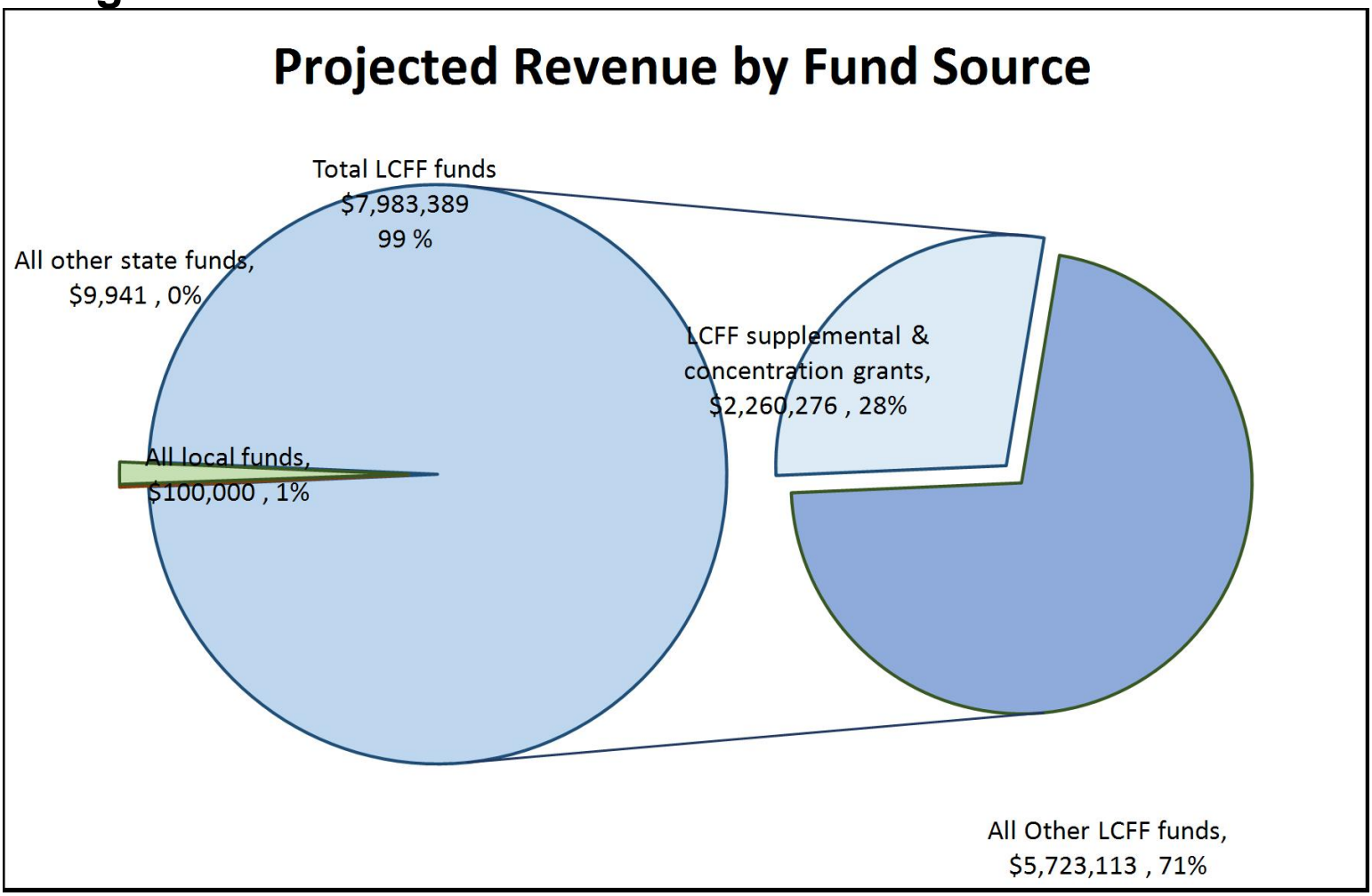
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Del Vista Math and Science Academy
CDS Code: 15634046009369
School Year: 2025-26
LEA contact information:
Markos Lara
Principal
mlara@duesd.org
(661) 721-5040

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

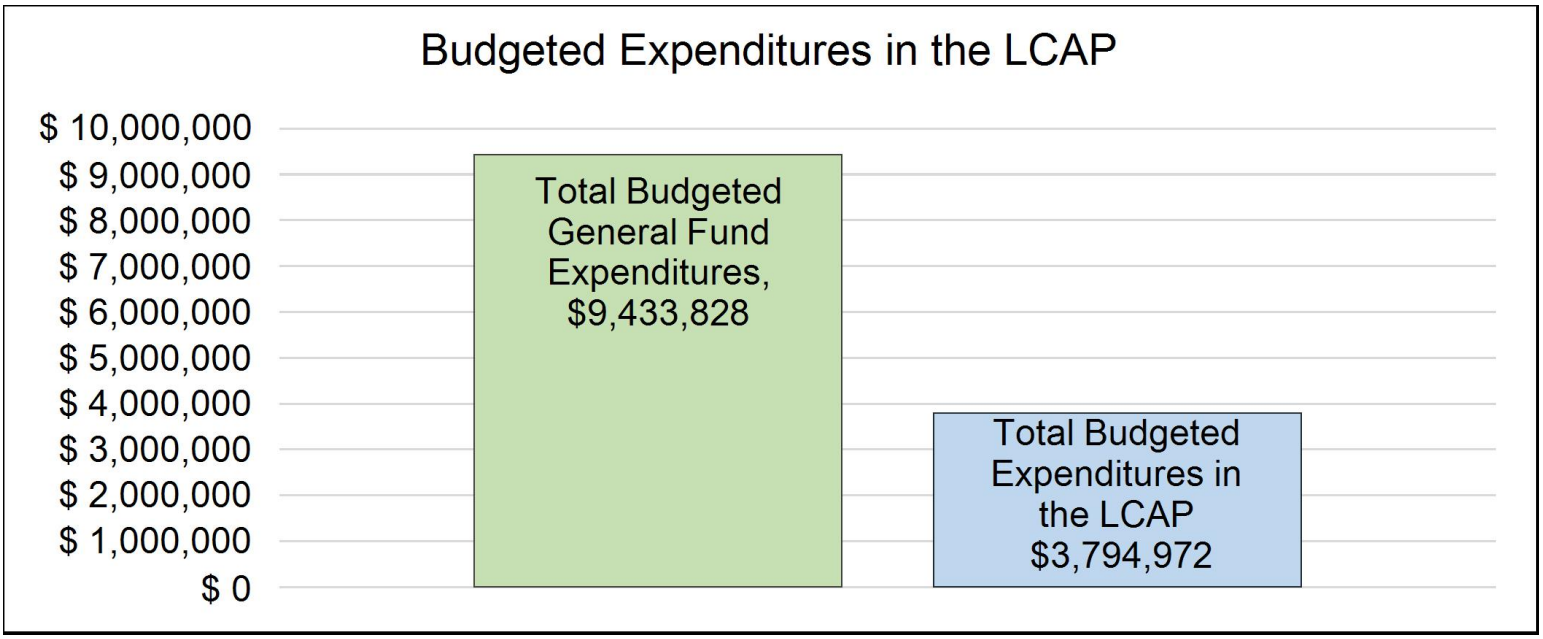


This chart shows the total general purpose revenue Del Vista Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Del Vista Math and Science Academy is $8,093,330, of which $7983389 is Local Control Funding Formula (LCFF), $9941 is other state funds, $100000 is local funds, and $0 is federal funds. Of the $7983389 in LCFF Funds, $2260276 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 Del Vista Math and Science Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Del Vista Math and Science Academy plans to spend $9433828 for the 2025-26 school year. Of that amount, $3794,972 is tied to actions/services in the LCAP and $5,638,856 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 ration 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.

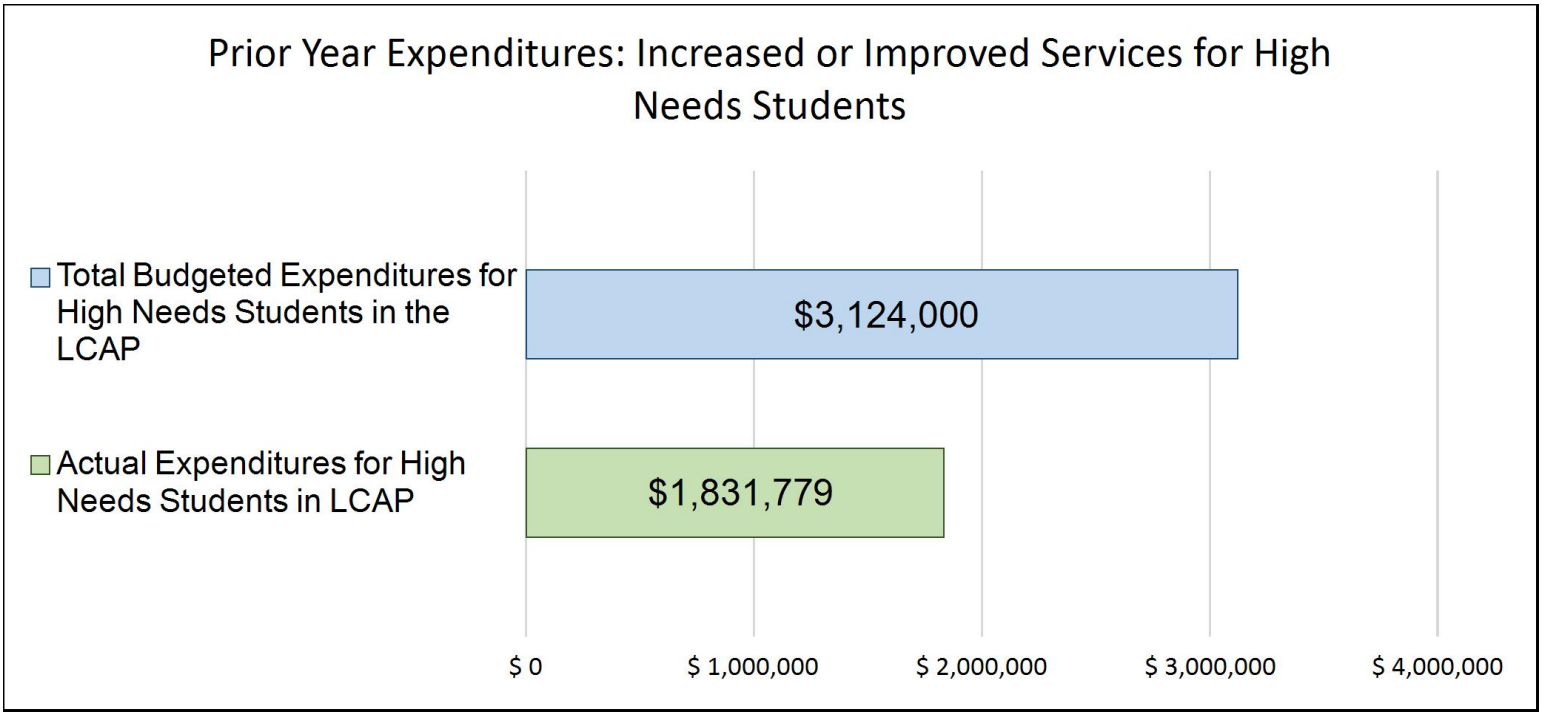
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Del Vista Math and Science Academy is projecting it will receive $2260276 based on the enrollment of foster youth, English learner, and low-income students. Del Vista Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Del Vista Math and Science Academy plans to spend $3650774 towards meeting this requirement, as described in the LCAP.

