recent available), DECS employed	100% of teachers will be appropriately	Teaching FTE: +2.9 Clear: -28.24% Incomplete: -7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching based on CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student Accountability Report Card (SARC).	FTE (Full Time Equivalencies). 92.9% were classified as Clear, and 7.1% were Incomplete.	17.4 Teaching FTE (Full Time Equivalencies). 71.3% were classified as Clear, 11.5% were Out-of-Field and 17.2% were ineffective.	16.9 Teaching FTE (Full Time Equivalencies). 64.66% were classified as Clear, 4.24% were Out-of-Field and 19.26% were ineffective.	assigned with a Clear status.	Out-of-Field: +4.24% Ineffective: +19.26%
1.2	Access to Instructional Materials Percentage of students who have sufficient access to the standards-aligned instructional materials. Availability of Textbooks and Instructional Materials, as reported in the Student Accountability Report Card (SARC).	100% of DECS students had access to instructional materials in print or electronic formats in 2023-24.	100% of DECS students had access to instructional materials in print or electronic formats in 2024-25.	100% of DECS students had access to instructional materials in print or electronic formats in 2025-2026	100% of DECS students will have access to instructional materials in print or electronic formats.	0%
1.3	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 3	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	2026 Local Indicator Survey Q1: Rating for Professional Learning for teaching to the academic standards and	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	Q1:Rating for Professional Learning for teaching to the academic standards and curriculum frameworks

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development Standards. Rating Scale (Lowest to Highest). 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 5 NGSS: 4 History: 4 Priority 2 Reflection Tool	ELA: 4 ELD: 2 Math: 5 NGSS: 1 History: 1 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 2 Math: 5 NGSS: 4 History: 4 Priority 2 Reflection Tool	curriculum frameworks ELA: 4 ELD: 4 Math: 5 NGSS: 3 History: 3 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 5 NGSS: 4 History: 4	ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 Priority 2 Reflection Tool	ELA: 0 ELD: +1 Math: 0 NGSS: -2 History: -2 Q2:Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 0 ELD: 0 Math: 0 NGSS: 0 History: 0
1.4	Statewide Assessments-ELA Percentage of all students, 3-8 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC ELA assessment.	ELA Participation: 99% Meet or Exceed DFS ALL: 40.95% -13.3 EL: 14.81% -77.9 LTEL: -- --- SED: 24.59% -52.1 SWD: 34.15% -56.3	ELA Participation: 97% Meet or Exceed DFS ALL: 41.97% -21.2 EL: 12% -82.9 LTEL: --- --- SED: 25.72% -59.8	ELA Participation: % Meet or Exceed ALL: 41.67% EL: 10% SED: 39.21% SWD: 14.28% DFS All: 25.5 pts below (Orange) EL: 82.8 pts below	ELA Participation: 100% Meet or Exceed ALL: 50.95% EL: 24.81% LTEL: -- SED: 34.59% SWD: 44.15% HOM: -- FY: --	Meet or Exceed All Students: +0.72% English Learners (EL): -4.81% Socioeconomically Disadvantaged (SED): +14.62% Students with Disabilities (SWD): -19.87% Distance from Standard (DFS)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard: English Language Arts	HOM: -- --- FY: -- --- 2023 CAASPP	SWD: 28% -75.1 HOM: --- --- FY: --- --- 2024 CAASPP	Hispanic: 48 pts below (Orange) White: 11.3 pts below (Orange) SED: 50.2 pts below (Yellow) SWD: 92 pts below 2025 CAASPP		All Students: -12.2 points English Learners (EL): -4.9 points Socioeconomically Disadvantaged (SED): +1.9 points Students with Disabilities (SWD): -35.7 points
1.5	Statewide Assessments- Math Percentage of all students, 3-8 participating in the SBAC Math assessment. Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC Math assessment. CA Dashboard: Math indicators	Math Participation: 99% Meet or Exceed DFS ALL: 40.48% -29 EL: 11.11% -78 LTEL: --- --- SED: 29.51% -58 SWD: 31.71% -64.7 HOM: --- --- FY: --- --- 2023 CAASPP	Math Participation: 97% Meet or Exceed DFS ALL: 40.41% -17.8 EL: 4% -93.4 LTEL: --- --- SED: 28.98% -50.7 SWD: 34.62% -67.7 HOM: --- --- FY: --- --- 2024 CAASPP	Math Participation: % Meet or Exceed ALL: 42.26% EL: 5% SED: 21.56% SWD: 14.28% DFS All: 24.9 pts below (Yellow) EL: 98.5 pts below Hispanic: 46 pts below (Orange) White: 6.6 pts below (Yellow) SED: 50.3 pts below (Orange) SWD: 92.2 pts below 2025 CAASPP	Math Participation: 100% Meet or Exceed ALL: 50.48% EL: 21.11% LTEL: --- SED: 39.51% SWD: 41.71% HOM: --- FY: ---	Meet or Exceed All Students: +1.78% English Learners (EL): -6.11% Socioeconomically Disadvantaged (SED): -7.95% Students with Disabilities (SWD): -17.43% Distance from Standard (DFS) All Students: +4.1 points English Learners (EL): -20.5 points Socioeconomically Disadvantaged (SED): -7.7 points Students with Disabilities (SWD): -27.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Statewide Assessments-Science Percentage of students, grades 5 & 8 participating in the CAST assessment. Percentage of all students grades 5 & 8 who meet or exceed standard on the CAST.	Science Participation: 98% Meet or Exceed ALL: 36% EL: -- LTEL: -- SED: 0% SWD: 27.27% HOM: -- FY: -- 2023 CAST	Science Participation: 98% Meet or Exceed DFS ALL: 34.89% -11.2 EL: --- --- LTEL: --- --- SED: 25% -22.9 SWD: --- --- HOM: --- --- FY: --- --- 2024 CAST	Science Participation: 98% Meet or Exceed All: 39.22% Hisp: 32.15% SED: 20% White: 50% DFS ALL: 55 pts Hisp: 50.9 pts SED: 49.3 pts White: 58.5 pts 2025 CAST	Science Participation: 100% Meet or Exceed ALL: 46% EL: --- LTEL: --- SED: 10% SWD: 37.27% HOM: --- FY: ---	Meet or Exceed All Students: +3.22% Socioeconomically Disadvantaged (SED): +20.0%
1.7	Percent of students who scored proficient in ELA as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in ELA as measured by iReady was 50%.	For Spring 2024-25, percent of students who scored proficient in ELA as measured by iReady was 51%.	For Spring 2025-26 percent of students who scored proficient in ELA as measured by iReady was 55%.	60% percent of students will score proficient in ELA as measured by iReady diagnostic.	+5%
1.8	Percent of students who scored proficient in Math as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in math as measured by iReady was 39%.	For Spring 2024-25, percent of students who scored proficient in math as measured by iReady was 43%.	For Spring 2025-26 percent of students who scored proficient in Math as measured by iReady was 49%.	49% percent of students will score proficient in math as measured by iReady diagnostic.	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	The percent of students participating in a project-based learning unit as measured by annual curriculum audit and student presentations.	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was: 100%	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was: 100%	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was 100%.	100% of students participated in a project-based learning unit as measured by annual curriculum audit.	No difference
1.10	Broad Course of Study-Visual and Performing Arts Percentage of student in grades spans 1-6 and 7-8 enrolled in a Visual and Performing Arts program/course.	Grades 1-6 ALL: 100%	Grades 1-6 ALL: 100%	Grades 1-6 ALL: 100% Grades 7-8 ALL: 100%	Grades 1-6 ALL: 100%	No difference

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.

