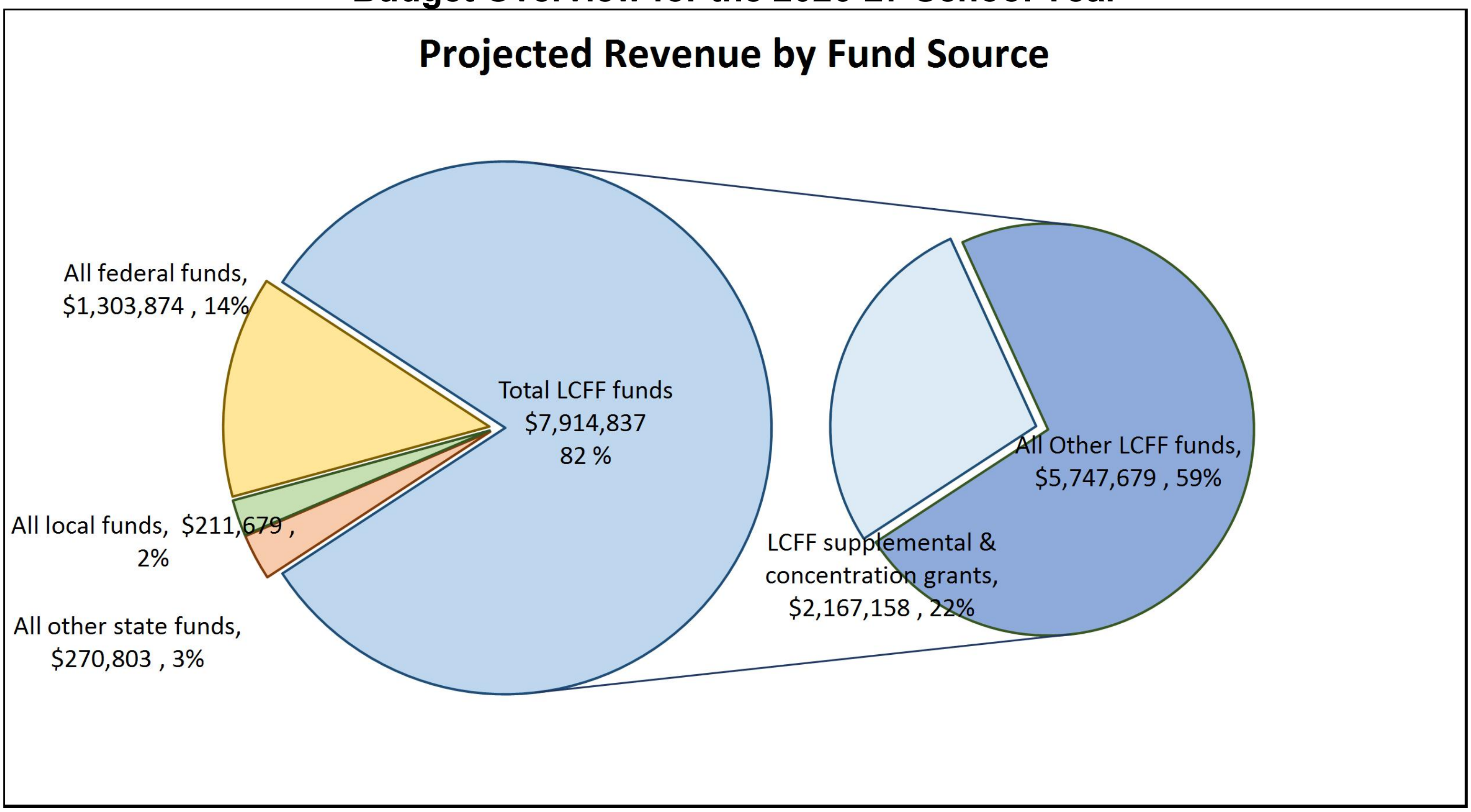
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Del Vista Math and Science Academy
CDS Code: 15634046009369
School Year: 2026-27
LEA contact information:
Markos Lara
Principal
mlara@duesd.org
(661) 721-5040

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

Budget Overview for the 2026-27 School Year

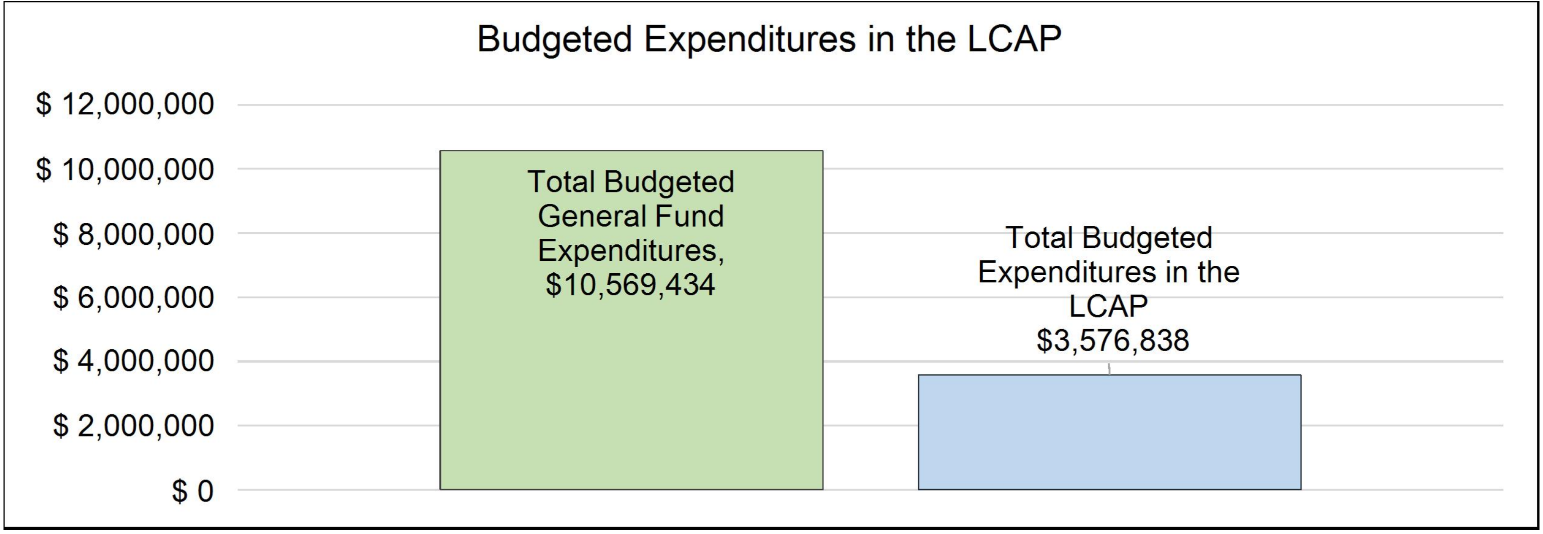


This chart shows the total general purpose revenue Del Vista Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Del Vista Math and Science Academy is $9,701,193, of which $7,914,837 is Local Control Funding Formula (LCFF), $270,803 is other state funds, $211,679 is local funds, and $1,303,874 is federal funds. Of the $7,914,837 in LCFF Funds, $2,167,158 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Del Vista Math and Science Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Del Vista Math and Science Academy plans to spend $10,569,434 for the 2026-27 school year. Of that amount, $3,576,838 is tied to actions/services in the LCAP and $6,992,596 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