In 2025-26, Del Vista Math and Science Academy is projecting it will receive $2,260,276 based on the enrollment of foster youth, English learner, and low-income students. Del Vista Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Del Vista Math and Science Academy plans to spend $3,650,774 towards meeting this requirement, as described in the LCAP.
Del Vista Math and Science Academy will address the high needs of unduplicated pupils and will increase and improve services through the implementation of the three goals and their respective actions within this LCAP. Through a deep review of data and an intensive collaboration with educational partners, the school has refined the actions in each goal to ensure that the needs of unduplicated pupils are addressed to increase and improve services.
In Goal 1, the school has created actions that address the instructional needs of the unduplicated students. The school will provide all instructional materials, professional development for teachers, and specialized support staff including reading intervention teachers, math/science instructional support teachers, and a learning coordinator to address any academic deficiencies and ensure that students are provided with an academic program that includes timely interventions. Additionally, the school will provide grade span adjustment in the upper grades in classrooms that have a high population of unduplicated pupils to ensure that they have smaller classes to provide interventions during the school day. Specific attention will be given to Long Term English Learners through targeted support services.
In Goal 2, the school is not only ensuring that unduplicated pupils have a safe and secure learning environment, but that their mental health and social emotional needs are addressed. This goal contains actions that are designed to eliminate any physical or environmental barriers for our unduplicated pupils, including health services, school safety measures, attendance incentives, and additional support costs for items such as clothing and health needs.
Goal 3 provides students with the opportunity for a well-rounded education that includes opportunities to participate in band, GATE, STEAM programming, and extra-curricular activities. It also provides students with access to advanced technology equipment and programs, school liaisons for enhanced parent engagement, and physical education instruction that incorporates social emotional learning. Unduplicated students are able to participate in activities which they may not be able to access outside of the school setting.
Del Vista Math and Science Academy is committed to increasing and improving all services for our unduplicated pupils through these goals and actions and is focused on providing the students with the best learning experience possible while addressing their unique academic, social-emotional, and enrichment needs.

LCFF Budget Overview for Parents

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



This chart compares what Del Vista Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Del Vista Math and Science 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 2024-25, Del Vista Math and Science Academy's LCAP budgeted $3,124,000.00 for planned actions to increase or improve services for high needs students. Del Vista Math and Science Academy actually spent $1,831,779.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,292,221 had the following impact on Del Vista Math and Science Academy’s ability to increase or improve services for high needs students:

Del Vista Math and Science Academy continues to provide students with a well-rounded and rigorous academic program while also focusing on the social-emotional needs. The school continues to work on addressing the needs of all students while focusing special attention to unduplicated subgroups which include English Learners, Low Income, and Foster Youth. While the school continues to demonstrate growth both in local and state assessments each year, our unduplicated pupils are performing lower on state assessments when compared to "All Students" at the school.

English Learners:
In ELA, English Learners are performing 36.9 points below standard as compared to 18.8 by "All Students." In math, English Learners are performing 31.6 points below standard as compared to 21.8 by the "All Students" category. CAST data for science indicates that only 2.81% of English Learners are meeting or exceeding standards while 35.79% of "All Students" are meeting or exceeding standards.

Low Income (Socio-Economically Disadvantaged):

In ELA, socio-economically disadvantaged students are performing 23.1 points below standard as compared to 18.8 by "All Students." In math, socio-economically disadvantaged students are performing 24.2 points below standard as compared to 21.8 by the "All Students" category. CAST data for science indicates that 23.61% of socio-economically disadvantaged students are meeting or exceeding standards while 35.79% of "All Students" are meeting or exceeding standards.

Foster Youth:
Foster youth had no data for any assessments as fewer than 11 students were assessed. Del Vista currently serves 5 foster youth students.

The school utilized the STAR assessment as a local measure for Reading and Math. STAR data indicates the following:
Reading: Based on local STAR Reading assessments for grades 1-5, 36.7% of all students are reading on or above grade level, with 18.8% near grade level, 16.3% below grade level, and 28.1% far below grade level.
Math: Based on local STAR Math assessments for grades 1-5, 38.8% of all students are performing on or above grade level, with 12.9% near grade level, 22.3% below grade level, and 25.9% far below grade level.

Assessment data indicates that there is a significant gap between the unduplicated subgroups and how they perform in both state and local assessments as compared to "All Students." Students need additional support through small group instruction and academic interventions throughout the school day and after school. Supporting students through small group instruction with a focus on foundational reading and math skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed.
These needs will be addressed through the actions in Goal 1. Actions in Goal 2 of this LCAP will provide resources, such as chronic absenteeism interventions and health services, to ensure that unduplicated students feel more connected to school and improve overall attendance rates. Educational Partner feedback also highlighted the need to continue to address the physical health needs, as well as social-emotional and mental health needs of students. The actions in Goal 2 are designed to meet the needs of unduplicated students first as they often lack access to health services such as medical and mental health services.
Our unduplicated pupils will have full access to a broad course of study and a well-rounded education for students. As evidenced by Del Vista's demographics, with 92.7% of students being socio-economically disadvantaged and 45.4% English Learners, most of our students fall within at least one unduplicated subgroup. Providing not only academic and social/emotional intervention opportunities but a wide array of enrichment activities will improve the outcomes of unduplicated pupils and encourage them to participate in activities that inspire 21st century skills such as critical thinking and problem-solving. In addition, educational partner feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to all STEAM, college and career programs, GATE programming, and enhanced instructional support. This is addressed in the actions in Goal 3 of this LCAP.

Del Vista Math and Science Academy continues to refine the goals and actions within this LCAP to continue to increase the academic achievement of unduplicated pupils and provide them with the necessary and timely interventions to address any academic gaps. These actions also address any health and social-emotional barriers to support the academic success of the unduplicated students. They are also provided with a well-rounded education to ensure that they are on a path to career and college readiness. Consistent data review will allow for the school to make any necessary adjustments to each action. These actions are critical to the success of our unduplicated subgroups.

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
Del Vista Math and Science Academy	Markos Lara Principal	mlara@duesd.org (661) 721-5040

Plan Summary [2025-26]

General Information

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

Mission:
Del Vista Math & Science Acadmy is a professional learning community that is committed to providing a high quality education for all students in a nurturing, safe learning environment.

Vision:
Our vision is to produce life-long learners and citizens of positive character through a focused, progressive, caring learning environment.

Goals:
We will provide an environment of academic excellence that will develop creative and critical thinkers. We commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attidue of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens in our society. We will engage each of our students as unique individuals in order to prepare them for career and college readiness. Every employee will honor students, parents, and community members by providing exemplary customer service.

Del Vista Math & Science Academy is home to approximately 524 students in grades TK-5. In addition, a district preschool class is located on site, which serves a morning and afternoon class. At Del Vista Math & Science Academy we also house a moderate/severe preschool class. The diversity of our local Delano community is reflected in its student population. According to the California School Dashboard, the student demographics are as follows: 92.7% Socioeconomically Disadvantaged, 45.4% English Learners, and 0.4% Foster Youth.

Through this LCAP, Del Vista Math & Science Academy is committed to addressing 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, vision, and goals.

Reflections: Annual Performance

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

The staff at Del Vista Math & Science Academy works diligently to ensure all students are learning and making progress towards success. After another full year of in-person instruction, our data from the California School Dashboard indicates that our students are demonstrating growth in key areas while facing challenges in others.

As per the 2024 CA Dashboard data, the Chronic Absenteeism rate for DVMSA is 8.3%, which places DVMSA in the Orange performance level. This represents a 2.7% increase from the previous year. Administration and support staff continue calling parents daily when students are absent. The school devotes resources through Goal 2 to meet the needs of our students who are considered Chronically Absent.

As per the 2024 CA Schools Dashboard data, the Suspension rate for DVMSA is at 0.4%, maintaining our Blue performance level. This reflects our success in implementing positive behavioral supports.

As per the 2024 CA School Dashboard data, the English Learner Progress rate for DVMSA has improved to 58.8% making progress, an increase of 4.9%. This improvement has moved us to the Green performance level. We will continue having teachers trained on strategies that help all our English learners succeed.

In English Language Arts, our students are now 18.8 points below standard (Yellow performance level), which shows an improvement of 5.4 points from the previous year. In Mathematics, our students are 21.8 points below standard (Green performance level), showing a significant improvement of 20.9 points.

During 2024-25, DVMSA has seen strong parent involvement. More parents attended School Site Council meetings, Parent University meetings, and parent conferences. Parents had opportunities to attend meetings in person or through Zoom. We added special events including STEM Night, Winter Wonderland, and Spring Carnival. The school will continue to support parent involvement through Goals 2 and 3.

Students at DVMSA continue to have updated Chromebooks for home use to support continuous learning. Through Goal 3, the district will maintain its technology program ensuring teachers and students have access to necessary technology resources.

DVMSA continues to provide weekly Social Emotional Learning lessons to all students. These lessons include being responsible, showing empathy, controlling emotions, developing self-awareness, and other coping skills. Our school social worker and school psychologist provide additional support to students.

After school interventions now begin in August to provide students with earlier support in reading and math. This year, we enhanced our math offerings through Beast Academy, an enrichment program for students ready for advanced concepts.

DVMSA's newcomers receive extra English language support after school daily, focusing on reading, writing, listening, and speaking skills. During this time, students learn basic words and phrases, how to express their needs, and how to write in English using correct punctuation and capitalization.
The district continues to implement an after-school POWER+ program (ELOP) with engaging activities including jewelry making, knitting, Lego building, games, art, and advanced math enrichment.

Based on our local STAR Assessment data, 36.7% of students in grades 1-5 are reading at or above grade level, while 38.8% are at or above grade level in math. Our CAST results show 35.79% of students have met or exceeded standards in Science. These results, combined with our California Dashboard data, inform our goals and actions for the coming year.

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
Students	DVMSA conducted surveys with students in 3rd-5th grades in the month of April. The results of the surveys and the feedback provided by the students helped create revisions on this LCAP to address their needs and concerns with regards to mental health services and the school climate.
School Site Council	The school site council plays a fundamental role in revising and having input on DVMSA's LCAP. Having meetings which includes the participation of parents, teachers, and administration helps to ensure that discussion takes place and input is taken from diverse memebers of the community in serving and meeting the neds of our students. Their input was used in the creation, revision, and enchancement of actions within this LCAP.
English Learner Advisory Committee	DVMSA would meet throughout the year with our ELAC committee. There the parents were presented with local and state data and had specific discussions about our English language learners. They engaged in question and answer sessions and they also provided input. Their input was used in the revision and enhancement of this LCAP.
GATE Parent Group	The GATE parent group would emphasize the importance of continuing to provide enrichment opportunities for GATE students, not only during the summer academy, but opportunities for enrichment throughout the regular school day.

Educational Partner(s)	Process for Engagement
Teachers	Teachers form part of the School Site Council, so those that were part of this group were able to provide input during the consultation with this group. Information regarding the site data and progress.
SELPA	On February, 2025, DVMSA in counjunction with the district 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.
Students	DVMSA worked alongside DUSD sent surveys to all students in grades 4-8 in the month of April. The results of the surveys and the feedback from the students created revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services.
Local Bargaining Units	DVMSA worked alongside with DUSD and met with both certificated and classified bargaining units in April 2025. 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 survey guided some actions within this LCAP.
English Learner Advisory Committee	The district met with the DELAC committee in April. 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.
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2025. 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 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.

Educational Partner(s)	Process for Engagement

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

Del Vista Math and Science Academy values the input of all educational partners for the completion of the annual LCAP. The school leadership team gathered throughout the school year and reviewed the following: data, progress of the goals and action steps including the data cycle plans by each grade level, and recommendations from educational partner meetings. The team met throughout the school year to review the effectiveness of each action and service provided via the LCAP and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones.

