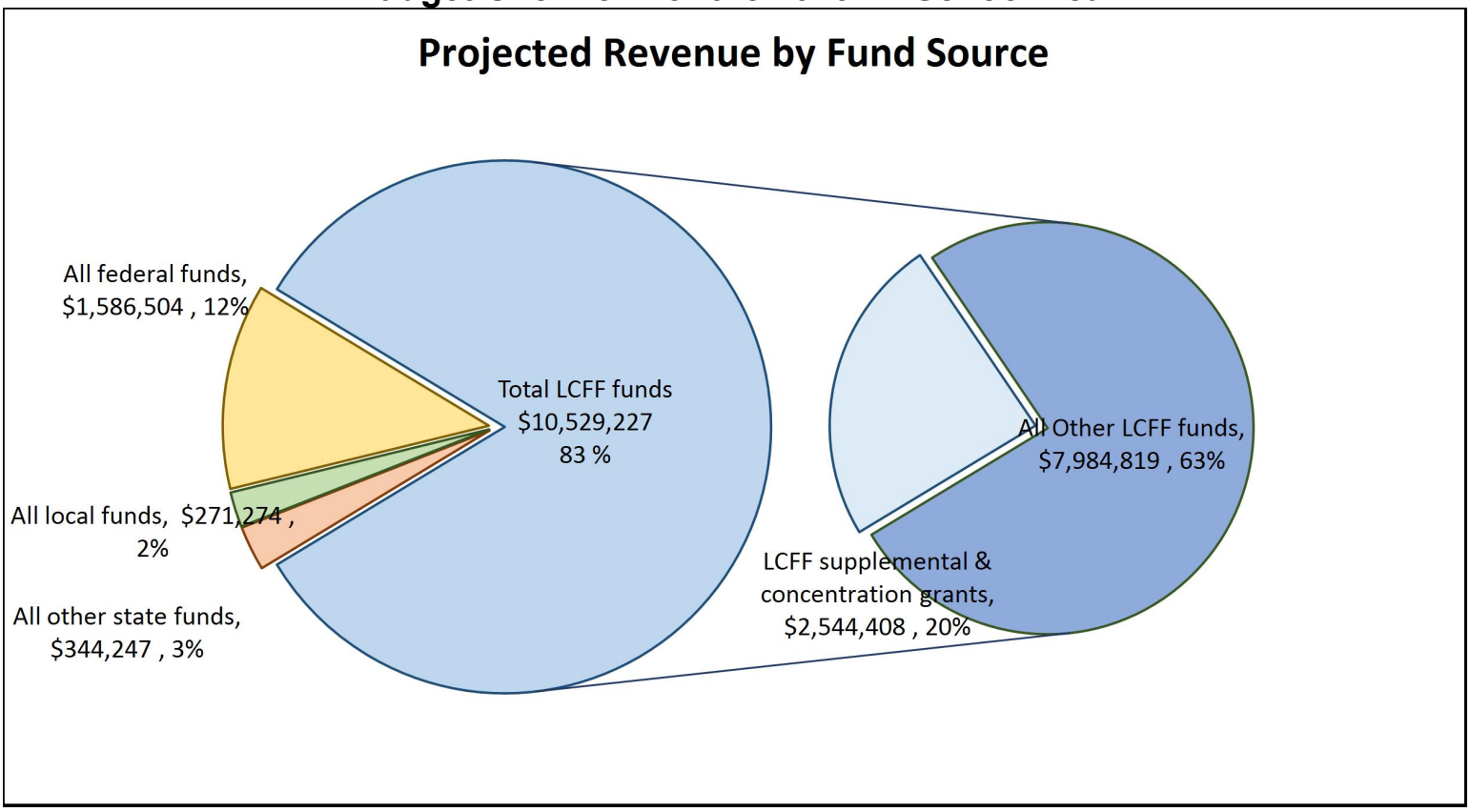
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nueva Vista Language Academy
CDS Code: 15634040120139
School Year: 2026-27
LEA contact information:
Casey Rivas
Principal
crivas2@duesd.org
661-721-5070

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

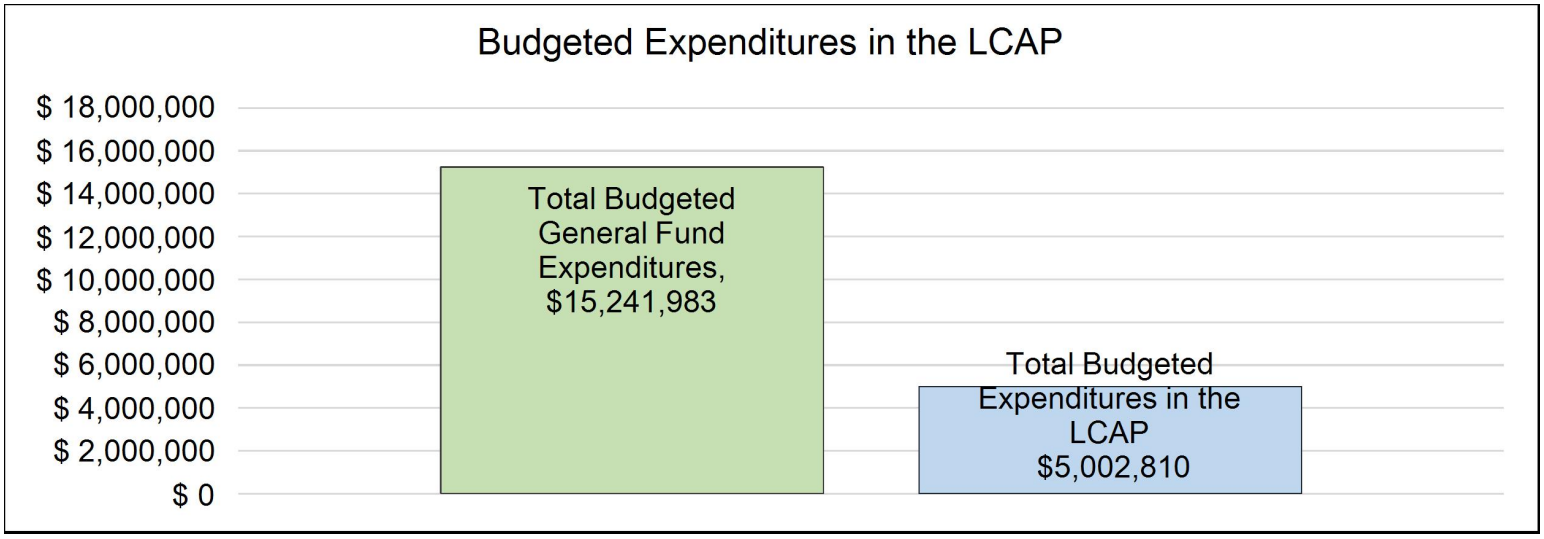


This chart shows the total general purpose revenue Nueva Vista Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nueva Vista Language Academy is $12,731,252, of which $10,529,227 is Local Control Funding Formula (LCFF), $344,247 is other state funds, $271,274 is local funds, and $1,586,504 is federal funds. Of the $10,529,227 in LCFF Funds, $2,544,408 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 Nueva Vista Language Academy 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: Nueva Vista Language Academy plans to spend $15,241,983 for the 2026-27 school year. Of that amount, $5,002,810 is tied to actions/services in the LCAP and $10,239,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

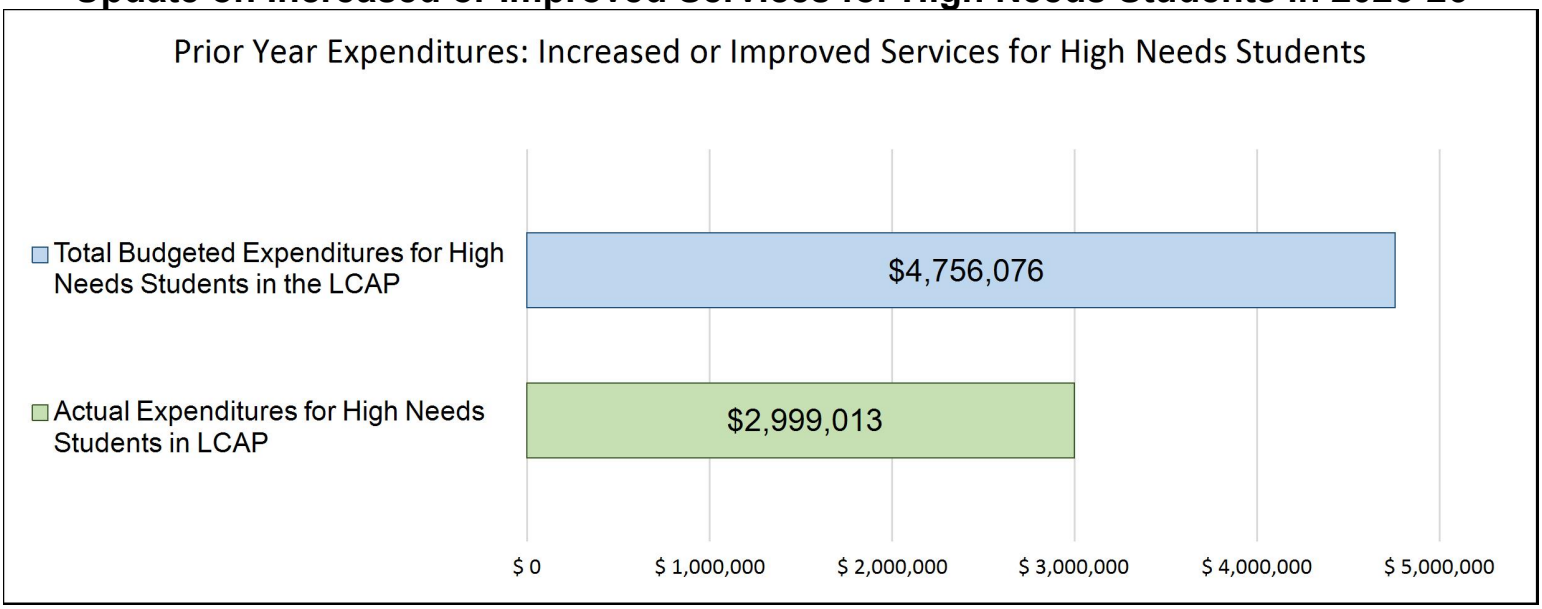
In addition to the funds that are allocated in the Local Control Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social and emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (music, art, etc.) The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ratio of 24:1 in grades K-3rd. A Learning Coordinator is provided to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

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

In 2026-27, Nueva Vista Language Academy is projecting it will receive $2,544,408 based on the enrollment of Foster Youth, English learner, and low-income students. Nueva Vista Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Nueva Vista Language Academy plans to spend $4,917,051 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 Nueva Vista Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nueva Vista Language Academy 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, Nueva Vista Language Academy's LCAP budgeted $4,756,076 for planned actions to increase or improve services for high needs students. Nueva Vista Language Academy actually spent $2,999,013 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,757,063 had the following impact on Nueva Vista Language Academy’s ability to increase or improve services for high needs students:

Nueva Vista continued to implement the majority of planned actions and services to support English learners, foster youth, and low-income students. High needs students continued to receive targeted academic interventions, social-emotional supports, extended learning opportunities, and supplemental instructional resources. NVLA maintained a focus on improving student achievement, attendance, engagement, and access to rigorous instruction through programs such as intervention support, after school programs, professional development, and family engagement activities. Although actual expenditures were lower than projected, the overall impact on increased or improved services for high needs students was minimal, as NVLA prioritized maintaining direct services and supports aligned to identified student needs and LCAP goals.

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
Nueva Vista Language Academy	Casey Rivas Principal	crivas2@duesd.org 661-721-5070

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.

Rising to New Heights Through Language

Mission: At NVLA, we create high achieving scholars, confident communicators, and global citizens by providing a rigorous academic program which promotes language acquisition and develops academic and social skills.

Vision: NVLA's culturally diverse program will be widely recognized by the state of California for being a leading and innovative school that offers a Dual Immersion course of study. Students who complete the Dual Immersion program will achieve bi-literacy. All students will be prepared and motivated for college and careers to be successful in the competitive 21st century with high levels of academic proficiency.