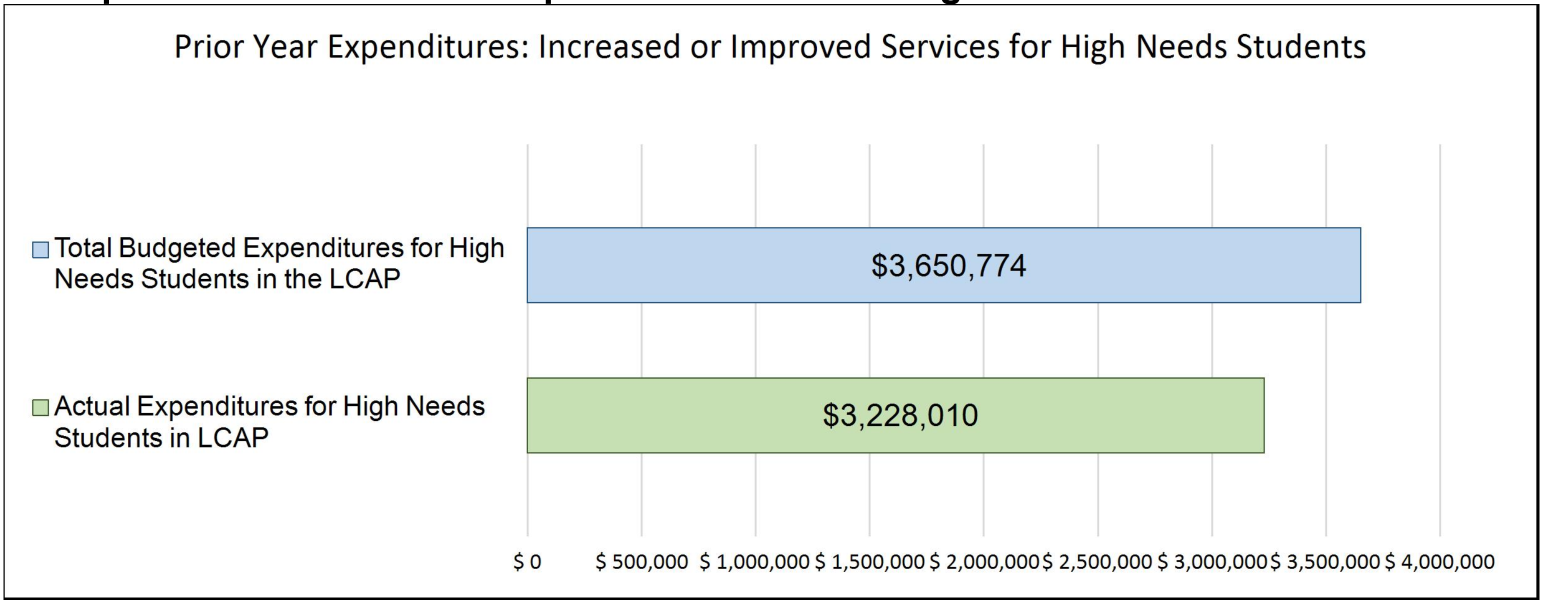
In addition to the funds that are allocated in the Local Control Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental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

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

In 2026-27, Del Vista Math and Science Academy is projecting it will receive $2,167,158 based on the enrollment of foster youth, English learner, and low-income students. Del Vista Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Del Vista Math and Science Academy plans to spend $2,432,640 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Del Vista Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Del Vista Math and Science Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Del Vista Math and Science Academy's LCAP budgeted $3,650,774 for planned actions to increase or improve services for high needs students. Del Vista Math and Science Academy actually spent $3,228,010 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $422,764 had the following impact on Del Vista Math and Science Academy’s ability to increase or improve services for high needs students:

In 2025-26, Del Vista Math and Science Academy budgeted funds for a number of planned actions and services to increase or improve support for high needs students, including English learners, foster youth, and low-income students. The total amount actually spent on these actions came in below the total amount that was originally planned. This difference does not mean that students received fewer services. Most of the gap between planned and actual spending is due to the timing of when costs are recorded, not a reduction in what was provided. For example, some salary and benefit costs for staff positions — including health services, intervention tutors, and instructional aides — were still being processed at the time this report was completed. Those costs are expected to be fully recorded by the end of the school year.
A few actions did see lower spending due to specific circumstances. Action 1.4, which supports Long Term English Learners, was in its first year of a new approach and not all planned materials and resources had been fully purchased yet. Action 1.5, which supports class size reduction in upper grades, was partially affected by a decline in enrollment, which reduced the need for some staffing costs. In both cases, the school responded by redirecting support through other actions, including reading and math/science intervention tutors, to make sure students — especially unduplicated pupils — continued to receive the help they needed.
Overall, the services and programs described in the LCAP were implemented as planned throughout the 2025-26 school year. Any remaining funds will either be fully expended by year-end close or will carry over to support continued services for high needs students in 2026-27.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Del Vista Math and Science Academy	Markos Lara Principal	mlara@duesd.org (661) 721-5040

Plan Summary [2026-27]

General Information

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

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

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

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

Del Vista Math & Science Academy is home to approximately 526 students in grades TK–5. In addition, a district preschool class is located on site, which serves a morning and afternoon class. At Del Vista Math & Science Academy we also house a moderate/severe preschool class. The diversity of our local Delano community is reflected in its student population. According to the 2025 California School Dashboard, the student demographics are as follows: 90.9% Socioeconomically Disadvantaged, 35.9% English Learners, and 0.6% Foster Youth.

Through this LCAP, Del Vista Math & Science Academy is committed to addressing the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission, vision, and goals.

Reflections: Annual Performance

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

The staff at Del Vista Math and Science Academy works diligently to ensure all students are learning and making progress toward success. Our data from the California School Dashboard and local assessments indicates that our students are demonstrating growth in key areas while facing challenges in others. The following reflects our annual performance and identifies areas of continued focus for the 2026-27 school year.