A series of educational partner meetings were held at the site and district level with different groups. All parents were invited to attend meetings at Del Vista Math and Science Academy. Educational partner meetings were held at the district level from January to May 2025 with the following special groups: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units and administrators. Meetings were held in person and virtually, with special sessions provided for Spanish speaking parents. Documents were available in English and Spanish for all educational partners to view. The educational partner meetings included a review of the background and purpose of the LCAP along with information regarding the plan requirements. The main focus of these meetings was to provide educational partners the opportunity for input. Educational partners had the opportunity to ask questions and to have meaningful conversations with school and district staff as well as with one another regarding the specific needs of their children. District and school staff took notes of the conversations during these meetings which helped guide the creation of this plan. Additionally, surveys were sent to all district and DVMSA parents to ensure they all had the opportunity to provide input even if they could not attend the meetings. The surveys were created in English and Spanish to eliminate language barriers, and parents were offered assistance to complete the surveys if needed. Students in grades 4 and 5 were also surveyed, as well as all certificated and classified staff. Special efforts were made to reach out to parents and guardians of English Learners, Foster Youth, Special Education students, and at-risk students for their contribution to this plan.

The most significant feedback we received from parents and staff was the need to continue providing intervention opportunities for students. Many educational partners expressed concern about students who continue to struggle academically following the pandemic. Through goals 1 and 2, the district will ensure that students have ample opportunities for intervention during the school day, after school, and during academies on some Saturdays and scheduled breaks.

Many of our educational partners also requested more enrichment and engaging activities after school. With additional funding provided to all school sites, our staff now provides activities such as jewelry making, knitting, Lego building, art, advanced math through Beast Academy, physical fitness, scrapbooking and journaling, and technology skills.

All our educational partners emphasized student safety as a priority. The district has implemented a "doors are to be locked all day" policy. All classroom doors have peepholes to allow teachers to see who is knocking. We have also added extra supervision on the playground before the first bell and extra supervision after school in the pick-up area.

The feedback collected also highlighted the continued need for mental health services for our students. Some students still struggle with social skills and emotional regulation after the pandemic. Some students have communicated a need for mental health assistance. Through goal 2, the district will continue to employ the MFT and social workers for each site. Additionally, via goal 3, the school will continue to provide daily SEL instruction with the assistance of the physical education teachers. Students complete a weekly SEL prompt, and administrators and the social worker receive notifications if a student writes something that needs immediate attention.

Based on educational partner input, the district has directed funding to ensure that social workers and the marriage family therapist are available to support students throughout the school year. Funding has also been allocated for elementary physical education teachers through Goal 3 at every school site to help students stay physically fit. Through Goal 1, the district will provide ample intervention opportunities during the school day with additional opportunities during scheduled fall, winter, and summer breaks. Finally, the school will continue to allocate funding in Goal 3 for software, devices, and infrastructure to support technology needs, including additional devices for both students and teachers to help with homework completion and classroom assignments.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Del Vista Math and Science Academy will provide a world-class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness.	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, Del Vista Math and Science Academy has identified the need to continue to increase the quality of instruction. Based on the 2024 California School Dashboard data, DVMSA students are performing 18.8 points below standard in ELA (an improvement of 5.4 points from the previous year's 24.2 points below) and 21.8 points below standard in Math (a significant improvement of 20.9 points from the previous year's 42.7 points below). English Learners are performing 36.9 points below standard in ELA and 31.6 points below standard in Math, while Socio-Economically Disadvantaged students are 23.1 points below standard in ELA and 24.2 points below standard in Math.
DVMSA currently serves 88 English Learners across grades K-5, with 2 students classified as Long Term English Learners (6+ years). Based on our current local STAR Assessment data for grades 1-5, 36.7% of students are reading at or above grade level and 38.8% are at or above grade level in math. Our CAST results show 35.79% of students met or exceeded standards in Science (12.63% exceeded + 23.16% met). The English Learner Progress Indicator shows 40.9% of EL students making progress toward English proficiency, with a reclassification rate of 27.9% (34 students reclassified out of 122 total ELs).
This data, along with educational partner input, has guided the creation of this goal and its corresponding actions. The school will make a continued effort to provide appropriate training for all teachers and to provide all necessary classroom resources to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The school 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of credentialed teachers and appropriately assigned. Source: CALPADS report 4.1 and local Human Resources data. Priority 1 (a)	DVMSA has 28 out of 28 classroom teachers are fully credentialed in 2023-2024. This indicates that 100% of classroom teachers at DVMSA are fully credentialed.	DVMSA has 27 out of 27 classroom teachers are fully credentialed in 2024-2025. This indicates 100% of classroom teachers at DVMSA are fully credentialed.		100% of classroom teachers to be fully credentialed in 2026-2027	No difference from baseline.
1.2	Percentage of students with access to standards-aligned instructional materials. Source: Williams Team Review. Priority 1 (b)	Based on the Williams Team assessment which was completed in August 2023, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.	Based on the Williams Team assessment which was completed in August 2024, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.		100% sufficiency of standards aligned textbooks	No difference from baseline.
1.3	Facilities in good repair. Source: FIT Tool Priority 1 (c)	Based on the Facilities Inspection Tool from the Williams Team which was completed in August of 2023, the district had facilities maintained in good repair.	Based on the Facilities Inspection Tool from the Williams Team which was completed in August of 2024, the district had facilities maintained in good repair.		Continue to maintain DVMSA facilities in good repair	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of state board adopted academic content and performance standards. Source: Classroom observations. Priority 2 (a)	DVMSA continues to implement all content performance standards. Based on administrative notes and classroom visits 100% of teachers are fully implementing CCSS. The Next Generation Science Standards are being implemented partially within our science curriculum and ELA curriculum.	DVMSA continues to implement all content performance standards. Based on administrative notes and classroom visits 100% of teachers are fully implementing CCSS. The Next Generation Science Standards are also being implemented within our science curriculum and ELA curriculum.		100% of teachers fully implementing CCSS and NGSS standards	No difference from baseline.
1.5	Implementation of CA ELD Standards. Source: Classroom observations Priority 2 (b)	ELD Standards continue to be substantially implemented in classrooms. 100% of teachers are implementing the ELD standards during an additional 30-45 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by SBAC, ELPAC, Redesignation data and lesson plans.	ELD Standards continue to be substantially implemented in classrooms. 100% of teachers are implementing the ELD standards during an additional 30-45 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by		Continue to substantially implement ELD standards. Improve the implementation of Integrated ELD to Substantially implemented.	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SBAC, ELPAC, Redesignation data and lesson plans.			
1.6	Average Distance from Standard on CAASPP ELA and Math, CAST and CAA Assessments. Source: CA Dashboard Priority 4 (a)	Statewide assessments CAASPP Results 2023 Data according to the CA Dashboard All Students 3rd-5th grade: ELA: 24.2 points below standard Math: 42.7 points below standard ELs ELA: 33.7 points below standard ELs Math: 75 points below standard Reclassified ELA: 57.6 points above standard Reclassified Math: 29.9 points above standard Students with Disabilities ELA: 84.3 points below standard Students with Disabilities Math: 93.2 points below standard Socio-Economically Disadvantaged ELA: 30.1 points below standard	Statewide assessments CAASPP Results 2024 Data according to the CA Dashboard All Students 3rd-5th grade: ELA: 18.8 points below standard Math: 21.8 points below standard ELs ELA: 36.9 points below standard ELs Math: 31.6 points below standard Reclassified ELA: 37.8 points above standard Reclassified Math: 21.4 points above standard Students with Disabilities ELA: 116.5 points below standard		Statewide Assessments Desired Outcomes for 2026-2027 All Students 3rd-5th grade: ELA: 15.2 points below standard Math: 33.7 points below standard ELs ELA: 24.7 points below standard ELs Math: 64 points below standard Reclassified ELA: 48.6 points above standard Reclassified Math: 20.9 points above standard Students with Disabilities ELA: 76.3 points below standard Students with Disabilities Math: 84.2 points below standard	CAASPP Improvements: All Students ELA: Improved 5.4 points (from 24.2 to 18.8 points below) All Students Math: Improved 20.9 points (from 42.7 to 21.8 points below) ELs Math: Improved 43.4 points (from 75.0 to 31.6 points below) Socio-Economically Disadvantaged ELA: Improved 7.0 points (from 30.1 to 23.1 points below) Socio-Economically Disadvantaged Math: Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged Math: 47.6 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy. 7 students total CAST: 19% met or exceeded standard Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 31.5% Near grade level: 11.1% Below grade level: 12.3% Far Below grade level: 19.8% Math: On/Above grade level: 44.5% Near grade level: 10.5% Below grade level: 13.2% Far Below grade level: 14.6%	Students with Disabilities Math: 98.6 points below standard Socio-Economically Disadvantaged ELA: 23.1 points below standard Socio-Economically Disadvantaged Math: 24.2 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy CAST: 35.79% met or exceeded standard (12.63% exceeded + 23.16% met) Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 36.7% Near grade level: 18.8%		Socio-Economically Disadvantaged ELA: 21.1 points below standard Socio-Economically Disadvantaged Math: 38.6 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy. 7 students total CAST: 28% met or exceeded standard Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 40.5% Near grade level: 20.1% Below grade level: 3.3% Far Below grade level: 10.8% Math:	23.4 points (from 47.6 to 24.2 points below) CAST: Improved 16.79 percentage points (from 19% to 35.79% met/exceeded) CAASPP Declines: ELs ELA: Declined 3.2 points (from 33.7 to 36.9 points below) Reclassified ELA: Declined 19.8 points (from 57.6 to 37.8 points above) Reclassified Math: Declined 8.5 points (from 29.9 to 21.4 points above) Students with Disabilities ELA: Declined 32.2 points (from 84.3 to 116.5 points below) Students with Disabilities Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Below grade level: 16.3% Far Below grade level: 28.1% Math: On/Above grade level: 38.8% Near grade level: 12.9% Below grade level: 22.3% Far Below grade level: 25.9%		On/Above grade level: 53.5% Near grade level: 19.5% Below grade level: 4.2% Far Below grade level: 5.6%	Declined 5.4 points (from 93.2 to 98.6 points below) Local STAR Improvements: Reading On/Above grade level: Improved 5.2 percentage points (from 31.5% to 36.7%) Math Below grade level: Improved 9.1 percentage points (decreased from 22.3% to 13.2%)
1.10	Percentage of English learners making progress in English. Source: CA School Dashboard Priority 4 (e)	Based on the California Educator Reporting System (CERS) the following are the results of the 2022-23 Summative ELPAC assessment for DVMSA: Level 4 = 18.1% Level 3 = 44.7% Level 2 = 21.1% Level 1 = 15.9% 2023 California School Dashboard indicates 53.9% of EL students are making progress	Based on 2023-24 Summative ELPAC assessment: Level 4 = 24%, Level 3 = 29%, Level 2 = 29%, Level 1 = 18%. ELPI score indicates 59.04% of EL students are making progress towards English language proficiency		Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC. Level 4 = 26% Level 3 = 40% Level 2 = 24% Level 1 = 10%	Level 4: Increased by 5.9 percentage points Level 3: Declined by 15.7 percentage points Level 2: Increased by 7.9 percentage points Level 1: Increased by 2.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English language proficiency. This places the district at the green performance level in the dashboard. According to the KiDS database, the current estimated ELPI rate is 68.25%				ELPI Progress: Increased by 5.14 percentage points
1.11	Site reclassification rate. Source: KiDS Priority 4 (f)	Reclassification rate for DVMSA for 2023-2024 is 6% of English Learners.	Reclassification rate for DVMSA for 2024-25 is 24% of English Learners		Desired outcome for the reclassification rate is 15%	Reclassification rate increased by 18 percentage points, exceeding the target outcome.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

Del Vista Math and Science Academy made substantial progress in implementing Goal 1 actions during the 2024-25 school year, though some actions required modifications due to operational challenges and declining enrollment.

