

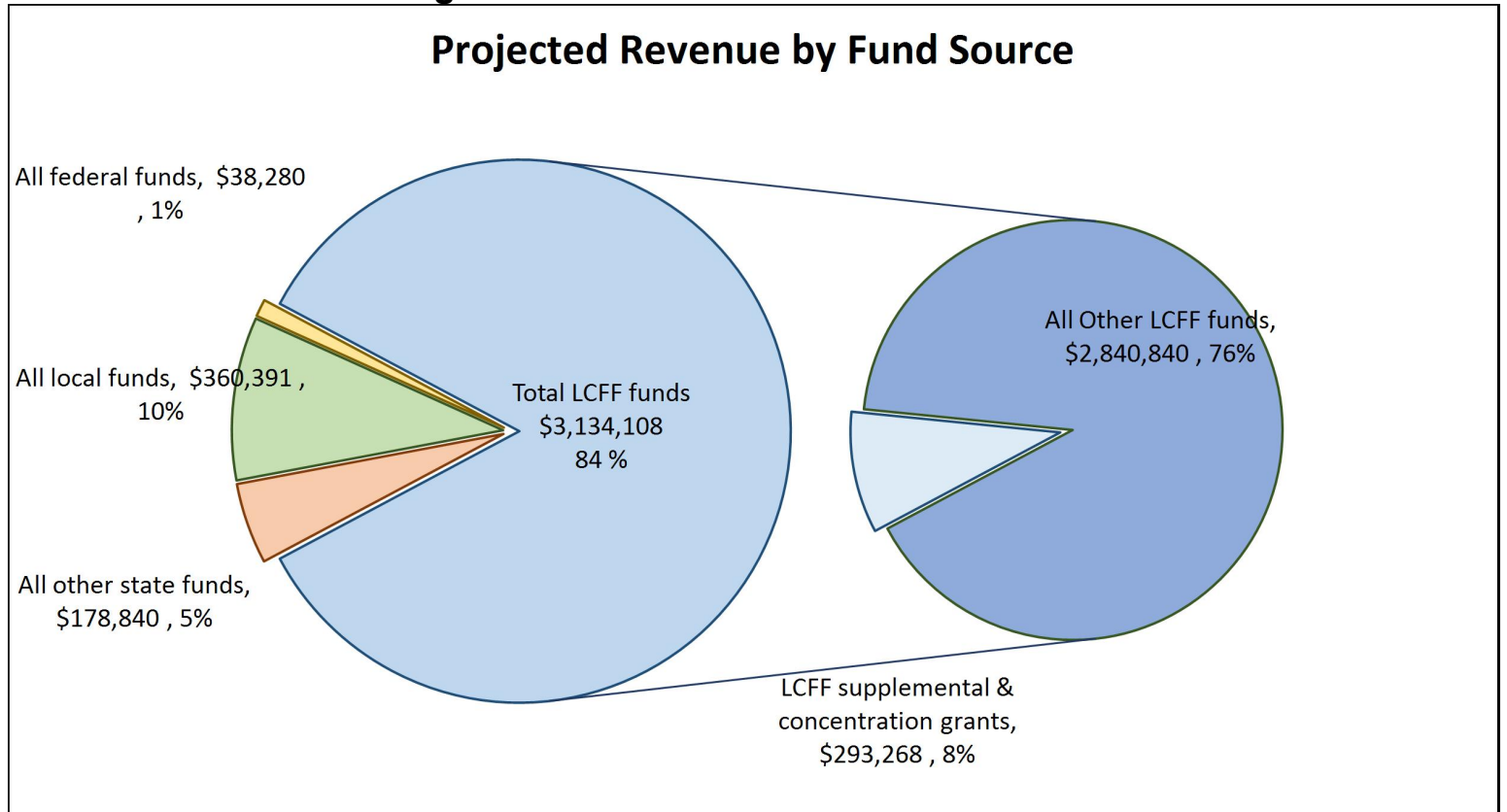
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delta Home Charter School
 CDS Code: 39-68627-0129890
 School Year: 2025-26
 LEA contact information:
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Delta Home Charter School is \$3,711,619, of which \$3,134,108.00 is Local Control Funding Formula (LCFF), \$178,840.00 is other state funds, \$360,391.00 is local funds, and \$38,280.00 is federal funds. Of the \$3,134,108.00 in LCFF Funds,

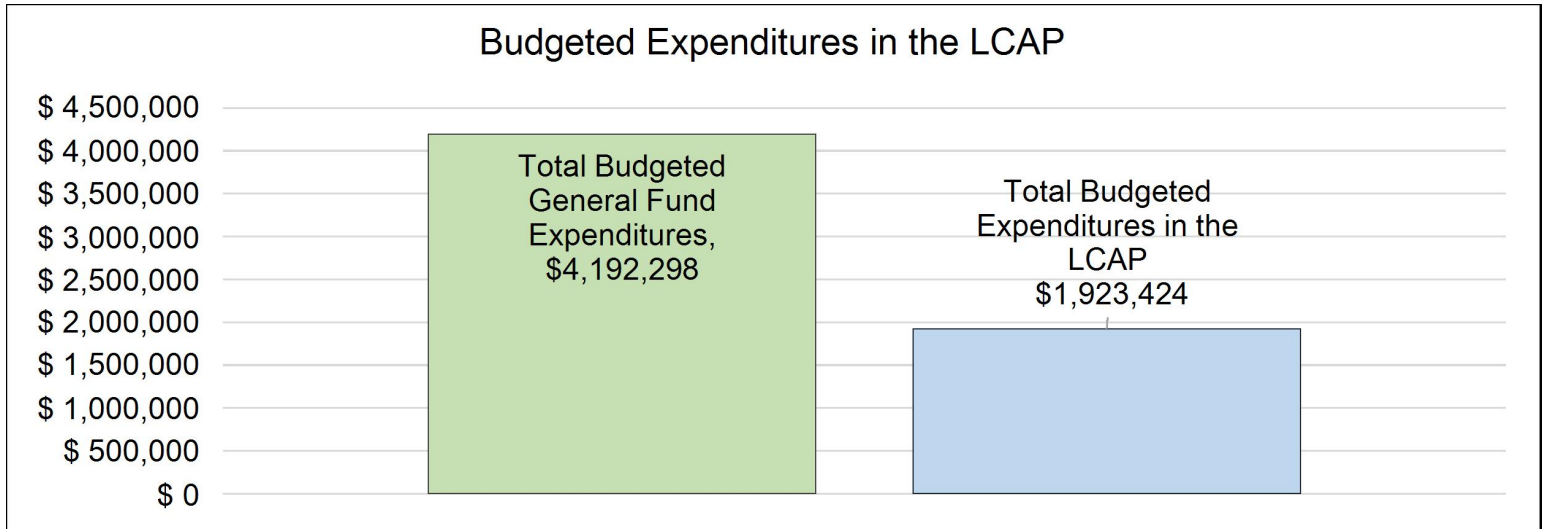
\$293,268.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much Delta Home Charter School 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: Delta Home Charter School plans to spend \$4,192,298.00 for the 2025-26 school year. Of that amount, \$1,923,424.00 is tied to actions/services in the LCAP and \$2,268,874 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