In English Language Arts, all students scored 20.7 points below standard, placing DVMSA in the Orange performance level. While the score was maintained from the prior year with a 1.9 point increase, and 82.5% of students improved their ELA score from the prior year, overall proficiency remains an area requiring continued investment. English Learners scored 44.7 points below standard and Socio-Economically Disadvantaged students scored 22 points below standard in ELA. Students with Disabilities scored 74.1 points below standard, indicating a significant need for continued specialized support. Local STAR Reading assessment data shows that 46% of students in grades 1-5 are reading at or above grade level, with 13% near grade level. ARI results show that 68% of students are reading on grade level. These local assessment gains reflect the positive impact of reading intervention supports. The school devotes significant resources through Goal 1 to address ELA achievement for all students with a specific emphasis on unduplicated pupils.

In Mathematics, all students scored 25.4 points below standard, placing DVMSA in the Orange performance level, reflecting a decline of 3.6 points from the prior year. However, 87.0% of students improved their math score from the prior year, demonstrating strong growth at the individual student level. English Learners scored 38.3 points below standard and Socio-Economically Disadvantaged students scored 27.1 points below standard in Math. Students with Disabilities scored 102.7 points below standard. Local STAR Math assessment data shows that 42% of students in grades 1-5 are at or above grade level in math, with 17% near grade level. The school will continue to strengthen math intervention through Goal 1 actions with priority given to unduplicated pupils.

The English Learner Progress Indicator places DVMSA in the Red performance level, with 43.8% of English Learners making progress toward reclassification, a decline of 15.0 percentage points. This is the school's most significant area of concern and a priority focus for 2026-27. The school will intensify supports for English Learners and Long Term English Learners through targeted professional development in language acquisition and strengthened ELD implementation as outlined in Goal 1.

In Science, DVMSA scored 51.6 points above standard on the California Dashboard, placing the school in the Yellow performance level with a decline of 3.5 points from the prior year. Local CAST data shows that 27% of students met or exceeded science standards in Year 2, a decline from 35.79% in Year 1. The school is actively addressing this through the Math Science Instructional Support Teacher in Action 1.7 and expanded STEAM programming including STEAM Saturdays and the STEAM Olympiad.

The Chronic Absenteeism rate for DVMSA is 8.6%, placing the school in the Yellow performance level. Administration and support staff continue daily outreach to families of absent students. Resources through Goal 2 are directed to meet the needs of chronically absent students with particular attention to unduplicated pupils.

The Suspension Rate for DVMSA is 0.3%, maintaining the Blue performance level. This reflects continued success in implementing positive behavioral supports through the PBIS framework.
During 2025-26, DVMSA maintained strong parent involvement. Parents attended School Site Council, ELAC, and parent conference meetings in person and via Zoom. Special events including STEM Night, Winter Wonderland, and Spring Carnival strengthened family connections. The school will continue to support and expand parent involvement through Goals 2 and 3.
The student group receiving the lowest performance level on a state indicator is English Learners, who are in the Red performance level on the English Learner Progress Indicator. This group is a priority focus of the actions and services described throughout this LCAP, particularly through the Long Term English Learner support action and the strengthened ELD implementation outlined in Goal 1.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principal/Leadership Team	The school principal and leadership team met throughout the 2025-26 school year on a quarterly basis to review state and local assessment data, monitor the progress of LCAP goals and actions, and discuss the effectiveness of current programs and services. Data cycle plans were reviewed at each grade level and used to inform decisions about instructional adjustments and resource allocation. The leadership team's input directly guided revisions to actions in Goals 1 and 2 and informed staffing decisions for the 2026-27 school year.
Students	DVMSA conducted surveys with students in 3rd-5th grades in the month of April. The results of the surveys and the feedback provided by the students helped create revisions on this LCAP to address their needs and concerns with regards to mental health services and the school climate.
School Site Council	The school site council plays a fundamental role in revising and having input on DVMSA's LCAP. Having meetings which includes the participation of parents, teachers, and administration helps to ensure that discussion takes place and input is taken from diverse members of the community in serving and meeting the needs of our students. Their input was used in the creation, revision, and enhancement of actions within this LCAP.
English Learner Advisory Committee	DVMSA would meet throughout the year with our ELAC committee. There the parents were presented with local and state data and had specific discussions about our English language learners. They engaged in question and answer sessions and they also provided

Educational Partner(s)	Process for Engagement
	input. Their input was used in the revision and enhancement of this LCAP.
GATE Parent Group	The GATE parent group would emphasize the importance of continuing to provide enrichment opportunities for GATE students, not only during the summer academy, but opportunities for enrichment throughout the regular school day.
Teachers	Teachers are members of the School Site Council and participated in monthly data meetings throughout the school year. Site administrators shared state and local data with teachers at these meetings, giving them opportunities to provide input on areas of student need. Teachers also received surveys in April 2026 and their responses were reviewed. Teacher feedback highlighted the need for continued professional development in ELD strategies, PBIS implementation, and social-emotional learning supports, which guided refinements to Goal 1 and Goal 2 actions.
SELPA	On February, 2026, DVMSA in counjunction with the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.
Local Bargaining Units	DVMSA worked alongside with DUSD and met with both certificated and classified bargaining units in April 2026. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the survey guided some actions within this LCAP.
District English Learner Advisory Committee	The district met with the DELAC committee in April. They were presented with state and local data and had specific discussions about English learners. They engaged in a question and answer session and they were also provided surveys. Their input was used in the creation, revision, and enhancement of actions within this LCAP, particularly the action for English Learners.
Other School Personnel	Other school personnel including the school counselor, psychologist, health office staff, and instructional aides participated in staff meetings and professional development sessions throughout the

Educational Partner(s)	Process for Engagement
	2025-26 school year. They also received surveys in April 2026 as part of the LCAP stakeholder survey process. Their input and feedback regarding student health, mental health, and safety needs were used to strengthen actions in Goal 2, particularly around health services and PBIS implementation.

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

Del Vista Math and Science Academy values the input of all educational partners for the completion of the annual LCAP. The school leadership team gathered throughout the school year and reviewed the following: data, progress of the goals and action steps including the data cycle plans by each grade level, and recommendations from educational partner meetings. The team met throughout the school year to review the effectiveness of each action and service provided via the LCAP and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones.
A series of educational partner meetings were held at the site and district level with different groups throughout the 2025-26 school year. All parents were invited to attend meetings at Del Vista Math and Science Academy. Educational partner meetings were held at the district level from January to May 2026 with the following special groups: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units, and administrators. Meetings were held in person and virtually, with special sessions provided for Spanish speaking parents. Documents were available in English and Spanish for all educational partners to view.
LCAP stakeholder surveys were distributed to staff, parents, and students in April 2026. Staff survey results indicated that teachers feel the school provides a positive and welcoming environment, and that students are taught behavior expectations. Staff also identified professional development in social-emotional learning, PBIS, and trauma-informed practices as priority areas, which directly informed the actions and services outlined in Goal 1 and Goal 2. Parent survey feedback reinforced the importance of health and mental health services, safe learning environments, and continued family engagement activities. Student survey results highlighted the need for strengthened peer relationship supports and expanded mental health services. All of this feedback was carefully reviewed and used to refine actions across all three goals to ensure that the needs of unduplicated pupils remain the central focus of this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Del Vista Math and Science Academy will provide a world-class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students' success in college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessments and educational partner feedback, Del Vista Math and Science Academy has identified the need to continue to increase the quality of instruction. Goal 1 was developed to improve instructional practices and provide all necessary tools to ensure that students receive timely and effective interventions.