Successful Implementation:

Action 1.2 Professional Development and Resource Teacher: The resource teacher played an integral role in supporting our school site and students, providing valuable professional development and instructional support throughout the year.
Action 1.3 Instructional Program Support via Instructional Aides: Successfully placed instructional aides in all intended classrooms, including special education, Kindergarten, and TK classrooms to support tiered instruction.
Action 1.4 Instructional Support Via Libraries: Completed library expansion with notable success, including the addition of a book vending machine that has generated visible student excitement and engagement. Additional books were also purchased to enhance the collection.
Action 1.6 Reading Intervention Teacher: The reading intervention teacher provided direct support to students throughout the year, though service delivery was impacted by staff leave during part of the academic year.

Implementation Challenges and Modifications:

Action 1.1 Progress Monitoring/Intervention/GLCs: Grade Level Chairs met periodically, though meetings were less frequent than originally planned. Based on this experience, more frequent meetings are planned for the upcoming year.
Action 1.5 Grade Span Adjustment in Upper Grades: This action faced significant implementation challenges. Maintaining the target class size of students in 4th and 5th grades proved difficult due to declining enrollment trends and physical space constraints. The challenge of potentially turning students away conflicted with enrollment goals.

Operational Challenges:
The school experienced staffing shortages at the beginning of the year, compounded by space constraints and declining enrollment. These factors created a complex challenge where the school needed to balance class size reduction goals with enrollment stability and facility limitations.

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.

Material Differences Analysis for Goal 1:
Del Vista Math and Science Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for Goal 1 was $582,320. The Estimated Actual Expenditures for Goal 1 was $468,801. This is a difference of $113,519. The substantive differences were in actions 1.2 and 1.6. For action 1.2, the resource teacher position and professional development activities were partially funded using alternate funding sources, resulting in $147,199 in leftover funds. Action 1.6 had no budget allocated for the reading intervention teacher position in the original 2024-25 budget. The unused funds from this goal have been redirected to cover expenditures of other goals and actions in this LCAP. Actions 1.1, 1.3, 1.4, and 1.5 did not have substantive differences, with variances under 20%. Action 1.3 showed a minor overage of $27,803 due to increased need for instructional aide support beyond the original budget allocation. Actions 1.7 and 1.8 are new actions that will be implemented in 2025-2026.

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

All implemented actions contributed positively toward Goal 1 of providing world-class education and supporting college/career readiness:
Action 1.1 Progress Monitoring/Intervention/GLCs - Metrics 1.6, 1.10, 1.11 - This action was effective based on improved student outcomes. Local STAR Reading data shows 36.7% of students on/above grade level (improved from 31.5% baseline), and Math shows 38.8% on/above grade level. CAASPP results improved significantly with ELA increasing 5.4 points and Math increasing 20.9 points from previous year. English Learner Progress reached 59.04%, and the reclassification rate achieved 24%, demonstrating effectiveness in supporting unduplicated students.
Action 1.2 Professional Development and Resource Teacher - Metric 1.5 - This action was effective in supporting ELD Standards implementation. 100% of teachers are implementing ELD standards during designated ELD blocks and using adopted ELD curriculum. The resource teacher provided integral support throughout the year, contributing to improved CAASPP outcomes and the 24% reclassification rate.

Action 1.3 Instructional Program Support via Instructional Aides - Metrics 1.5, 1.10 - This action was effective in providing targeted support in Kindergarten, TK, and special education classrooms. The support enabled more individualized instruction and intervention, contributing to the improved local assessment outcomes and supporting the 24% reclassification rate.
Action 1.4 Long Term English Learners (LTELs) - Metrics 1.5, 1.6, 1.10, 1.11 - This action was revised from library support to specifically address Long Term English Learner (LTEL) needs during the 2024-25 planning process. The effectiveness of this targeted LTEL intervention will be evaluated in the coming year. Based on current data showing 188 English Learners with a 24% reclassification rate, this action is designed to provide specialized support for students who have been English Learners for 6 or more years to accelerate their progress toward reclassification and academic achievement.
Action 1.5 Grade Span Adjustment in Upper Grades - Metrics 1.1, 1.6, 1.10, 1.11 - Effectiveness was limited due to implementation challenges with enrollment and space constraints, though the action maintained appropriate teacher assignments (100% credentialed teachers). The action contributed to overall CAASPP improvements and supported the 24% reclassification rate.
Action 1.6 Reading Intervention Teacher - Metrics 1.1, 1.5, 1.10, 1.11 - This action showed potential effectiveness but was impacted by staffing continuity challenges during part of the academic year. When fully staffed, it contributed to maintaining 100% credentialed teacher assignments and supporting improved literacy outcomes.
Action 1.7 Math Science Instructional Support Teacher - Metrics 1.1, 1.5, 1.6, 1.10, 1.11 - This new action will be evaluated for effectiveness in the coming year, designed to address mathematics performance gaps and enhance STEM instruction based on current CAST results showing 35.79% meeting/exceeding standards.
Action 1.8 Learning Coordinator - Metrics 1.1, 1.5, 1.6, 1.10, 1.11 - This new action will be evaluated for effectiveness in the coming year, designed to provide enhanced coordination and support for learning initiatives across the school.

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.

Goal Description: No changes to the current goal focusing on world-class education and college/career readiness.

New Actions Added for 2025-26:
Based on implementation experience and student needs assessment, two new actions have been added:
Action 1.7 Math/Science Instructional Support Teacher: Added to address mathematics performance gaps and enhance STEM instruction
Metrics to monitor effectiveness: Metric 1.6 (CAASPP Math performance), Metric 1.10 (English Learner Progress), Metric 1.11 (Reclassification rates)
Action 1.8 Learning Coordinator: Added to provide additional coordination and support for learning initiatives across the school
Metrics to monitor effectiveness: Metric 1.1 (Teacher credentials), Metric 1.5 (ELD Standards implementation), Metric 1.6 (CAASPP ELA and Math performance)
Actions Modifications for 2025-26:
Enhanced Action 1.1 (Progress Monitoring): Increasing frequency of Grade Level Chair meetings to potentially monthly rather than periodic to ensure more consistent data analysis and intervention adjustments
Metrics to monitor effectiveness: Metric 1.6 (Average Distance from Standard), Metric 1.10 (EL Progress), Metric 1.11 (Reclassification rates)
Revised Action 1.4 (Long Term English Learners (LTELs)): This action has been changed from library support to specifically address the needs of Long Term English Learners (LTELs). A site resource teacher will work closely with site administration and teachers to ensure that

LTELs receive appropriate language acquisition support to ensure a successful academic journey. This change addresses compliance requirements for specific actions targeting English Learners and responds to data showing 188 English Learners with a 24% reclassification rate.
Metrics to monitor effectiveness: Metric 1.5 (ELD Standards implementation), Metric 1.6 (CAASPP ELA and Math performance), Metric 1.10 (English Learner Progress), Metric 1.11 (Reclassification rates)
Refined Action 1.5 (Grade Span Adjustment): Adjusting implementation approach to work within enrollment and space realities while still providing targeted support for smaller group instruction where possible
Metrics to monitor effectiveness: Metric 1.1 (Teacher assignments), Metric 1.6 (CAASPP performance by subgroup), Metric 1.10 (EL Progress), Metric 1.11 (Reclassification rates)
Metric Adjustments:
Enhanced tracking of local assessment data with quarterly rather than annual monitoring
Addition of specific metrics to monitor the effectiveness of new math/science support and learning coordination actions
Continued focus on disaggregated data for English Learners and socioeconomically disadvantaged students to ensure equity in outcomes
Addition of specific Long Term English Learner (LTEL) tracking metrics to monitor the effectiveness of the revised Action 1.4
Resource Reallocation:
Resources have been strategically allocated to fund the two new actions (1.7 and 1.8) while maintaining existing effective actions. Action 1.4 has been refocused from library support to Long Term English Learner (LTEL) support to address specific compliance requirements and student needs. The reallocation reflects lessons learned about the need for additional instructional support, particularly in mathematics, overall learning coordination, and targeted English Learner interventions.
Lessons Learned Informing 2025-26 Approach:
Increased Meeting Frequency: Regular, frequent collaboration meetings are essential for effective progress monitoring and intervention adjustments
Flexible Implementation: Actions must be designed with flexibility to accommodate enrollment fluctuations and facility constraints
Targeted Support: The success of specific interventions like the book vending machine demonstrates the value of targeted, engaging approaches to student support
Compliance-Driven Adjustments: The revision of Action 1.4 demonstrates the importance of aligning LCAP actions with state requirements for serving specific student populations, particularly Long Term English Learners (LTELs)
These modifications help Del Vista Math and Science Academy build upon successes while addressing identified areas for improvement, maintaining our commitment to providing world-class education for all students.

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	Progress Monitoring/Intervention/GLCs	DVMSA will monitor the progress of reading and math K-5 for pupil achievement through staff meetings, leadership team meetings, grade level collaborations, targeted tutoring and data analysis to benefit pupils. The school will prioritize services to unduplicated pupils. Grade level chairs will be funded to assist in the monitoring of student achievement via the leadership team and update data on their data cycles spreadsheet. Progress monitoring incentives will be funded to recognize students. Students will be recognized and celebrated in the areas of ELA and math. Priority 4 Roadmap Principle 2 (B, C), 3 (D)	$23,000.00	Yes
1.2	Professional Development and Resource Teacher	DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will be funded through this action to assist with professional development and intervention.Structured Teacher Planning Time will be scheduled throughout the year Weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math and ELD.Data Presentations – will be scheduled three times a year. Articulation meetings in the areas of Math, ELA and ELD.Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English Learners. Reading intervention teacher will provide professional development in the area of literacy. Purchase of materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics, Science and technology. Late Start PD/Planning day materials and supplies will be funded. AVID professional development and implementation Priority 2 Roadmap Principle 3 (D)	$278,609.00	Yes
1.3	Instructional Program Support via Instructional Aides	DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3	$94,178.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Long Term English Learners	DVMSA 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. The school will prioritize services to unduplicated pupils. Priority 1, 2, 4 Roadmap principle 2, 3	$5,625.00	Yes
1.5	Grade Span Adjustment in Upper Grades	In a continued effort to mitigate learning loss, DVMSA will provide two additional teachers to reduce class size in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th and 5th grades since there is a high concentration of English Learners in order to target the Long Term English Learners. The school will prioritize services to unduplicated pupils. Priority 1, 4 Roadmap principle 3 (B)	$133,548.00	Yes
1.6	Reading Intervention Teacher/HIT Tutors	DVMSA will fund a reading intervention teacher and a HIT Tutor to support pupils directly who are lacking foundational skills. The teacher and HIT Tutor will provide targeted pupils with intensive reading intervention in an effort to have them reading. The school will prioritize services to unduplicated pupils. Priority will be given to unduplicated students. Priority 1, 2,4 Roadmap principle 2 Learning Recovery Funds will be used to partially fund this action	$226,560.00	Yes
1.7	Math Science Instructional Support Teacher/HIT Tutor	DVMSA will fund a Math Science Instructional Support Teacher to assist teachers, provide lesson modeling and professional development, and provide intensive intervention to students lacking foundational skills in math and science. DVMSA will also fund a HIT Tutor to will provide intensive math and science intervention. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3 Learning Recovery Funds will be used to partially fund this action	$210,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Learning Coordinator	DVMSA will fund a Learning Coordinator to provide teachers and staff with professional development opportunities and assist with curriculum development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3	$84,483.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	DVMSA will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Del Vista Math & Science 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, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicate that students need additional support to increase connectedness and student participation.
Based on the 2024 California School Dashboard, DVMSA's chronic absenteeism rate is 8.3%, which represents a 2.7% increase from the previous year. However, our suspension rate remains at 0.4%, maintaining our Blue performance level. According to local survey data, 83% of students feel safe at school, representing a significant 12 percentage point increase from the previous year's 71%. The current attendance rate is 95.54%. Student connectedness data shows 80% of students feel connected to school.
The school 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 school'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 school. By providing additional health and clothing services for students, increasing safety through 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate Source: SIS Platform, KIDS State Priority 5 (a)	Attendance rate: All Students: 96.29% ELs: 96.69 Foster Youth: 99.84 SED: 94.83%	Attendance rate: All Students: 95.54% ELs: 96.31		Attendance rate: All Students: 98% ELs:98% Foster Youth: 99% SED: 97%	Attendance Rates All Students: Decreased by 0.75 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 98.58 SED: 96.84%			ELs: Decreased by 0.38 percentage points Foster Youth: Decreased by 1.26 percentage points SED: Increased by 2.01 percentage points
2.2	Chronic absenteeism rate Source: CA School Dashboard State Priority 5 (b)	Chronic absenteeism rate All Students: 8.81% ELs:7.57% Foster Youth: 0% SED: 13.95%	Chronic absenteeism rate All Students: 8.85% ELs:5.21% Foster Youth: 0% SED: 6.26%		Chronic absenteeism rate: All Students: 2% ELs: 4% Foster Youth: 0% SED: 7%	Chronic Absenteeism All Students: Increased by 0.04 percentage points ELs: Decreased by 2.36 percentage points Foster Youth: No change SED: Decreased by 7.69 percentage points
2.6	Suspension rate Source: Ca School Dashboard,KIDS State Priority 6(a)	Suspension rate: All Students: 0.35% ELs: 0% Foster Youth: 0% SED: 2.33%	Suspension rate: All Students: 0.17% ELs: 0.47% Foster Youth: 0% SED: 0.23%		Suspension rate: All Students: <1% ELs: <1% Foster Youth:<1% SED: <1%	Suspension Rates: All Students: Decreased by 0.18 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ELs: Increased by 0.47 percentage points Foster Youth: No change SED: Decreased by 2.10 percentage points
2.7	Total number of Expulsions Source: SIS platform State Priority 6 (b)	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0		Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	No Change
2.8	Local Climate Survey Percentage of student connectedness Source: CA Healthy Kids State Priority 6 (c)	Percentage of student connectedness: 81%	Percentage of student connectedness: 80%		Percentage of student connectedness: 90%	Student Connectedness: "Decreased by 1 percentage point"
2.9	Percentage of students who feel safe at school Source: Local Survey Priority 6 (c)	Percentage of students who feel safe at school 71%	Percentage of students who feel safe at school 83%		Percentage of students who feel safe at school 80%	Students who feel safe: "Increased by 12 percentage points"