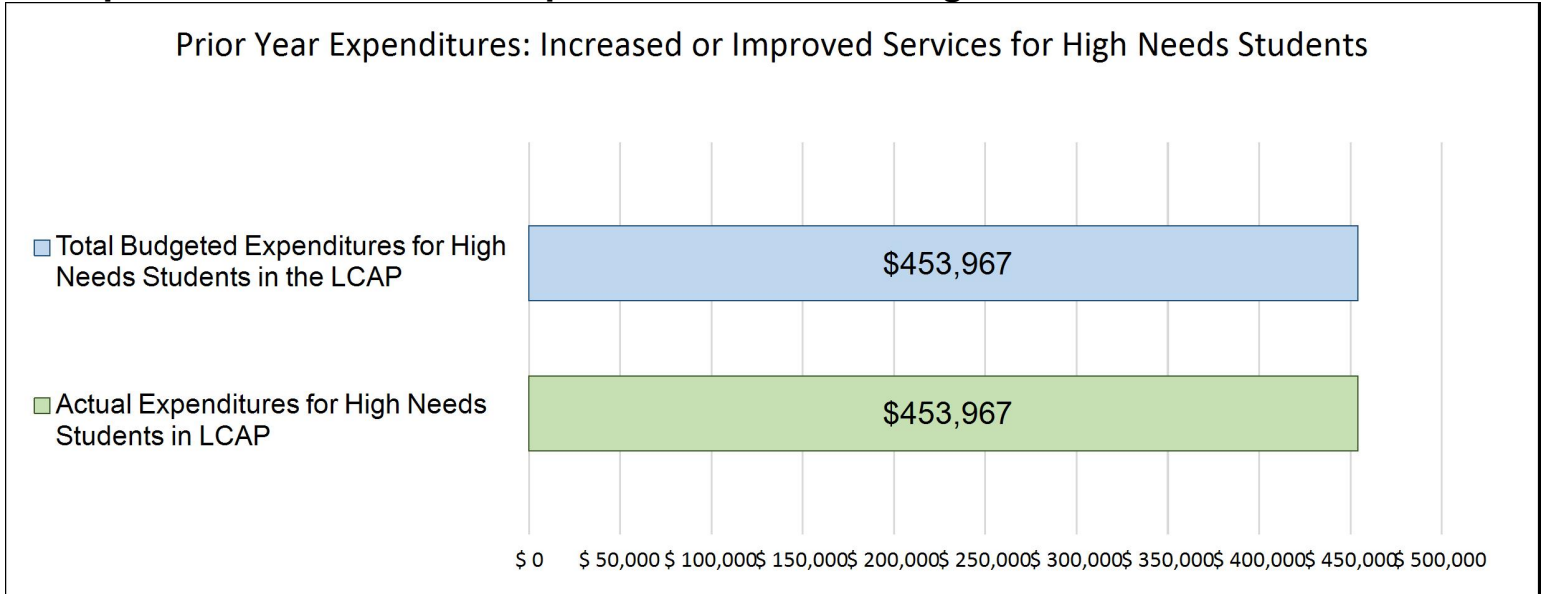
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses, District Infrastructure and District Transportation Expenses.

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

In 2025-26, Delta Home Charter School is projecting it will receive \$293,268.00 based on the enrollment of foster youth, English learner, and low-income students. Delta Home Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Delta Home Charter School plans to spend \$1,599,600.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Delta Home Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Delta Home Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Delta Home Charter School's LCAP budgeted \$453,967.00 for planned actions to increase or improve services for high needs students. Delta Home Charter School actually spent \$453,967.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Delta Home Charter School's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delta Home Charter School	Don Patzer Director of Ed. Services	dpatzer@njes.org 209.830.6363 ext. 2391

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.

Delta Home Charter School offers a comprehensive Independent Study program for students in Transitional Kindergarten through Eighth Grade. Designed for families who wish to serve as the primary educators of their children, our public charter school provides guidance, structure, and enrichment to support each student’s educational journey.

Our credentialed teachers partner closely with families to select California standards-based instructional materials tailored to each student's needs. Together, they develop and update Personalized Learning Plans (PLPs) every four to six weeks, ensuring academic goals are relevant, rigorous, and responsive to student growth.

Mission Statement – 2025

Delta Home Charter School fosters an academically rich, student-centered environment that promotes responsibility, respect, independent thinking, and mastery of academic content. Our goal is to help students achieve their full academic potential, as evidenced by performance on state and local assessments including CAASPP, ELPAC, and NWEA MAP.

Academic Program Enhancements for 2025

We continue to offer families a choice between book-based and digital curricula, all aligned with California State Standards. For the 2025 school year:

Time4Learning remains the core online curriculum for TK–5th grade

Edgenuity continues to serve students in 6th–8th grade

Both programs are supported by NWEA, our benchmark assessment provider, to monitor progress and inform instruction.

Hybrid Learning Model

Delta Home Charter School operates as a hybrid homeschool model, blending independent study with optional on-campus and virtual learning opportunities. Students benefit from:

Small group, classroom-based instruction

Project-based learning sessions

Targeted academic support and interventions

Enrichment workshops and summer learning

Typical class sizes range from 5–15 students per credentialed teacher, ensuring personalized attention and strong student-teacher relationships.

As we look ahead to 2025 and beyond, Delta Home Charter School remains committed to flexible, family-driven education that meets the diverse needs of every learner.

Reflections: Annual Performance

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

Based on a review of the 2024 California School Dashboard and local assessment data, Delta Home Charter School has demonstrated clear strengths in school climate and student engagement, while continuing to address key areas for academic improvement. The school earned Blue ratings in both chronic absenteeism (0.7%) and suspension rate (0%), indicating a safe, inclusive environment where students feel connected and supported.

Academic outcomes show signs of progress. In English Language Arts (ELA), students improved by 6.4 points, now performing 53.6 points below standard, and in Mathematics, performance increased by 10.8 points, now 85.1 points below standard. Both subject areas are classified as Yellow, signaling improvement but highlighting continued instructional needs.

Performance among English Learners and socioeconomically disadvantaged students remains a critical area of focus. English Learner progress increased to 46.7%, a 16.7% improvement, yet remains below expectations. Growth data from the state reflects below typical growth among these student groups in both ELA and Math.

Delta Home continues to meet all local performance indicators, including full implementation of academic standards, broad course access, and strong family engagement. These operational strengths provide a stable platform to intensify academic interventions and expand English Learner support services. The school remains committed to using data-driven instruction and maintaining strong relationships with families to ensure equitable outcomes for all students.

Building Relationships Between School Staff and Families

Current Strengths and Progress:

Delta Home Charter School is deeply committed to building strong, trusting relationships with families. Educators participate in ongoing professional development and are well-versed in the diverse curriculum options offered to families. Teachers meet regularly with families to review progress and personalize instruction. The use of NWEA MAP assessments enables teachers to monitor student growth in ELA and Math and identify targeted learning needs. Additional enrichment and advanced learning opportunities are provided to support achievement. The school has recently added a Spanish-speaking translator, strengthening communication with Spanish-speaking families and ensuring broader access to school resources. There is a growing effort to ensure that all families are aware of their educational rights and feel empowered to advocate for their children.

Focus Areas for Improvement:

Engaging non-native English-speaking families remains a key priority. In the upcoming year, Delta Home will hold regular English Learner Advisory Committee (ELAC) meetings both in person and via Zoom to increase accessibility. The school will also host a series of support sessions designed to equip families with practical tools and instructional strategies for use at home. To support English Learners, students will participate in regular conversational sessions with the English Language Development (ELD) teacher, promoting both academic language development and confidence.

Plans to Improve Engagement of Underrepresented Families:

ELAC meetings will provide a space for English Learner families to learn more about academic programs and contribute valuable input. These meetings serve as an important platform for shaping school decisions based on family voice. In addition, student data conferences will foster stronger connections among students, families, and teachers by reviewing MAP results collaboratively. These efforts aim to create a deeper sense of partnership and inclusion for families that have historically been underrepresented.