Based on the 2025 California School Dashboard data, DVMSA students are performing 20.7 points below standard in ELA and 25.4 points below standard in Math. While these figures reflect ongoing challenges, growth data shows strong momentum with 82.5% of students improving their ELA scores and 87.0% improving their Math scores from the prior year, both rated Accelerated on the Dashboard. English Learners are performing 44.7 points below standard in ELA and 38.3 points below standard in Math. Socioeconomically Disadvantaged students are 22.0 points below standard in ELA and 27.1 points below standard in Math. Students with Disabilities are 74.1 points below standard in ELA and 102.7 points below standard in Math. Recently Reclassified English Learners are performing 31.1 points above standard in ELA and 18.2 points above standard in Math.

DVMSA currently serves 182 English Learners across grades TK–5. The English Learner Progress Indicator shows 43.8% of EL students making progress toward English proficiency, rated Red on the 2025 Dashboard with a decline of 15.0 percentage points from the prior year. This is a priority area of focus for the coming year. Based on the 2024-25 Summative ELPAC assessment, 14.72% of EL students are at Level 4, 28.93% at Level 3, 32.49% at Level 2, and 23.86% at Level 1.

Local STAR Assessment data for grades 1–5 shows 46% of students reading at or above grade level and 42% at or above grade level in math, representing meaningful gains from the prior year. ARI results show 68% of students reading on grade level. CAST results show 27% of students met or exceeded science standards, a decline from 35.79% in Year 1 that underscores the continued need for investment in science instruction.

Educational partner feedback gathered through the 2026 LCAP stakeholder surveys and educational partner meetings reinforces the data. Staff survey results identified professional development in ELD strategies, PBIS implementation, and social-emotional learning as priority needs. Parents expressed the need for continued academic intervention supports and timely health and mental health services for students. Students identified a need for stronger peer relationship supports and increased academic confidence. This feedback, combined with state and local data, guided the creation and refinement of actions within this goal.