Nueva Vista Language Academy Pledge

- We will provide an environment of academic excellence that will develop creative and critical thinkers.
- We will engage each of our students as unique individuals in order to prepare them for college and career readiness.
- We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.
- We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

Every employee will honor students, parents, and community members by providing exemplary customer service.

Nueva Vista Language Academy is home to approximately 670 students in grades TK-5, with two on campus preschools. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 610 or 91%, White - 5 or less than 1%, American Indian - 1 or less than 1%, Filipino - 34 or 5%, African American - 3 or less than 1%, and Unknown - 10 or 1.4%. Our student population is also divided into the following subgroups: 400 or 59% socio-economically disadvantaged, 185 or 27% English Learners, 11 or 1.6% Homeless, 3 or less than 1% Foster Youth, 72 or 10% Special Education, 51 or 7.6% GATE. Through this LCAP, Nueva Vista Language Academy is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission and vision.

Reflections: Annual Performance

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

The Delano Union School District continues its efforts to close the achievement gap and return to and exceed academic levels that were attained during pre pandemic instruction. The district has focused on providing multiple tiers of support for all students with specific attention to unduplicated subgroups, students with disabilities, and Mckinney-Vento students. The state and local data reported below highlights areas that have demonstrated success and areas that need additional support. Actions within this LCAP will focus on providing the necessary resources to ensure that unduplicated pupils receive the support they need to attain success.
Based on the California School Dashboard for 2025:

1. The English Learner Progress Indicator (ELPI) was 46.9%. Which places Nueva Vista Language Academy above the state's ELPI. The dashboard also indicates that 79% of our students either maintained or progressed at least one ELPI level from the 2025 assessment.

2. Nueva Vista Language Academy's Chronic Absentee rate is 3.1%. This is a decrease of 0.3% from the previous school year. This has now placed NVLA in the green performance level. Our Hispanic, English Learners, Socioeconomically Disadvantaged and Students with Disabilities subgroups are in the green performance subgroups. Filipino subgroups are in the blue performance level. To continue to maintain a low chronic absentee rate Nueva Vista Language Academy has created actions in Goal 2 (Actions 4, 7,9).NVLA will support monitor these student sub groups and remove barriers that affect attendance.

3. NVLA increased 11.1 points in English Language Arts. This has placed NVLA in the green performance group. NVLA scored 1.6 points above standard. English Learners, SED, were in the yellow performance level. No other subgroups fell into the orange or red performance level.

4. In Mathematics, NVLA increased by 7.9 points. This has placed NVLA in the green performance group. NVLA scored 20.3 points below standard. English Learners increased by 13.6 points, SED subgroup increased by 9.7 points and SWD increased by 13.1 points.

5. NVLA is in the blue performance level for suspension rate. NVLA has maintained a suspension rate of 0.1% from the previous year. There were no subgroups in the red performance level, students with disabilities scored in the orange performance leve and 4 subgroups were in the blue, NVLA will work with MTSS team to provide specific interventions via Goal 2.

6. NVLA had the English Learner subgroup in the yellow performance level in Math & yellow performance level in ELA. Goal 1, will address the specific needs of English Learners, All actions in Goal will provide support for English learners improvement in academic performance.

7. NVLA had the English Learner, Filipino, Hispanic and Socioeconomically Disadvantaged subgroups in the blue performance level for suspension.

Based on local data for 2025: STAR
ALL STUDENTS-
English Language Arts:
-On/Above Grade Level Percentage: 43%
-Near Grade Level Percentage: 18%
-Below Grade Level Percentage:20%
-Far Below Grade Level Percentage: 17%

Math:
-On/Above Grade Level Percentage:45%
-Near Grade Level Percentage: 14%
-Below Grade Level Percentage: 16%
-Far Below Grade Level Percentage: 14%

ENGLISH LANGUAGE LEARNERS-
English Language Arts:
-On/Above Grade Level Percentage: 15%
-Near Grade Level Percentage: 20%
-Below Grade Level Percentage: 34%
-Far Below Grade Level Percentage: 30%

Math:
-On/Above Grade Level Percentage: 35%
-Near Grade Level Percentage: 19%
-Below Grade Level Percentage: 22%
-Far Below Grade Level Percentage: 21%

STUDENTS WITH DISABILITIES-
English Language Arts:
-On/Above Grade Level Percentage: 15%
-Near Grade Level Percentage: 21%
-Below Grade Level Percentage: 24%
-Far Below Grade Level Percentage: 30%

Math:
-On/Above Grade Level Percentage: 18%
-Near Grade Level Percentage: 15%
-Below Grade Level Percentage: 33%
-Far Below Grade Level Percentage: 33%

SOCIO-ECONOMICALLY DISADVANTAGED-
English Language Arts:
-On/Above Grade Level Percentage 37%
-Near Grade Level Percentage: 20%
-Below Grade Level Percentage: 24%
-Far Below Grade Level Percentage: 19%
Math:
-On/Above Grade Level Percentage: 51%
-Near Grade Level Percentage: 15%
-Below Grade Level Percentage: 18%
-Far Below Grade Level Percentage:14 %

FOSTER STUDENTS
(Not enough data to report, must have at least 15 students)

NVLA focused on creating actions in Goal 1 that will address the needs in ELA and Math to English learners, Foster Youth, Socio-economically disadvantaged and Students with Disabilities. Based on data analysis, these are the groups that need attention and support to ensure that they attain adequate growth and receive extra help with reading skills, math skills, and language acquisition to ensure that their specific academic needs are addressed. At this time, NVLA does not any SWD under red indicators on the CA dashboard in Math & ELA. NVLA has created actions in Goal 2 to address attendance, suspensions, and SEL. NVLA will also address their personal needs such as clothing, hygiene packs, backpacks, shoes, glasses, and healthcare. In addition, the district created actions in Goal 3 to ensure that these subgroups have equal access to a well-rounded education. All students will have access to science, technology, engineering, arts, and math.

Based on the needs assessment, funds will be directed to serve unduplicated subgroup students and students in need of academic support in the district to provide specialized academic support such as HIT tutors, academic coaches, and grade span adjustment in the upper grades. These specialized services will be provided for all school sites in the district. HIT tutors and coaches will work one-on-one with identified students to ensure that they close any learning gaps identified through state and local assessments.

Nueva Vista Language Academy has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. The following actions will be funded using LREBG monies, in whole or in part, to address the students need based on the needs assessment.

Goal 1:

Action 1.1 LREBG funds will be utilized to support this action. A total of $500,000 LREBG carry over funds were directed to support this action. This action will be measured by metrics 1.1 ,1.2 1.4, 1.5, 1.6, 1.7, 1.8. This action will provide professional development and training opportunities for all staff to refine current instructional practices. The professional development opportunities throughout the school year will provide emphasis on helping teachers address the needs of unduplicated pupils and students with exceptional needs. This action is provided on an school-wide basis all students will benefit from having teachers that are appropriately trained in the most effective teaching practices and teachers who are knowledgeable in analyzing data and knowing how to adjust instruction to address academic deficits of all students they serve.

Action 1.8 LREBG funds will be utilized for a site ELA/ELD literacy and specialist to provide targeted intervention for our lowest performing 2nd-5th graders. The specialist will work with all students but will give priority to the following subgroups: English language learners and students who come from low socioeconomic backgrounds. The specialist may be asked to modify planning time to be available before or after school to provide services to our most needy students. This action will be supported by $85,759 of LREBG funds.

Based on analysis of state and local data, educational partner feedback, and effectiveness of current actions, the district will continue implementing and refining Goal 1 actions to strengthen academic interventions, language acquisition supports, and instructional coaching. Additional supports funded through LREBG resources will continue targeting unduplicated pupils and students demonstrating the greatest academic need, particularly in mathematics and language acquisition.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Superintendent's Cabinet	Superintendent's Cabinet held monthly meetings since August to discuss the results of state and local data. The cabinet held discussions on possible goals and actions to address the needs based on the results of the California School Dashboard and local data results. The cabinet then met with several educational partner groups throughout the school year to gather input that helped guide the creation of the goals and actions in this LCAP. The cabinet met from January to April to determine the actions that unexpended carryover LREBG funds would support based on the needs assessment. The cabinet met extensively in April and May to review responses to the surveys and the input received from the educational partner meetings. The cabinet then reviewed each LCAP action and refined/revised them to ensure that the input received was addressed.
Administrative Cabinet	Superintendent's Cabinet had ongoing monthly meetings with the district's Administrative Cabinet team since August 2025 to discuss the results of state and local data. The Administrative Cabinet team discussed revisions to LCAP actions to address areas of need and to keep specific actions that have helped the district to successfully address the needs of all students, but with a specific emphasis on unduplicated subgroups. The results of the educational partner surveys were shared with the administrative cabinet group in April 2026 to determine if any specific changes needed to be made to any of the actions.
Principal	The district held meetings with site principals on a monthly basis

Educational Partner(s)	Process for Engagement
	beginning in August 2025 to ensure that their specific site needs are being address in the goals and actions of the LCAP. The district reviewed state and local assessment results individually with each principal and created data plans to address areas of concern. These data plans were taken into consideration when the actions were created. These actions are also mirrored in their school SPSA plans. Unexpended LREBG funds were also discussed on how they would support their site based on areas identified by the needs assessment. The district reviewed LCAP surveys with the principals to ensure that they are addressing to items identified in the surveys as concerns, and helped district administration to refine the actions in the LCAP based on the survey results.
Students	NVLA worked alongside DUESD and sent surveys to all students in grades 4-8 in the month of October and April. The results of the surveys and the feedback from the students were considered to create revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services and MTSS.
Local Bargaining Units	NVLA worked alongside DUESD with both certificated and classified bargaining units in March 2026. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the surveys guided the refinement of some actions within this LCAP.
Other School Personnel	NVLA worked alongside DUESD and met with other school personnel such as site resource teachers, academic coaches, librarians, nurses and other personnel during the months of March and April 2026. After review of the results of state and local data, they were provided with an opportunity to engage in a question and answer session. They were also provided with a survey for them to provide any additional input. The surveys were carefully analyzed and input was utilized to refine current LCAP actions.
Teachers	Teachers form part of the District Advisory Committee, so those that were part of this group were able to provide input during the consultation with this group. Site administrators held data meetings throughout the school year and the teachers were able to provide input on areas of need. The teachers received surveys and their responses were reviewed in April 2026. Their input led to Goal 1,

Educational Partner(s)	Process for Engagement
	Action 1 to refine their professional development to help them serve unduplicated student groups effectively.
Migrant Education Program Parent Advisory Committee	NVLA worked alongside DUESD and presented to the Migrant Education Program Parent Advisory Committee in April 2026. They received surveys as part of the presentation. The committee did not have any questions or comments, but their survey results were recorded and compiled to guide the creation of the actions.
English Learner Advisory Committee	NVLA worked alongside DUESD and met with the DELAC committee in March 2026. They were presented with state and local data and had specific discussions about English learners. They engaged in a question and answer session and they were also provided surveys. Their input was used in the creation, revision, and enhancement of actions within this LCAP, particularly the action for English Learners.
District Advisory Committee	NVLA worked alongside DUESD and met with the H.E.A.R.T.S. Connections Committee in April 2026. This committee is comprised of parents of students with special needs. The parents were presented with state and local data and the data was disseminated by the Students with Disabilities subgroup. The district had an interactive discussion with the parents and they were provided with a survey where they could provide additional input. The results of the survey were compiled to create actions that would improve learning and school climate for students with disabilities.
SELPA	NVLA worked alongside DUESD on February, 2026 and consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2026. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that

Educational Partner(s)	Process for Engagement
	the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors.

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

After every educational partner meeting, the district collected surveys to give each partner an opportunity to provide feedback regarding the LCAP. The surveys and the feedback given at all of the educational partner meetings were compiled and reviewed carefully. The feedback from the surveys and the discussions during the educational partner meetings helped guide the creation/revision of several actions in the LCAP.