Building Partnerships for Student Outcomes

Current Strengths and Progress:

Delta Home fosters meaningful family partnerships through consistent communication and engagement practices. Teachers conduct monthly in-person meetings with families and follow up with weekly phone, email, or text check-ins. The principal meets with each family upon enrollment and maintains contact to support student goals and recognize achievements. The campus environment is intentionally designed to be welcoming and home-like. Weekly tutoring in Math, Science, and ELA is available to all students, and enrichment sessions provide added instructional support. While the school values cultural diversity, there is a recognized need to more intentionally celebrate and integrate the varied backgrounds of its families into the school experience.

Focus Areas for Improvement:

To better align family partnerships with improved student outcomes, Delta Home is implementing data talks and family conferences aligned to assessment cycles. Teachers will review MAP data in Professional Learning Communities (PLCs), then hold data conferences with families to share findings and offer strategies for academic support at home. These conversations are central to strengthening the instructional partnership between home and school.

Plans to Improve Engagement of Underrepresented Families:

The principal will continue to meet personally with families exploring enrollment and maintain active engagement with current families. Teachers will remain in close contact throughout each learning period and provide tutoring as needed. ELAC meetings and family events will serve as opportunities to foster strong relationships and encourage ongoing communication, particularly with families who may not have historically been involved in school planning or decision-making processes.

Seeking Input for Decision-Making

Current Strengths and Progress:

Delta Home has identified family input in school decision-making as an area of continued development. Educational partner input shows that while the school offers opportunities for engagement, participation—especially among underrepresented families—has been low. The school has responded by introducing regular engagement events, such as surveys and family meetings, to solicit input on programs and policies. These efforts are being monitored for effectiveness and guide the school in refining its engagement strategies.

Focus Areas for Improvement:

Delta Home is launching Coffee with the Principal sessions and parent support meetings to increase accessibility and reduce barriers to participation. These gatherings are intended to provide information, collect feedback, and empower families to become active contributors in shaping school priorities and resources. The meetings will also offer guidance on supporting learning at home, particularly in the homeschool model.

Plans to Improve Engagement of Underrepresented Families:

The school will expand its use of ELAC meetings and family-centered events to gather input and ensure the voices of underrepresented families are heard and valued. Student data conferences will also provide structured opportunities for families, students, and teachers to collaborate in reviewing academic progress and informing instructional and programmatic decisions.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
NJESD DELAC	During meetings throughout the year, members received briefings on the LCAP goals and priorities.
Parents/Staff/Students	Families provided LCAP input on improvements they would like through the annual climate survey.
Parent's Club/Advisory Committee	Parents were able to provide input through the annual climate survey and reviewed the LCAP and provided input.
All Educational Partners	Educational partners were provided the opportunity meet directly with Board of Trustees regarding LCAP
Certificated/Classified Staff	School staff and faculty participated and provided input through the annual climate survey that informed the development of the LCAP.

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

The 2025 Local Control and Accountability Plan (LCAP) for Delta Home Charter School was developed through a collaborative and inclusive process that prioritized the voices of our educational partners, including families, students, teachers, classified staff, and school leadership. Their feedback played a vital role in shaping the LCAP's goals, actions, and metrics, ensuring that the plan reflects the values, priorities, and needs of the Delta Home community.

Incorporating Educational Partner Feedback into LCAP Goals:

Delta Home Charter School actively sought and integrated input from educational partners through surveys, ELAC meetings, PLP conferences, family engagement events, and open forums such as Coffee with the Principal. This input directly informed the development of the following key goals in the 2025 LCAP:

Goal 1: Ensure all students reach grade-level reading proficiency by the end of third grade.

This goal was strongly influenced by feedback from administrators and teachers who identified early literacy as a critical academic foundation. Local assessment data and MAP growth trends reinforced the urgency of this focus area.

Goal 2: Increase English Learner proficiency by 15% by the end of the LCAP cycle, as measured by local assessments and ELPAC performance.

This goal was informed by feedback from families of English Learners, collected during ELAC meetings and language development workshops. Parents expressed a desire for more targeted ELD support and clearer communication about student progress.

Goal 3: Strengthen school climate and increase meaningful family partnerships to ensure a safe, inclusive, and engaging learning environment.

This goal was shaped by responses from the annual Climate Survey, which highlighted the importance of belonging, communication, and culturally responsive practices. Input from parents emphasized the need for consistent two-way communication, family learning opportunities, and improved celebration of student and family diversity.

Using Climate Survey Results to Inform the LCAP:

The school's Climate Survey served as a central source of data in the LCAP planning process. The survey captured feedback from students, families, and staff on topics such as school connectedness, teacher support, academic challenge, and equity. Key findings included:

High marks for teacher responsiveness and school safety

Requests for more challenging academic work and additional communication tools

A need to strengthen students' confidence and self-efficacy, particularly among English Learners and Asian student groups

These insights directly informed actions related to social-emotional learning, academic tutoring, expanded ELD services, and inclusive family engagement events.

A Living Document Shaped by Educational Partnership:

Delta Home Charter School views the LCAP not as a compliance document, but as a living blueprint shaped by the voices of its community. Each goal and associated action for 2025 is the result of intentional collaboration, shared accountability, and a deep commitment to student success. This educational partner-driven process ensures that our LCAP is not only compliant with state expectations but also grounded in the authentic experiences and aspirations of those we serve.



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be reading fluently by 3rd grade.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Delta Home Charter developed this goal in response to student performance data on the 2024 California School Dashboard and recent local assessments, which reveal persistent academic challenges, particularly for English learners and students with disabilities.

According to the Dashboard:

English Language Arts (ELA) is in the Yellow performance band, with students scoring 53.6 points below standard, despite a 6.4-point improvement.

Mathematics is also in the Yellow band, 85.1 points below standard, though it improved by 10.8 points.

English Learner Progress has no color rating but shows 46.7% making progress, up from previous years.

Disaggregated 2023 CAASPP results highlight stark performance gaps:

In Math, only 3.92% of Grade 8 students exceeded the standard, and just 5.88% met it.

In ELA, only 5.88% of Grade 11 students exceeded the standard, and 17.65% met it.

Students with disabilities performed well below peers: only 5% met Math standards and 18% met ELA standards.

Just 30% of English learners made progress on English language proficiency, with some showing regression.

Winter 2024 MAP data reinforces these findings:

Kindergarten students showed particularly low proficiency in foundational literacy skills (e.g., 33% met phonological awareness standards; 39% for phonics/word recognition).

In Grades 3 and 8 ELA, only 57% and 43% of students, respectively, met or exceeded standards.

Informed by educational partner feedback, the LEA has prioritized increased staffing, including lowering teacher/student ratios and increasing paraprofessional support. These targeted actions aim to provide individualized instruction and address instructional variability across grades.