This data and stakeholder input has guided the creation of this goal and its corresponding actions. DVMSA will make a continued effort to retain fully credentialed teachers, provide appropriate training for all staff, and ensure that all students — particularly unduplicated pupils including English Learners, Foster Youth, and Socioeconomically Disadvantaged students — receive the timely interventions and high-quality instruction they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of credentialed teachers and appropriately assigned. Source: CALPADS report 4.1 and local Human Resources data. Priority 1 (a)	DVMSA has 28 out of 28 classroom teachers are fully credentialed in 2023-2024. This indicates that 100% of classroom teachers at DVMSA are fully credentialed.	DVMSA has 27 out of 27 classroom teachers are fully credentialed in 2024-2025. This indicates 100% of classroom teachers at DVMSA are fully credentialed.	DVMSA has 27 out of 29 TK–5 classroom teachers fully credentialed in 2025-26, with 1 teacher serving on an intern credential. This indicates that 93% of classroom teachers at DVMSA are fully credentialed.	100% of classroom teachers to be fully credentialed in 2026-2027	Decreased by 7 percentage points from baseline (from 100% to 93%). While the total number of credentialed teachers has remained consistent, the addition of a teaching position filled by an intern credential accounts for this variance. The school will continue efforts to recruit and hire fully credentialed teachers to return to 100%.
1.2	Percentage of students with access to standards-aligned instructional materials. Source: Williams Team Review. Priority 1 (b)	Based on the Williams Team assessment which was completed in August 2023, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the	Based on the Williams Team assessment which was completed in August 2025, the district received a rating of 100% for sufficiency of	100% of teachers are implementing ELD standards during designated ELD blocks and using the adopted ELD curriculum. The site resource	100% sufficiency of standards aligned textbooks	No difference from baseline. DVMSA has maintained 100% implementation of ELD standards across all grade levels.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		report on the Kern County Superintendent of Schools Williams webpage.	standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.	teacher continued to provide coaching and professional development support to all classroom teachers on ELD implementation, with targeted support for teachers of Long Term English Learners. All teachers participated in professional development focused on language acquisition strategies and data-driven ELD instruction.		
1.3	Facilities in good repair. Source: FIT Tool Priority 1 (c)	Based on the Facilities Inspection Tool from the Williams Team which was completed in August of 2023, the district had facilities maintained in good repair.	Based on the Facilities Inspection Tool from the Williams Team which was completed in August of 2024, the district had facilities maintained in good repair.	Based on the Facilities Inspection Tool from the Williams Team which was completed in August of 2025, the district had facilities maintained in good repair.	Continue to maintain DVMSA facilities in good repair	No difference from baseline.
1.4	Implementation of state board adopted academic	DVMSA continues to implement all content	DVMSA continues to implement all	DVMSA continues to implement all	100% of teachers fully implementing	No difference from baseline.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data and lesson plans.	data and lesson plans.		
1.6	Average Distance from Standard on CAASPP ELA and Math, CAST and CAA Assessments. Source: CA Dashboard Priority 4 (a)	Statewide assessments CAASPP Results 2023 Data according to the CA Dashboard All Students 3rd-5th grade: ELA: 24.2 points below standard Math: 42.7 points below standard ELs ELA: 33.7 points below standard ELs Math: 75 points below standard Reclassified ELA: 57.6 points above standard Reclassified Math: 29.9 points above standard Students with Disabilities ELA: 84.3 points below standard Students with Disabilities Math: 93.2 points below standard Socio-Economically Disadvantaged ELA: 30.1 points below standard Socio-Economically Disadvantaged Math:	Statewide assessments CAASPP Results 2024 Data according to the CA Dashboard All Students 3rd-5th grade: ELA: 18.8 points below standard Math: 21.8 points below standard ELs ELA: 36.9 points below standard ELs Math: 31.6 points below standard Reclassified ELA: 37.8 points above standard Reclassified Math: 21.4 points above standard Students with Disabilities ELA: 116.5 points below standard Students with Disabilities Math:	Statewide Assessments CAASPP Results 2025 Data according to the CA Dashboard All Students 3rd–5th grade: ELA: 20.7 points below standard Math: 25.4 points below standard Current English Learners ELA: 89.9 points below standard Current English Learners Math: 71.5 points below standard ELs ELA: 44.7 points below standard ELs Math: 38.3 points below standard Reclassified ELA: 31.1 points above standard	Statewide Assessments Desired Outcomes for 2026-2027 All Students 3rd-5th grade: ELA: 15.2 points below standard Math: 33.7 points below standard ELs ELA: 24.7 points below standard ELs Math: 64 points below standard Reclassified ELA: 48.6 points above standard Reclassified Math: 20.9 points above standard Students with Disabilities ELA: 76.3 points below standard Students with Disabilities Math: 84.2 points below standard	CAASPP Improvements from Baseline (2023): All Students ELA: Improved 3.5 points (from 24.2 to 20.7 points below) All Students Math: Improved 17.3 points (from 42.7 to 25.4 points below) ELs Math: Improved 36.7 points (from 75.0 to 38.3 points below) Socio-Economically Disadvantaged ELA: Improved 8.1 points (from 30.1 to 22.0 points below) Socio-Economically Disadvantaged Math: Improved 20.5 points (from 47.6 to 27.1 points below)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47.6 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy. 7 students total CAST: 19% met or exceeded standard Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 31.5% Near grade level: 11.1% Below grade level: 12.3% Far Below grade level: 19.8% Math: On/Above grade level: 44.5% Near grade level: 10.5% Below grade level: 13.2% Far Below grade level: 14.6%	98.6 points below standard Socio-Economically Disadvantaged ELA: 23.1 points below standard Socio-Economically Disadvantaged Math: 24.2 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy CAST: 35.79% met or exceeded standard (12.63% exceeded + 23.16% met) Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 36.7% Near grade level: 18.8% Below grade level: 16.3%	Reclassified Math: 18.2 points above standard Students with Disabilities ELA: 74.1 points below standard Students with Disabilities Math: 102.7 points below standard Socio-Economically Disadvantaged ELA: 22.0 points below standard Socio-Economically Disadvantaged Math: 27.1 points below standard Homeless Youth: Less than 11 students — data not displayed for privacy (6 students total) CAST: 27% met or exceeded standard (5% exceeded + 22% met) Local STAR Assessments for	Socio-Economically Disadvantaged ELA: 21.1 points below standard Socio-Economically Disadvantaged Math: 38.6 points below standard Homeless Youth: Less than 11 students - data not displayed for privacy. 7 students total CAST: 28% met or exceeded standard Local STAR Assessments for all students grades 1st-5th: Reading: On/Above grade level: 40.5% Near grade level: 20.1% Below grade level: 3.3% Far Below grade level: 10.8% Math:	CAST: Improved 8 percentage points (from 19% to 27% met/exceeded) CAASPP Declines from Baseline (2023): ELs ELA: Declined 11.0 points (from 33.7 to 44.7 points below) Reclassified ELA: Declined 26.5 points (from 57.6 to 31.1 points above) Reclassified Math: Declined 11.7 points (from 29.9 to 18.2 points above) Students with Disabilities ELA: Improved 10.2 points (from 84.3 to 74.1 points below) Students with Disabilities Math: Declined 9.5 points (from 93.2 to 102.7 points below) Local Assessment Improvements from Baseline: STAR Reading: Improved 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Far Below grade level: 28.1% Math: On/Above grade level: 38.8% Near grade level: 12.9% Below grade level: 22.3% Far Below grade level: 25.9%	all students grades 1st–5th: Reading: On/Above grade level: 46% Near grade level: 13% Below grade level: 20% Far Below grade level: 21% Math: On/Above grade level: 42% Near grade level: 17% Below grade level: 18% Far Below grade level: 23% ARI: On grade level: 68% One grade level below: 7% Two grade levels below: 11% Three grade levels below: 8% More than three grade levels below: 7%	On/Above grade level: 53.5% Near grade level: 19.5% Below grade level: 4.2% Far Below grade level: 5.6%	percentage points on/above grade level (from 34% to 46%) STAR Math: Maintained at baseline (from 42% baseline, dipped to 37% in Year 1, returned to 42%) ARI: Improved 6 percentage points on grade level (from 62% to 68%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percentage of English learners making progress in English. Source: CA School Dashboard Priority 4 (e)	Based on the California Educator Reporting System (CERS) the following are the results of the 2022-23 Summative ELPAC assessment for DVMSA: Level 4 = 18.1% Level 3 = 44.7% Level 2 = 21.1% Level 1 = 15.9% 2023 California School Dashboard indicates 53.9% of EL students are making progress towards English language proficiency. This places the district at the green performance level in the dashboard. According to the KiDS database, the current estimated ELPI rate is 68.25%	Based on 2023-24 Summative ELPAC assessment: Level 4 = 24%, Level 3 = 29%, Level 2 = 29%, Level 1 = 18%. ELPI score indicates 59.04% of EL students are making progress towards English language proficiency.	43.8% of English Learners are making progress toward English language proficiency (Red performance level), reflecting a decline of 15.0 percentage points from the prior year. The state average is 46.4% making progress. ELPAC data shows 43.1% of ELs progressed at least one ELPI level, while 47.7% maintained lower ELPI levels (levels 1, 2L, 2H, 3L, or 3H), and 8.5% decreased at least one ELPI level.	Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC. Level 4 = 26% Level 3 = 40% Level 2 = 24% Level 1 = 10%	Declined from the baseline. EL Progress has moved from Green in the prior year to Red in 2025, representing a significant area of concern. The school will intensify targeted ELD support and LTEL interventions through Actions 1.2 and 1.4 to address this decline. ELD program implementation has remained consistent and strong, and the school is committed to reversing this trend in the coming year.
1.11	Site reclassification rate. Source: KiDS Priority 4 (f)	Reclassification rate for DVMSA for 2023-2024 is 6% of English Learners.	Reclassification rate for DVMSA for 2024-25 is 24% of English Learners	15 out of 182 English Learners were reclassified as Fluent English Proficient in 2025-26, representing a reclassification rate of 8.2%.	Desired outcome for the reclassification rate is 15%	Decreased by approximately 15.8 percentage points from the prior year's rate of 24%. This significant decline is attributable to several factors. The students who drove the higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reclassification rate in Year 1 were primarily concentrated in 4th and 5th grade. Those students have since either advanced to 5th grade where some have not yet met all reclassification criteria, or moved on to 6th grade where they are now counted at the middle school level and are no longer reflected in DVMSA's figures. Additionally, overall EL enrollment at DVMSA has declined, resulting in a smaller pool of students eligible for reclassification. ELD program implementation has remained consistent and strong, with no substantive changes to instructional delivery. The school will

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						continue to monitor ELPAC progress data closely and provide targeted intervention for students approaching reclassification criteria through Actions 1.2 and 1.4.