After ongoing meetings with the administrative cabinet group, the team determined that the current LCAP goals were effective and recommended that the same broad goals be kept since both state and local data demonstrated progress and students were moving towards standard, including all subgroups. The principals had the opportunity to dissect their school's data and create data plans to address each area where the students were demonstrating some lacking skills. This provided guidance in revising current actions to address the areas of most need by the district, specifically in regards to ELA, writing and math. During the consultation with the local bargaining units, both teams addressed the needs for training and staff development for all of their members. They requested training that was pertinent to each of their members. As a result, the district will address training and professional development in Goal 1, action 1 of the LCAP. The action has been revised to reflect that all staff will have training that is pertinent to their job assignment. LREBG funds will be utilized to ensure in this action to ensure that all staff is appropriately trained. Professional development opportunities will be offered to staff during the summer months to prepare for the new academic school year. After deep data analysis with site and district administrators, the district will ensure that academic coaches are available for teachers to access to help with lesson design, lesson delivery, data analysis, and small group instruction during the school year and they will play a large role in the staff development efforts of the district.

After meeting with several parent groups and analyzing all of the surveys, parents have high interest in maintaining our school environments safe and with a positive school climate. The district will continue its efforts via Goal 2 to address safety at the schools including employing vice principals, campus supervisors, and noon duty aides at all of the school sites. The district will also continue to fund the school nurses and health assistants to assist with students with health related concerns. this will assist with the district's efforts to decrease the chronic absentee rate. Additionally, parents have voiced the continued need to provide mental health services to students. The district will continue to offer mental health services and resources to all students, while ensuring that unduplicated students are prioritized.

Under Goal 3, GATE parents vocalized the need to offer GATE after school program all year with a culminating festival at the end of the school year. The students will also have the opportunity to attend an end of the year educational field trip. Parents also vocalized the need for more enrichment opportunities such as field trips to STEAM museums for the students. The district will organize more hands on enrichment opportunities for the GATE program participants. GATE facilitators will have multiple opportunities for training via the CAG institute. The

GATE facilitators will receive training on implementing the icons of depth and complexity throughout the school day as well as during their after school sessions with the GATE students.

As a result of the educational partner meeting with the DELAC group, the district will be offering at least one Newcomers class for next school year. This is a need that has been vocalized by not only the parents, but also by site administrators. The district has designated some LCAP funding to address this need. The parents also mentioned smaller class sizes for English learners, especially for new comers to the district.

Additionally, the district received several inquiries for professional development on Universal Design for Learning to support students with disabilities. The district will ensure appropriate training for staff in this area as well as other areas of need for professional development. The district will provide professional development for all staff that works with students with disabilities to ensure that they are equipped with the most current best practices. The district also received many requests for Pro-Act training for staff that works with students with exceptional needs. The district will offer training via Goal 1, Action 1 to all staff.

There were many surveys that addressed the need for upgrades to classroom furniture. The district has allocated funding from other sources to address this concern. The district will continue to have ongoing needs assessments to ensure that appropriate services are being provided to meet the needs of all students with particular attention to the unduplicated student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Nueva Vista Language Academy will work to provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in career and college readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement to ensure students are ready for college, careers and beyond.	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)

An explanation of why the LEA has developed this goal.

Based on state and local assessments, Nueva Vista Language Academy has identified the need to continue to increase the quality of instruction. Priority 1 was developed to continue to ensure quality teachers are fully credentialed and are are fully implementing priority 2, which is access to Common Core standards. Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math. For ELA, English Learners scored 19.3 Points Below Standard, SED scored12.3 points below standard and SWD scored 91.1 points below standard. In Math English Learners, scored 31 points below standard, SED scored 30.3 points below standard and SWD scored 94.4 points below standard. According to the Kern Integrated Data System, 37.8 % of students met or exceeded the standard on the California Science Test.
Furthermore, NVLA will continue to focus on efforts to support all teachers through professional development and training opportunities and working with academic coaches to provide students with the best learning strategies to meet their learning needs. NVLA will make a continued effort to retain fully credentialed teachers and provide appropriate training for all teachers to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. NVLA will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. All professional development efforts will focus on supporting teachers to successfully provide tiered academic supports for students along with extra opportunities for learning for all students. By building staff capacity through professional development and new teacher supports, content area intervention teachers, support for English learners, smaller class sizes, increased academic interventions and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased levels of student achievement. will be given all resources and materials needed to ensure students make academic progress in all areas including reading, writing, language, mathematics and social studies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 (a) - Basic Services -teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources	Nueva Vista Language Academy has 39 teachers that are fully credentialed and 1 that is not. This indicates that 97.5 % of all teachers are appropriately assigned and fully credentialed.	Nueva Vista Language Academy has 39 teachers that are fully credentialed and 1 that is not. This indicates that 97.5 % of all teachers are appropriately assigned and fully credentialed.	Nueva Vista Language Academy has 38 teachers that are fully credentialed and 2 that are not. This indicates that 97% of all teachers are appropriately assigned and fully credentialed.	The desired outcome for 2026-2027 school year is that NVLA is able to have 98% of all teachers appropriately assigned and fully credentialed.	Nueva Vista Maintained Metric 1.1 for the 2025-2026 School year.
1.2	Priority 1 (b) - Basic Services -every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum sufficiency of materials	Based on the Williams Team review in 2020, Nueva Vista Language Academy received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams web page.	The 24-25 percentage of students with access to standards-aligned instructional materials is 100%.	For the 2025-2026 school year the percentage of students with access to standards-aligned instructional materials is 100%.	The desired outcome for 2026-2027 school year is to maintain a 100% sufficiency of standards-aligned textbook.	No Difference
1.3	Priority 1 (c) - Basic Services -school facilities are maintained in good repair as measured by the Facility Inspection Tool	Based on the Facilities Inspection Tool form the Williams Team Review in August of 2023, Nueva Vista Language Academy received a rating of exemplary.	The 2024-25 facilities in good repair rating: Exemplary	For the 2025-2026 school year, the facilities in good repair rating is Exemplary.	The desired outcome for 2026-2027 school year to maintain an Exemplary rating.	No Difference
1.4	Priority 2 (a) - State Standards	Nueva Vista Language Academy will implement all content standards.	The 24-25 school year percentage of implementation of	For the 2025-2026 school year, the percentage of	The desired outcome for 2026-	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-the implementation of state board adopted academic content and performance standards for all students as measured by classroom observations	Based on daily principal observations, 100% of teachers are fully implementing the Common Core State Standards. This is evidenced by classroom observation records, formal/informal observations, emails and weekly PLC meetings and Data Talk STPT's.	Common Core State Standards: 100%.	implementation of Common Core State Standards is 100%	2027 school year is 100% of teachers achieving full implementation.	
1.5	Priority 2 (b) - State Standards • how the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and English proficiency as measured by classroom observations	The English Language Development (ELD) standards are substantially implemented. Based on principal observations, 90% of the teachers are implementing the ELD standards during a designated ELD block. English learners receive daily Integrated and Designated ELD instruction using the adopted curriculum and the ELD standards, as evidenced by SBAC, ELPAC, local data, language redesignation data and teacher lesson plans.	The 24-25 school year percentage of implementation of CA ELD standards: 100%	For the 2025-2026 school year the percentage of implementation of CA ELD standards: 100%	The desired outcome for 2026-2027 school year is 98% substantial implementation by teachers during designated and integrated ELD.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 4 (a) - Pupil Achievement -statewide assessments as measured by statewide assessment and local data in English Language Arts and Math	CAASPP ELA Points Below Standard All Students: 8.5 English Learners: 29 Foster Youth: N/A SED: 20.4 SWD: 74.1 Math Points Below Standard All Students: 36.2 English Learners: 52.7 Foster Youth: N/A SED: 47.5 SWD: 101.7 CAST 29% of students met or exceeded the standard. CAA: This assessment was not given at NVLA.	CAASPP ELA Points Below Standard All Students: 9.6 English Learners:28.7 Foster Youth: N/A SED: 21.6 SWD: 110.8 Math Points Below Standard All Students: 28.2 English Learners: 44.6 Foster Youth: N/A SED: 40 SWD: 107.4 CAST 31% of students met or exceeded the standard. CAA: This assessment was not given at NVLA.	2025 CAASPP ELA All Students: 1.6 points above standard English Learners 19.3 points below standard. Foster Youth: N/A SED: 12.3 points below standard SWD: 91.1 Math All Students: 20.3 Points Below Standard English Learners: 31 Points Below Standard Foster Youth: N/A SED: 30.3 SWD: 94.4 CAST 37.8% of students met or exceeded the standard. CAA: This assessment was not given at NVLA.	ELA Points Below Standard All Students: 1.0 English Learners: 20 Foster Youth: N/A SED: 11.0 SWD: 65.0 Math Points Below Standard All Students: 27.0 English Learners: 43.0 Foster Youth: N/A SED: 38.0 SWD: 92.0 CAST 38 % of students will met or exceed the standard.	ELA Points Below Standard All Students: Increased by 10.1 points. English Learners: Increased by 9.7 points. Foster Youth: N/A SED: Increased by 8.1 points SWD:decreased by 17 points Math All Students: Increased by 44.1 English Learners: Increased by 21.7 Points Foster Youth: N/A SED: Increased by 17.1 Points SWD: Increased by 7.3 Points CAST An increased by 6.8 points for students who met or exceed the standard.
1.7	Priority 4 (e) - Pupil Achievement	Based on the Kern Integrated Data System the	Based on the Kern Integrated Data System the	Based on the Kern Integrated Data System the	The desired outcomes for	Based on the Kern Integrated Data System the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-the percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California	following are results of the 2022-23 Summative ELPAC assessment: Level 1 =15 % Level 2 = 33% Level 3 =38% Level 4 = 14%	following are results of the 2023-2024 Summative ELPAC assessment: Level 1 = 14% Level 2 = 35% Level 3 =36% Level 4 = 15%	following are results of the 2024-2025 Summative ELPAC assessment: Level 1 = 14% Level 2 = 37% Level 3 =35% Level 4 = 14%	the 26-27 school year are as follows: Level 1 = 6% Level 2 = 23% Level 3 = 48% Level 4 = 23%	following is the difference between the 2022-2023 & the 2023-2024 Summative ELPAC assessment: Level 1 = Maintained Level 2 = increased by 4% Level 3 = - decreased by 3% Level 4 = Maintained
1.8	Priority 4 (f) - Pupil Achievement -English learner reclassification rate as measured by local data	According to the KiDS database, the current English learner reclassification rate for Nueva Vista Language Academy is 22.26%	According to the KiDS database, the current English learner reclassification rate for Nueva Vista Language Academy is 10.16%	According to the KiDS database, the 2024-2025 t English learner reclassification rate for Nueva Vista Language Academy is 13.3%	The desired outcome for the 26-27 school year is: 31%.	Based on the Kern Integrated Data System the following is the difference between the 2023-2024 & the 2024-2025 there was increase of 3.3% from the previous year.

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.

Nueva Vista Language Academy made all efforts to successfully implement all eight actions of this goal. The following describes successes, challenges, and any substantive differences in implementation:

Action 1.1 -Professional Development & Instruction. Nueva Vista Language Academy along with the Delano Union School District offered professional development throughout the school year. All staff was provided with professional development and training opportunities. The professional development opportunities continued to be offered throughout the school year and will again be offered during the summer. This action has helped to equip staff with resources to help unduplicated students as well as all students in the district. There were no challenges in the implementation of this action.

Action 1.2 - Supplemental Materials, Field Trips and Assemblies This action was successfully implemented. There were no challenges in the implementation of this action. Nueva Vista provided supplemental materials to support instruction, field trips and assemblies to provide students with real world connection and experiences. This action has helped students feel more connected to their learning.

Action 1.3 Parent Education/Informative Meetings. This action was successfully implemented. Parents were offered a plethora of opportunities to participate in parent education nights at Nueva Vista throughout the school year. Schools offered opportunities such as Tips and Tricks, CASSPP Parent Night and Dual Immersion Parent Meetings to encourage parents to become more involved. There were no challenges in implementing this action and it was fully implemented.

Action 1.4 Success Academy. Nueva Vista Language Academy provided after school intervention through the Expanded Learning Opportunities fund. Although this action was implemented, ELOP funds were used. Action 1.4 has been changed to Long Term English Learners. This will ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey.