By focusing on curriculum alignment and differentiated instruction, this goal is designed to foster consistent academic progress, especially among historically underserved students. The ultimate aim is to ensure equitable academic achievement and holistic support 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
1a	Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching.	100% (2023-2024 CalSAAS)	100% (2024-2025 CalSAAS)		100% (2026-2027 CalSAAS)	No Change
1b,	Percentage of Pupils who have sufficient access to standards-aligned instructional materials.	100% (August 28, 2023 William's Act Visit)	100% (August 13, 2024 William's Act Visit)		100% (2027 William's Act Visit)	No Change
2a	2a. LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English Learners to access the CC academic	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or		LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>content standards and ELD Standards.</p> <p>(Local Indicator, LCFF Priority 2 Self - Reflection Tool)</p> <p>Rating Scale (lowest to highest):</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4</p> <p>(2023 LCFF Self-Reflection Tool)</p>	<p>curriculum frameworks identified below</p> <p>ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4</p> <p>(2025 LCFF Self-Reflection Tool)</p>		<p>curriculum frameworks identified below</p> <p>ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5 History-Social Science: ---5</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5</p> <p>(2027 LCFF Self-Reflection Tool)</p>	<p>curriculum frameworks identified below</p> <p>ELA: ---No Change ELD: ---No Change Mathematics:---4 Next Gen. Science Standards: ---No Change History-Social Science: ---No Change</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---No Change ELD: ---No Change Mathematics: ---No Change Next Gen. Science Standards: ---No Change</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						History-Social Science: ---No Change (2025 LCFF Self-Reflection Tool)
4a	Statewide/ Local Assessments (Local Indicator) - Percentage of students who meet or exceed standard on the MAP Reading Measures of Academic Performance (MAP) assessment	<p>Spring 2024 MAP Reading Fluency Assessments</p> <p>Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - 66% KN - 33% 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Phonics/ Word Recognition TK - 100% KN - 39% 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Listening Comprehension TK - 75% KN - 84% 1st Gr.- 88% 2nd Gr.- 100%</p> <p>Picture Vocabulary</p>	<p>2025 MAP Reading Fluency Assessments</p> <p>Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - % KN - 70% 1st Gr.- 67% 2nd Gr.- N/A</p> <p>Phonics/ Word Recognition TK - % KN - 40% 1st Gr.- 60% 2nd Gr.- N/A</p> <p>Listening Comprehension TK - 70% KN - 60% 1st Gr.- 60% 2nd Gr.- %</p>		<p>Spring 2027 Term MAP Reading Fluency Assessments</p> <p>Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - 81% KN - 48% 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Phonics/ Word Recognition TK - 100% KN - 54% 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Listening Comprehension TK - 90% KN - 99% 1st Gr.- 88% 2nd Gr.- 100%</p>	<p>Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - % KN - % 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Phonics/ Word Recognition TK - % KN - % 1st Gr.- N/A 2nd Gr.- N/A</p> <p>Listening Comprehension TK - % KN - % 1st Gr.- % 2nd Gr.- %</p> <p>Picture Vocabulary TK - % KN - % 1st Gr.- %</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TK - 87% KN - 94% 1st Gr.- 100% 2nd Gr.- 100% Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 14% Winter 2024 Growth ELA Assessments (Latest data for the current school year) 3rd Grade Meet or Exceed Grade Level = 57.0% 4th Grade Meet or Exceed Grade Level = 35.0% 5th Grade Meet or Exceed Grade Level = 30.0% 6th Grade Meet or Exceed Grade Level = 35.0% 7th Grade Meet or Exceed Grade Level = 33.0%	Picture Vocabulary TK - % KN - 80% 1st Gr.- 80% 2nd Gr.- % Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.-100% Winter 2025 Growth ELA Assessments) 3rd Grade Meet or Exceed Grade Level = 75% 4th Grade Meet or Exceed Grade Level = 52% 5th Grade Meet or Exceed Grade Level = 33% 6th Grade		Picture Vocabulary TK - 100% KN - 100% 1st Gr.- 100% 2nd Gr.- 100% Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 29% Winter 2024 Growth ELA Assessments (Latest data for the current school year) 3rd Grade Meet or Exceed Grade Level = 72.0% 4th Grade Meet or Exceed Grade Level = 50.0% 5th Grade Meet or Exceed Grade Level = 45.0%	2nd Gr.- % Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 14% 3rd Grade Meet or Exceed Grade Level =18 4th Grade Meet or Exceed Grade Level = 17% 5th Grade Meet or Exceed Grade Level = 3% 6th Grade Meet or Exceed Grade Level = 17% 7th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade Meet or Exceed Grade Level = 43.0%	Meet or Exceed Grade Level = 52%		6th Grade Meet or Exceed Grade Level = 50.0%	Meet or Exceed Grade Level = 12%
			7th Grade Meet or Exceed Grade Level = 45%		7th Grade Meet or Exceed Grade Level = 48.0%	8th Grade Meet or Exceed Grade Level = 4%
			8th Grade Meet or Exceed Grade Level = 47%		8th Grade Meet or Exceed Grade Level = 58.0%	
4e	Percentage of English Learner students who make progress toward English proficiency	30% Annual Progress (2023 Dashboard)	46.7% (2024 Dashboard)		90% Annual Progress (2027 Dashboard)	16.7%
7a	Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC Section 51210 and EC Section 51220	100% (2023-2024 were provided Schedules, SEIS, CALPADS)	100% (2024-2025 were provided Schedules, SEIS, CALPADS)		100% (2026-2027 were provided Schedules, SEIS, CALPADS)	No Change
8a	Other Pupil Outcomes - Students have access to all adopted course of study.	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)		100% Participation 2026-2027 (Time 4 Learning, Edgenuity, District Adopted Materials)	No Change

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.

During the 2024–25 academic year, the LEA fully implemented planned actions aligned with LCAP goals, particularly in ensuring 100% of teachers were appropriately credentialed (CalSAAS) and all students had access to standards-aligned instructional materials (Williams Act Visits). Implementation fidelity was maintained across site visits and reporting tools (e.g., SEIS, CALPADS, MAP assessments).

Challenges included refining local indicator self-reflection ratings (Priority 2) to progress from initial to full implementation in areas such as ELD and science instruction. However, substantial implementation progress was demonstrated through upgraded ratings across all academic domains, particularly in ELD, moving from 3s and 4s to 5s by 2027.

Successes included upward trends in MAP Reading Fluency and ELA Growth assessments, especially in early grades (TK-2), and improvements across grades 3–8 in Winter 2025 data.

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.

There were no material differences between budgeted and actual expenditures or planned versus actual percentages of improved services. Planned services were implemented within allocated funding levels, and LCAP contributing actions were supported as anticipated.

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

The actions related to foundational literacy, ELD support, and broad course access were effective. Notable outcomes included:

Sustained 100% access to credentialed teachers and instructional materials.

Improvement in MAP scores, especially among younger grade levels, with oral fluency reaching 100% in TK–1.

Steady increase in English Learner progress (from 30% to 46.7% in one year).

Continued 100% access to broad courses and adopted curricula.

However, disparities in middle school ELA achievement (grades 5–8) indicate targeted support is still needed.

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 these reflections:

The LEA will enhance targeted academic interventions in grades 5–8 to close proficiency gaps.

Additional professional development in culturally responsive teaching and scaffolded literacy will be implemented.

Metrics for middle school performance will be disaggregated by student group to better assess gaps.

For English Learners, differentiated ELD supports and progress monitoring tools will be expanded to maintain momentum toward the 90% target.

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	Reading Programs/Curriculum	LCFF and LREBG Funds will be allocated to support activities, materials/curriculum, and supplies that enhance literacy instruction and intervention. This includes current and emerging programs and materials for all levels and grades.	\$280,324.00	Yes
1.2	Professional Development	Provide professional development for staff.	\$5,000.00	Yes
1.3	Expanded Learning Opportunities	Provide summer school for EL students. Provide transportation for students during summer school.	\$50,000.00	No
1.4	Certificated Teacher/Classified Paraprofessional Staffing	Funding to support lower teacher/student ratios as well as paraprofessional support	\$1,572,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Access to Print and Digital Media	Ensure students have access to both print and digital instructional materials that are aligned with educational standards.	\$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the LCAP cycle, English Learner students in grades TK-8 will achieve a 15% increase in English proficiency, as measured by local assessments.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA has established this goal to address significant and persistent performance gaps identified through recent English Language Proficiency Assessments for California (ELPAC) and other academic benchmarks. Current data indicates that only 25% of English Learners (ELs) demonstrate well-developed skills in the Reading domain, while over 54% remain in the early stages of language acquisition (Levels 1 and 2). In Written Language, 29.17% of students are performing at Level 1, reflecting a critical need for foundational literacy support.