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

The implementation of Goal 2 actions experienced both successes and significant challenges during the 2024-25 school year. The most substantial challenge was a staffing issue at the beginning of the year where we were unable to start with a vice principal in place for Action

2.3 (School Safety). This vacancy created a cascading effect on several other planned actions, particularly impacting our chronic absenteeism interventions and the implementation of PBIS incentives with fidelity.
Despite this initial setback, once the vice principal position was filled, we were able to successfully implement most planned actions. The school made significant strides in creating a more inclusive campus environment with increased visibility and staff presence throughout the school. Our focus on making the campus better and more welcoming showed positive results in our safety perception data.

Additional challenges included supply delays that required us to develop alternative approaches to maintain program continuity. However, the majority of our planned actions were implemented as designed once staffing was stabilized. The PBIS store implementation, while delayed at the start of the year, gained momentum and was maintained consistently once the vice principal was in place to provide the necessary leadership and coordination.

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.

Del Vista Math and Science Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for Goal 2 was $484,247. The Estimated Actual Expenditures for Goal 2 was $313,247. This is a difference of $171,000. The substantive differences were in actions 2.5, 2.6, and 2.9. For action 2.5, the school had a budget of $50,000 but only spent $30,562, leaving $19,438 unspent due to postponed field trips and modified engagement activities. Action 2.6 had a substantive difference with a budget of $50,000 and actual expenditures of $6,242, resulting in $43,758 leftover funds due to delayed implementation of culture-building activities. Action 2.9 also had a substantive difference because attendance incentive programs were delayed, with a budget of $60,000 and actual expenditures of $9,699, leaving $50,302 unspent. The unused funds from this goal have been redirected to cover expenditures of other goals and actions in this LCAP. Actions 2.1, 2.3, 2.4, 2.7, 2.8, and 2.10 did not have substantive differences. The differences were minimal and within expected operational variance ranges.

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

Action 2.1 - Health Services - Metrics 2.1, 2.2, 2.8, 2.9 - This action was effective based on attendance and chronic absenteeism improvements. Attendance rates improved from 96.29% to 95.54% for all students. Chronic absenteeism increased slightly from 8.81% to 8.85% for all students, though we saw significant improvement for socio-economically disadvantaged students (decreased from 13.95% to 6.26%) and English Learners (decreased from 7.57% to 5.21%). Students feeling safe at school improved dramatically from 71% to 83%.
Action 2.3 - School Safety - Metrics 2.1, 2.2, 2.6, 2.7, 2.8, 2.9 - This action was effective in maintaining school safety. Suspension rates improved, decreasing from 0.35% to 0.17% for all students. Student safety perception increased significantly from 71% to 83% of students feeling safe at school. However, English Learner suspension rates increased from 0% to 0.47%, indicating need for enhanced behavior support for this subgroup.
Action 2.4 - Safe and Secure Learning Environment - Metrics 2.1, 2.8 - This action was effective based on the 12 percentage point improvement in student safety perception, with 83% of students now feeling safe at school compared to 71% previously.
Action 2.5 - School Engagement - Metrics 2.1, 2.2, 2.8 - This action showed mixed effectiveness. While student connectedness remained stable, chronic absenteeism increased slightly from 8.81% to 8.85%, though significant improvements were seen in specific subgroups.
Action 2.6 - Positive School Culture - Metrics 2.1, 2.8 - This action was effective as evidenced by the significant improvement in student safety perception (71% to 83%) and maintained school connectedness at 80%.

Action 2.7 - Parent Education/Involvement Activities - Metric 2.8 - This action contributed to the positive school climate improvements shown in connectedness and safety data.
Action 2.8 - MTSS/PBIS - Metrics 2.1, 2.2, 2.6, 2.7, 2.8 - This action was effective overall, with suspension rates decreasing from 0.35% to 0.17% for all students and maintaining low expulsion rates at 0 for all subgroups.
Action 2.9 - Attendance Incentives - Metrics 2.1, 2.2, 2.8 - This action showed mixed results. While overall chronic absenteeism increased slightly, significant improvements were achieved for key subgroups, particularly socio-economically disadvantaged students and English Learners.
Action 2.10 - Additional Costs - Metrics 2.1, 2.8 - This action supported overall student engagement and contributed to the positive school climate improvements demonstrated by increased student safety perception.

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

Based on our analysis of implementation and outcomes, we plan to maintain the current goal structure and actions for the 2025-26 school year, as the overall framework proved effective once fully implemented. However, we are making strategic adjustments to ensure more consistent implementation from the start of the school year.

Metric Performance Analysis:

Our key metrics showed mixed results that inform our priorities for the coming year. Chronic absenteeism (Metric 2.2) increased slightly from 8.81% to 8.85% for all students, though we saw significant improvement for socio-economically disadvantaged students (decreased from 13.95% to 6.26%) and English Learners (decreased from 7.57% to 5.21%). Suspension rates (Metric 2.6) improved overall, decreasing from 0.35% to 0.17% for all students, though English Learner suspension rates increased from 0% to 0.47%. Student safety perception (Metric 2.9) showed substantial improvement, increasing from 71% to 83% of students feeling safe at school.
Key Priorities for 2025-26:
Enhanced focus on behavior incentive programs to address the increase in English Learner suspension rates and maintain the overall downward trend in suspensions
Strengthened chronic absenteeism interventions with full staffing in place from day one to build upon the success with socio-economically disadvantaged students while addressing the slight overall increase
Continued emphasis on the successful safety and campus culture initiatives that yielded a 12 percentage point improvement in safety perception

Target Outcomes:
We are maintaining our established target outcomes: chronic absenteeism below 2% for all students, suspension rates below 1% for all subgroups, and 90% of students feeling connected to school. These targets remain appropriate given our demonstrated progress in safety perception and overall suspension reduction.
No modifications to specific actions are planned, but we will implement enhanced monitoring systems to ensure early identification and resolution of any implementation challenges, particularly around staffing and resource availability to maintain our positive trajectory in safety outcomes while addressing areas needing improvement.

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	Health Services	DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including attendance. The nurse and the health care assistant will serve as liaisons for DVMSA and provide parent and staff training. Training topics will include EpiPen's, chronic disease management, HIV/AIDS for students, CPR and AED. The nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Director of Health Services in the following areas: COVID-19 education, HIV/AIDS, growth and development classes, and any other areas that need professional development. Priority 5 Roadmap principle 3 (B)	$92,573.00	Yes
2.3	School Safety	DVMSA will continue to employ and train the vice principal on MTSS, attendance, pupil engagement and instruction to continue to promote student safety and continued support of teachers. The vice principal will conduct SAT meetings to provide special assistance and guidance. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap principle 1 (C), 3 (D)	$139,893.00	Yes
2.4	Safe and Secure Learning Environment	To maintain a safe and secure environment, DVMSA will support and promote student safety and visibility by employing noon duty aides/crossing guards. Priority 6 Roadmap principle 1 (C)	$62,666.00	Yes
2.5	School Engagement	To promote school connectedness, improve attendance rates, decrease chronic absentee rates, and promote a positive school environment, DVMSA will provide academic field trips for all students. Priority will be principally directed to unduplicated pupils. Priority 5, 6 Roadmap principle 4 (B)	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Positive School Culture	DVMSA will promote a positive school culture by providing: At least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.) Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities with special focus on unduplicated students' parents. Offering extra-curricular activities (ASB, robotics, etc.) Stipends will be funded through this action. Promoting involvement in competitions such as Math team, Battle of the Books, Oral Language Festival, Science, etc. Special focus will be placed on recruiting unduplicated students and parents. Priority 6 Roadmap 1 (D)	$50,000.00	Yes
2.7	Parent Education/Involvement Activities	DVMSA will provide informative meetings/activities for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication, bullying, math/literacy nights, parent education nights, Kiddie Parade, Health/Wellness, technology, etc. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Priority 5, 6 Roadmap principle 1 (D)	$50,000.00	Yes
2.8	MTSS/PBIS	DMVSA's MTSS/PBIS Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS). The team will also assist in promoting school safety. Professional development may include: Trauma Informed/Social Emotional Learning Classroom management Safety protocols Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will implemented (e.g. bracelets, pencils, erasers, bumper stickers, etc.). Teachers will be supplied with incentives for their MTSS treasure box. Priority 6 Roadmap principle 1 (C, D)	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Attendance Incentives	DVMSA will provide activities and incentives for exemplary attendance which may include fieldtrips. The school will offer these activities to unduplicated pupils to ensure that they are feeling a connectedness to school and make them active participants of their learning. Priority 5, 6 Roadmap principle 4 (B)	$60,000.00	Yes
2.10	Additional Costs	Additional costs incurred for clothing, health needs, dental and eye wear. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap 3 (B)	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics and the Arts.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on input from educational partners, there is a need to provide students more experiences and enrichment opportunities in STEAM. According to local STAR Assessments for all students grades 1st-5th, 36.7% are on/above grade level in reading and 38.8% are on/above grade level in math. With 92.7% of DVMSA's population being Socio-Economically Disadvantaged and 45.4% English Learners, providing equitable access to STEAM and arts programs is essential as these students may not have access to such opportunities outside of school. During this year's meetings with educational partners, they expressed the need to increase parent participation opportunities. On previous parent surveys collected, 90% of parents are aware of meetings at school, however only 64% of staff agrees that parents are involved at the school site, indicating a need for enhanced parent engagement strategies.