Action 1.5 Learning Software. Nueva Vista Language academy successfully implemented adaptive learning software across all grade levels. Learning Software improved foundational literacy and numeracy, closed achievement gaps, and prepared all students for success on state assessments and beyond. This action directly supports LCAP priorities in student achievement, implementation of standards, access to a broad curriculum and student outcomes. There were no challenges in implementing the action.

Action 1.6 Class Size Reduction/ DI Teachers This action was successfully implemented. This action has helped Nueva Vista provide classroom reduction in first and second grade and remained below the maximum in dual immersion classrooms. There were no challenges in the implementation of this action.

Action 1.7 Instructional Aides This action was successfully implemented. Nueva Vista Language Academy provided instruction aides in Transitional Kindergarten and Kindergarten Classrooms as a reading intervention aide. Aides assisted with running intervention groups, and with providing an environment conducive to learning that is developmentally appropriate for that age group. There were no challenges in the implementation of this action.

Action 1.8 Reading Intervention Teacher. This action was successfully implemented through a separate funding source. Four High Impact Tutors (HIT) provided specialized academic support and worked directly with students to provide intervention during the school day in ELA, Math and language acquisition. There were no challenges in the implementation of this action.

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.

Nueva Vista Language Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 1 was $980,522. The Estimated Actual Expenditures for Goal 1 was $748,848.79. The substantive differences were in actions 1.2 and 1.3. For action 1.2, While the original plan anticipated higher costs, actual expenses were lower than expected due to factors such as group discounts, local partnerships. As a result, NVLA was able to provide a meaningful range of experiences while maintaining fiscal efficiency. For action 1.3, NVLA was able to provide parent education and informative meetings through other funding sources, therefore only about 50% of the budget was spend. Action 1.1 also had a substantive difference because NVLA did not fully expend the funds allocated for professional development and instructional support.
The remaining funds were either reallocated to other student support initiatives or will be carried over and reassessed for use in the upcoming school year based on updated student needs and stakeholder input.. The unused funds from this goal have been redirected to cover over expenditures of other goals and actions in this LCAP. Action 1.5 had the total amount budget expended. Action 1.8 will be fully implemented for the 2026-2027 school year.

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

All actions in this goal were effective in making progress towards the goal of providing a high quality education for students.

Action 1.1 -Professional Development & Instruction Metrics 1.1 ,1.2 1.4, 1.5, 1.6, 1.7, 1.8 - Common Core State Standards were fully implemented in the all classrooms. CA ELD standards were fully implemented in all classrooms in the district. Based on the CA school Dashboard, 46.9 % of English Learners. There is no performance data for Long Term English Learners because there are fewer than 11 students. Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA improved with an 11.1 point change from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners is 13.3%.

Action 1.2 - Supplemental Materials, Field Trips and Assemblies Metrics 1.2, 1.4, 1.5, 1.6, 1.7, 1.8 This action has been moderately effective in supporting progress toward the goal of increasing student engagement, access to enriched learning experiences, and overall academic motivation. The use of supplemental materials enhanced classroom instruction by providing differentiated resources that supported diverse learner needs, including English learners, students with disabilities, and low-performing students. These materials contributed to improved student access to standards-based content and supported instructional rigor. Field trips and assemblies played a significant role in increasing student engagement and expanding real-world connections to academic content. Each grade level participated in at least two field trips each for the school year, these included College Visits. Students reported high levels of enjoyment and interest, and teacher feedback confirmed that these experiences reinforced classroom learning.

Action 1.3 Parent Education/Informative Meetings. Metrics 1.4, 1.5, 1.6, 1.7, 1.8 Based on parent surveys and sign in sheets, NVLA maintained positive parent participations rates with a 100% parent participation rate for Parent Teacher conferences.

Action 1.4 A seperate funding source was used to support this action.

Action 1.5 Learning Software. Metric 1.4 The implementation of learning software has been generally effective in supporting progress toward the district's goal of improving academic achievement, particularly in English Language Arts and Mathematics. The selected programs provided adaptive, standards-aligned instruction that allowed students to work at their individual skill levels, reinforcing foundational skills and offering opportunities for enrichment. Diagnostic and progress monitoring tools embedded in the software have enabled teachers to identify learning gaps more quickly and to adjust instruction based on real-time data. Many students demonstrated growth on internal benchmarks and improved engagement when working in the digital platforms. Based on data from the California School Dashboard, all students are 9.6 points below standard in ELA. NVLA maintained with a -1.1 point change from the previous school year. In math, students are 28.2 points below standard. This was an increase of 8 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners is 10%.

Action 1.6 Class Size Reduction/ DI Teachers Metrics 1.1, 1.6, 1.7, 1.8 Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA improved with an 11.1 point change from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous years. Based on KiDS, the percentage of reclassified English Learners is 13.3%.

Action 1.7 Instructional Aides Metrics 1.4 Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA improved with an 11.1 point change from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous years. Based on KiDS, the percentage of reclassified English Learners is 13.3%.

Action 1.8 Reading Intervention Teacher. Metrics 1.1, 1.4. Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA improved with an 11.1 point change from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous years. Based on KiDS, the percentage of reclassified English Learners is 13.3%.

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.

Action 1.4 was changed to address the needs to support Long Term English Learners. They will be supported in their academic journey and that they are provided the appropriate interventions and language acquisition support to ensure that they are successful scholars. The district has added a metric for ELPI for Long Term English Learners.

Action 1.8 An additional HIT tutor will be hired for a total of four HIT tutors. Additionally the reading intervention teacher will be fully funded next school year through LCAP funds. The additional services will be primarily
directed to assist unduplicated pupils.

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	Professional Development & Instruction	Professional Development for Common Core Standards, English Language Development, and Technology instruction will be provided as follows: • weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS in ELA and Math, Social Studies and ELD • Provide sub teachers/roving substitute for TK-2 in Dual Immersion and TK-1 for mainstream teachers to protect instructional time during assessments (1 day per semester; total cost of 30 sub days; 10 subs working one day each semester.) • Extended planning time for each grade level (no more than 6 hours per teacher, per year; total cost of 210 hours per year to pay 35 teachers.) • Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD, Social Studies and Writing. (total cost of 210 hours to pay 35 teachers) • Math coaches model lessons for all K-6 and SpEd teachers in the area of "Putting It All Together" math strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs. • ELA/ELD coaches model lessons for all TK-6 and SpEd teachers in the area of reading and language strategies or other identified needs. (4 subs required to cover classrooms; 2 days of modeling; total cost of 4 subs. • Late Start professional development will be provided to all staff. • Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. Five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning. Roving substitute will be provided. With nearly 29% of the student population classified as English learners, NVLA places top priority on offering high quality integrated and designated instruction to all English learners, newcomers, reclassified	$498,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, immigrant students, long term English learners and expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction for English learners. • Reading and Math Data Presentations at the end of each quarter (5 subs needed for two days per quarter) • Reading and Math Data talk preparations (6 hours per grade level; per year; total cost of 36 hours for teachers per year) • Employ a resource teacher to fund other programs as needed. • Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development. Much of this goal will be funded through Title I. funds.		
1.2	Supplemental Materials, Field Trips and Assemblies	NVLA will increase the amount of field experiences to provide an equitable education. Each quarter we will hold an assembly that correlates to curriculum. We will have an author visit and purchase materials and supplies to ensure the event supports learning and reading. Math, science and language experiences will be provided on and off campus when available. Career Day Event offered to all TK-5 students. NVLA will provide academic field trips for all students with special focus on unduplicated students. This action may be modified to meet the goal in a different way including virtual field experiences and hands on learning. Other experiences will include the school wide theme for the year. Fifth grade students will attend SCICON.	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TK- Pumpkin Patch (Fall) & Kidz Empire (Spring) Kindergarten- Pumpkin Patch (Fall) and Imagine U (Spring) First Grade- Pumpkin Patch (Fall) and CALM (Spring) Second Grade- Museum (Fall) and Wind Wolves (March/Spring) Third Grade- College Visit (Fall) and Fresno Zoo (March/Spring) Fourth Grade- College Visit (Fall) and VT Ranch (February/Spring) Fifth Grade- College Visit (Fall) and Natural History Museum (Spring) We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology. Priority 1, 2, 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element B and Principle 2, Element B.		
1.3	Parent Education/Informative Meetings	NVLA will increase parent education opportunities in ELA, Mathematics, Science and Technology for the benefit of enhancing the learning of unduplicated students. We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education. These events will include, but are not limited to: providing parents handouts, information and newsletters; Community Resources Egg Hunt, Kindergarten orientation and blast off, parent and community promotional materials, parade participation, Police Block Parties, Dual Immersion Parent Nights, Latino Family Literacy and enrichment, Parent University/Halloween math/reading night, Math Council, Make-and-Take materials events, back to school night, parent conferences and open house, Student Assistance Meetings, College Campus visits with meals and transportation provided.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NVLA will provide informative meetings for parents and students to address issues such as behavior, communication, bullying, and other educational related topics. Coffee with the Principal will be held multiple times a year. Outside consultants and education specialists will be invited . We will invite PIQUE and Loving Solutions parent education programs to hold an educational class. We will also purchase any other supplies, materials and all other items to ensure we meet this action Childcare will be provided by classified staff. Refreshments and incentives will be provided to ensure highest participation rate. Priority 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1. Element A, D, and E		
1.4	Long Term English Learners	NVLA will support Long Term English Learners by having a site resource teacher work closely with site administration and teachers to ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey. The SRT will monitor LTELs closely and identify deficits and provide training to the teachers on how to address the deficits. Much of this goal will be funded through Title I. funds. Priority 1, 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principle 3, Element B; Principle 4, Element A.		
1.5	Learning Software	NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Software licenses can include, but are not limited to: Education.com, Adobe spark, AR, Curipod, PIPO, ABC Mouse, Newsela, Brain Pop, Explorapedia, Starfall, Reading A-Z, ESGI and Epic! This goal includes applications to run Chromebooks and iPads. Pilot Estrellita and/or Shoonya online reading platform. Much of this goal will be funded through Title I. funds. Priority 1, 2, 4, The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element B and Principle 2, Element D.	$10,000.00	Yes
1.6	Class Size Reduction/ DI Teachers	NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 26:1 Student: Teacher). Class size reduction will also apply to first and second grade and may continue. Dual Immersion Teachers salary for 2-Transitional Kindergarten, 2-kindergarten, 2-first grade, 2-second grade, 2-third grade, 2-fourth grade, 2-fifth grade.	$172,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 1, 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle1, Element B and Principle 2, Element D.		
1.7	1.7 Instructional Aides	NVLA will support the instructional program with 4 TK aides, 4 kindergarten instructional aides and 1 additional aide. The aides could support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention. Based on learning loss, NVLA may hire more instructional aides to help with learning and small groups. Priority 1, 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds the action is also to tied to the English language Roadmap Principle 2, Element A; Principle 3, Element B.	$304,712.00	Yes
1.8	Reading Intervention Teacher	NVLA will provide funds for a site ELA/ELD literacy and, if available, math specialist to provide targeted reading intervention for our lowest performing 2nd-5th graders. The specialist will work with all students but will give priority to the following subgroups: English language learners and students who come from low socioeconomic backgrounds. The specialist may be asked to modify planning time to be available before or after school to provide services to our most needy students. Additionally, NVLA will hire four high impact tutors/in house subs to support reading and/or math intervention. Priority 2, 4	$85,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 3, Element B		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students at Nueva Vista Language Academy will be provided a safe and secure learning environment that is engaging and stimulating and supports all students. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Nueva Vista Language Academy places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that although students are feeling more connected to school, we need to provide additional support to continue to increase connectedness and student participation. The current attendance rate is at 97.99% chronic absentee rate is 1.7% NVLA will make all efforts to encourage students to improve school attendance and be an active participant in their learning. The actions within this goal support the district's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in the district. By providing additional health and vision services for students, increasing safety through the use of additional staff, field trips, incentives and increased opportunities for parent involvement, students will thrive in a positive school climate and progress will be sustained in these areas.