Additionally, the most recent English Learner Progress Indicator (ELPI) shows that only 46.7% of ELs are making the expected annual progress toward proficiency, meaning the majority of students are not advancing at a rate that positions them for timely reclassification or academic success.

This performance gap affects not just English language acquisition but also equity in access to rigorous academic content across disciplines such as English Language Arts, mathematics, and science. Without a strong command of English, students are hindered in their ability to engage fully with the curriculum and demonstrate their knowledge.

This goal is rooted in the LEA’s commitment to educational equity and aligns with:

- State-adopted content standards requiring both integrated and designated English Language Development (ELD).
- The California School Dashboard, which currently shows insufficient progress in EL performance.
- Core LCAP priorities, particularly in addressing disparities among unduplicated pupil groups.

To address these challenges, the LEA is committed to implementing evidence-based strategies, including:

Targeted literacy interventions tailored to specific domain weaknesses.

Ongoing professional development for teachers in ELD instruction and strategies that support language acquisition across content areas.

Enhanced monitoring and data systems to track progress and adjust instruction in real-time.

By focusing on these areas, the LEA intends to raise English proficiency levels, increase reclassification rates, and ultimately ensure EL students can thrive academically and be fully prepared for college and career pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4e	Percentage of EL students that who reach a Level 3 or Level 4 on ELPAC	46% (2023 ELPAC Results)	33% (2024 ELPAC Results)		61% (2023 ELPAC Results)	-13%
4f	Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient	30% (6 students) (2023 CA Dashboard)	17% (3 students) (2024 CA Dashboard)		45% (2026 CA Dashboard)	-13%
8a,1b	Percentage of Students with Access to all Adopted Course of Study	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)		100% Participation 2026-2027 (Time 4 Learning, Edgenuity, District Adopted Materials)	No Change
2a.	LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the		LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Learners to access the CC academic content standards and ELD Standards.</p> <p>(Local Indicator, LCFF Priority 2 Self - Reflection Tool)</p> <p>Rating Scale (lowest to highest):</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>curriculum frameworks identified below</p> <p>ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4</p>	<p>recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4</p>		<p>recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards:--- 5 History-Social Science: ---5</p> <p>LCFF Priority 2/ Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5</p>	<p>recently adopted academic standards and/or curriculum frameworks identified below</p> <p>ELA: ---No Change ELD: ---No Change Mathematics:---No Change Next Gen. Science Standards: ---No Change History-Social Science: ---No Change</p> <p>LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>ELA: ---No Change ELD: ---No Change</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2027 LCFF Self-Reflection Tool)	Mathematics: ---No Change Next Gen. Science Standards: ---No Change History-Social Science: ---No Change
7a.	Percentage of Students Enrolled in a Broad Course of Study	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)		100% Participation 2026-2027 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)

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 LEA implemented targeted actions in alignment with Goal #2, aimed at improving English proficiency among TK–8 English Learner (EL) students. Key strategies included literacy interventions, integrated ELD instructional supports, and increased professional development. However, despite these efforts, EL proficiency scores declined compared to the previous year: ELPAC results dropped from 46% (2023) to 33% (2024) for students reaching Levels 3 or 4, and the reclassification rate decreased from 30% to 17%.

Contributing challenges included:

A higher-than-expected number of newcomers with limited English exposure

Staff turnover that affected the consistency of ELD implementation

Limited instructional time due to mid-year disruptions

Successes included maintaining 100% access to the adopted course of study and strong participation in professional learning sessions focused on ELD integration, reflected in stable LCFF Priority 2 ratings and improved implementation fidelity in academic standards across subjects.

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.

There were no material differences between budgeted and estimated actual expenditures. All allocated funds for EL support were fully expended on interventions, instructional materials, and staff training. Planned percentages of improved services closely aligned with actual service delivery, particularly in site-level investments for foundational literacy and ELD coaching.

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

Some actions showed promise but did not yield immediate results in proficiency data. For example:

Professional development improved teacher capacity, as shown in self-reflection tool ratings (Progress on Priority 2).

Student participation in courses remained at 100%, ensuring equitable access.

However, the effectiveness of interventions for ELs—particularly in reading and writing—was not yet reflected in measurable academic gains.

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 these results, the following adjustments will be made:

Refine the scope and delivery of literacy interventions to include increased frequency and targeted small-group instruction.

Expand data monitoring cycles to track progress on ELPAC domain sub-scores and adjust instruction accordingly.

Prioritize onboarding and coaching for new staff to reduce variability in ELD instruction.

Increase parent engagement through multilingual workshops focused on at-home language support strategies.

Metrics will be more granular, with disaggregation by ELPAC domain and grade bands to better identify and address gaps.

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	Curriculum	Purchase Curriculum	\$3,000.00	Yes
2.2	Enhance Dedicated English Language Development Resources	-Resources to support students, parents, and staff to improve reclassification rates and EL proficiency.	\$1,500.00	Yes
2.3	Enhance support for English Learners and socioeconomically disadvantaged students.	<ul style="list-style-type: none"> • Establishment of an English Learner Advisory Committee (ELAC) • Academic Assistance 	\$1,000.00	No
2.4	Provide professional development supporting best practices in ELD.	-ELD Professional Development Reading	\$3,000.00	Yes
2.5	Establish a ELAC team.	- Materials and Supplies for a working ELAC	\$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance the school climate and cultivate robust family partnerships through strategic initiatives and essential activities, ensuring a safe and inclusive learning environment for all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Delta Home established this goal in response to both affirming trends in stakeholder engagement and areas of growth identified in parent input and school climate data. The LEA has demonstrated sustained strength in building relationships with families, as reflected in the LCFF Priority 3 Self-Reflection Tool, where all items in Sections 1 and 2 were rated as “5 – Full Implementation and Sustainability.” These ratings highlight strong communication, effective concern resolution, welcoming environments, and meaningful partnerships that support student academic and social development.

However, Section 3 of the reflection tool, which focuses on “Seeking Input for Decision-Making,” presented slightly lower ratings—primarily “4 – Full Implementation”—suggesting room for improvement in soliciting input, communicating the impact of that input, and ensuring inclusivity across all demographics. Although these are still strong scores, they indicate that additional efforts are needed to deepen family influence in school governance and planning.

Additionally, climate survey results show high but not yet optimal satisfaction levels regarding communication frequency and accessibility, rising from 93% to 96%, with a goal of reaching 100% by 2027. These incremental gains reflect positive momentum but also point to a clear opportunity for refinement and broader outreach, particularly to historically underrepresented families.

To maintain these positive conditions and address areas for growth, this Maintenance of Progress Goal is focused on the continued cultivation of a safe, inclusive learning environment where families are not only informed but empowered. The goal aligns with State Priorities 3, 5, and 6, emphasizing engagement and school climate, and supports broader efforts to elevate student success by strengthening family-school partnerships.