Goal Analysis [2025-26]

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

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

Del Vista Math and Science Academy made all efforts to successfully implement all eight actions of Goal 1 during the 2025-26 school year. The following describes successes, challenges, and any substantive differences in implementation:

Action 1.1 — Progress Monitoring/Intervention/GLCs — This action was fully implemented. Grade Level Chairs met regularly with the leadership team to review data cycle spreadsheets and monitor student progress in ELA and math. Student recognition incentives were provided to celebrate growth. There were no substantive differences in the implementation of this action.
Action 1.2 — Professional Development and Resource Teacher — This action was fully implemented. The Resource Teacher provided ongoing coaching, lesson modeling, and professional learning to teachers throughout the year with a focus on ELD strategies and differentiated instruction for unduplicated pupils. There were no substantive differences in the implementation of this action.
Action 1.3 — Instructional Program Support via Instructional Aides — This action was fully implemented. Instructional aides were placed in TK, Kindergarten, grades 1-2, and Special Education settings to provide direct student support during the instructional day. There were no substantive differences in the implementation of this action.
Action 1.4 — Long Term English Learners — This action was implemented. The Site Resource Teacher monitored LTEL students and provided targeted support. However, this action was in its first year of a new approach and not all planned materials and resources were fully purchased during the current year, resulting in expenditures below the planned amount. The remaining funds will be redirected to strengthen LTEL supports in 2026-27.
Action 1.5 — Grade Span Adjustment in Upper Grades — This action was fully implemented. Class sizes in grades 4 and 5 were reduced to provide more individualized instruction for English Learners and Long Term English Learners. There were no substantive differences in the implementation of this action.

Action 1.6 — Reading Intervention Teacher/HIT Tutors — This action was fully implemented. The Reading Intervention Teacher and HIT Tutor provided targeted reading intervention to unduplicated pupils throughout the year, prioritizing students reading below grade level. LREBG funds supported the HIT Tutor component of this action. There were no substantive differences in the implementation of this action.
Action 1.7 — Math Science Instructional Support Teacher/HIT Tutor — This action was implemented. The Math Science Instructional Support Teacher provided both direct student intervention and teacher coaching in math and science. The HIT Tutor position was filled later in the year than anticipated, resulting in expenditures below the planned amount for that component. LREBG funds supported the HIT Tutor component of this action. The full impact of this action on student outcomes will be more fully reflected in subsequent assessment cycles.
Action 1.8 — Learning Coordinator — This action was fully implemented. The Learning Coordinator provided professional development, lesson design support, and instructional coaching to teachers throughout the year. There were no substantive differences in the implementation of this action.
Overall, Goal 1 actions were implemented as planned with two minor variances in Actions 1.4 and 1.7 related to spending pace rather than program delivery. Students continued to receive all planned services and supports throughout the year.

Implementation Challenges and Modifications:
Action 1.5 Grade Span Adjustment in Upper Grades: This action continued to face significant implementation challenges due to declining enrollment. Maintaining the target class size reduction in 4th and 5th grades was not fully achievable, as the lower overall enrollment naturally reduced class sizes without requiring the addition of another teacher position. The school continues to monitor enrollment trends and will adjust implementation accordingly.

Operational Challenges:
The school continued to experience the effects of declining enrollment, which created ongoing challenges in fully implementing class size reduction strategies as originally designed. While enrollment decline limited the scope of Action 1.5, the school responded by directing additional support through Actions 1.6, 1.7, and 1.8 to ensure students — particularly unduplicated pupils — received intensive and targeted instructional support through alternative means. The school will continue to evaluate enrollment trends and align staffing and intervention strategies accordingly for the coming year.

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

Del Vista Math and Science Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 1 actions in the 2025-26 school year. The total budgeted for Goal 1 was $1,056,591. The Estimated Actual Expenditures for Goal 1 were $923,721. This resulted in estimated actual expenditures being $132,870 lower than budgeted.
Action 1.1 — Progress Monitoring/Intervention/GLCs had a working budget of $16,094 with estimated actual expenditures of $7,387. This difference reflects the timing of Grade Level Chair stipend payments, the majority of which are processed at the end of the school year. Full or near-full expenditure is anticipated by year-end close. This variance does not represent a substantive difference in implementation.
Action 1.2 — Professional Development and Resource Teacher had a working budget of $278,609 with estimated actual expenditures of $278,609. There was no material difference for this action.
Action 1.3 — Instructional Program Support via Instructional Aides had a working budget of $255,978 with estimated actual expenditures of $204,755, reflecting approximately 80% of budgeted funds expended as of the report date. The remaining balance is attributable to pending

payroll costs for instructional aide positions through the end of the year. Full expenditure is anticipated by year-end close. This variance does not represent a substantive difference in implementation.
Action 1.4 — Long Term English Learners had a working budget of $10,000 with estimated actual expenditures of $1,062. This is a difference of a decrease in budget of $8,938. This action was in its first year of a new implementation approach and not all planned materials and resources had been fully identified and purchased during the current year. Remaining funds will be redirected to strengthen LTEL supports in 2026-27.
Action 1.5 — Grade Span Adjustment in Upper Grades had a working budget of $140,409 with estimated actual expenditures of $115,930, reflecting approximately 83% of budgeted funds expended. The remaining balance is attributable to pending payroll costs through year-end. This variance does not represent a substantive difference in implementation.
Action 1.6 — Reading Intervention Teacher/HIT Tutors had a working budget of $72,927 with estimated actual expenditures of $74,934. This action was fully expended and within expected operational range.
Action 1.7 — Math Science Instructional Support Teacher/HIT Tutor had a working budget of $72,152 with estimated actual expenditures of $24,015. This is a difference of a decrease in budget of $48,137. The HIT Tutor component of this action was filled later in the year than originally anticipated, resulting in fewer pay periods being processed as of the report date. Additional payroll costs are expected to be processed through year-end close.
Action 1.8 — Learning Coordinator had a working budget of $84,483 with estimated actual expenditures reflecting ongoing implementation. There was no substantive difference for this action.
Overall, Goal 1 actions were implemented within expected expenditure ranges. The most notable variances were in Action 1.4 due to the first-year implementation approach, and Action 1.7 due to the delayed start of the HIT Tutor position. Neither variance represents a reduction in services to students.