For priority /metric 6, current data collected from CALPADS, SIS platforms, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. NVLA will make all efforts to encourage students to improve school attendance and be an active participant in their learning. NVLA's suspension rate is less than 1.0%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3 (a) - Parental Involvement and Family Engagement -the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs	NVLA increased parent involvement nights for the 2023-2024 school year. 100% of parents participated in person or through phone calls for parent conferences. Awards ceremonies were at capacity. In person events were analyzed by sign in sheets.	NVLA's parent involvement nights for the 2024-2025 school year. 100% of parents participated in person or through phone calls for parent conferences. Awards ceremonies were at capacity. In person events were analyzed by sign in sheets.	NVLA's parent involvement nights for the 2025-2026 school year. 100% of parents participated in person or through phone calls for parent conferences. Awards ceremonies were at capacity. In person events were analyzed by sign in sheets.	For each event, 80% of targeted families will participate. Outcome will be analyzed by sign in sheets.	No Difference
2.2	Priority 3 (b) - Parental Involvement and Family Engagement -how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs	NVLA collaborated with the Delano Union School District to provide English and Spanish parent surveys to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number	For each event, 70% of targeted families (broken down by subgroups of migrant students, GATE students, low income families, foster youth and English language learners) will participate. Outcome will be analyzed by sign in sheets.	For each event, % of targeted families (broken down by subgroups of migrant students, GATE students, low income families, foster youth and English language learners) participated. Outcome will be analyzed by sign in sheets.	For each event, 80% of targeted families (broken down by subgroups of migrant students, GATE students, low income families, foster youth and English language learners) will participate. Outcome will be analyzed by sign in sheets.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, re-designation meetings and/or school site activities.				
2.3	Priority 3 (c) - Parental Involvement and Family Engagement -how the school district will promote parental participation in programs for students with exceptional needs as measured by a review of local attendance logs for IEPs	Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents	100% of all parents who have students with disabilities or special needs will attend all individualized meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.	100% of all parents who have students with disabilities or special needs will attend all individualized meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.	100% of all parents who have students with disabilities or special needs will attend all individualized meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.	No Difference
2.4	Priority 5 (a) Pupil Engagement	Weekly, NVLA receive a detailed report on our	Overall Positive Attendance Rate	Overall Positive Attendance Rate	Nueva Vista Language	There was an increase of 1% in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-school attendance rates as measured by local data from KIDS.	attendance of our students. According to our district attendance clerk and data from KIDS, Nueva Vista holds a average daily attendance rate of 97.9%. For the 2% who are not marked as present, this is usually because of home environment. NVLA does home visits, provides incentives, meets with parents and students to ensure we do everything possible to get students connected to their teachers.	All students: 97% ELs: -98% Foster Youth: 98% SED: 97%	All students: 98% ELs: -98% Foster Youth: 100% SED: 98%	Academy will hold an average daily attendance rate of 98% in all subgroups or higher with the focus on chronic absenteeism rates.	both the ALL student and SED student group. Foster Youth increased by 2%.
2.5	Priority 5 (b) Pupil Engagement -chronic absenteeism rates as measured by local data from SIS platform	The current attendance rate in priority/metric 5 is 97.9% and the chronic absentee rate is 3.71%	Current 24-25 Absenteeism Rate: All students: 2.9% ELs: 1.48% Foster Youth: 0% SED: 3.17%	Current 2025-2026 Absenteeism Rate: All students: 3.4% ELs: 1.4% Foster Youth: 0% SED: 3.56%	Nueva Vista Language Academy will have a chronic absenteeism rate of 3% or lower, which means students will be absent no more than 10 percent of the total days enrolled.	All students remained under the 3.5% chronic absentee compared to the previous year.
2.6	Priority 6 (a) School climate	Nueva Vista Language Academy maintains a less than 1% suspension rate, but will follow district and	2024-2025 Suspension Rate All Students: 0.14 EL: 0.48 FY: 0%	2025-2026 Suspension Rate All Students: 0.14 EL: 0.5 FY: 0%	Nueva Vista Language Academy will try to maintain a 0% suspension rate,	All students remained under the 1% suspension rate compared to the previous year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-pupil suspension rates as measured by local data from SIS platform	education code guidelines for student behavior.	SED: 0.19%	SED: 0.2%	but will follow district and education code guidelines for student behavior.	
2.7	Priority 6 (b) School climate -pupil expulsion rates as measured by local data from SIS platform	Nueva Vista Language Academy maintains a 0% expulsion rate, but will follow district and education code guidelines for student behavior.	2024-2025 Expulsions: 0	2025-2026 Expulsions:0	Nueva Vista Language Academy will try to maintain a 0% expulsion rate, but will follow district and education code guidelines for student behavior.	No Difference
2.8	Priority 6 (c) School climate -other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey	Each year Nueva Vista Language Academy asks stakeholders to participate in a PBIS survey and a Healthy Schools Survey. According to the PBIS School Climate survey students an overall score of 3.4 for the item "I feel safe at school."	According to the 24-25 PBIS Survey, the item "I feel safe at school" decreased to a 3.23.	According to the 25-26 PBIS Survey, the item "I feel safe at school" increase to a 3.3%	Nueva Vista Langugae Academy will work to increase the overall score for the item "I feel safe at school" to a 3.8.	Difference of -0.17 points from the previous school year.

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.

Action 2.1 MTSS This action was fully implemented. There were no challenges in the implementation of this action. All school sites provided activities and programs to maintain a positive school climate. This action has helped students feel more connected to their school.

Action 2.2 Student Needs & Home Visits This action was fully implemented. There was no substantive difference in this action and there were no challenges with implementation, This action has played a pivotal role in serving our unduplicated pupils and ensuring that all of their needs are met.

Action 2.3 Positive School Culture This action was fully implemented. There were no challenges in the implementation of this action. All school sites provided activities and programs to maintain a positive school climate. This action has helped students feel more connected to their school.

Action 2.4 Incentive & Activities The goal was to provide a variety of incentives and student-centered activities to sustain motivation and support engagement throughout the year. There were no challenges in implementing this action and it was fully implemented. There was no substantive difference in this action.

Action 2.5 Parent Involvement Parents were offered a plethora of opportunities to participate in events at NVLA level throughout the school year. NVLA offered opportunities such as awards ceremonies, and events such as stem nights, etc. to encourage parents to become more involved. The district also offered events such as kiddie parade, kinder blastoff, oral language science fair, etc. There were no challenges in implementing this action and it was fully implemented. There was no substantive difference in this action.

Action 2.6 School Environment This action was fully implemented and focused on maintaining a safe, clean, and welcoming school environment that supports student well-being and academic success. There were no challenges in implementing this action and it was fully implemented. There was no substantive difference in this action.

Action 2.7 Vice Principal This action was successfully implemented as NVLA's principal fostered a positive and inclusive school culture through a variety of planned initiatives, including school-wide recognition systems and monitored attendance. There was not a substantive difference in this action.

Action 2.8 Safe & Secure Learning Environment This action was fully implemented as planned. Noon duty aides were hired and strategically assigned to ensure consistent and effective supervision during recess, lunch, arrival, and dismissal times. All school sites maintained adequate coverage to support student safety and promote positive behavior in non-classroom settings.

Action 2.9 Health Services This action was successfully implemented with no challenges. The action was fully staffed, Nurses and health assistants were able to provide health support to unduplicated and all students at every school site in the district. They also provided health trainings to staff throughout the school year. There were no substantive differences and it was fully implemented.

Action 2.10 School Liaisons This action was fully and successfully implemented. All school sites employed a librarian and a resource clerk who were able to offer extended hours for parents to have access to the school both before and
after school hours. The clerks and librarians served as school liaisons for parents making the school more accessible. There were no challenges with the implementation of this action and no substantive differences.

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.

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 2 was $861,038. The Estimated Actual Expenditures for Goal 2 was $718167.95 . This is a $142,870.05 difference. The substantive differences were in actions 2.3, 2.5 and 2.6. 2.8. For action 2.3, NVLA was over budget by $7,430. Although this action was fully implemented, the entire budgeted amount was not spent. Despite the underspending, all student needs associated with this action were met, and services were delivered as planned. The remaining funds will be reallocated or carried over to continue supporting students in the upcoming school year, ensuring continued alignment with school goals and student priorities. Action 2.5 was under budget by $10,910.61. The action was fully implemented with the use of other funds. Unspent funds for this action were redirected to help fund other actions within this goal. Action 2.6 was under budget by $4,952.63 Action 2.6 was implemented as planned to support a safe and welcoming school environment; however, not all allocated funds were spent during the current year. Action 2.8 was overspent by $7,756.00. The need for additional noon duty aides were needed. Due to ongoing construction projects at NVLA, certain planned improvements and purchases were postponed to avoid overlap or disruption.. Funds will be used for the following school year.

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

Action 2.1 MTSS Metric 2.4 2.5 2.6 2.7 2.8 According to the California School Dashboard, the NVLA's suspension rates for all students and for unduplicated students remained below 1%. NVLA's expulsion rate for all students remains at 0%

Action 2.2 Student Needs & Home Visits Metric 2.4 2.5 2.6 2.7 2.8

Action 2.3 Positive School Culture Metric 2.6 2.7 2.8 Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups.

Action 2.4 Incentive & Activities Metric 2.4 2.5 2.6 2.7 2.8 Based on the California Healthy Kids Survey, 86% of students feel academically motivated.

Action 2.5 Parent Involvement Metric 2.6 2.7 2.8 Parents were offered a plethora of opportunities to participate in events at NVLA throughout the school year. Schools offered opportunities such as awards ceremonies, and events such as paint nights, etc. to encourage parents to become more involved. The district also offered events such as kiddie parade, kinder blastoff, oral language ,science fair, etc. There were no challenges in implementing this action and it was fully implemented. There was a substantive difference in this action.

Action 2.6 School Environment Metric 2.6 2.7 2.8 Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. Based on the California Healthy Kids Survey, the amount of students who feel connected to school increased by 7%.

Action 2.7 Vice Principal Metric 2.4 2.5 2.6 2.7 2.8 This action was successfully implemented with no substantive differences. There were no challenges in the implementation of this action and it was fully implemented. Every school site had vice principals who lead MTSS and

ensured that campuses were safe for all staff and students. They also played a vital role in the improvement of the chronic absentee rate for the district.

Action 2.8 Safe & Secure Learning Environment Metric 2.6 2.7 2.8 Based on the California Healthy kids survey, 85% of student feel safe coming to school.

Action 2.9 Health Services Metric 2.4 2.5 2.8 Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups.

Action 2.10 School Liaisons Metric 2.1 2.2 2.3 Based on a LCAP Stakeholder Survey, 100% of parents who completed the survey feel that the site makes an effort to involve parents throughout the school year.

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

The Delano Union School District will not make any changes to this goal or its actions. The district will focus on refining all actions and improving all metrics.

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	MTSS	NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral, Social Emotional and Academic Intervention Tiers (MTSS) and to promote school safety. One full-staff safety training will be provided (Fall; total cost of 210 teacher hours and 150 classified hours) Administration will be trained in restorative practices and will be provided other resources to ensure students follow the Nueva Way. Provide at least one county level training for teachers (consultant and 210 teacher hours) Meeting and training will be provided for noon duty supervisors monthly (40 hours total of noon duty pay).	$117,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MTSS team will be able to meet six times/ once per month (up to five members) to plan and prepare to ensure students follow the Nueva Way. (30 total teacher hours) Purchase materials and supplies to continue to implement Social Emotional Curriculum. Fun Friday will be held nearly every week to encourage students to follow the Nueva Way. Administration and teachers will alternate leading the events. (20 weeks planned by administration) Teachers will be provided materials and supplies to encourage positive behavior choices such as prize box materials The school will also provide extra incentives for following the Nueva Way by creating a token economy system, field trips, or having special treats. Students and parents will be provided with increased access to mental health services Provide funding for a full time campus security guard and provide necessary materials for the new position including an additional golf cart, radios, and other materials as needed. Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way and the above actions. Independent Studies clerk will be hired to assist students and families with independent studies and will provide families additional support to minimize learning loss when a child is absent. Priority 5, 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds.		