All actions associated with Goal 1 were implemented substantially as planned during the 2025–26 school year, with no substantive differences between the planned actions and actual implementation. Throughout the year, the school continued to prioritize rigorous instruction, high-quality professional development, strong staffing systems, student-centered learning experiences, and equitable access to instructional resources in order to support academic achievement and whole-child development for all students.

Implementation of Action 1.1 focused on the continued use of rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development (ELD) standards, and additional content area standards including Physical Education and Visual and Performing Arts (VAPA). Teachers utilized standards-aligned instructional materials and interdisciplinary learning experiences to support consistent, high-quality instruction across grade levels and subject areas.

Through Action 1.2, certificated and classified staff participated in ongoing professional development, instructional coaching, collaboration, and feedback cycles designed to strengthen instructional practice and operational effectiveness. Professional learning opportunities focused on implementation of CCSS, NGSS, ELD, Project-Based Learning (PBL), Multi-Tiered Systems of Support (MTSS), Positive Behavior

Interventions and Supports (PBIS), restorative practices, arts integration, and strategies to support diverse student needs. A continued area of success was staff engagement and collaboration around instructional improvement and student support systems.

Action 1.3 supported the recruitment, development, and retention of highly qualified certificated and classified staff. The school continued implementation of onboarding systems, coaching supports, Teacher Induction participation for preliminary credentialed teachers, and ongoing professional learning opportunities for instructional aides and support staff. These efforts supported instructional consistency and helped ensure students had access to academic, social-emotional, and behavioral supports throughout the school year.

Implementation of Action 1.4 provided students with continued access to art, music, agriculture, learning garden experiences, and interdisciplinary project-based learning opportunities. Students engaged in hands-on learning experiences designed to strengthen critical thinking, collaboration, creativity, persistence, and problem-solving skills. The school continued to provide resources, materials, and staff support necessary to facilitate these learning opportunities across grade levels.

Technology devices, infrastructure, software, and instructional resources continued to be implemented through Action 1.5 to support student learning and development of 21st-century skills and digital citizenship. Staff also received ongoing support and training related to instructional technology tools and digital learning platforms. While implementation was successful overall, the school identified an opportunity to strengthen family communication and understanding regarding instructional technology resources and programs available to students.

Through Action 1.6, students participated in experiential learning excursions connected to grade-level standards and classroom instruction. These learning experiences provided opportunities for students to deepen understanding of academic content through real-world application, hands-on exploration, and community-based learning experiences. A continued success experienced throughout implementation was the high level of student engagement and enthusiasm connected to experiential learning opportunities and interdisciplinary instruction.

Overall, successful implementation of Goal 1 actions supported continued access to rigorous instruction, meaningful learning experiences, professional growth for staff, and a positive educational environment focused on supporting the academic and developmental needs of all students.

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

Action 1 resulted in purchases of curriculum and instructional materials we did not originally budget for in 25-26.

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

The actions implemented under Goal 1 have demonstrated mixed effectiveness in improving student outcomes at Delta Elementary Charter. The school’s continued focus on rigorous standards-aligned curriculum, professional development, project-based learning, technology integration, and interdisciplinary instructional experiences contributed to several positive outcomes in Science and student growth measures, while English Language Arts and Mathematics proficiency outcomes indicate continued opportunities for improvement.

Science performance reflected one of the strongest indicators of effectiveness connected to Goal 1 actions. All Students achieved a Green performance level in Science, performing 56.0 points above standard and increasing 3.2 points from the prior year. Hispanic students increased 6.5 points to 50.9 points above standard, while Socioeconomically Disadvantaged students increased 11.3 points to 49.3 points above standard. These outcomes suggest that the school's emphasis on rigorous NGSS-aligned curriculum and instructional materials (Action 1.1), professional development focused on interdisciplinary and project-based instructional practices (Action 1.2), project-based learning and hands-on learning opportunities through art, music, agriculture, and the learning garden (Action 1.4), and experiential learning excursions connected to grade-level standards (Action 1.6) have been effective in supporting strong Science achievement and student engagement.

The school's actions also demonstrated effectiveness in supporting student academic growth, particularly in Mathematics. Mathematics Growth data reflected an Accelerated growth designation overall, with 75.2% of students improving their Mathematics scores from the prior year. Socioeconomically Disadvantaged students and White students also earned Accelerated growth designations, while Students with Disabilities demonstrated Average growth with 86.7% improving their Mathematics scores. Similarly, English Language Arts Growth reflected Moderate growth overall, with 71.9% of students improving their scores from the prior year. These outcomes indicate that ongoing professional development and coaching for certificated and classified staff (Action 1.2), recruitment and retention of highly qualified instructional staff and instructional aides (Action 1.3), and technology supports and instructional resources (Action 1.5) are positively impacting instructional practices and supporting year-to-year student growth.

Additionally, Socioeconomically Disadvantaged students demonstrated improvement in English Language Arts proficiency, increasing 9.6 points to 50.2 points below standard and moving to a Yellow performance level. This improvement suggests that the school's continued focus on rigorous instructional materials and differentiated instructional support (Actions 1.1 and 1.3), combined with project-based and interdisciplinary learning opportunities (Action 1.4), are beginning to positively impact outcomes for this student group.

At the same time, Dashboard proficiency outcomes in English Language Arts and Mathematics indicate that the actions have been only partially effective in accelerating overall achievement levels. In English Language Arts, All Students declined 4.3 points to 25.5 points below standard (Orange), while Hispanic students declined 5.0 points to 48.0 points below standard and White students declined 7.1 points to 11.3 points below standard. Mathematics outcomes reflected similar trends, with All Students declining 7.1 points to 24.9 points below standard (Yellow), Hispanic students declining 6.4 points to 46.0 points below standard (Orange), and White students declining 8.8 points to 6.6 points below standard (Yellow). These outcomes indicate that while Actions 1.1 through 1.5 are supporting student growth and engagement, additional refinement and strengthening of instructional practices, intervention systems, and professional learning will be needed to translate student growth into stronger overall proficiency outcomes on state assessments.