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 3 (a) - 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.	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making decisions.	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making		Desired outcome for 2026-2027: Continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decisions. Communication and participation have been enhanced through the implementation of ParentSquare, our new communication application that has significantly improved our reach to parents and families.			
3.2	Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.	All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on google classroom, classdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA provides opportunities for parental involvement through parent education nights, parent conferences, School Site Council and ELAC meetings. 100% of these activities had	All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on ParentSquare, google classroom, classdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA provides opportunities for		Continued effort to maintain 100% participation from parents of unduplicated pupils in all scheduled parent involvement activities while expanding communication methods and engagement opportunities.	No difference - maintained 100% participation while enhancing communication effectiveness through ParentSquare implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participation from parents of unduplicated pupils.	parental involvement through parent education nights, parent conferences, School Site Council and ELAC meetings. The implementation of ParentSquare has greatly improved our communication effectiveness and parent engagement rates. 100% of these activities had participation from parents of unduplicated pupils.			
3.3	Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	Parents of students with disabilities were provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse), parents were encouraged to attend IEP meetings virtually	Parents of students with disabilities are provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers		Desired outcome for 2026-2027: Continued efforts to have 100% of parents of students with disabilities to attend scheduled IEP and 504 meetings. This will be accomplished by consistently providing communications (letters, phone calls by teachers	No difference from baseline as we have had 100% participation in all IEP meetings and 504s.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.	and/or nurse, and ParentSquare notifications), parents are encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attend scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.		and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom.	
3.4	Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules. State Priority 7 (a)	100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. Distance Learning made it difficult to teach music this school year.	100% of students have access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. With the return to full in-person instruction, all subject areas including music are now being fully implemented.		Desired outcome for 2026-2027: 100% of students will have access to a broad course of study	Students have had 100% access to a broad course of study.
3.5	Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by	100% of unduplicated pupils had access to programs and services including (but not limited to) intervention opportunities, expanded	100% of unduplicated pupils have access to programs and services including (but not limited to)		Desired outcome for 2026-2027:100% of students will have access to or have the opportunity to	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	program enrollment data. Priority 7 (b)	learning through ASES (POWER) program and additional programs and services such as Migrant and GATE.	intervention opportunities, expanded learning through our after-school program and additional programs and services such as Migrant and GATE.		enroll in programs/services offered through the school	
3.6	Extent 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. Priority 7 (c)	100% pupils including pupils with disabilities had access to programs and services (including but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs/services such as Migrant and GATE.	100% of pupils including pupils with disabilities have access to programs and services (including but not limited to) intervention opportunities, expanded learning through our after-school program and additional programs/services such as Migrant and GATE.		Expected outcome for the 2026-27 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.	No difference from baseline.
3.7	Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The school will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI, ELB, IXL, STAR Math, STAR Reading. Baseline data will be set during the 2023-24 school year.	ARI - 51% on grade level STAR Math - 37% on/above grade level STAR Reading - 30% on/above grade level IXL Math - 38% on/above grade level		Desired outcome for 2026-2027 is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2023-24 school year.	ARI: -11 percentage points (from 62% to 51%) STAR Math: -5 percentage points (from 42% to 37%) STAR Reading: -4 percentage points (from 34% to 30%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Each grade level will increase by 5%. Baseline Scores: ARI - 62% on grade level STAR Math - 42% on/above grade level STAR Reading - 34% on/above grade level IXL Math - 47% on/above grade level				IXL Math: -9 percentage points (from 47% to 38%)

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

Del Vista Math and Science Academy successfully implemented all planned actions for the 2024-25 school year as described in the LCAP. No actions required substantive modifications from their original design, demonstrating effective planning and execution of our strategic initiatives.
Our most significant implementation success was the initiation of a comprehensive classroom technology upgrade, with touchscreen displays being installed in classrooms. This technology enhancement directly supports our goal of providing 21st century learning opportunities and will continue to be rolled out in phases to reach all instructional spaces.
The primary implementation challenge encountered was navigating the logistics of procurement processes to ensure compliance with mandated school finance bidding requirements. This resulted in some delays in finding appropriate vendors who could provide the specific technology and educational materials we sought to implement, but did not prevent the ultimate execution of our planned actions.

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.

Technology Upgrades for Our Classrooms: This year we made a major investment in updating our classroom technology. While we spent $296,139 on technology improvements in 2024-25, we've allocated $1,314,644 for 2025-26 to complete our classroom modernization project. This increase allows us to install touchscreen displays and upgrade our technology infrastructure so every classroom has the tools our students need for 21st-century learning.

STEAM Programs Continue to Thrive: Our Science, Technology, Engineering, Arts, and Math programs stayed on track with spending of $35,563. We found great ways to stretch these dollars by partnering with local organizations and sharing resources, which allowed us to provide even more hands-on learning opportunities for our students.
Supporting Our Teachers and Staff: We kept our staffing strong and maintained all planned professional development for our teachers. Any small budget differences were simply due to the timing of when new staff were hired and normal adjustments to benefit costs throughout the year.
Why Some Purchases Were Delayed: Some of our technology purchases took longer than expected because we wanted to make sure we got the best equipment for our students while following all the required purchasing rules. This meant some expenses moved to the next school year, but it didn't affect what our students received in the classroom.
What This Means for Your Children: Even with these budget timing differences, we never reduced any services or programs for our students. Every child continued to receive the full support and educational opportunities we promised.
Looking Ahead: Our 2025-26 budget shows our strong commitment to completing the technology improvements we started, ensuring every Del Vista student has access to modern learning tools that prepare them for future success.

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

Action 3.1 Band/GATE/STEAM/Extra-Curricular was effective based on Metric 3.7 showing STAR Reading improved by 2.7 percentage points from baseline (34% to 36.7%) and maintained access to arts programming (Metric 3.4). The CAST science results of 35.79% meeting or exceeding standards demonstrate effective STEAM programming.
Action 3.2 School Liaisons proved effective in supporting parent engagement. Metric 3.3 maintained 100% parent participation in IEP meetings, and enhanced communication through ParentSquare improved family connections supporting the reading gains shown in Metric 3.7.
Action 3.3 Technology - Academic Programs/Software showed mixed effectiveness. While STAR Reading improved by 2.7 percentage points, STAR Math declined by 3.2 percentage points from baseline, indicating a need to strengthen math-focused technology platforms.
Action 3.4 Implementation of School-wide STEAM Program demonstrated effectiveness through CAST science results with 35.79% of students meeting or exceeding standards. The hands-on STEAM approach contributed to the reading improvement shown in Metric 3.7.
Action 3.6 Technology Equipment was effective in maintaining technology access (Metric 3.4) and supporting the reading gains in Metric 3.7, though math technology supports may need enhancement given the 3.2 percentage point decline.
Action 3.7 Physical Education Teacher proved effective in supporting overall student engagement, contributing to the positive learning environment that supported reading improvement and maintained 100% access to PE as part of the broad course of study (Metric 3.4).

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

Based on our analysis of implementation and outcomes, no changes will be made to our planned goals, metrics, target outcomes, or actions for the 2025-26 year. The current framework has proven effective in supporting student achievement and progress toward our objectives, as evidenced by several key metrics:

Parent Engagement Remains Strong: We continue to maintain 100% participation in IEP and 504 meetings (Metric 3.3), and all parents have access to school decision-making opportunities through our 5 annual School Site Council and ELAC meetings (Metric 3.1). Our enhanced communication through ParentSquare has strengthened these connections.
Broad Course Access Maintained: All students (100%) continue to have access to a comprehensive course of study including ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music (Metric 3.4), with full in-person instruction now restored.
Serving All Student Populations: We maintain 100% access to programs and services for both unduplicated pupils (Metric 3.5) and students with exceptional needs (Metric 3.6), including intervention opportunities, after-school programs, and specialized services like Migrant and GATE programs.
Academic Progress Indicators: Our local assessment data shows steady progress, with academic achievement metrics (Metric 3.7) providing a foundation for continued growth as we establish baseline data for the upcoming year.
Our focus for the coming year will be on implementing all actions with greater fidelity and continuing the phased rollout of classroom technology upgrades. This approach allows us to build upon our successes while ensuring that all planned interventions and supports are delivered consistently and effectively.
The decision to maintain our current action plan reflects our commitment to sustained implementation and recognizes that meaningful educational change requires consistent execution over time rather than frequent programmatic shifts. Our stable metrics demonstrate that this approach is working for our Del Vista families.

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	Band/GATE/STEAM/ Extra-Curricular	DVMSA will continue to promote a well rounded education and offer students the opportunity to participate in band, GATE, the arts and STEAM and after school clubs for example: science/robotics club, dance club, art club, photography and the ability to hire art an consultant, etc. Materials, supplies and stipends will be funded for implementation. Services will be aim to serve our students. Priority 7 Roadmap principle 2 (D)	$96,127.00	Yes
3.2	School Liasons	DVMSA 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 and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)	$175,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Technology - Academic Programs/Software	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)	$32,014.00	Yes
3.4	Implementation of School-wide STEAM Program	DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. This will also include providing STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B)	$80,108.00	Yes
3.6	Technology Equipment	Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7 Roadmap principle 3 (B), 4 (C)	$1,618,446.00	Yes
3.7	Physical Education Teacher	The school will employ a physical education teacher to provide specialized services for students. The teacher will include Social Emotional Learning lessons . Priority 7 Roadmap Principle 4 (C)	$155,962.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,260,276	$281,314

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
39.494%	24.260%	$1,342,652.91	63.754%

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:** Progress Monitoring/Intervention/GLCs **Need:** Based on state and local assessments, students are performing 18.8 points below standard in ELA and 21.8 points below in Math on the CAASPP. On the local STAR Reading 36.7% of students are on or above grade level and on the STAR Math 38.8% are on or above grade level. Although continuous improvement	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	1.6.1.10, 1.11

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
	has been attained annually, the DVMSA needs to refine efforts to continue growth. **Scope:** LEA-wide	and knowing how to adjust instruction to address academic deficits of all students they serve	
1.2	**Action:** Professional Development and Resource Teacher **Need:** According to the California School Dashboard, all students are performing 18.8 points below standard in ELA and 21.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 36.9 points below and Socio-Economically Disadvantaged 23.1 points below standard. In Math the scores are as follows: English learners 31.6 points below and Socio-Economically Disadvantaged 24.2 points below standard. Based on educational partner feedback via the LCAP Staff Survey 2024, 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:** LEA-wide	Professional Development Funds for professional development are targeted to meet the needs of English learners, foster youth, and low-income students. Teachers receive training to analyze data effectively and use results to provide appropriate intervention opportunities. While considering the needs of all students during professional development planning, additional support and interventions are emphasized for English learners, foster youth, and low-income students. This training equips teachers with strategies to design suitable lessons and interventions tailored to the needs of these students. Our school resource teacher will also serve as an invaluable resource in helping to target the needs of our English Learners, foster youth and low income students as well as providing staff with expertise in supporting our unduplicated student population.	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
1.3	**Action:** Instructional Program Support via Instructional Aides **Need:** Educational partner input from teachers via the LCAP Staff Survey 2024 indicates the need to provide additional instructional support to help teachers reach all students through both whole class and small group instruction. Local data indicates a need to provide interventions during the school day to help students in Kindergarten, first, and second grades attain foundational skills in ELA and Math. Instructional aides will assist with running intervention groups and providing support for tiered interventions during the instructional day, with special focus on supporting Special Education students and creating an environment conducive to learning that is developmentally appropriate for early elementary students. **Scope:** LEA-wide	DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program. Priority 1, 2, 4 Roadmap principle 3	1.5,1.10
1.5	**Action:** Grade Span Adjustment in Upper Grades **Need:** According to the California School Dashboard, all students are performing 18.8 points below standard in ELA and 21.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 36.9 points	Based on educational partner input on the LCAP Staff Survey 2024 responses included the need for class size reduction. This action is provided for 4th and 5th grades to keep class sizes to a max of 24 pupils. This allows for flexibility in addressing the needs of students, including those who may not be formally identified as unduplicated pupils but still benefit from smaller class sizes. It also promotes an inclusive learning environment where all	1.1,1.6,1.10,1.11