Action #	Title	Description	Total Funds	Contributing
		To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C and E		
2.2	Student Needs and Home Visits	Additional costs incurred for clothing, uniforms, shoes, health needs, dental, eye wear, or any other need to ensure students have access to a high quality, equitable education. Home visits for students with intensive behavioral needs. Offer supports to families as available in the district and community. Priority 5, 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners. This action is also tied to the English language roadmap Principle 1, Element C and D and	$10,000.00	Yes
2.3	Positive School Culture	NVLA will promote a positive school culture by providing culture building activities for students, staff and parents. We will have two staff meetings off campus to build school culture, once in the fall and once in the spring. We will have two rallies per year, one for SBAC results at the beginning of the year and one for SBAC kickoff. We will also promote involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Science Fair, Oral Language Festival and Speech/Essay competitions with special focus will be placed on recruiting unduplicated student parents. NVLA will hire a Student Affairs Clerk to coordinate student events such as field trips, student & parent events, award assemblies and other positive school culture activities.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will also purchase any other supplies, materials and all other items to ensure we meet this action of having a positive school culture. Priority 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C		
2.4	Incentives and Activities	NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and foster school pride and encourage participation in our educational events. Staff members will be given a beginning of the year T-Shirt and a T-Shirt as part of an incentive for perfect attendance. This year we will contract out to have games permanently painted onto the outdoor cement play area and purchase supplies for daily use. TK-5 students will participate in at least one community service project. We will purchase shirts for students as attendance, academic and behavior incentives. We will purchase supplies to welcome students back on the first day of school and after winter break. We will purchase supplies, books, decorations and materials for Read Across America which will include a small token of appreciation for celebrity readers, students and staff.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Awards will be given at each semester and for meeting goals which includes medals, trophies, plaques, certificates, balloons, yard signs, and items that correlate with the award such as items for SBAC incentives and to go along with other awards. Purchase materials and supplies to ensure we implement the 2026-2027 school wide theme. Priority 5 and 6. English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B, C and D.		
2.5	Parent Involvement	NVLA will provide opportunities for parent involvement. Activities will include: First day of school/welcome back celebration Grandparent's Day Pan con padres Lunch With Your Child Fall Carnival Christmas performances Father/Daughter and Mother/Son Dances Family Movie Nights Gingerbread making Incentives for Parent/Teacher Conferences Mother's Day Tea Paint Nights In addition to other events that will increase parent involvement at our school site. In addition to the above the cost does not include extra supplies, materials, refreshments and daycare services as needed. Services will be principally directed with special focus placed on requiting unduplicated pupils and parents. Priority 3	$12,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The above goals will be met with a special focus on our unduplicated students including our foster student, homeless, English language learners and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element A, C and Principle 4, Element B.		
2.6	School Environment	Purchases/upgrades that improve school environment, safety and culture: Campus Beautification In the cafeteria and outside of the campus add murals, signage, banners and flags. Upgrade the library with new books, shelves, tables, chairs, carpet, signage, decorations and resources and technology to ensure students and parents have access to an equitable education and learning environment. Purchase bookshelves/ learning furniture, learning tables, student desks, student chairs, etc. Purchase/update radios to improve communication and efficiently amongst staff. Priority 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D; Principle 2, Element D and Principle 3, Element B.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Vice Principal	The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The vice principal provides ongoing staff development on MTSS and restorative justice practices. The vice principal of learning is an option in this action to promote academics and support student learning. This position will support new teachers and all teachers. Additional duties will include providing additional services such as increased connection and outreach to families of unduplicated student Priority 5, 6 English language learners, this action is also tied to the English language roadmap Principal 1, Element C.	$183,799.00	Yes
2.8	Safe & Secure Learning Environment	NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Aides will create and implement activities during lunch breaks to help eliminate safety issues and promote a positive school culture. Funding for School Resource Officer Future Campus Supervisor Priority 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C	$165,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Health Services	NVLA will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurse will serve as liaisons for the school site and provide parent and staff training. Training topics will include EpiPen's, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes. Due to the increase in student population a full time Health Assistant or Nurse would benefit the ongoing concern of student safety and staff on site.	$144,004.00	Yes
2.10	School Liaisons	NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D and E.	$188,692.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology and the Arts and promoting higher levels of parent engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Nueva Vista Language Academy's mission is to create high achieving scholars, with a special emphasis on 21st century learning with opportunities in science, technology and the arts. This goal was developed to ensure funding an data collection is completed to ensure students have multiple opportunities throughout the year to learn science and art skills and have the technology needed to achieve a broad course of study. Based on input from educational partners, 87.3% of parents stated that their students accessed STEAM activities. Therefore, there is a need to provide students more experiences and enrichment opportunities in STEAM to ensure that these activities are accessible to all students. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. During this year's meetings with educational partners, they expressed the need to increase parent participation opportunities. The parent surveys collected indicate that 90.1%% of parents feel that the district provides opportunities to increase parent engagement. NVLA will continue its efforts to increase parent participation and make parents an essential partner in the educational experience of their children. By increasing access to the Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve
leading to increased access to a broad course of study and parent engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 7 (a) Course Access	100% of students had access to all areas of	100% of students had access to all	100% of students had access to all	Expected outcome for 2026-2027	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable as measured by daily and master schedules.	study listed in our outcomes including language arts, math, science, social studies, PE, art and music.	areas of study listed in our outcomes including language arts, math, science, social studies, PE, art and music.	areas of study listed in our outcomes including language arts, math, science, social studies, PE, art and music.	school year is to continue to have 100% access for all students.	
3.2	Priority 7 (b) Course Access -programs and services developed and provided to low income, English learner and foster youth pupils as measured by program enrollment data	Nueva Vista Language Academy ensures 100% of unduplicated students have access to all available programs and resources. For our after school program, the Student Assistance Team works to ensure our most needy students have first access to the POWER program. These students also have access to the Migrant program and GATE.	100% access for low income, English learner and foster youth students.	100% access for low income, English learner and foster youth students.	Expected outcome for 2026-2027 school year is to continue to have 100% access for low income, English learner and foster youth students.	No Difference
3.3	Priority 7 (c) Course Access -Extend to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data	According to the Kern Integrated Data System: STAR READING DATA As a school for the 2023-2024 school year, the number of students who are reading at grade level is 34%. The following is a breakdown by grade	According to the Kern Integrated Data System: STAR READING DATA As a school for the 2024-2025 school year, the number of 3rd-5th grade students who are reading at grade		As a school for the 2026-2027 school year, the number of students who will be reading at grade level will be 42%. 3rd Grade	Difference All students in grades 3-5 On or above grade level: +16% 3rd Grade On/Above Grade Level Percentage: 53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level. Reading data is a direct relation to pupil outcomes for adopted course of study. 3rd Grade On/Above Grade Level Percentage: 40% -Near Grade Level Percentage: 10% -Below Grade Level Percentage:12% -Far Below Grade Level Percentage: 39% 4th Grade On/Above Grade Level Percentage:38% -Near Grade Level Percentage: 18% -Below Grade Level Percentage:17% -Far Below Grade Level Percentage:28% 5th Grade On/Above Grade Level Percentage: 38% -Near Grade Level Percentage: 13% -Below Grade Level Percentage:21% -Far Below Grade Level Percentage: 28%	level is 51%. The following is a breakdown by grade level. Reading data is a direct relation to pupil outcomes for adopted course of study. 3rd Grade On/Above Grade Level Percentage: 53% -Near Grade Level Percentage: 12% -Below Grade Level Percentage:21% -Far Below Grade Level Percentage: 12% 4th Grade On/Above Grade Level Percentage:49% -Near Grade Level Percentage: 27% -Below Grade Level Percentage:10% -Far Below Grade Level Percentage:11% 5th Grade		On/Above Grade Level Percentage: 49% 4th Grade On/Above Grade Level Percentage:47% 5th Grade On/Above Grade Level Percentage: 47%	4th Grade On/Above Grade Level Percentage:49% 5th Grade On/Above Grade Level Percentage: 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			On/Above Grade Level Percentage: 50% -Near Grade Level Percentage: 14% -Below Grade Level Percentage:20% -Far Below Grade Level Percentage 14%			

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.

Action 3.1 Science, Engineering and Math This action was fully implemented and was successful. Students were provided with a plethora of opportunities to enhance their instructional program through STEAM instruction. Each classroom was provided their Stem Kits for in class labs. There were no challenges or substantive difference in the implementation of this action.

Action 3.2 Technology This action was successful and fully implemented. There was a substantive difference because NVLA is working in phases to update new technology All students were provided full access to technology programs that enhanced their educational experience. There were no challenges in the implementation of this action.

Action 3.3 Arts This action was successful and fully implemented. There was a substantive difference because dual immersion teachers were partially funded through another funding source. All students were provided full access to technology programs that enhanced their educational experience. There were no challenges in the implementation of this action.

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.

NVLA conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 3 was $2,032,337. The Estimated Actual Expenditures for Goal 3 was $509,836.30. This is a difference of $1,522,500.70. The substantive differences were in actions 3.1, 3.2 & 3.3. For Action 3.1 NVLA was underbudget due to an additional funding source. Unspent funds will be redirected to other actions. For Action 3.2 NVLA was underbudget due to an additional funding source. Unspent funds will be redirected to other actions. For Action 3.3 NVLA was underbudget due to an additional funding source. Unspent funds will be redirected to other actions

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

Action 3.1 Science, Engineering & Math Metrics 3.1 3.2 3.3 According to the 2024-2025 CAST Results 38% of students met or exceeded the standard, 48% nearly met the standard, and 14% of students did not meet the standard. Based on educational partnership, parent input stated that there is a need of continuous improvement in science. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous year.

Action 3.2 Technology Metrics 3.1 3.2 3.3 Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA increased by 11.1 points from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous year. Unduplicated subgroups such as SED and EL increased in scores from the previous year in both ELA & Math. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

Action 3.3 Arts Metrics 3.1 3.2 3.3 Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA increased by 11.1 points from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous year. Unduplicated subgroups such as SED and EL increased in scores from the previous year in both ELA & Math. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

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.

Action 3.1 Mathematics has been added to the action. A Math intervention teacher has been hired for the 2025-2026 school year to support math proficiency for all students and will continue to provide support for the upcoming school year.
Action 3.3 A Dual Immersion Teacher/Coach has been hired for the 2025-2026 school year to support biliterate proficiency and will continue to provide support for the upcoming school year.

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	Science, Engineering & Math	NVLA will continue to promote advancement in Science by offering Science Focus days, provide supplies for Science Fair & STEAM Olympiad participation/incentives. Promoting of Science education for students in fifth grade by supporting participation in SCICON camp for students Purchase supplemental curriculum and devices that improve the science and engineering opportunities for the students of Nueva Vista. Including supplies for one-to-one kits, virtual reality headsets, 3D printing, update and replenish classroom STEM Kits. Mobile Microscope labs for classrooms in 3rd, 4th, & 5th grade. Adding resources and materials into the science lab. Staff training on unwrapping the science standards. Modeling lessons by the coaches implementing the science standards. Math Intervention Teacher will be hired to provide support for all students. Priority 7 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F	$338,492.00	Yes
3.2	Technology	Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Promoting TK-5 Classrooms to continue the implementation of Google Classroom, including professional development [i.e. workshops/ conferences in Google Apps for Educators (GAFE)]	$1,958,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase new smart TV's, laptops, smart boards, and all other needed devices/materials. K-2 will be provided with age-appropriate technology devices. Classroom/campus computers/Chromebooks and iPads that are outdated will be replaced/upgraded. Add additional color copier to the resource room to ensure quality instructional materials. Add color printers to the grade level chairs classrooms. Priority 7 To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.		
3.3	Arts	NVLA will continue to promote advancement in the arts through expanding participation of the current art program to make it the full year. Art Consultant - provides art instruction tied to writing to TK-5 students. Expanding participation in the arts to all students by offering band/music along with choir (cost of 0.5 band teacher and materials/supplies) Continuing to Offer a Dual Immersion program TK-5; expanding to 2 classes in TK, 2 classes in Kinder, 2 classes in First Grade, 2 classes in second grade, 2 classes in third grade, 2 two classes in fourth grade and 2 classes in 5th grade. Provide salaries and benefits for Dual Immersion teachers. Continue with "dia de la cultura", expand to include a food fair. Dual Immersion Reading Intervention Teacher/Coach	$652,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Dual Immersion Learning Coordinator. Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program. Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program ($1,000 budgeted for teachers with one or less years of experience in the DI setting) Special focus will be placed on unduplicated students. Priority 7 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