The declines in English Language Arts and Mathematics Distance from Standard outcomes also led the school to refine and strengthen instructional supports during the current year, particularly for English Learners and Students with Disabilities, who continue to demonstrate the largest achievement gaps on SBAC assessments. In response, the school focused professional development and instructional coaching efforts on strengthening student discourse, purposeful academic interactions, and student engagement strategies through implementation of GLAAD instructional practices and structured turn-and-talk opportunities. The school also emphasized increasing student voice and participation within classroom instruction to support language development and deeper understanding of academic content. Additionally, the school continued implementation of i-Ready Mathematics for the third consecutive year and provided differentiated professional development for English Language Arts instruction during the second year of implementation based on grade-level instructional needs). In response to ELA performance data, the school also reintroduced Accelerated Reader/STAR Reading as an additional literacy support tool to strengthen reading engagement, progress monitoring, and family involvement in literacy development. While implementation was intentionally gradual during the 2025–26 school year, early indicators suggest positive engagement from teachers, students, and families, with the goal of stronger implementation and impact during the 2026–27 school year.

During the 2025–26 school year, 100% of students participated in a project-based learning unit as measured by the annual curriculum audit, reflecting strong effectiveness of interdisciplinary learning opportunities (Action 1.4). Additionally, 100% of students had access to instructional materials in print or electronic formats, demonstrating successful effectiveness of rigorous curriculum and technology supports (Actions 1.1 and 1.5). These outcomes support the school's commitment to ensuring all students have access to engaging, standards-aligned instructional experiences that promote critical thinking, collaboration, creativity, and 21st-century skill development.

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 reflection on prior practice, review of Dashboard and local data, and engagement with educational partners, the school will maintain the overall structure of Goal 1, including its actions, metrics, and target outcomes, as it enters the third and final year of the current LCAP cycle. While no major changes will be made to the goal or actions, the school will continue refining and strengthening implementation of the existing instructional systems and strategies that are beginning to demonstrate positive outcomes in student growth and Science achievement.

During the upcoming school year, the school will continue prioritizing strong Tier 1 instruction with a particular focus on increasing academic discourse, student engagement, and language development strategies through continued implementation of GLAAD instructional practices and structured student interactions. The school will also continue leveraging instructional tools and supports such as i-Ready Mathematics, differentiated professional development, and literacy intervention systems, including Accelerated Reader/STAR Reading, to strengthen instructional consistency and student outcomes in English Language Arts and Mathematics.

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	Rigorous curriculum and instructional materials	Acquire and implement rigorous core curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards	$38,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(ELD), Physical Education and Visual and Performing Arts (VAPA) standards.		
1.2	Professional Development for Certificated and Classified Staff	Transform teaching, learning, and operations in our continuing pursuit of excellence through ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with strategies that align with the CCSS, NGSS, ELD, Art, Music, Project-Based Learning, Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), and Restorative Practices.	$86,287.00	Yes
1.3	Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff	Recruit, train, support, and retain highly qualified certificated and classified staff to ensure all students—particularly unduplicated pupils—receive rigorous instruction and academic, social-emotional, and behavioral support. Includes participation in Teacher Induction for preliminary credentialed teachers, instructional coaching, and training for instructional aides and support staff.	$2,294,850.00	Yes
1.4	Art, Music, Agriculture, Learning Garden and Project-Based Learning	Provide necessary support, training, and resources for students to develop independent and critical thinking, problem-solving, collaboration, creativity, self-reflection, persistence and resilience through interdisciplinary units of study.	$310,400.00	Yes
1.5	Technology Supports and Resources	Technology devices, software, infrastructure, training, and instructional resources for instructional support and enhancement to support students through the development of the 21st-century skills and digital citizenship essential for success in school, work and life.	$26,791.00	No
1.6	Experiential Learning Excursions	Provide experiences to students that are an extension of grade level standards being taught to deepen their understanding and connection to the subject matter.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To optimize academic achievement and holistic development, Delta Elementary Charter School will implement a Multi-Tiered System of Support (MTSS) tailored to address the diverse learning needs of all students, including high-achieving individuals, providing targeted, timely interventions and academic accommodations to foster their success across all academic domains. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: Africian American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ensuring that all students are academically successful, regardless of their socio-economic or linguistic background, is a core belief of River Charter Schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Progress Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC	30% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	35.5% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	2025 CA School Dashboard: 68% of English Learners Making Progress	45%	+38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	EL Acquisition Results The percent of current EL students who: Progress at least one ELPI level; Maintain ELI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI level	Progress: 30% Maintain level 4: 0% Maintain lower level: 33.30% Decrease: 36.70% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	Progress: 29% Maintain level 4: 6.5% Maintain lower level: 35.5% Decrease: 29% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	2025 CA School Dashboard ELPI Maintain Level 4: 0% EL who progress at least one level: 68% Decreased: 4%	Progress: 45% Maintain level 4:15% Maintain lower level: 23.30% Decrease: 26.70%	Progress: +38% Maintain: no difference Decreased: -32.7%
2.3	EL Reclassification Rate Percentage of English Learner (EL) students who meet standards to be reclassified as Fluent English Proficient	13.5% December 2023, SIS	15% Reclassification Rate May 2025, SIS	3 students	23.5%	NA

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.

All actions associated with Goal 2 were implemented as planned during the 2025–26 school year, with no substantive differences between the planned actions and actual implementation. The school continued implementation of a Multi-Tiered System of Supports (MTSS) designed to address the diverse academic, social, emotional, and behavioral needs of students through targeted interventions, differentiated instruction, data-driven decision-making, and individualized student supports.

Through Small Group Instruction (Action 2.1), the school implemented differentiated small group instruction and tiered intervention systems based on formative assessments, summative assessments, and interim assessment results. Universal Tier 1 supports included differentiated classroom instruction, social-emotional learning lessons, and Positive Behavior Interventions and Supports (PBIS) instruction designed to support the academic and behavioral needs of all students. In alignment with Data Analysis and Review (Action 2.2), staff utilized student achievement data systems and regular data review practices to identify learning gaps, monitor student progress, adjust instructional practices, and develop targeted interventions for students requiring additional support.

Targeted supports for English Learners, migrant students, Students with Disabilities, and historically marginalized student groups also remained a central component of implementation. Through English Language and Migrant Learners (Action 2.3), teachers participated in professional development focused on Integrated and Designated English Language Development (ELD) instruction to strengthen language development practices and increase access to grade-level curriculum for multilingual learners. Through Early Literacy (Action 2.4), the school continued implementation of a comprehensive literacy program focused on foundational reading skills, speaking, listening, writing, and reading comprehension, including Dyslexia screening for all Kindergarten through 2nd grade students to support early identification and intervention efforts. Special Education supports (Action 2.5) continued through implementation of individualized services, professional development, resources, and collaboration with the school's SELPA to ensure students received appropriate supports in the Least Restrictive Environment (LRE).

Additional student support systems were implemented through Transportation services (Action 2.6) for qualifying students and Foster Youth & Homeless supports (Action 2.7), which provided social-emotional support and access to resources intended to reduce barriers to academic success and school engagement. These actions helped increase student stability, access, and overall support for students experiencing transition or additional challenges.

Overall, implementation of Goal 2 actions strengthened the school's systems for identifying student needs, providing targeted academic and behavioral interventions, supporting literacy and language development, and ensuring students had access to comprehensive academic and social-emotional supports aligned to the school's MTSS framework.

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

No material differences between budgeted and estimated actuals.