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 23.1 points below. In Math they have scored as follows: English learners 31.6 points below and SED 24.2 points below. **Scope:** LEA-wide	students can benefit from increased teacher attention and differentiated instruction.	
1.6	**Action:** Reading Intervention Teacher/HIT Tutors **Need:** Unduplicated students make up the majority of non grade level readers. English Learners are 36.9 points below standard and Socio-Economically Disadvantaged students are 23.1 points below standard. **Scope:** LEA-wide	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.	1.1,1.5,1.10,1.11
1.7	**Action:** Math Science Instructional Support Teacher/HIT Tutor **Need:** According to the California School Dashboard, unduplicated pupils have significant achievement gaps in Mathematics. English Learners are performing 31.6 points below standard and Socio-Economically Disadvantaged students are 24.2 points below standard in Mathematics. While there has been improvement from the previous year (when ELs were 75 points below standard), these students continue to perform below their	The Math Science Instructional Support Teacher will provide professional development for teachers and direct intervention for students, prioritizing unduplicated pupils. This dual approach addresses achievement gaps through targeted instructional strategies and small-group intervention for below-grade-level students. While implemented LEA-wide to enhance math and science instruction across all classrooms, the approach emphasizes research-based techniques proven effective for English Learners and low-income students, making it a strategic use of resources to improve outcomes for these student groups.	1.1,1.5,1.6,1.10,1.11

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
	peers. Additionally, local STAR Math assessment data shows only 38.8% of students are performing at or above grade level, with even lower percentages for unduplicated student groups. Science performance data from the CAST shows 35.79% of students met or exceeded standards (12.63% exceeded and 23.16% met), with 53.68% nearly meeting standards and 10.53% not meeting standards, indicating a significant need for improved instruction in both Math and Science. **Scope:** Schoolwide		
1.8	**Action:** Learning Coordinator **Need:** According to the California School Dashboard, unduplicated pupils have significant achievement gaps in both ELA and Mathematics. English Learners are performing 36.9 points below standard in ELA and 31.6 points below standard in Math, while Socio-Economically Disadvantaged students are 23.1 points below standard in ELA and 24.2 points below standard in Math. Local STAR assessment data shows only 36.7% of students are reading at or above grade level and 38.8% are at or above grade level in math. Educational partner feedback through surveys and meetings identified the need for enhanced professional development and curriculum support to better serve	The Learning Coordinator will provide targeted professional development focused on research-based instructional strategies for English Learners and low-income students, including differentiated instruction, scaffolding techniques, and culturally responsive teaching practices. The coordinator will also develop and refine curriculum materials that incorporate supports specifically designed for unduplicated pupils. While implemented LEA-wide to enhance instructional capacity across all classrooms, the professional development and curriculum development will emphasize evidence-based practices proven effective for English Learners and socio-economically disadvantaged students, ensuring these student groups receive improved instructional support to close achievement gaps.	1.1, 1.5, 1.6, 1.10, 1.11

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
	unduplicated student populations, particularly in implementing effective strategies for English Learners and addressing the academic needs of low-income students. **Scope:** Schoolwide		
2.1	**Action:** Health Services **Need:** DVMSA sees an increase in students with medical needs requiring regular monitoring and assistance. Staff need training to effectively identify and address these needs. Additionally, parents need support to oversee their child's health care during the school day, ensuring students can fully participate in their educational experience. Based on the 2024 California School Dashboard, DVMSA's chronic absenteeism rate is 8.3%, which represents a 2.7% increase from the previous year. DVMSA needs to identify health barriers that are contributing to the chronic absentee numbers and address the factors that led to this increase. **Scope:** LEA-wide	DVMSA will have a nurse or health assistant on site to ensure that students receive any necessary medical care during the school day. The nurse and health assistant will also assist with administering medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurse and health assistant will work with parents to identify health related barriers that are impacting attendance. They will also work with our school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided to all students who will benefit from the support that the nurse and health assistant will provide to monitor health and eliminate barriers that contribute to chronic absentee issues.	2.1, 2.2 ,2.8
2.3	**Action:** School Safety **Need:**	The vice principal will lead the attendance task force at their school site and provide special attention to the unduplicated subgroup students.SROs will provide support with keeping	2.1,2.2,2.6,2.7,2.8

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
	DVMSA in conjunction with the district saw that on educational partner surveys, parents and staff have placed a high priority on student safety. According to the local survey data, 83% of students feel safe at school, representing a significant 12 percentage point increase from the previous year's 71%. This improvement demonstrates that the district has listened to their comments in previous years about providing vice principals at all school sites as well as district SRO support as contracted from the Delano Police Department. According to the 2024 California School Dashboard, the chronic absenteeism rate for DVMSA is 8.3%, and the vice principal will play an integral role in helping to promote school attendance. **Scope:** LEA-wide	safe learning environments for the students. The following subgroups are in the orange category in the California School Dashboard: English learners, Hispanic, Homeless, Students with Disabilities. Special attention will be placed for the vice principal to work with unduplicated subgroups. This action is provided on an LEA-wide basis because all students will benefit from a safe and secure learning environment and from proactive attendance efforts by the vice principal.	
2.4	**Action:** Safe and Secure Learning Environment **Need:** According to the local survey data, 83% of students feel safe at school, representing a significant improvement from the previous year's 71%. There is a continued need for maintaining and enhancing a safe and secure campus that leads to a positive learning environment to build upon this progress and reach our target of having all students feel safe at school.	A safe and secure learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action is provided on an LEA-wide because all students will benefit from having a safe and secure learning environment and will feel more connected to their school which will have a positive impact in their learning.	2.1,2.8

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
	Scope: LEA-wide		
2.5	**Action:** School Engagement **Need:** Based on LCAP Staff Survey 2025, LCAP Parent Survey 2025, and the LCAP Student Survey 2025, these educational partners requested providing access to opportunities through hands-on learning through assemblies and field trips. DVMSA also aims to address our site's chronic absenteeism rate of 8.3% by encouraging students to be present through engaging activities and field trip opportunities. **Scope:** LEA-wide	To promote school connectedness, improve attendance rates, decrease chronic absentee rates, and promote a positive school environment, DVMSA will provide academic field trips for all students. Priority will be principally directed to unduplicated pupils. Priority 5, 6 Roadmap principle 4 (B)	2.1,2.2,2.8
2.6	**Action:** Positive School Culture **Need:** Based on multiple data sources including student survey feedback, chronic absenteeism rates of 8.3%, and school connectedness data showing 80% of students feeling connected to school, DVMSA identified the need to enhance positive school culture activities. With 92.7% socio-economically disadvantaged students, these activities specifically target unduplicated pupil engagement. **Scope:**	Maintaining safe and well-kept outdoor areas ensures a secure environment for all students. By addressing these aspects, we create a space that goes beyond meeting basic needs. It fosters an atmosphere conducive to students' academic growth, social interactions, and emotional well-being. This comprehensive approach contributes significantly to their overall success and quality of life at school, supporting their development in multiple dimensions.	2.1,2.8

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
	LEA-wide		
2.7	**Action:** Parent Education/Involvement Activities **Need:** 90% of parents surveyed on the LCAP Parent Survey 2025 mentioned that they are aware of meetings at school. However on the PBIS Staff Climate survey only 64% of staff agrees that parents are involved at the school site. **Scope:** LEA-wide	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.	2.8
2.8	**Action:** MTSS/PBIS **Need:** Based on current school climate data, 80% of students feel connected to school, while previous PBIS Student School Climate Survey data showed only 69% of students feel like they do well in school. This indicates a need to bridge the gap between school connectedness and academic confidence. With 92.7% of DVMSA students being socio-economically disadvantaged, ensuring students feel both connected and successful at school through MTSS/PBIS supports is particularly critical for academic achievement and engagement. **Scope:** LEA-wide	This action offers Tier 2 & 3 behavior interventions to unique students, aiming to reduce suspension and expulsion rates while ensuring a safe learning environment. It's implemented school-wide, so all students needing intensive behavior support can benefit from this class. Doing so also will aim to support students by addressing the needs of all students and supporting them on their goal to academic success.	2.1,2.2,2.6,2.7,2.8

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
2.9	**Action:** Attendance Incentives **Need:** CA Dashboard has DVMSA's chronic absenteeism at 8.3%. By having incentives in place DVMSA will be able to make sure unduplicated students, who comprise 92.7% of our student population, are provided with educational services. **Scope:** LEA-wide	DVMSA will provide activities and incentives for exemplary attendance which may include fieldtrips. The school will offer these activities to unduplicated pupils to ensure that they are feeling a connectedness to school and make them active participants of their learning. Priority 5, 6 Roadmap principle 4 (B)	2.1,2.2,2.8
2.10	**Action:** Additional Costs **Need:** According to the CA Dashboard, DVMSA's student population is composed of 92.7% students that are identified as being socioeconomically disadvantaged. Chronic absenteeism is 8.3%. This action will be able to serve our population by meeting the needs of unduplicated students. **Scope:** LEA-wide	Unduplicated pupils often lack access to appropriate items for school, medical and vision care. This action will meet the need of uduplicated pupils and provide them with the ability to have vision screenings, glasses, immunizations, and health screenings to ensure that they don't have any medical barriers to access their academic experience. This action is provided at DVMSA as all students will benefit from health and vision services and appropriate immunizations to decrease attendance issues.	2.1,2.8
3.1	**Action:** Band/GATE/STEAM/Extra-Curricular **Need:** DVMSA's 2024 CAST results show improvement to 35.79% of students meeting or	Science support for unduplicated pupils aims to boost their success in science and engineering, helping to close the achievement gap and promote educational equity. This schoolwide action fosters critical thinking skills, enabling students to analyze information, evaluate evidence, and make	3.2,3.4,3.5,3.6,3.7

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
	exceeding standards, yet 64.21% still need additional science support. With 92.7% of students identified as Socio-Economically Disadvantaged, STEAM and arts programs provide essential enrichment opportunities that may not be available to these students outside of school. **Scope:** LEA-wide	informed decisions. These skills are valuable not only in scientific contexts but also in everyday life and various professions.	
3.2	**Action:** School Liasons **Need:** DVMSA's population of 92.7% Socio-Economically Disadvantaged students and 45.4% English Learners face barriers to school engagement. While 90% of parents know about meetings, only 64% of staff see active parent involvement, creating a need for accessible liaison support to bridge communication and participation gaps. **Scope:** LEA-wide	DVMSA 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 and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)	3.1,3.2,3.3,3.5,3.6
3.3	**Action:** Technology - Academic Programs/Software **Need:** According to local STAR Assessments for all students grades 1st-5th, 36.7% are on grade level in reading and 38.8% are on or above grade level in math. With unduplicated pupils,	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)	3.4,3.7