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
$2,544,408.00	$301,537.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.866%	22.498%	$1,723,208.89	54.364%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development & Instruction **Need:** According to the California School Dashboard, all students are performing 1.6 points above standard in ELA and 20.3 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 19.3 points	This action will provide professional development and training opportunities for all staff to refine current instructional practices. The professional development opportunities throughout the school year will provide emphasis on helping teachers address the needs of unduplicated pupils and students with exceptional needs. This action is provided on an school-wide basis all students will benefit from having teachers that are appropriately trained in the most effective teaching practices and	1.1 ,1.2 1.4, 1.5, 1.6, 1.7, 1.8

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
	below and SED 12.3 points below standard. In Math they have scored as follows: English learners 31 points below and SED 30.3 points below standard. Based on the Kern Integrated Data System the following are results of the 2024-2025 Summative ELPAC assessment: Level 1 = 13% Level 2 = 35% Level 3 =37% Level 4 = 13% Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys professional development opportunities that will allow them to scaffold instruction and provide students access to state standards in ELA and Math **Scope:** Schoolwide	teachers who are knowledgeable in analyzing data and knowing how to adjust instruction to address academic deficits of all students they serve.	
1.2	**Action:** Supplemental Materials, Field Trips and Assemblies **Need:** Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math For ELA, English Learners scored 19.3	This action will provide all necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. Additionally, the needs of unduplicated students are considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc. This action is provided as an school-wide basis because all students will benefit from a robust curriculum that includes supplemental instructional materials.	1.2, 1.4, 1.5, 1.6, 1.7, 1.8

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
	Points Below Standard, SED scored 12.3 points below standard and SWD scored 91.1 points below standard. In Math, English Learners, scored31 points below standard, SED scored 30.3 points below standard and SWD scored 94.4 points below standard Based on educational partner feedback it has been requested that NVLA provides students access to opportunities through hands on learning through assemblies and field trips. **Scope:** Schoolwide		
1.3	**Action:** Parent Education/Informative Meetings **Need:** Based on attendance sheets, only 87% of parents are participating in parental involvement activities at the school sites. This number is significantly lower for parents of unduplicated pupils which is at 70%. Based on educational partner feedback, it has been requested that parent education and informational nights be more often and in the evenings so that all can attend. **Scope:** Schoolwide	This action will enhance parent understanding of the school expectations, their child's progress, and how they can support learning at home. It can also foster stronger relationships and communication channels between parents and the school and Offer resources and strategies to help parents support their children's academic and social-emotional needs. It is provided school wide because this opportunity can bridge school and home life.	1.4, 1.5, 1.6, 1.7, 1.8

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
1.5	**Action:** Learning Software **Need:** According to STAR READING DATA: As a school for the 2025-2026 school year, the number of 3rd-5th grade students who are reading at grade level is 45%. Based on educational partners feedback from teacher surveys, learning software has been requested to support student learning as it is adaptive to met students at their level. **Scope:** Schoolwide	Unduplicated pupils often face unique challenges that can hinder their academic progress. Learning software can be an effective tool in addressing these challenges and supporting their educational needs. This action is provided schoolwide to meet the diverse learning style of all students.	1.4
1.6	**Action:** Class Size Reduction/ DI Teachers **Need:** Based on data from the California School Dashboard, all students are 1.6 points above standard in ELA. NVLA improved by 11.1 points from the previous school year. In math, students are 20.3 points below standard. This was an increase of 7.9 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners is 13%. Based on educational partner input, survey responses included the need for class size reduction. Parent surveys indicated this need	This action will provide smaller class sizes in the upper grades, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Class size reduction will be targeted in upper grade classes with high populations of unduplicated subgroups. This action is being provided on a school-wide basis because all students will benefit from smaller class sizes in the upper grades and receive targeted intervention and differentiated instruction during the school day.	1.1, 1.6, 1.7, 1.8

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
	for all grade levels. The district will prioritize grade span adjustment to students with high concentrations of unduplicated pupils. **Scope:** Schoolwide		
1.7	**Action:** 1.7 Instructional Aides **Need:** Local data indicates a need to provide interventions during the school day to help students in TK and Kindergarten attain foundational skills in ELA and Math. Aides will assist with running intervention groups, and with providing an environment conducive to learning that is developmentally appropriate for that age group. According to the Kern Integrated Data System: STAR READING DATA . As a school for the 2025-2026 school year, the number of 3rd-5th grade students who are reading at grade level is 45%. Educational feedback from teacher surveys indicated that instructional aides support small group instruction to ensure all students are receiving the support they need for academic achievement.Educational partner input from teachers via surveys indicate the need to provide TK and Kindergarten classrooms with additionalsupport to be able to work with students in small group settings. An additional aide is needed to support reading intervention in all grade levels.	Instructional Aides will be able to provide intervention to small groups of students and assist in the TK, Kindergarten, and special education classrooms. Providing small group intervention will assist students in acquiring key academic skills to assist with reading, writing, and math instruction. This action is being provided on an LEA-wide basis because all students will benefit from instructional support for teachers and receive targeted intervention and differentiated instruction during the school day.	1.4, 1.5

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: Schoolwide		
1.8	**Action:** Reading Intervention Teacher **Need:** Unduplicated students make up the majority of non grade level readers. Only about 15% of EL are on grade level in reading, and 37% of SED students are reading on grade level. Educational partner feedback from staff meetings indicated the need for extra support for students who are reading 2-3 levels below grade level. **Scope:** Schoolwide	The intervention teacher will be directed to provide intensive intervention to unduplicated pupils and students with exceptional needs. The intervention teacher will also focus on assisting with classroom strategies for the general education teachers and provide professional development on lesson differentiation	1.1, 1.4,
2.1	**Action:** MTSS **Need:** NVLA has identified the need to address Tier 2 &3 behavior for students who are unable to participate successfully in a classroom. NVLA Vice principal identify students who have not made any progress through the MTSS program and are unable to access their instructional program due to behavior issues. Unduplicated pupils are often not able to access behavior support outside of the school	This action will provide Tier 2 &3 behavior intervention to unduplicated students. This will help improve their suspension and maintain expulsion rates and will help maintain a safe and secure learning environment at the school. This action is provided on an school wide basis because all students in need of intensive behavior intervention will be able to receive the help from this class.	2.4 2.5 2.6 2.7 2.8

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
	setting. NVLA's Current 2025-2026 Absenteeism Rate: All students: 1.7%; ELs: 2%; Foster Youth: 0%; SED: 1.45% Per educational partner meeting discussions and surveys, maintaining a positive school culture and promoting school safety is an essential component of academic success. **Scope:** Schoolwide		
2.2	**Action:** Student Needs and Home Visits **Need:** NVLA has a growing number of unduplicated students who are presenting with medical needs and need frequent monitoring and assistance. Based on Kern Integrated Data Systems (KIDS) NVLA's Current 2025-2026 Absenteeism Rate: All students: 1.7%; ELs: 2%; Foster Youth: 0%; SED: 1.45% Parent uniform requests forms have been collected and show that the number of unduplicated students are requesting more assistance with basic clothing needs. The number of requests have increased this school year by 8%. Per educational partner feedback, parents vocalized the need for the district to provide	NVLA will continue to make home visits for wellness checks, They will also work with their school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided on an school-wide basis because all students will benefit from the support and to eliminate barriers that contribute to chronic absentee issues. Along side administration, an Independent Studies clerk will assist students and families with independent studies and will provide families additional support to minimize learning loss when a child is absent.	2.0 2.4 2.5 2.6 2.7 2.8

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
	health related and basic need services for their children. Comments were specific to their child's needs. **Scope:** Schoolwide		
2.3	**Action:** Positive School Culture **Need:** Based on Kern Integrated Data Systems (KIDS) NVLA's Current 2025-2026 Absenteeism Rate: All students: 1.7%; ELs: 2%; Foster Youth: 0%; SED: 1.45% Per educational partner meeting discussions and surveys, maintaining a positive school culture is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment. **Scope:** Schoolwide	A positive learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action is provided on a school-wide basis because all students will benefit from having a positive learning environment that promotes school connectedness.	2.6 2.7 2.8
2.4	**Action:** Incentives and Activities **Need:** Based on Kern Integrated Data Systems (KIDS) NVLA's Current 2025-2026 Absenteeism Rate:	NVLA will offer this action in order to keep students motivated to come to school to learn every day and work to achieve academic growth each year. This action is provided schoolwide because it can benefit all students as it forms a connection with academic achievement.	2.4 2.5 2.6 2.7 2.8

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
	All students: 1.7%; ELs: 2%; Foster Youth: 0%; SED: 1.45% Needs are based on educational partnerships surveys that share that over 90% of students/staff would like to maintain the amount of activities and incentives as they keep students motivated and excited about their learning and coming to school. **Scope:** Schoolwide		
2.5	**Action:** Parent Involvement **Need:** Based on attendance sheets, only 87% of parents are participating in parental involvement activities at the school sites. This number is significantly lower for parents of unduplicated pupils which is at 70%. However, for Parent Teacher Conferences, 100% parents parents participated in person or by phone. Based on educational partner feedback, it has been requested that parent engagement opportunities be more often, spread out throughout the year and at various of times of the day. **Scope:**	By involving parents, Nueva Vista Language Academy can better understand the needs and challenges of their students. Engaged parents are more likely to support their child's education at home and advocate for necessary resources and support at school. his action is provided schoolwide because it can benefit all students as it forms a bridge between home and school.	2.1 2.2 2.3

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
	Schoolwide		
2.6	**Action:** School Environment **Need:** NVLA has a growing number of unduplicated students who are presenting with medical needs and need frequent monitoring and assistance. Based on Kern Integrated Data Systems (KIDS) NVLA's Current 2025-2026 Absenteeism Rate: All students: 1.7%; ELs: 2%; Foster Youth: 0%; SED: 1.45% Based on Educational Partner feedback parents have high interest in maintaining our school environments to maintain safety and a positive climate. **Scope:** Schoolwide	Ensuring outdoor spaces are safe and well maintained will create a safe and secure environment for all students. Addressing these aspects can create an environment that not only meets the needs of students but also support their academic social, and emotional development contributing to their overall success and well being.	2.6 2.7 2.8
2.7	**Action:** Vice Principal **Need:** Based on Kern Kids Chronic Absenteeism rate is at 1.7%. The CA Dashboard shows NVLA's Suspension rate for the 24-25 school year NVLA is less than 1%. SWD are in the orange category on the California School Dashboard. Based on educational partner surveys, parents and staff have placed a high priority on student		2.4 2.5 2.6 2.7 2.8

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
	safety. Parents feel that the NVLA provides a safe and secure learning environment. This is because the district has listened to their comments in previous years about providing vice principals. **Scope:** Schoolwide		
2.8	**Action:** Safe & Secure Learning Environment **Need:** Based on Kern Kids Chronic Absenteeism rate is at 1,7%. The CA Dashboard shows NVLA's Suspension rate for the 24-25 school year is at less than 1%. SWD are in the orange category on the California School Dashboard. Based on Educational Partner Feedback, parents are requesting an increase in noon duty aide supervision in all grade level during all recesses and outdoor play. **Scope:** Schoolwide	Nueva Vista will increase supervision before, during, and after school by employing noon duty aides, Noon duty provide a safe and secure environment during indoor and outdoor breaks and lunches. A school resource officer will also be funded. Thus providing all students the opportunity to thrive inside and outside of the classroom.	2.6 2.7 2.8
2.9	**Action:** Health Services **Need:** NVLA has a growing number of students who are presenting with medical needs and need frequent monitoring and assistance. Staff	NVLA will have a nurse on site to ensure that students receive any necessary medical care during the school day. The nurses and health assistants will also assist with administering medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurses will work with parents to identify health	2.4 2.5 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are in need of training to ensure that they are able to address/identify the medical needs of their students. Parents need support to monitor their child's health care needs during the school day. This will allow students to access their educational experience. Based on Kern Kids NVLA's chronic absentee rate is 1.7%. NVLA needs to identify health barriers that are contributing to the chronic absentee numbers. Based on Educational Partner input, parents vocalized the need for NVLA to provide health related services for their children. Comments were specific to their child's needs. Staff also commented on the need to enhance health services and training for teachers to help them identify health related issues in the classroom **Scope:** Schoolwide	related barriers that are impacting attendance. They will also work with their school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided on an school-wide basis because all students will benefit from the support that the nurse will provide, monitor health and eliminate barriers that contribute to chronic absentee issues.	
2.10	**Action:** School Liaisons **Need:** Based on attendance sheets, only 87% of parents are participating in parental involvement activities at the school sites. This number is significantly lower for parents of unduplicated pupils which is at 70%. However, for Parent Teacher Conferences, 100% parents parents participated in person or by phone.	Extended library hours promote reading and literacy, crucial for academic success. This action will address student needs schoolwide so that students can borrow books, improve their reading skills, and develop a lifelong love of learning.	2.1 2.2 2.3