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

The actions implemented under Goal 2 have demonstrated strong effectiveness in supporting English Learner progress and language development outcomes. Through Small Group Instruction (Action 2.1), Data Analysis and Review (Action 2.2), targeted English Language and Migrant Learner supports (Action 2.3), and comprehensive Early Literacy supports (Action 2.4), the school strengthened systems for differentiated instruction, language development, literacy intervention, and targeted academic support for multilingual learners.

As reflected on the 2025 California School Dashboard, English Learner Progress Indicator (ELPI) results showed significant improvement, with 68.0% of English Learners making progress toward English language proficiency, representing a 32.5 percentage point increase from the prior year. This substantial increase suggests that the targeted instructional supports and professional development provided through English Language and Migrant Learners (Action 2.3), combined with differentiated small group instruction and intervention systems (Action 2.1), have been effective in strengthening language acquisition and supporting English Learners' progress toward proficiency.

Additional ELPAC data further demonstrates the effectiveness of these actions. In 2025, 68.0% of English Learners progressed at least one ELPI level, a substantial increase from 29.0% in 2024. At the same time, the percentage of English Learners who decreased at least one ELPI level declined significantly from 29.0% in 2024 to just 4.0% in 2025. These outcomes indicate that the school's continued focus on targeted ELD instruction, literacy development, differentiated instructional practices, and ongoing data review processes through Actions 2.1, 2.2, 2.3, and 2.4 are positively impacting student language growth and improving outcomes for English Learners.

The effectiveness of these actions is also reflected in the school's student growth outcomes. English Learners earned a Moderate growth designation in both English Language Arts Growth and Mathematics Growth, with 77.8% of English Learners improving their scores from the prior year in both content areas. Current English Learners also demonstrated positive growth, with 73.3% improving their scores in both ELA and Mathematics. Socioeconomically Disadvantaged students demonstrated especially strong outcomes, earning an Average growth designation in ELA with 81.1% improving their scores and an Accelerated growth designation in Mathematics with 81.1% improving their scores. Students with Disabilities also demonstrated positive outcomes, earning a Moderate growth designation in ELA with 66.7% improving their scores and an Average growth designation in Mathematics with 86.7% improving their scores. White students earned a Moderate growth designation in ELA with 77.1% improving their scores and an Accelerated growth designation in Mathematics with 81.3% improving their scores.

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 reflection on prior practice and engagement with educational partners, the school will make several refinements to the metrics associated with Goal 2 in order to create greater cohesion, clarity, and alignment across the LCAP. While the overall structure and actions of Goal 2 will remain in place for the third and final year of the LCAP cycle, the school identified that several metrics currently overlap with metrics already included in Goal 1 and Goal 3, resulting in duplication across goals.

As a result, the school will remove Outcome 2.9 (Average Daily Attendance) and Outcome 2.10 (Chronic Absenteeism) from Goal 2, as these metrics more directly align to Goal 3 and its focus on fostering student engagement, family partnership, school connectedness, and overall student well-being through ongoing opportunities and interactive platforms for students and families.

Additionally, the school will remove Metric 2.1 (SBAC English Language Arts), Metric 2.2 (SBAC Mathematics), Metric 2.4 (SBAC Science), Metric 2.5 (i-Ready English Language Arts), and Metric 2.6 (i-Ready Mathematics) from Goal 2 because these academic achievement outcomes are already included within Goal 1. Removing these duplicate metrics is intended to improve stakeholder understanding of the LCAP, streamline progress monitoring, and ensure that each goal contains metrics that are most directly aligned to the actions and intended outcomes of that specific goal area.

The on change we are making to our actions for 26-27 is combining Action 2.6 and former action 2.7 in support of our Foster and Homeless Youth. The new action 2.6 will be titled "Foster Youth & Homeless Support". The school will continue implementation of its MTSS framework, literacy supports, English Learner supports, special education services, transportation supports, and targeted intervention systems during the final year of the 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
2.1	Small Group Instruction	Provide small group instruction as a way to tailor individualize instruction to students based on use of formative assessment, summative assessment results and interim assessments. -Universal Interventions (Tier 1) • Hiqh-quality classroom instruction • Social Emotional Lessons • Positive Behavior Interventions and Supports Lessons • Differentiated Instruction to meet diverse and unique learning needs. • Dyslexia Screener for all Kindergarten through 2nd grade students.	$100.00	Yes
2.2	Data Analysis and Review	Implement data management systems and practices to collect and monitor student achievement data. School staff will use student achievement data to make adjustments to instructional practices and plan tiered supports for individual students.		No
2.3	English Language and Migrant Learners	Provide professional development to provide targeted support for English Learners through Integrated and designated English Language Development (ELD) instruction.	$300.00	Yes
2.4	Early Literacy	Support the development of literacy for all students, inclusive of English Learners, Students with Disabilities, and historically marginalized students within various subgroups through the following actions: • Provide a comprehensive literacy program which supports the development of foundational reading skills, speaking, listening, writing, and reading comprehension.	$7,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement Dyslexia screener for all Kindergarten through 2nd grade students.		
2.5	Special Education	Provide special education services and resources to students based on their individual identified needs. Through on-going professional development, resources, services and support of our Special Education Local Plan Area (SELPA) students' needs will be supported in the Least Restrictive Environment (LRE).	$777,483.00	Yes
2.6	Foster Youth & Homeless Support	Provide transportation for students who qualify between home and school for students in need of this support. For students who qualify, provide social emotional support and necessary resources to ensure academic success to students in transition.	$20,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	At Delta Elementary Charter School, we strive to facilitate ongoing opportunities and interactive platforms, ensuring that students and families are actively engaged and empowered partners in cultivating an inclusive, supportive environment that prioritizes the overall well-being and development of all students. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: Africian American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Student and family engagement is critical to the success of the school as well as the academic and social emotional success of each student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate The Percentage of students attending school daily on average	ALL: 93.55% EL: 92.82% LTEL: --- SED: 91.68% SWD: 92.92% HOM: 85.15% FY: ---	ALL: 93.31% EL: 93.96% LTEL: --- SED: 91.67% SWD: 92.93 % HOM: 87.57% FY: ---	SY 25-26 P2 Report: 92%	ALL: 95% EL: 95% LTEL: --- SED: 95% SWD: 95% HOM: 90% FY: ---	-1.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 SIS	2024-25 (May 30,2025) SIS			
3.2	Chronic Absenteeism Rate Percentage of students K-6 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 20.50% EL: 17.9% LTEL: --- SED: 33.30% SWD: 16.40% HOM: --- FY: --- Fall 2023 CA School Dashboard	ALL: 20.3% EL: 20% LTEL: --- SED: 33% SWD: 26.9% HOM: --- FY: --- Fall 2024 CA School Dashboard	2025 CA School Dashboard All students: 20.3% (Red) Hispanic: 28.6% (Red) Students with Disabilities: 28.3% (Red) Socioeconomically Disadvantages: 31.8% (Orange) White: 13% (Orange) English Learners: 15% (Yellow) Two or More Races: 9.4% (Green)	ALL: 17.50% EL: -- 14.90% LTEL: --- SED: 30.30% SWD: 13.40% HOM: --- FY: ---	All Students: -0.2% English Learners (EL): -2.9% Socioeconomically Disadvantaged (SED): -1.5% Students with Disabilities (SWD): +11.9% (Negative values indicate improvement/reduced chronic absenteeism. Positive values indicate an increase in chronic absenteeism.)
3.3	Suspension Rate Percentage of students who are suspended at least once during the academic year.	ALL: 0.50% EL: 2.50% LTEL: -- SED: 1.80% SWD: 0% HOM: -- FY: -- TOM: 0% HI: 1.2% W: 0% Fall 2023 CA School Dashboard	ALL: 1.1 % EL: --- LTEL: --- SED: 0.9% SWD: 3% HOM: --- FY: --- TOM-- 2.9% HI-- 1.3% W-- 0.6% Fall 2024 CA School Dashboard Suspension Rate	2025 CA School Dashboard All students: .8% (Green) Hispanic: .6% (Green) Students with Disabilities: 3.3% (Orange) Socioeconomically Disadvantages: .9% (Green) White: .7% (Green) English Learners: 2.5% (Orange)	ALL: 0%	All Students: +0.3% English Learners (EL): 0.0% Socioeconomically Disadvantaged (SED): -0.9% Students with Disabilities (SWD): +3.3% Hispanic: -0.6% White: +0.7% Two or More Races: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Two or More Races: 0% (Blue)		(Negative values indicate improvement/reduced suspension rates. Positive values indicate an increase in suspension rates.)
3.4	Expulsion Rate Percentage of students who are expelled from the district during the academic year.	ALL: 0% 2023-24 SIS	ALL: 0% 2024-25 SIS	SY 2025-26: 0%	ALL: 0%	No difference
3.5	Safety & School Connectedness Percentage of students, parents and teachers who feel the school is safe. Percentage of students, parents and teachers who feel connected to the school. Data is based on the district annual LCAP survey – responses that agree with questions aligned to safety and connectedness	Feel Safe at School: Students: 80% Parents: 98% Feel Connected to School: Students: 99% Parents: 95%	Feel Safe at School: Students: 92% Parents: 99% Staff: 90% Feel Connected to School: Students: 92% Parents: 83% Staff: 75%	Feel Safe at School: Students: 85% Parents: 99% Staff: Safety question not asked during this survey administration Feel Connected to School: Students: 87% Parents: 100% Staff: 100%	Feel Safe at School: Students: 100% Parents: 100% Staff : 100% Feel Connected to School: Students: 100% Parents: 100% Staff: 100%	Feel Safe at School: Students: +5% Parents: +1% Feel Connected to School: Students: -12% Parents: +5%
3.6	Parent Involvement	Survey Responses- 2024 LCAP Survey	Survey Responses- 2024 LCAP Survey	Survey Responses- 2026 LCAP Survey Q4 – Rate the	Survey Responses- 2024 LCAP Survey	Q4 – Rate the LEA's progress in developing multiple