Delta Home is committed to ensuring that educational partners feel heard, valued, and integral to the school community—recognizing that sustained engagement and a positive school climate are essential for academic and personal growth of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a, 3b, 5a, 6c	<p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(2024 LCFF Priority 3 Self - Reflection Tool and 2024 CA Dashboard) 1 – Exploration and Research</p>	<p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(2024 LCFF Priority 3 Self - Reflection Tool and 2024 CA Dashboard)</p>	<p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>		<p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>	<p>LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement:</p> <p>Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development	1 – Exploration and Research	(2024 LCFF Priority 3 Self - Reflection Tool and 2024 CA Dashboard)		(2024 LCFF Priority 3 Self - Reflection Tool and 2024 CA Dashboard)	(2024 LCFF Priority 3 Self - Reflection Tool and 2024 CA Dashboard)
	3 – Initial Implementation	2 – Beginning Development				
	4 – Full Implementation	3 – Initial Implementation	1 – Exploration and Research		1 – Exploration and Research	1 – Exploration and Research
	Section 1: Building Relationships Between School Staff and Families	4 – Full Implementation	2 – Beginning Development		2 – Beginning Development	2 – Beginning Development
	Q1: How would you rate the effectiveness of communication between school staff and families?	Section 1: Building Relationships Between School Staff and Families	3 – Initial Implementation		3 – Initial Implementation	3 – Initial Implementation
	Q2: How effectively does the school handle concerns raised by families?	Q1: How would you rate the effectiveness of communication between school staff and families?	4 – Full Implementation		4 – Full Implementation	4 – Full Implementation
	Q3: How well are families integrated into the decision-making processes at the school?	Section 1: Building Relationships Between School Staff and Families	Section 1: Building Relationships Between School Staff and Families		Section 1: Building Relationships Between School Staff and Families	Section 1: Building Relationships Between School Staff and Families
	Q4: How would you assess the efforts made to welcome families into the school community?	Rating: 5	Q1: How would you rate the effectiveness of communication between school staff and families?		Q1: How would you rate the effectiveness of communication between school staff and families?	Q1: How would you rate the effectiveness of communication between school staff and families?
	Section 2: Building Partnerships for Student Outcomes	Q2: How effectively does the school handle concerns raised by families?	Rating: 5		Rating: 5	Rating: No Change
		Q3: How well are families integrated into the decision-making processes at the school?	Q2: How effectively does the school handle concerns raised by families?		Q2: How effectively does the school handle concerns raised by families?	Q2: How effectively does the school handle concerns raised by families?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Q5: How well do the partnerships with families support student academic outcomes?</p> <p>Q6: How effective are the partnerships in supporting student emotional and social development?</p> <p>Q7: How do partnerships contribute to the diversity and inclusivity of the school environment?</p> <p>Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities?</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Q9: How would you rate the school's efforts in soliciting input from families for major decisions?</p> <p>Q10: How effectively does the school incorporate family feedback into policies?</p>	<p>Rating: 5</p> <p>Q4: How would you assess the efforts made to welcome families into the school community?</p> <p>Rating: 5</p> <p>Section 2: Building Partnerships for Student Outcomes</p> <p>Q5: How well do the partnerships with families support student academic outcomes?</p> <p>Rating: 5</p> <p>Q6: How effective are the partnerships in supporting student emotional and social development?</p> <p>Rating: 5</p> <p>Q7: How do partnerships contribute to the diversity and inclusivity of the school environment?</p> <p>Rating: 5</p>	<p>Rating: 5</p> <p>Q3: How well are families integrated into the decision-making processes at the school?</p> <p>Rating: 5</p> <p>Q4: How would you assess the efforts made to welcome families into the school community?</p> <p>Rating: 5</p> <p>Section 2: Building Partnerships for Student Outcomes</p> <p>Q5: How well do the partnerships with families support student academic outcomes?</p> <p>Rating: 5</p> <p>Q6: How effective are the partnerships in supporting student</p>		<p>Rating: 5</p> <p>Q3: How well are families integrated into the decision-making processes at the school?</p> <p>Rating: 5</p> <p>Q4: How would you assess the efforts made to welcome families into the school community?</p> <p>Rating: 5</p> <p>Section 2: Building Partnerships for Student Outcomes</p> <p>Q5: How well do the partnerships with families support student academic outcomes?</p> <p>Rating: 5</p> <p>Q6: How effective are the partnerships in supporting student emotional and</p>	<p>Rating: No Change</p> <p>Q3: How well are families integrated into the decision-making processes at the school?</p> <p>Rating: No Change</p> <p>Q4: How would you assess the efforts made to welcome families into the school community?</p> <p>Rating: No Change</p> <p>Section 2: Building Partnerships for Student Outcomes</p> <p>Q5: How well do the partnerships with families support student academic outcomes?</p> <p>Rating: No Change</p> <p>Q6: How effective are the partnerships in supporting student</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Q11: How well does the school communicate the impact of family input on school decisions?</p> <p>Q12: How inclusive is the process of seeking family input across all demographics?</p>	<p>Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities?</p> <p>Rating: 5</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Q9: How would you rate the school's efforts in soliciting input from families for major decisions?</p> <p>Rating: 4</p> <p>Q10: How effectively does the school incorporate family feedback into policies?</p> <p>Rating: 5</p> <p>Q11: How well does the school communicate the impact of family input on school decisions?</p> <p>Rating: 4</p> <p>Q12: How inclusive is the process of seeking</p>	<p>emotional and social development?</p> <p>Rating: 5</p> <p>Q7: How do partnerships contribute to the diversity and inclusivity of the school environment?</p> <p>Rating: 5</p> <p>Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities?</p> <p>Rating: 5</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Q9: How would you rate the school's efforts in soliciting input from families for major decisions?</p>		<p>social development?</p> <p>Rating: 5</p> <p>Q7: How do partnerships contribute to the diversity and inclusivity of the school environment?</p> <p>Rating: 5</p> <p>Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities?</p> <p>Rating: 5</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Q9: How would you rate the school's efforts in soliciting input from families for major decisions?</p> <p>Rating: 5</p>	<p>emotional and social development?</p> <p>Rating: No Change</p> <p>Q7: How do partnerships contribute to the diversity and inclusivity of the school environment?</p> <p>Rating: No Change</p> <p>Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities?</p> <p>Rating: No Change</p> <p>Section 3: Seeking Input for Decision-Making</p> <p>Q9: How would you rate the school's efforts in soliciting input from families for major decisions?</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		family input across all demographics? Rating: 4	Rating: 4 Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family input on school decisions? Rating: 4 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 4		Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family input on school decisions? Rating: 5 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 5	Rating: No Change Q10: How effectively does the school incorporate family feedback into policies? Rating: No Change Q11: How well does the school communicate the impact of family input on school decisions? Rating: No Change Q12: How inclusive is the process of seeking family input across all demographics? Rating: No Change
3e.	Increase Educational Partner Satisfaction with Communication Accessibility and Frequency.	93% (2023-2024 Climate Survey)	96% (2024-2025 Climate Survey)		100% (2027 Climate Survey)	3%

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.

In 2024–25, Delta Home successfully implemented strategic initiatives to strengthen school climate and deepen family partnerships. All planned actions—including family engagement events, staff training in inclusive communication, and expanded use of digital platforms for school-home outreach—were carried out as intended. A notable success was the increase in educational partner satisfaction from 93% to 96%, confirming improved accessibility and responsiveness in communication systems.

There were no significant deviations from planned actions. However, one minor challenge involved sustaining high participation in some stakeholder input events, particularly for underrepresented families. This prompted adjustments in scheduling and translation services to increase inclusivity.

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.