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

All actions in Goal 1 were analyzed for effectiveness in making progress toward the goal of providing a world-class education and increasing academic achievement for all students, with a specific focus on unduplicated pupils.
Action 1.1 — Progress Monitoring/Intervention/GLCs — Metrics 1.6, 1.7 — This action was effective in supporting data-driven instruction across all grade levels. Based on Metric 1.6, DVMSA students maintained their ELA performance at 20.7 points below standard with a growth of 1.9 points from the prior year. In math, students are 25.4 points below standard. Growth data shows 82.5% of students improved their ELA scores and 87.0% improved their math scores from the prior year, both rated Accelerated on the Dashboard. The consistent use of data cycle plans and Grade Level Chair meetings provided teachers with timely information to adjust instruction for unduplicated pupils.
Action 1.2 — Professional Development and Resource Teacher — Metrics 1.5, 1.6, 1.7, 1.10 — This action was effective in supporting instructional quality for all students including unduplicated pupils. Based on Metric 1.5, CA ELD standards continue to be substantially implemented in all classrooms with a designated 30-45 minute ELD block in place schoolwide. Based on Metric 1.6, growth data shows strong momentum with both ELA and Math rated Accelerated on the Dashboard. Based on Metric 1.10, 43.8% of English Learners are making progress toward English proficiency. While this reflects a decline from the prior year and is a Red indicator on the Dashboard, the Resource Teacher's professional development focus on language acquisition strategies will be intensified in 2026-27 to address this priority area.
Action 1.3 — Instructional Program Support via Instructional Aides — Metrics 1.6, 1.7 — This action was effective in providing additional instructional support in early grades and Special Education settings. Based on Metric 1.7, STAR Reading improved from 34% at baseline to 46% on or above grade level in Year 2, an increase of 12 percentage points. ARI results show 68% of students reading on grade level, up 6

percentage points from the 62% baseline. The presence of instructional aides in TK through 2nd grade classrooms directly supported foundational literacy development for unduplicated pupils.
Action 1.4 — Long Term English Learners — Metrics 1.5, 1.10 — This action showed partial effectiveness in its first year of a new approach. Based on Metric 1.10, 43.8% of English Learners are making progress toward reclassification, a decline of 15.0 percentage points from the prior year. While the action was implemented, the first-year approach did not yet produce the anticipated improvement in EL progress indicators. The school will strengthen LTEL supports in 2026-27 by intensifying the Site Resource Teacher's work with this population and ensuring materials and resources are fully in place from the start of the year.
Action 1.5 — Grade Span Adjustment in Upper Grades — Metrics 1.6, 1.7 — This action was effective in maintaining smaller class sizes in grades 4 and 5 to support more individualized instruction. Based on Metric 1.6, English Learners improved from 36.9 points below standard in ELA in Year 1 to 44.7 points below standard in Year 2 — note that while the absolute number increased, this reflects a different cohort of students as the prior higher-performing ELs were reclassified. Based on Metric 1.7, STAR Reading gains to 46% on or above grade level and ARI improvement to 68% on grade level indicate that upper grade students benefited from continued instructional focus.
Action 1.6 — Reading Intervention Teacher/HIT Tutors — Metrics 1.1, 1.5, 1.6, 1.7 — This action was effective in providing targeted reading intervention for unduplicated pupils. Based on Metric 1.7, STAR Reading improved significantly from 34% at baseline to 46% on or above grade level in Year 2, representing a 12 percentage point gain. ARI results improved from 62% at baseline to 68% on grade level. The Reading Intervention Teacher and HIT Tutor provided intensive small-group and one-on-one support to below-grade-level readers, prioritizing English Learners and Socioeconomically Disadvantaged students. LREBG funds supported the HIT Tutor component of this action.
Action 1.7 — Math Science Instructional Support Teacher/HIT Tutor — Metrics 1.1, 1.5, 1.6, 1.7 — This action demonstrated effectiveness in its first full year of implementation. Based on Metric 1.7, STAR Math returned to the baseline level of 42% on or above grade level after declining to 37% in Year 1, demonstrating a recovery of 5 percentage points. The Math Science Instructional Support Teacher provided both direct student intervention and teacher coaching, supporting improved math outcomes for unduplicated pupils. CAST results declined from 35.79% in Year 1 to 27% in Year 2, indicating that science supports need continued strengthening. The school will continue and expand this action in 2026-27 with LREBG funds supporting the HIT Tutor component.
Action 1.8 — Learning Coordinator — Metrics 1.5, 1.6, 1.7 — This action was effective in supporting instructional quality through professional development and curriculum design support. The Learning Coordinator provided targeted coaching to teachers in ELD implementation, lesson design, and data analysis. Based on Metric 1.5, CA ELD standards continue to be substantially implemented schoolwide. Based on Metric 1.6, overall student growth was rated Accelerated in both ELA and Math on the Dashboard, reflecting the positive impact of sustained instructional coaching on classroom practice.
Overall, Goal 1 actions were effective in maintaining and improving academic achievement for all students. The most significant area requiring continued attention is the English Learner Progress Indicator, which declined to Red on the Dashboard. This will be a primary focus of Goal 1 actions in 2026-27, with strengthened ELD implementation, intensified LTEL supports, and continued intervention through the HIT Tutor program.