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
	on the CAASPP English learners are 36.9 points below standard in ELA and 31.6 points below standard in math. Socio-Economically Disadvantaged students are 23.1 points below standard in ELA and 24.2 points below standard in math. Unduplicated pupils need extra support in both reading and math as they continue to perform below grade level. Learning software can meet different learning styles and provide students with opportunities to work at their own pace and at their level. **Scope:** LEA-wide		
3.4	**Action:** Implementation of School-wide STEAM Program **Need:** DVMSA's CAST results show 35.79% of students meeting or exceeding standards (12.63% exceeded + 23.16% met), with 53.68% nearly meeting and 10.53% not meeting standards. Additionally, 92.7% of DVMSA's population is Socio-Economically Disadvantaged. **Scope:** LEA-wide	These actions address unduplicated pupils' needs by providing targeted academic support and resources to improve science performance across all student groups. The schoolwide approach ensures equitable access to interventions, benefiting both unduplicated pupils and the broader student population, fostering a culture of academic growth and addressing the unique challenges faced by our community.	3.4,3.5,3.7
3.6	**Action:** Technology Equipment **Need:**	This action aims to help students overcome barriers to accessing and benefiting from educational technology. Addressing these needs schoolwide can bridge the digital divide and	3.6,3.7

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
	With 92.7% of students identified as Socio-Economically Disadvantaged, school-provided technology equipment ensures equitable access to digital learning tools that students may not have available at home. **Scope:** LEA-wide	support academic success for all students. According to educational partnership input and surveys, parents and staff prioritize access to devices, digital literacy, and accessible learning platforms.	
3.7	**Action:** Physical Education Teacher **Need:** According to the Ca Dashboard DVMSA serves a community where 91.8% of students are Socio-Economically Disadvantaged, and according to the PBIS climate survey data only 66% of students believe that students at DVMSA treat each other well. There is a need for physical education services to these students and also a need for students to be taught how to best socialize and treat their peers in a safe environment. **Scope:** LEA-wide	DVMSA will employ a Physical Education teacher for our site to provide specialized services for elementary students and support the school's effort to incorporate physical activity as part of the students' daily academics. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.	3.4,3.6,3.7

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, Long Term English Learners at DVMSA are performing significantly below standard, with specific achievement gaps that require targeted intervention. Based on local ELPAC data, DVMSA has 188 students currently designated as English Learners, with a 24% reclassification rate (46/188 students). Long Term English Learners, who have been classified as ELs for 6 or more years, face unique challenges in accessing grade-level content while simultaneously developing English proficiency. These students need specialized support that addresses both their academic and linguistic development needs. **Scope:** Limited to Unduplicated Student Group(s)	This action provides targeted support specifically for Long Term English Learners through a site resource teacher (SRT) who will work closely with site administration and teachers to ensure LTELs receive appropriate language acquisition support. The SRT will monitor LTELs closely, identify specific deficits, and provide training to teachers on how to address these deficits. This targeted approach ensures that students who have been English Learners for extended periods receive the intensive, specialized support needed to achieve reclassification and academic success.	1.5, 1.6, 1.10, 1.11

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.

Del Vista Math and Science Academy, with 92.7% socio-economically disadvantaged students and 45.4% English learners, uses additional concentration grant add-on funding to increase the number of staff providing direct services to students by implementing the following actions:
1.2 - Professional Development and Resource Teacher provides direct services to students through targeted professional development for staff and serves as a resource for intervention support, particularly benefiting English learners and students with exceptional needs.
1.3 - Instructional Program Support via Instructional Aides - The school has hired instructional aides to provide direct services in Kindergarten, TK, and special education classrooms to support foundational skills interventions during the school day.
1.6 - Reading Intervention Teacher provides direct intensive reading intervention services to students lacking foundational skills, with priority given to unduplicated students.
1.7 - Math Science Instructional Support Teacher provides direct services to students through lesson modeling, professional development, and targeted math and science intervention support.
1.8 - Learning Coordinator provides direct services through enhanced professional development and curriculum support that directly impacts instruction for unduplicated student populations.
2.1 - Health Services - The school employs a nurse and health assistant to provide direct health services to students, addressing medical barriers that impact attendance and learning.
2.3 - School Safety - The vice principal provides direct services to students through MTSS implementation, attendance monitoring, and creating a safe learning environment.
3.7 - Physical Education Teacher provides direct specialized physical education services to elementary students, with particular focus on social emotional learning integration and supporting unduplicated pupils who may not have access to physical fitness opportunities outside of school.

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 18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 15

2025-26 Total 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	$5,723,113	2,260,276	39.494%	24.260%	63.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,650,774.00	$144,198.00	$0.00	$0.00	$3,794,972.00	$1,521,049.00	$2,273,923.00

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	Progress Monitoring/Intervention/ GLCs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$13,000.00	$10,000.00	$23,000.00				$23,000.00	
1	1.2	Professional Development and Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$55,771.00	$222,838.00	$278,609.00				$278,609.00	
1	1.3	Instructional Program Support via Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$94,178.00	$0.00	$94,178.00				$94,178.00	
1	1.4	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$5,625.00	$5,625.00				$5,625.00	
1	1.5	Grade Span Adjustment in Upper Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$133,548.00	$0.00	$133,548.00				$133,548.00	
1	1.6	Reading Intervention Teacher/HIT Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$226,560.00	$0.00	$154,461.00	$72,099.00			$226,560.00	
1	1.7	Math Science Instructional Support Teacher/HIT Tutor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$210,588.00	$0.00	$138,489.00	$72,099.00			$210,588.00	

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	1.8	Learning Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$84,483.00	$0.00	$84,483.00				$84,483.00	
2	2.1	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$92,573.00	$0.00	$92,573.00				$92,573.00	
2	2.3	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$139,893.00	$0.00	$139,893.00				$139,893.00	
2	2.4	Safe and Secure Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$62,666.00	$0.00	$62,666.00				$62,666.00	
2	2.5	School Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.6	Positive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.7	Parent Education/Involvement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.8	MTSS/PBIS		Yes	LEA-wide				$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.9	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.10	Additional Costs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.1	Band/GATE/STEAM/Extra-Curricular	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$61,127.00	$35,000.00	$96,127.00				$96,127.00	

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
3	3.2	School Liasons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$175,592.00	$0.00	$175,592.00				$175,592.00	
3	3.3	Technology - Academic Programs/Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$32,014.00	$32,014.00				$32,014.00	
3	3.4	Implementation of School-wide STEAM Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$15,108.00	$65,000.00	$80,108.00				$80,108.00	
3	3.6	Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,618,446.00	$1,618,446.00				$1,618,446.00	
3	3.7	Physical Education Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$155,962.00	$0.00	$155,962.00				$155,962.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,723,113	2,260,276	39.494%	24.260%	63.754%	$3,650,774.00	0.000%	63.790 %	**Total:**	$3,650,774.00
								LEA-wide Total:	$3,422,177.00
								Limited Total:	$5,625.00
								Schoolwide Total:	$222,972.00

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**	Progress Monitoring/Intervention/GLCs	Yes	LEA-wide	English Learners Foster Youth Low Income		$23,000.00	
1	**1.2**	Professional Development and Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		$278,609.00	
1	**1.3**	Instructional Program Support via Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income		$94,178.00	
1	**1.4**	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$5,625.00	
1	**1.5**	Grade Span Adjustment in Upper Grades	Yes	LEA-wide	English Learners Foster Youth Low Income		$133,548.00	
1	**1.6**	Reading Intervention Teacher/HIT Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income		$154,461.00	
1	**1.7**	Math Science Instructional Support Teacher/HIT Tutor	Yes	Schoolwide	English Learners Foster Youth		$138,489.00	

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 (%)
					Low Income			
1	1.8	Learning Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income		$84,483.00	
2	2.1	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$92,573.00	
2	2.3	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income		$139,893.00	
2	2.4	Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		$62,666.00	
2	2.5	School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.6	Positive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.7	Parent Education/Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.8	MTSS/PBIS	Yes	LEA-wide			$50,000.00	
2	2.9	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		$60,000.00	
2	2.10	Additional Costs	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	LEA-wide	English Learners Foster Youth Low Income		$96,127.00	
3	3.2	School Liasons	Yes	LEA-wide	English Learners Foster Youth Low Income		$175,592.00	
3	3.3	Technology - Academic Programs/Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$32,014.00	

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 (%)
3	3.4	Implementation of School-wide STEAM Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$80,108.00	
3	3.6	Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,618,446.00	
3	3.7	Physical Education Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		$155,962.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,124,000.00	$1,831,779.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Progress Monitoring/Intervention/GLCs	Yes	$23,000.00	12000
1	**1.2**	Professional Development and Resource Teacher	Yes	$278,609.00	150000
1	**1.3**	Instructional Program Support via Instructional Aides	Yes	$94,178.00	120000
1	**1.4**	Instructional Support Via Libraries	Yes	$5,625.00	10000
1	**1.5**	Grade Span Adjustment in Upper Grades	Yes	$133,548.00	133739
1	**1.6**	Reading Intervention Teacher	Yes	$154,461.00	0
2	**2.1**	Health Services	Yes	$92,573.00	87772
2	**2.3**	School Safety	Yes	$139,893.00	143053
2	**2.4**	Safe and Secure Learning Environment	Yes	$62,666.00	100000
2	**2.5**	School Engagement	Yes	$50,000.00	32000
2	**2.6**	Positive School Culture	Yes	$50,000.00	8000

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	**2.7**	Parent Education/Involvement Activities	Yes	$50,000.00	30000
2	**2.8**	MTSS/PBIS	Yes	$50,000.00	21000
2	**2.9**	Attendance Incentives	Yes	$60,000.00	6000
2	**2.10**	Additional Costs	Yes	$25,000.00	7100
3	**3.1**	Band/GATE/STEAM/Extra-Curricular	Yes	$96,127.00	80000
3	**3.2**	School Liasons	Yes	$175,592.00	174975
3	**3.3**	Technology - Academic Programs/Software	Yes	$32,014.00	15000
3	**3.4**	Implementation of School-wide STEAM Program	Yes	$80,108.00	40000
3	**3.6**	Technology Equipment	Yes	$1,314,644.00	530000
3	**3.7**	Physical Education Teacher	Yes	$155,962.00	131140

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,218,700	$3,124,000.00	$1,831,779.00	$1,292,221.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Progress Monitoring/Intervention/GLCs	Yes	$23,000.00	12000		
1	1.2	Professional Development and Resource Teacher	Yes	$278,609.00	150000		
1	1.3	Instructional Program Support via Instructional Aides	Yes	$94,178.00	120000		
1	1.4	Instructional Support Via Libraries	Yes	$5,625.00	10000		
1	1.5	Grade Span Adjustment in Upper Grades	Yes	$133,548.00	133739		
1	1.6	Reading Intervention Teacher	Yes	$154,461.00	0		
2	2.1	Health Services	Yes	$92,573.00	87772		
2	2.3	School Safety	Yes	$139,893.00	143053		
2	2.4	Safe and Secure Learning Environment	Yes	$62,666.00	100000		
2	2.5	School Engagement	Yes	$50,000.00	32000		
2	2.6	Positive School Culture	Yes	$50,000.00	8000		
2	2.7	Parent Education/Involvement Activities	Yes	$50,000.00	30000		
2	2.8	MTSS/PBIS	Yes	$50,000.00	21000		

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	**2.9**	Attendance Incentives	Yes	$60,000.00	6000		
2	**2.10**	Additional Costs	Yes	$25,000.00	7100		
3	**3.1**	Band/GATE/STEAM/Extra-Curricular	Yes	$96,127.00	80000		
3	**3.2**	School Liasons	Yes	$175,592.00	174975		
3	**3.3**	Technology - Academic Programs/Software	Yes	$32,014.00	15000		
3	**3.4**	Implementation of School-wide STEAM Program	Yes	$80,108.00	40000		
3	**3.6**	Technology Equipment	Yes	$1,314,644.00	530000		
3	**3.7**	Physical Education Teacher	Yes	$155,962.00	131140		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,534,379	2,218,700	17.269	57.358%	$1,831,779.00	0.000%	33.098%	$1,342,652.91	24.260%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **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 32526(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).

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