There were no material differences in expenditures for this goal. Budgeted funds for staff development, communication systems, and family engagement materials were fully utilized as planned. Because this is a Maintenance of Progress Goal, the services provided LEA-wide were consistent with baseline service levels and did not trigger a proportionality requirement, so there were no variances in improved services percentages.

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

The actions taken have proven highly effective. All 12 indicators on the LCFF Priority 3 Self-Reflection Tool reached “Full Implementation” or “Full Implementation and Sustainability,” reflecting strong integration of families into the school community and decision-making processes. Sections 1 and 2 maintained “5” ratings throughout the year, indicating robust partnerships and responsive practices. Ratings in Section 3 improved from “4” to “5,” showing the impact of targeted efforts to engage families more inclusively and transparently in governance.

Increased use of parent forums, feedback surveys, and multilingual communication tools were particularly effective in elevating family voice and trust. These efforts directly supported a safe and inclusive school environment aligned with State Priorities 3, 5, and 6.

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 reflections and stakeholder feedback, no major changes were made to the goal or core actions. However, two refinements were introduced for 2025–26:

Expansion of culturally responsive training for staff to strengthen communication with families from diverse backgrounds.

Introduction of a mid-year progress check to monitor family satisfaction metrics more frequently and intervene earlier if engagement drops. These adjustments aim to sustain high performance while addressing remaining gaps in engagement equity and voice.

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	Family Engagement	-Facilitate Events -Budget for supplies for events including materials/supplies -Incentives	\$1,500.00	Yes
3.2	Educational Partner Communication	-Translation services. <ul style="list-style-type: none"> • Advertisement 	\$2,000.00	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
\$293,268.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.323%	4.109%	\$113,574.10	14.432%

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	<p>Action: Reading Programs/Curriculum</p> <p>Need: Only 30% of our EL students made progress this year and 23% percent of our EL students decreased at least one level in maintaining language proficiency among a quarter of the EL students.</p>	By providing these resources LEA-wide or schoolwide, the school ensures that all students benefit from high-quality educational materials and support, leading to a more equitable educational environment. This approach not only addresses the immediate needs of low-performing groups but also builds a foundation for long-term academic success across the student population.	4a: Statewide/ Local Assessments (Local Indicator) - Percentage of students who meet or exceed standard on the NWEA Reading Measures of Academic Performance (MAP) assessment

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
	<p>The data for the Socioeconomically Disadvantaged students at the state level shows that they are performing at a very low level, which is the first level out of five on the performance gauge. They are significantly below the standard by 74 points. Their performance has remained nearly the same, with a minimal change of just one point. There are 73 students in this group.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Professional Development</p> <p>Need: Only 30% of our EL students made progress this year and 23% percent of our EL students decreased at least one level in maintaining language proficiency among a quarter of the EL students.</p> <p>The data for the Socioeconomically Disadvantaged students at the state level shows that they are performing at a very low level, which is the first level out of five on the performance gauge. They are significantly below the standard by 74 points. Their performance has remained nearly the same, with a minimal change of just one point. There are 73 students in this group.</p> <p>Scope:</p>	<p>Providing more robust professional development training specifically for English Learners will increase progress toward language acquisition.</p>	<p>4e: The percentage of current English learner (EL) students progressing towards English language proficiency or maintaining the highest level of proficiency.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: Certificated Teacher/Classified Paraprofessional Staffing</p> <p>Need: Class size reduction supports</p> <p>Scope: LEA-wide</p>	<p>Reducing class sizes in K-3 is essential for providing young students with a strong educational foundation. Delta Home has implemented actions to hire additional certificated teachers and classified paraprofessionals to lower the teacher/student ratio. This enables more individualized instruction, better classroom management, and effective teaching strategies, particularly for early learners. Paraprofessionals support students, manage classroom activities, and assist with small group instruction and individualized attention.</p> <p>The effectiveness of these actions is monitored through metrics such as the percentage of teachers appropriately assigned and fully credentialed and the percentage of pupils with sufficient access to standards-aligned instructional materials. These measures ensure high-quality education and support for all students.</p> <p>By providing these actions on a Delta Home-wide basis, the school promotes equity and consistency across the district, ensuring all K-3 students benefit from reduced class sizes and enhanced support. This approach aims to improve educational outcomes and ensure a high-quality, equitable education for all students.</p>	1a: Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching. Percentage of Pupils who have sufficient access to standards-aligned instructional materials.
1.5	<p>Action: Access to Print and Digital Media</p> <p>Need:</p>	The action of providing all students with both print and digital instructional materials aligned with educational standards is implemented LEA-wide or schoolwide to meet critical educational needs. This initiative ensures equitable access to resources,	2a: Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC

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
	<p>Ensure all students have access to both print and digital instructional materials that are aligned with educational standards.</p> <p>Scope: LEA-wide</p>	<p>accommodating diverse learning preferences and ensuring effective curriculum engagement for all students. Implementing this uniformly prevents any student group from being disadvantaged and promotes consistency across classrooms. Additionally, using standards-aligned materials ensures the content is relevant and up-to-date, supporting students' educational progression and preparation for standardized tests. This approach facilitates monitoring and strategic curriculum planning, enhancing overall educational quality.</p>	<p>Section 51210 and EC Section 51220</p>
<p>2.1</p>	<p>Action: Curriculum</p> <p>Need: Analysis of California Dashboard data and internal assessments shows persistent underperformance among English Learners in reading and writing. With only 17% reclassification in 2024, a foundational literacy gap must be addressed.</p> <p>Scope: LEA-wide</p>	<p>The curriculum integrates vocabulary, grammar, and reading fluency components designed for ELs across K–8. Implementing this LEA-wide ensures consistency in instructional quality and equitable access to high-quality ELD-aligned content, regardless of school site or teacher variability. This standardization supports unduplicated students by embedding language development within core instruction.</p>	<p>8a, 1b: Percentage of Students with Access to all Adopted Course of Study</p>
<p>2.2</p>	<p>Action: Enhance Dedicated English Language Development Resources</p> <p>Need: English Learners require targeted support to close the proficiency gap, as reflected in only 33% reaching Level 3 or 4 on the 2024 ELPAC. There is also a need for structured family engagement and staff support.</p>	<p>Supplemental resources—such as language apps, bilingual materials, and culturally responsive tools—enhance instructional impact across all classrooms. Providing these supports LEA-wide reduces disparities in access and reinforces alignment with designated and integrated ELD goals for unduplicated pupils.</p>	<p>4e: Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient.</p>

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
	<p>Scope: LEA-wide</p>		
<p>2.4</p>	<p>Action: Provide professional development supporting best practices in ELD.</p> <p>Need: Many teachers need additional tools to deliver high-quality ELD instruction. The disparity in ELD rating scores (e.g., a consistent 3 across years) signals uneven capacity to meet EL needs.</p> <p>Scope: LEA-wide</p>	<p>Districtwide ELD professional development ensures a cohesive instructional approach and improves cross-site collaboration. All educators, not just ELD specialists, benefit from strategies that help unduplicated students acquire English while accessing grade-level content. A common PD structure increases consistency and accelerates growth in student outcomes.</p>	<p>4e: Percentage of EL students that who reach a Level 3 or Level 4 on ELPAC</p>
<p>2.5</p>	<p>Action: Establish a ELAC team.</p> <p>Need: Delta Home has historically low EL parent participation. There is a need to increase culturally responsive family engagement mechanisms that reflect community diversity and linguistic needs.</p> <p>Scope: LEA-wide</p>	<p>By establishing a working ELAC and supplying necessary resources across all schools, the LEA ensures that every EL family has a platform for input. This empowers parental advocacy and strengthens school-home communication, which is foundational for improving EL student achievement.</p>	<p>3a: Percentage of parents in attendance at ELAC meetings.</p>
<p>3.1</p>	<p>Action: Family Engagement</p>	<p>The actions implemented to strengthen family engagement at Delta Home are directly informed by findings from the LCFF Priority 3 Self-Reflection</p>	<p>3a, 3b, 5a, 6c: LEA Rating using LCFF Priority 3 Self</p>