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of parent responses to the district LCAP survey Self-reflection on Parent and Family Engagement Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest) 1 – Exploration and Research Phase 2 – Beginning Development 3—Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 3 - Initial Implementation Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented	Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4 - Full Implementation Q11 – Rate the LEA's progress in	LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4 - Full Implementation Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and	Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 5 - Full Implementation and Sustainability Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation and Sustainability	opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families Maintained Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making Improved Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups in the school community. 3 - Initial Implementation Local Indicator, Priority 3 Self-Reflection Tool	providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Implementation Local Indicator, Priority 3 Self-Reflection Tool	implementing strategies to reach and seek input from any underrepresented groups in the school community. 4- full implementation "	Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5 - Full Implementation and Sustainability Local Indicator, Priority 3 Self-Reflection Tool	strategies to reach and seek input from any underrepresented groups in the school community. Improved
3.7	School Facilities Rating of school facility maintained in good repair based on CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC).	DECS is safe, clean and well maintained per August 2023 facilities inspection overall rating of 'Good'.	DECS is safe, clean and well maintained per December 2024 facilities inspection overall rating of 'Exemplary'.	DECS is safe, clean and well maintained per 2024-2025 SARC facilities inspection overall rating of 'Exemplary'.	Overall annual facilities inspection rating will remain Good or Exemplary.	Improved to "Exemplary"

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.

All actions associated with Goal 3 were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize creating a safe, inclusive, and supportive learning environment that fostered strong student engagement, family partnership, student well-being, and positive school culture through a comprehensive system of behavioral supports, mental health services, attendance interventions, enrichment opportunities, and family engagement initiatives.

Implementation of Positive Behavioral Interventions and Supports (PBIS) (Action 3.1) and Restorative Practices (Action 3.2) remained a central focus throughout the school year. Staff continued participating in training and follow-up support designed to strengthen schoolwide behavioral expectations, relationship-building practices, classroom community development, and restorative responses to student behavior. Community circles and restorative practices were implemented across classrooms and schoolwide settings to support positive student relationships and foster a stronger sense of belonging within the school community.

Attendance Support systems (Action 3.3) continued through the implementation of attendance teams focused on identifying and supporting students experiencing chronic absenteeism. Staff worked collaboratively with families to identify barriers impacting attendance and provided resources, communication, and intervention supports intended to improve student engagement and school attendance. A continued area of focus and challenge throughout implementation was ensuring consistent student attendance and strengthening proactive family outreach and intervention systems.

The school also maintained implementation of a multi-tiered mental health and social-emotional support system through Mental Health Services (Action 3.4). Universal Tier 1 social-emotional learning lessons and class meetings were provided to all students, while Tier 2 small group supports and Tier 3 individualized supports were available for students requiring additional assistance. Counseling and student support services remained an important component of the school's efforts to support student well-being, emotional regulation, and school connectedness.
Student Leadership opportunities (Action 3.5) and Expanded Enrichment and Engagement Opportunities Beyond the Classroom (Action 3.6) provided students with additional opportunities for agency, leadership development, enrichment, intervention, and connection to school activities aligned to their interests. These opportunities supported student motivation, engagement, and school connectedness while also reinforcing the school's commitment to developing the whole child through experiences both inside and outside the classroom.

Family Engagement, Transparent Communication, and Community Partnerships (Action 3.7) remained a significant area of implementation throughout the year. The school provided ongoing communication through newsletters, digital platforms, parent meetings, workshops, and family events designed to strengthen partnership with families and increase participation in advisory groups and school decision-making opportunities. Community partnerships also supported enrichment opportunities, family engagement events, and expanded learning experiences for students.
Additionally, School Safety and Facilities Enhancement for Student and Staff Well-Being (Action 3.8) continued through ongoing maintenance of school facilities, staff training, site-based safety support, and investments in resources intended to maintain clean, safe, and welcoming learning environments for students and staff. Overall, implementation of Goal 3 actions strengthened systems focused on school

climate, student well-being, family partnership, student engagement, and safe learning environments aligned to the school's mission and educational philosophy.