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
	Educational Partner feedback has shown requests for extra hours of on campus access, such as before and after school library time. Unduplicated students are provided with equitable access to resources and support form additional clerks through library and resource room. **Scope:** Schoolwide		
3.1	**Action:** Science, Engineering & Math **Need:** According to the 2024-2025 CAST Results 31% of students met or exceeded the standard, 55% nearly met the standard, and 14% of students did not meet the standard. Based on educational partnership, parent input stated that there is a need of continuous improvement in science. Educational partner feedback from meeting with the parents indicates a need to provide more intervention opportunities for students in math. **Scope:** Schoolwide	Science support unduplicated pupils in achieving success in science and engineering, ultimately helping to close the achievement gap and promote equity in education. This action will address needs schoolwide as science education fosters critical thinking skills, allowing students to analyze information, evaluate evidence, and make informed decisions. These skills are valuable not only in scientific contexts but in everyday life and various professions.	3.1 3.2 3.3
3.2	**Action:** Technology **Need:**	This action addresses the need to help students overcome barriers to accessing and benefiting from technology in their education. Addressing	3.1 3.2 3.3

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
	Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math For ELA, English Learners scored 28.7 Points Below Standard, SED scored 21.6 points below standard and SWD scored 110.8 points below standard. In Math English Learners, scored 44.6 points below standard, SED scored 40 points below standard and SWD scored 107.4 points below standard. Based on educational partnership input, surveys shared that access to devices, digital literacy, accessible learning platforms are a high priority request from parents and staff. **Scope:** Schoolwide	these needs schoolwide can help bridge the digital divide and support their academic success.	
3.3	**Action:** Arts **Need:** Approximately 42% of NVLA students are enrolled in the dual immersion program. Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math For ELA, English Learners scored 28.7 Points Below Standard, SED scored 21.6 points below standard and SWD scored 110.8 points below standard. In Math English Learners, scored 44.6 points below standard, SED	Bilingualism helps children develop more flexible thinking patterns and adaptability in various situations. Dual language education fosters greater appreciation and understanding of different cultures, promoting empathy and reducing cultural biases. This action will address needs schoolwide because it plays a crucial component of a well-rounded education, offering numerous benefits that support the holistic development of children.	3.1 3.2 3.3

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
	scored 40 points below standard and SWD scored 107.4 points below standard. Educational partner feedback requested the need to provide dual immersion opportunities beginning at the TK level. Additionally, parents and staff have requested that more opportunities be provided to students to explore art. Educational partner feedback from meeting with the parents indicates a need to provide more intervention opportunities for students in the dual immersion programs **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Long Term English Learners **Need:** According to the California School Dashboard, all students are performing 1.6 point above standard in ELA and 20.3 points below	Providing small group intervention will assist students in acquiring key academic skills to assist with reading, writing, and math instruction. This action is provided on an school-wide basis because all students will benefit from having the assistance of after school intervention because all students will benefit from instructional support for teachers and receive targeted intervention and differentiated instruction.	1.3 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 19.3 points below, and SED 12.3 points below. In Math they have scored as follows: English learners 31 points below and SED 30.3 points below. According to the KiDS database, the current English learner reclassification rate for Nueva Vista Language Academy is 13.3%. Based on educational partner feedback via surveys students are in need of extra support to be able to access core curriculum in a smaller group setting outside of the instructional day. **Scope:** Limited to Unduplicated Student Group(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.

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.

Nueva Vista Language Academy used additional grant funding at by implementing the following actions:

Action 1.7 - Nueva Vista Language Academy has hired paraprofessionals to assist in TK, Kinder, and special education classrooms to support foundational skills interventions during the school day.

Action 2.1 - The district has added six health assistants to assist the school nurses with their efforts to enhance health services to improve chronic absentee rates.
Action 2.8 - The district has added a school resource officer to enhance safety and secrurity.
Action 3.1- The district has added intervention teachers to ensure that at risk unduplicated students are meeting their academic potential
Action 3.3 - Nueva Vista Language Academy has hired instructional coaches to provide direct support to students in language development.

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	N/A	1 to 20
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 16

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	7,984,819.00	2,544,408.00	31.866%	22.498%	54.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,917,051.00	$85,759.00	$0.00	$0.00	$5,002,810.00	$2,388,713.00	$2,614,097.00

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	Professional Development & Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$337,565.00	$161,000.00	$498,565.00				$498,565.00	
1	1.2	Supplemental Materials, Field Trips and Assemblies	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.3	Parent Education/Informative Meetings	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.4	Long Term English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Learning Software	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Class Size Reduction/ DI Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$172,556.00	$0.00	$172,556.00				$172,556.00	
1	1.7	1.7 Instructional Aides	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Nueva	Ongoing	$304,712.00	$0.00	$304,712.00				$304,712.00	

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
			Low Income			Low Income	Vista Language Academy									
1	1.8	Reading Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$85,759.00	$0.00		$85,759.00			$85,759.00	
2	2.1	MTSS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$97,971.00	$20,000.00	$117,971.00				$117,971.00	
2	2.2	Student Needs and Home Visits	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$5,368.00	$4,632.00	$10,000.00				$10,000.00	
2	2.3	Positive School Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.4	Incentives and Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.5	Parent Involvement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$3,671.00	$8,943.00	$12,614.00				$12,614.00	
2	2.6	School Environment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.7	Vice Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$183,799.00	$0.00	$183,799.00				$183,799.00	
2	2.8	Safe & Secure Learning Environment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Nueva Vista	Ongoing	$119,654.00	$45,510.00	$165,164.00				$165,164.00	

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
						Low Income	Language Academy									
2	2.9	Health Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$134,004.00	$10,000.00	$144,004.00				$144,004.00	
2	2.10	School Liaisons	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$188,692.00	$0.00	$188,692.00				$188,692.00	
3	3.1	Science, Engineering & Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		$157,519.00	$180,973.00	$338,492.00				$338,492.00	
3	3.2	Technology	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		$0.00	$1,958,039.00	$1,958,039.00				$1,958,039.00	
3	3.3	Arts	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	Ongoing	$597,443.00	$55,000.00	$652,443.00				$652,443.00	

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
7,984,819.00	2,544,408.00	31.866%	22.498%	54.364%	$4,917,051.00	0.000%	61.580 %	**Total:**	$4,917,051.00
								LEA-wide Total:	$0.00
								Limited Total:	$5,000.00
								Schoolwide Total:	$4,912,051.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development & Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$498,565.00	
1	**1.2**	Supplemental Materials, Field Trips and Assemblies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$65,000.00	
1	**1.3**	Parent Education/Informative Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$20,000.00	
1	**1.4**	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$5,000.00	
1	**1.5**	Learning Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$10,000.00	

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	1.6	Class Size Reduction/ DI Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$172,556.00	
1	1.7	1.7 Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$304,712.00	
1	1.8	Reading Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	2.1	MTSS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$117,971.00	
2	2.2	Student Needs and Home Visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$10,000.00	
2	2.3	Positive School Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$50,000.00	
2	2.4	Incentives and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
2	2.5	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$12,614.00	
2	2.6	School Environment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$5,000.00	
2	2.7	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$183,799.00	

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	2.8	Safe & Secure Learning Environment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$165,164.00	
2	2.9	Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$144,004.00	
2	2.10	School Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$188,692.00	
3	3.1	Science, Engineering & Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$338,492.00	
3	3.2	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$1,958,039.00	
3	3.3	Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	$652,443.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,919,978.00	$2,999,012.70

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**	Professional Development & Instruction	Yes	$210,111.00	$353,804.20
1	**1.2**	Supplemental Materials, Field Trips and Assemblies	Yes	$65,000.00	$60,043.27
1	**1.3**	Parent Education/Informative Meetings	Yes	$20,000.00	$15,957.72
1	**1.4**	Long Term English Learners	Yes	$5,000.00	$4500
1	**1.5**	Learning Software	Yes	$10,000.00	$10,000
1	**1.6**	Class Size Reduction/ DI Teachers	Yes	$165,367.00	$155,862.51
1	**1.7**	1.7 Instructional Aides	Yes	$293,088.00	$280,069.09
1	**1.8**	Reading Intervention Teacher	Yes	$448,815.00	$295,647.00
2	**2.1**	MTSS	Yes	$97,601.00	$96,172.42
2	**2.2**	Student Needs and Home Visits	Yes	$5,000.00	8,209.88
2	**2.3**	Positive School Culture	Yes	$50,000.00	$42,569.58

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)
2	**2.4**	Incentives and Activities	Yes	$15,000.00	$49,517.54
2	**2.5**	Parent Involvement	Yes	$12,614.00	$19,301.94
2	**2.6**	School Environment	Yes	$5,000.00	$5,047.37
2	**2.7**	Vice Principal	Yes	$176,443.00	$149,008.51
2	**2.8**	Safe & Secure Learning Environment	Yes	$99,082.00	$132,533.06
2	**2.9**	Health Services	Yes	$92,326.00	$130,868.47
2	**2.10**	School Liaisons	Yes	$177,979.00	$149,985.85
3	**3.1**	Science, Engineering & Math	Yes	$320,073.00	$199,948.41
3	**3.2**	Technology	Yes	$1,944,701.00	$228,441.95
3	**3.3**	Arts	Yes	$706,778.00	$611,523.93

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)
2,601,302.00	$4,756,076.00	$2,999,012.70	$1,757,063.30	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	1.1	Professional Development & Instruction	Yes	$210,111.00	$353,804.20		
1	1.2	Supplemental Materials, Field Trips and Assemblies	Yes	$65,000.00	$60,043.27		
1	1.3	Parent Education/Informative Meetings	Yes	$20,000.00	$15,957.72		
1	1.4	Long Term English Learners	Yes	$5,000.00	$4500		
1	1.5	Learning Software	Yes	$10,000.00	$10,000		
1	1.6	Class Size Reduction/ DI Teachers	Yes	$165,367.00	$155,862.51		
1	1.7	1.7 Instructional Aides	Yes	$293,088.00	$$280,069.09		
1	1.8	Reading Intervention Teacher	Yes	$284,913.00	$295,647.00		
2	2.1	MTSS	Yes	$97,601.00	$96,172.42		
2	2.2	Student Needs and Home Visits	Yes	$5,000.00	$8,209.88		
2	2.3	Positive School Culture	Yes	$50,000.00	$42,569.58		
2	2.4	Incentives and Activities	Yes	$15,000.00	$49,517.54		
2	2.5	Parent Involvement	Yes	$12,614.00	$19,301.94		

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)
2	**2.6**	School Environment	Yes	$5,000.00	$5,047.37		
2	**2.7**	Vice Principal	Yes	$176,443.00	$149,008.51		
2	**2.8**	Safe & Secure Learning Environment	Yes	$99,082.00	$132,533.06		
2	**2.9**	Health Services	Yes	$92,326.00	$130,868.47		
2	**2.10**	School Liaisons	Yes	$177,979.00	$149,985.85		
3	**3.1**	Science, Engineering & Math	Yes	$320,073.00	$199,948.41		
3	**3.2**	Technology	Yes	$1,944,701.00	$228,441.95		
3	**3.3**	Arts	Yes	$706,778.00	$611,523.93		

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)
7,659,238.00	2,601,302.00	27.691	61.654%	$2,999,012.70	0.000%	39.155%	$1,723,208.89	22.498%

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.

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024