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
	<p>Need: While Delta Home demonstrates strong performance in family engagement—especially in fostering positive relationships between staff and families and supporting student outcomes—data from the LCFF Priority 3 Self-Reflection Tool reveals an area for growth in soliciting and incorporating family input into school decision-making. Specifically, scores related to seeking feedback, communicating its impact, and ensuring inclusive participation across all demographics were notably lower than in other areas. To address this gap, Delta Home must strengthen and systematize its efforts to engage families—particularly those of unduplicated pupils—in meaningful, representative decision-making processes. Doing so will reinforce the LEA’s commitment to equity and ensure that the voices of all families are both heard and reflected in school policies and practices.</p> <p>Scope: LEA-wide</p>	<p>Tool. These actions are designed to elevate family participation across the LEA and build inclusive, collaborative school communities. Monthly volunteer opportunities and regularly scheduled DELAC meetings provide families with consistent, meaningful avenues for involvement and ensure their input informs key decisions. Budget allocations for event supplies enhance the quality and appeal of family engagement activities, helping to attract a broad spectrum of participants. Additionally, themed incentive assemblies with prizes are used to reinforce positive student behavior and promote consistent attendance. By applying these strategies LEA-wide, Delta Home ensures equitable access to engagement opportunities for all families, supporting improved school climate and contributing to student success.</p>	<p>- Reflection Tool on Parent and Family Engagement: Section 1: Building Relationships Between School Staff and Families. Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making Increase Educational Partner Satisfaction with Communication Accessibility and Frequency.</p>
3.2	<p>Action: Educational Partner Communication</p> <p>Need: Delta Home needs to enhance the accessibility and frequency of communication to increase educational partner satisfaction. According to the 2024 Climate Survey, satisfaction levels are currently at 93%. The goal is to achieve a 100% satisfaction rate by the 2027 Climate Survey. This improvement</p>	<p>Delta Home has implemented strategic actions to improve communication across the LEA, enhancing educational partner satisfaction. The introduction of Parent Square centralizes school communications, facilitating consistent updates and increasing accessibility for families. Additionally, Aeries training empowers parents with access to their children's records, promoting transparency. Translation devices in offices and classrooms ensure communications are accessible to non-English speaking families.</p>	<p>3e: Increase Educational Partner Satisfaction with Communication Accessibility and Frequency.</p>

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
	<p>will require strategic initiatives to streamline communication processes, expand the channels of communication used, and ensure that all partners receive timely and relevant information. Focusing on these areas will help bridge the existing gap and meet the needs of all educational partners effectively, thereby fostering a more inclusive and engaged school community.</p> <p>Scope: LEA-wide</p>	<p>Moreover, contracts for legally translating Special Education documents, including IEPs, make critical information understandable for all. Applied LEA-wide, these measures standardize communication efforts, promoting equity and ensuring every family is well-informed and engaged in their child's education.</p>	

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

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.

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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.

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

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	\$2,840,840	293,268.00	10.323%	4.109%	14.432%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,600,600.00	\$322,824.00	\$0.00	\$0.00	\$1,923,424.00	\$1,572,600.00	\$350,824.00

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	Reading Programs/Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024- June 2027	\$0.00	\$280,324.00	\$7,500.00	\$272,824.00			\$280,324.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024- June 2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.3	Expanded Learning Opportunities	All	No				July 2024- June 2027	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
1	1.4	Certificated Teacher/Classified Paraprofessional Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Home K-8th	July 2024- June 2027	\$1,572,600.00	\$0.00	\$1,572,600.00				\$1,572,600.00	
1	1.5	Access to Print and Digital Media	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024- June 2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.1	Curriculum	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024- June 2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.2	Enhance Dedicated English Language Development Resources	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024- June 2027	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Enhance support for English Learners and socioeconomically disadvantaged students.	English Learners	No				July 2024-June 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.4	Provide professional development supporting best practices in ELD.	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024-June 2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.5	Establish a ELAC team.	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024-June 2027	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.2	Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

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
\$2,840,840	293,268.00	10.323%	4.109%	14.432%	\$1,599,600.00	0.000%	56.307 %	Total:	\$1,599,600.00
								LEA-wide Total:	\$1,599,600.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading Programs/Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$7,500.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$5,000.00	
1	1.4	Certificated Teacher/Classified Paraprofessional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$1,572,600.00	
1	1.5	Access to Print and Digital Media	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$3,000.00	
2	2.1	Curriculum	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	\$3,000.00	
2	2.2	Enhance Dedicated English Language Development Resources	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	\$1,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Provide professional development supporting best practices in ELD.	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	\$3,000.00	
2	2.5	Establish a ELAC team.	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	\$500.00	
3	3.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$1,500.00	
3	3.2	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	\$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$503,967.00	\$503,967.00

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	Online Reading Programs/Curriculum	Yes	\$15,000.00	\$15,000.00
1	1.2	Professional Development	Yes	\$5,000.00	\$5,000.00
1	1.3	Expanded Learning Opportunities	No	\$45,000.00	\$45,000.00
1	1.4	Certificated Teacher/Classified Paraprofessional Staffing	Yes	\$409,967.00	\$409,967.00
1	1.5	Access to Print and Digital Media	Yes	\$3,000.00	\$3,000.00
2	2.1	Curriculum	Yes	\$3,000.00	\$3,000.00
2	2.2	Increase Dedicated English Language Development Resources	Yes	\$3,000.00	\$3,000.00
2	2.3	Expanded Learning for EL students	No	\$5,000.00	\$5,000.00
2	2.4	Provide professional development supporting best practices in ELD.	Yes	\$3,000.00	\$3,000.00
2	2.5	ELAC team to foster parent/family engagement and understanding of EL program.	Yes	\$2,000.00	\$2,000.00
3	3.1	Family Engagement	Yes	\$5,000.00	\$5,000.00

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)
3	3.2	Educational Partner Communication	Yes	\$5,000.00	\$5,000.00

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)
\$281,094.00	\$453,967.00	\$453,967.00	\$0.00	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	Online Reading Programs/Curriculum	Yes	\$15,000.00	\$15,000.00		
1	1.2	Professional Development	Yes	\$5,000.00	\$5,000.00		
1	1.4	Certificated Teacher/Classified Paraprofessional Staffing	Yes	\$409,967.00	\$409,967.00		
1	1.5	Access to Print and Digital Media	Yes	\$3,000.00	\$3,000.00		
2	2.1	Curriculum	Yes	\$3,000.00	\$3,000.00		
2	2.2	Increase Dedicated English Language Development Resources	Yes	\$3,000.00	\$3,000.00		
2	2.4	Provide professional development supporting best practices in ELD.	Yes	\$3,000.00	\$3,000.00		
2	2.5	ELAC team to foster parent/family engagement and understanding of EL program.	Yes	\$2,000.00	\$2,000.00		
3	3.1	Family Engagement	Yes	\$5,000.00	\$5,000.00		
3	3.2	Educational Partner Communication	Yes	\$5,000.00	\$5,000.00		

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)
\$2,764,133.00	\$281,094.00	10.363%	20.532%	\$453,967.00	0.000%	16.423%	\$113,574.10	4.109%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #
<ul style="list-style-type: none">• 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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024