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.

Estimated actuals exceed our budgeted amount for action 3.8 due to increased spending on staff training and infrastructure upgrades.

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

The actions implemented under Goal 3 have demonstrated mixed effectiveness in making progress toward the goal of cultivating an inclusive, supportive environment that prioritizes student well-being, safety, and engagement. Overall, the school demonstrated strong effectiveness in maintaining low suspension and expulsion outcomes through implementation of Positive Behavioral Interventions and Supports (PBIS) (Action 3.1), Restorative Practices (Action 3.2), Mental Health Services (Action 3.4), Student Leadership opportunities (Action 3.5), and School Safety and Facilities enhancements (Action 3.8). At the same time, chronic absenteeism remains the school's primary area of focus moving forward despite continued implementation of Attendance Support systems (Action 3.3), family engagement strategies (Action 3.7), and expanded student engagement opportunities (Action 3.6).

The school's suspension data reflects that current school climate and behavioral support systems are effective. Delta Elementary Charter earned a Green performance level on the Suspension Rate Indicator, with only 0.8% of students suspended at least one day, outperforming the state average of 2.9%. Several student groups also demonstrated positive outcomes, including Hispanic students at 0.6% suspended (Green), Socioeconomically Disadvantaged students at 0.9% suspended (Green), White students at 0.7% suspended (Green), and Two or More Races students at 0.0% suspended (Blue). These outcomes suggest that implementation of PBIS systems (Action 3.1), restorative practices and community circles (Action 3.2), social-emotional supports through Mental Health Services (Action 3.4), and school safety systems (Action 3.8) are positively contributing to student behavior, relationship-building, and school climate outcomes. Additionally, the school maintained a 0% Expulsion Rate, further demonstrating the effectiveness of restorative and preventative approaches designed to support students while minimizing exclusionary discipline practices.

While suspension and expulsion outcomes demonstrate strong effectiveness, chronic absenteeism continues to be the school's most significant area for growth. The school earned a Red performance level on the Chronic Absenteeism Indicator, with 20.3% of students chronically absent. Student groups with the greatest attendance needs included Hispanic students at 28.6% chronically absent (Red) and Students with Disabilities at 28.3% chronically absent (Red). However, several student groups demonstrated positive improvement trends, including English Learners, whose chronic absenteeism declined 5.0 percentage points to 15.0% (Yellow), and Two or More Races students, whose chronic absenteeism declined 11.2 percentage points to 9.4% (Green).

In response to attendance needs, the school strengthened implementation of Attendance Support systems (Action 3.3) during the current school year. Delta Elementary Charter hired an additional support staff member focused primarily on short-term Independent Study coordination and attendance interventions in order to streamline attendance processes and provide increased support to students and families. The school also worked to encourage utilization of Independent Study opportunities when appropriate and supported teachers in preparing instructional materials for students participating in Independent Study. Additional attendance-focused strategies included attendance contests, bulletin board recognition systems, and incentives designed to improve student attendance and engagement. The school also identified the need to continue expanding attendance supports moving into the 2026–27 school year, including adding additional staffing support and implementing expanded attendance recovery opportunities for students.

Overall, the data suggests that Goal 3 actions related to PBIS implementation, restorative practices, social-emotional supports, school safety, and student engagement have been effective in maintaining a safe and supportive school environment with very low suspension and expulsion rates. At the same time, the school recognizes chronic absenteeism as a continued area of focus and will continue strengthening attendance systems, family engagement strategies, and proactive intervention supports to improve student attendance outcomes moving forward.

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 reflection on prior practice, review of Dashboard and local data, and engagement with educational partners, the school will maintain the overall structure of Goal 3, including its goals, actions, metrics, and target outcomes, as it enters the final year of the current LCAP cycle. Overall, the school believes the current systems and supports related to school climate, student engagement, family partnership, and student well-being are positively impacting students and contributing to strong suspension and school culture outcomes.

While no major changes will be made to the goal structure, the school will continue prioritizing attendance improvement efforts during the 2026–27 school year. Building on the attendance supports implemented this year, the school plans to increase staffing support by adding an additional role focused on attendance interventions and attendance recovery supports in order to further strengthen proactive outreach, intervention systems, and student engagement strategies related to chronic absenteeism.

The school will also continue strengthening opportunities for family and community involvement through its highly engaged parent-teacher associations and school community partnerships. These groups play a significant role in organizing school events and fostering a strong sense of community, and the school will continue expanding opportunities for families and community members to engage in school activities and campus events.

Additionally, educational partner feedback highlighted a desire for increased signature programs and campus traditions connected to arts and student identity. In response, the school has continued revitalizing arts-focused campus traditions, including the return of the school’s legacy mural program. During the current school year, the school reinstalled murals created by former students and, for the first time since the COVID-19 pandemic, current students will once again create and display new murals on campus during the 2026–27 school year. These efforts are intended to strengthen student connectedness, school pride, creativity, and campus culture.

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	Positive Behavioral Interventions and Supports (PBIS)	Implementation of school-wide Positive Behavior Intervention Systems and Supports (PBIS) with fidelity. Follow-up training and other support to school sites will improve PBIS school-wide programs.	$800.00	Yes
3.2	Restorative Practices	Implement a school-wide Restorative Practices and Community Circles to build community on campus and improve relationships within the classrooms and throughout the school community.	$300.00	No
3.3	Attendance Support	Establish a team that will target students who are chronically absent. Provide training, resources and necessary support to remove barriers hindering students ability to attend school regularly.		No
3.4	Mental Health Services	Provide universal social emotional learning opportunities through structured lessons and resources and targeted support with a school counselor based on need. • Tier 1 - social emotional support provided to all through social emotional lessons and class meetings. • Tier 2 - short-term small group support • Tier 3 - short-term individualized support	$10,000.00	Yes
3.5	Student Leadership	Create opportunities for students to have agency and contribute to the development of school-wide initiatives.		No
3.6	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	Design and implement intervention and enrichment opportunities that improve student academic preparedness and support positive outcomes on the California School Dashboard, while also increasing opportunities for students to connect and engage in school activities aligned with their interests to foster a sense of belonging and motivation.	$259,226.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Family Engagement, Transparent Communication, and Community Partnerships	DECS will foster a culture of partnership and trust through a comprehensive family and community engagement strategy. This includes: -Parent Learning & Leadership: Offering workshops and family events to build parent capacity and encouraging participation in advisory groups such as PAC, ELAC, and school committees. -Transparent Communication: Maintaining clear, ongoing communication through newsletters, digital updates, and parent meetings focused on instructional goals, assessments, and student progress. -Community Partnerships: Collaborating with local organizations to provide enrichment opportunities—such as garden days, guest speakers, and family events—that strengthen school-community connections and expand student learning.	$3,000.00	Yes
3.8	School Safety and Facilities Enhancement for Student and Staff Well-Being	Implement and maintain school safety and security measures through ongoing site-based support, staff training, and infrastructure upgrades. Invest in personnel and resources necessary to ensure that all school facilities are clean, well-maintained, and conducive to learning, creating safe, welcoming environments that support the physical and emotional well-being of students and staff.	$365,225.00	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
$260,176	$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
6.309%	0.000%	$0.00	6.309%

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
1.2	**Action:** Professional Development for Certificated and Classified Staff **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In	Qualified teachers have knowledge and expertise to teach their students effectively. These persistent disparities underscore the need for targeted academic interventions, designated ELD instruction, foundational skills support, and instructional strategies that are culturally responsive and language-accessible to accelerate learning and close achievement gaps for unduplicated pupils.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
	ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. **Scope:** LEA-wide		
1.3	**Action:** Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. **Scope:**	Qualified teachers have knowledge and expertise to teach their students effectively. These persistent disparities underscore the need for targeted academic interventions, designated ELD instruction, foundational skills support, and instructional strategies that are culturally responsive and language-accessible to accelerate learning and close achievement gaps for unduplicated pupils.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
	LEA-wide		
1.4	**Action:** Art, Music, Agriculture, Learning Garden and Project-Based Learning **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. **Scope:** LEA-wide	Integrated project-based learning offers a dynamic and inclusive approach that can support struggling learners by providing them with opportunities for meaningful engagement, personalized learning experiences, and skill development.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores
1.6	**Action:** Experiential Learning Excursions **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English	Experiential learning provides a rich and dynamic approach to education that promotes active engagement, deep understanding, and holistic skill development.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
	Language Arts (ELA) and mathematics. In ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. **Scope:** LEA-wide		
2.1	**Action:** Small Group Instruction **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. These persistent disparities underscore the need for targeted academic interventions, designated ELD instruction, foundational skills support, and	Small group instruction plays a vital role in promoting personalized learning, differentiation, collaboration, and social-emotional development, making it an essential component of effective teaching practice.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
	instructional strategies that are culturally responsive and language-accessible to accelerate learning and close achievement gaps for unduplicated pupils. **Scope:** LEA-wide		
2.4	**Action:** Early Literacy **Need:** CAASPP results from 2024 reveal that unduplicated students at DECS—specifically Socioeconomically Disadvantaged (SED) students and English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In ELA, SED students scored 59.8 points below standard, which is 38.6 points below the all-student average, while ELs scored 82.9 points below standard, or 61.7 points below all students. In math, SED students scored 50.7 points below standard—32.9 points below the all-student average—and ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. These persistent disparities underscore the need for targeted academic interventions, designated ELD instruction, foundational skills support, and instructional strategies that are culturally responsive and language-accessible to accelerate learning and close achievement gaps for unduplicated pupils.	Early literacy support is critical for laying the groundwork for children's academic success, promoting language development, closing achievement gaps, and fostering a lifelong love of reading and learning.	ELA CAASPP, iReady

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
	Scope: LEA-wide		
2.5	**Action:** Special Education **Need:** Students with Disabilities (SWD) at DECS are significantly underperforming in both academic achievement and attendance, as reflected in 2024 CA School Dashboard data. In English Language Arts (ELA), SWD scored 75.1 points below standard—53.9 points lower than all students—and received a performance level of Red. In mathematics, SWD scored 67.7 points below standard, 49.9 points below the all-student average, earning a performance level of Orange. Chronic absenteeism also remains a serious concern, with 26.9% of SWD identified as chronically absent, placing this subgroup again in the Red performance level. **Scope:** LEA-wide	These outcomes highlight a critical need for targeted instructional supports, increased inclusive practices, behavior and attendance interventions, and improved access to core curriculum through collaborative and specially designed instruction. Overall, chronic absenteeism for all is 20.3 % and rated red. All students will benefit from these academic and attendance supports.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Attendance Rate Chronic Absenteeism Rate
2.6	**Action:** Foster Youth & Homeless Support **Need:** Students who are economically disadvantaged have high chronic absenteeism rates. SED students are 33% chronically absent, 12.7% more compared to all students (20.3%). EL students are 20% chroncially absent and SWD are 26.9%	Transportation plays a crucial role in addressing chronic absenteeism by ensuring that all students have access to school and can attend regularly	Attendance Rate Chronic Absenteeism Rate

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
	Scope: LEA-wide		
3.1	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** Unduplicated pupils at DECS, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, are disproportionately impacted by chronic absenteeism and academic underperformance. In 2024–25, EL students were chronically absent at a rate of 20%, and SED students at 33%, compared to 20.3% schoolwide. These students also scored significantly below standard in both ELA and math on state assessments. **Scope:** LEA-wide	This action—schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS)—is principally directed toward unduplicated pupils and is designed to reduce chronic absenteeism by improving school climate, promoting inclusive practices, and reinforcing student engagement. PBIS provides a tiered framework that includes: -Proactive relationship-building and recognition systems to increase school connectedness -Tiered supports for attendance monitoring and intervention -Restorative conversations and check-ins with chronically absent students -Bilingual family communication and translated materials to strengthen partnerships with EL and SED families PBIS implementation goes beyond what is provided to all students by embedding equity-driven practices and targeted engagement strategies that address the specific barriers faced by unduplicated students, ultimately contributing to closing achievement and attendance gaps.	Attendance Rates Chronic Absenteeism Rates Suspension Rates

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
3.4	**Action:** Mental Health Services **Need:** Unduplicated pupils at DECS, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, are disproportionately impacted by chronic absenteeism and academic underperformance. In 2024–25, EL students were chronically absent at a rate of 20%, and SED students at 33%, compared to 20.3% schoolwide. These students also scored significantly below standard in both ELA and math on state assessments. **Scope:** LEA-wide	When students feel safe, supported, and connected to their school community, they are more likely to engage in learning, participate meaningfully in class, and achieve their academic goals. At DECS, a schoolwide Social-Emotional Learning (SEL) curriculum is in place to promote these outcomes by fostering emotional regulation, resilience, and interpersonal skills. However, ongoing reflection and stakeholder feedback have identified a continued need for expanded mental health support services. Students—particularly those impacted by trauma, chronic absenteeism, or inconsistent access to wellness resources—require tiered mental health interventions to ensure their overall well-being is supported alongside academic achievement.	Attendance Rates Chronic Absenteeism Rates Suspension Rates
3.7	**Action:** Family Engagement, Transparent Communication, and Community Partnerships **Need:** Unduplicated pupils at DECS, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, are disproportionately impacted by chronic absenteeism and academic underperformance. In 2024–25, EL students were chronically absent at a rate of 20%, and SED students at 33%, compared to 20.3% schoolwide. These students also scored significantly below standard in both ELA and math on state assessments.	By actively engaging parents in their child's education, DECS can create an environment where all students have the opportunity to thrive academically, socially, and emotionally.	Attendance Rates Chronic Absenteeism Rates

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
	Scope: LEA-wide		

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
2.3	**Action:** English Language and Migrant Learners **Need:** CAASPP results from 2024 reveal that English Learners (ELs)—are significantly underperforming in both English Language Arts (ELA) and mathematics. In ELA, ELs scored 82.9 points below standard, or 61.7 points below all students. In math, ELs scored 93.4 points below standard, a 75.6-point gap compared to all students. **Scope:** Limited to Unduplicated Student Group(s)	These persistent disparities underscore the need for targeted academic interventions, designated ELD instruction, foundational skills support, and instructional strategies that are culturally responsive and language-accessible to accelerate learning and close achievement gaps for unduplicated pupils.	EL Reclassification Rates ELPAC Assessment

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.

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.

Not Applicable

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

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	$ 4,123,800	260,176	6.309%	0.000%	6.309%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,310,955.00	$692,811.00	$0.00	$198,596.00	$4,202,362.00	$3,491,333.00	$711,029.00

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	Rigorous curriculum and instructional materials	All	No			All Schools	On-going	$0.00	$38,000.00	$35,000.00			$3,000.00	$38,000.00	
1	1.2	Professional Development for Certificated and Classified Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$47,287.00	$39,000.00	$39,000.00			$47,287.00	$86,287.00	
1	1.3	Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$2,271,350.00	$23,500.00	$2,294,850.00				$2,294,850.00	
1	1.4	Art, Music, Agriculture, Learning Garden and Project-Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$305,000.00	$5,400.00	$214,681.00			$95,719.00	$310,400.00	
1	1.5	Technology Supports and Resources	All	No			All Schools	On-going	$23,791.00	$3,000.00	$26,791.00				$26,791.00	
1	1.6	Experiential Learning Excursions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.1	Small Group Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$0.00	$100.00				$100.00	$100.00	
2	2.2	Data Analysis and Review	All	No			All Schools	On-going								
2	2.3	English Language and Migrant Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		On-going	$0.00	$300.00	$300.00				$300.00	
2	2.4	Early Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$0.00	$7,200.00	$7,200.00				$7,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.5**	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$521,680.00	$255,803.00	$265,993.00	$459,000.00		$52,490.00	$777,483.00	
2	**2.6**	Foster Youth & Homeless Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		As needed	$0.00	$20,400.00	$20,400.00				$20,400.00	
3	**3.1**	Positive Behavioral Interventions and Supports (PBIS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	$0.00	$800.00	$800.00				$800.00	
3	**3.2**	Restorative Practices	All	No			All Schools	On-going	$0.00	$300.00	$300.00				$300.00	
3	**3.3**	Attendance Support	All	No			All Schools	On-going								
3	**3.4**	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.5**	Student Leadership	All 4th - 6th grade	No			All Schools	On-going								
3	**3.6**	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	All	No			All Schools	On-going	$17,000.00	$242,226.00	$25,415.00	$233,811.00			$259,226.00	
3	**3.7**	Family Engagement, Transparent Communication, and Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	**3.8**	School Safety and Facilities Enhancement for Student and Staff Well-Being	All	No			All Schools	On-going	$305,225.00	$60,000.00	$365,225.00				$365,225.00	

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
$ 4,123,800	260,176	6.309%	0.000%	6.309%	$2,858,224.00	0.000%	69.310 %	**Total:**	$2,858,224.00
								LEA-wide Total:	$2,857,924.00
								Limited Total:	$300.00
								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	**1.2**	Professional Development for Certificated and Classified Staff	Yes	LEA-wide	English Learners Low Income		$39,000.00	
1	**1.3**	Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff	Yes	LEA-wide	English Learners Low Income		$2,294,850.00	
1	**1.4**	Art, Music, Agriculture, Learning Garden and Project-Based Learning	Yes	LEA-wide	English Learners Low Income		$214,681.00	
1	**1.6**	Experiential Learning Excursions	Yes	LEA-wide	English Learners Low Income		$2,000.00	
2	**2.1**	Small Group Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.3**	English Language and Migrant Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$300.00	
2	**2.4**	Early Literacy	Yes	LEA-wide	English Learners Low Income		$7,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.5**	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$265,993.00	
2	**2.6**	Foster Youth & Homeless Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,400.00	
3	**3.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Low Income		$800.00	
3	**3.3**	Attendance Support				All Schools		
3	**3.4**	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.7**	Family Engagement, Transparent Communication, and Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,244,346.00	$3,742,295.00

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**	Rigorous curriculum and instructional materials	No		$39,265
1	**1.2**	Professional Development for Certificated and Classified Staff	Yes	$32,339.00	$88,258
1	**1.3**	Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff	Yes	$1,994,137.00	$2,212,946
1	**1.4**	Art, Music, Agriculture, Learning Garden and Project-Based Learning	Yes	$216,254.00	$ 212,306
1	**1.5**	Technology Supports and Resources	No	$66,061.00	$ 63,114
1	**1.6**	Experiential Learning Excursions	Yes		$ 1,493
2	**2.1**	Small Group Instruction	Yes		$ 103
2	**2.2**	Data Analysis and Review	No		
2	**2.3**	English Language and Migrant Learners	Yes	$10,000.00	$ 375
2	**2.4**	Early Literacy	Yes		$ 7,208
2	**2.5**	Special Education	No	$612,918.00	$ 562,976

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)
			Yes		
2	**2.6**	Transportation	Yes	$5,900.00	$ 26,300
2	**2.7**	Foster Youth & Homeless	Yes		
3	**3.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes		$ 806
3	**3.2**	Restorative Practices	No		$ 277
3	**3.3**	Attendance Support	No		
3	**3.4**	Mental Health Services	Yes	$30,000.00	$ 9,203
3	**3.5**	Student Leadership	No		
3	**3.6**	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	No	$201,355.00	$ 297,340
3	**3.7**	Family Engagement, Transparent Communication, and Community Partnerships	Yes	$20,000.00	$ 29,700
3	**3.8**	School Safety and Facilities Enhancement for Student and Staff Well-Being	No	$55,382.00	$ 190,625

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)
243,352	$2,474,808.00	$2,585,351.68	($110,543.68)	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	**1.2**	Professional Development for Certificated and Classified Staff	Yes	$32,339.00	$35,044.00		
1	**1.3**	Recruitment, Support, and Retention of High-Quality Certificated and Classified Staff	Yes	$1,956,540.00	$ 2,166,900.00		
1	**1.4**	Art, Music, Agriculture, Learning Garden and Project-Based Learning	Yes	$167,167.00	$ 155,771.71		
1	**1.6**	Experiential Learning Excursions	Yes		$ 1,493		
2	**2.1**	Small Group Instruction	Yes		$ 103		
2	**2.3**	English Language and Migrant Learners	Yes	$10,000.00	$ 375		
2	**2.4**	Early Literacy	Yes		$ 7,208		
2	**2.5**	Special Education	Yes	$252,862.00	$192,156.97		
2	**2.6**	Transportation	Yes	$5,900.00	$ 26,300		
2	**2.7**	Foster Youth & Homeless	Yes				
3	**3.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes				

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)
3	**3.4**	Mental Health Services	Yes	$30,000.00			
3	**3.7**	Family Engagement, Transparent Communication, and Community Partnerships	Yes	$20,000.00			

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)
$3,883,364	243,352	0.00	6.267%	$2,585,351.68	0.000%	66.575%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

<u>Limited Actions</u>

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).

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