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

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

All current Goal 1 actions will be continued in 2026-27 based on their demonstrated effectiveness during the 2025-26 school year. Local assessment data showing gains in both STAR Reading (46% on/above grade level) and ARI (68% on grade level) supports the continuation of the current action structure. The following actions have been maintained with the adjustments noted below.
Action 1.1 — Progress Monitoring/Intervention/GLCs: The increased frequency of Grade Level Chair meetings implemented in 2025-26, including pre-year planning sessions, proved effective in supporting instructional coherence and timely intervention adjustments. This structure will be maintained and strengthened in the coming year.
Action 1.2 — Professional Development and Resource Teacher: No changes to this action. The Resource Teacher will continue to provide professional development and instructional coaching with an increased emphasis on ELD strategies and language acquisition supports for English Learners and Long Term English Learners in response to the Red indicator on the English Learner Progress Indicator.
Action 1.3 — Instructional Program Support via Instructional Aides: No changes to this action. Instructional aides will continue to be placed in TK, Kindergarten, grades 1-2, and Special Education settings.
Action 1.4 — Long Term English Learners: This action will be strengthened in 2026-27 to address the decline in the English Learner Progress Indicator. Materials and resources will be fully identified and in place from the start of the year, and the Site Resource Teacher will intensify monitoring and coaching for this population.
Action 1.5 — Grade Span Adjustment in Upper Grades: No changes to this action. The school will continue to monitor enrollment trends and align class size reduction strategies accordingly.
Action 1.6 — Reading Intervention Teacher/HIT Tutors: This action continues to be supported by LREBG funds. The total LREBG allocation for 2026-27 is $580,995, which includes $500,000 in carryover and $80,995 in new funds. LREBG funds supporting this action total $167,702 for the Reading Intervention Teacher and HIT Tutor components.
Action 1.7 — Math Science Instructional Support Teacher/HIT Tutor: This action continues with LREBG funds supporting the supplies and materials component totaling $384,943 for 2026-27. The HIT Tutor position will be filled at the start of the school year to ensure full implementation from the beginning of the year.
Action 1.8 — Learning Coordinator: No changes to this action. The Learning Coordinator will continue providing professional development and curriculum support.
Lessons Learned Informing 2026-27 Approach:
Increased Meeting Frequency: Pre-year and more frequent Grade Level Chair meetings proved essential for establishing shared instructional direction and enabling timely, data-informed intervention adjustments throughout the school year.
Flexible Implementation: Actions must continue to be designed with flexibility to accommodate ongoing enrollment fluctuations and facility constraints, particularly for class size reduction strategies.
Targeted Intervention Works: The positive results from Actions 1.6, 1.7, and 1.8 in their first full year of implementation demonstrate the value of adding dedicated instructional support roles focused on reading, math, science, and learning coordination. These roles will be prioritized for continuation.
EL Progress as Priority: The decline in the English Learner Progress Indicator to the Red performance level on the Dashboard is the school's most significant area of concern. All Goal 1 actions will be implemented with a heightened focus on English Learner and Long Term English Learner supports in 2026-27.
Compliance-Driven Focus: The continued implementation of Action 1.4 reflects the school's commitment to aligning LCAP actions with state requirements for serving Long Term English Learners, a population requiring sustained and specialized support.
These modifications reflect Del Vista Math and Science Academy's commitment to building on demonstrated successes, responding to areas of identified need, and maintaining a world-class education for all students — particularly our unduplicated pupils.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring/Intervention/GLCs	DVMSA will monitor the progress of reading and math K-5 for pupil achievement through staff meetings, leadership team meetings, grade level collaborations, targeted tutoring and data analysis to benefit pupils. The school will prioritize services to unduplicated pupils. Grade level chairs will be funded to assist in the monitoring of student achievement via the leadership team and update data on their data cycles spreadsheet. Progress monitoring incentives will be funded to recognize students. Students will be recognized and celebrated in the areas of ELA and math. Priority 4 Roadmap Principle 2 (B, C), 3 (D)	$23,000.00	Yes
1.2	Professional Development and Resource Teacher	DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will be funded through this action to assist with professional development and intervention.Structured Teacher Planning Time will be scheduled throughout the year Weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math and ELD.Data Presentations – will be scheduled three times a year. Articulation meetings in the areas of Math, ELA and ELD.Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English Learners. Reading intervention teacher will provide professional development in the area of literacy. Purchase of materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics, Science and technology. Late Start PD/Planning day materials and supplies will be funded. AVID professional development and implementation Priority 2 Roadmap Principle 3 (D)	$196,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Program Support via Instructional Aides	DVMSA will support the instructional program with instructional aides for full day Kindergarten classes, Special Education and Transitional Kindergarten to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3	$269,591.00	Yes
1.4	Long Term English Learners	DVMSA will support Long Term English Learners by having a site resource teacher work closely with site administration and teachers to ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey. The SRT will monitor LTELs closely and identify deficits and provide training to the teachers on how to address the deficits. Much of this goal will be funded through Title I funds. The school will prioritize services to unduplicated pupils. Priority 1, 2, 4 Roadmap principle 2, 3	$5,625.00	Yes
1.5	Grade Span Adjustment in Upper Grades	In a continued effort to mitigate learning loss, DVMSA will provide two additional teachers to reduce class size in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th and 5th grades since there is a high concentration of English Learners in order to target the Long Term English Learners. The school will prioritize services to unduplicated pupils. Priority 1, 4 Roadmap principle 3 (B)	$145,700.00	Yes
1.6	Reading Intervention Teacher/HIT Tutors	DVMSA will fund a Reading Intervention Teacher and High Impact Tutors to provide intensive reading intervention to students lacking foundational literacy skills. In 2026-27, a .5 FTE Reading Intervention support position will be added to strengthen reading supports for unduplicated pupils, funded through LREBG. The intervention teacher and HIT Tutors will be directed to provide intensive intervention to unduplicated pupils and students with exceptional needs. The intervention teacher will also focus on assisting with classroom strategies for general education teachers and provide professional development on lesson differentiation.	$235,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant (LREBG) funds will be used to partially fund this action. A total of $167,702 in LREBG funds will support the Reading Intervention Teacher and HIT Tutor components of this action. Research from the National Education Association and National Student Support Accelerator indicates that high impact tutors in the classroom improve academic achievement, address learning gaps, and enhance student outcomes. This action is aligned with EC 32526(c)(2)(Bi): Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Priority 1, 4 Roadmap Principle 2		
1.7	Math Science Instructional Support Teacher/HIT Tutor	DVMSA will fund a Math Science Instructional Support Teacher and High Impact Tutor to provide professional development for teachers and direct intervention for students, prioritizing unduplicated pupils. In 2026-27 an additional Math Coach will work at providing targeted coaching to teachers in mathematics instruction and lesson design, as well as direct support for students in math and science. This dual approach addresses achievement gaps through targeted instructional strategies and small-group intervention for below-grade-level students. While implemented schoolwide to enhance math and science instruction across all classrooms, the approach emphasizes research-based techniques proven effective for English Learners and low-income students, making it a strategic use of resources to improve outcomes for these student groups. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support supplemental instructional materials and supplies for this action. A total of $384,943 in LREBG funds will support the materials and supplies component of this action. Research from the National Education Association and National Student Support Accelerator indicates that high impact tutors and instructional coaches in the classroom improve academic achievement, address learning gaps, and enhance student outcomes. This action is aligned with EC 32526(c)(2)(A): Evidence-based actions that increase or stabilize the amount of instructional time or services provided to pupils. Priority 2, 4 Roadmap Principle 2, 3	$390,338.00	Yes
1.8	Learning Coordinator	DVMSA will fund a Learning Coordinator to provide teachers and staff with professional development opportunities and assist with curriculum		Yes

Action #	Title	Description	Total Funds	Contributing
		development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Del Vista Math and Science Academy places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social-emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, the CA Healthy Kids Survey, the California School Dashboard, and local surveys indicate that students need continued support to increase connectedness and active participation in school. According to the 2025 California School Dashboard, DVMSA's chronic absenteeism rate is 8.6%, placing the school in the Yellow performance level. While DVMSA's rate remains significantly below the state average of 17.1%, local 2025-26 data shows a chronic absenteeism rate of 9.19%, which the school is actively monitoring and addressing through targeted intervention and outreach. The suspension rate is 0.3%, maintaining the Blue performance level and reflecting the continued success of positive behavioral supports. The current attendance rate is 95.34%. According to local survey data, 79% of students feel safe at school and 80% feel connected to school. The slight decline in safety perception from 83% in the prior year signals the continued need to strengthen campus culture and climate through the actions outlined in this goal.
The school will make all efforts to encourage students to improve attendance and be active participants in their learning. The actions within this goal reflect DVMSA's commitment to providing all students especially unduplicated subgroups with social-emotional and mental health support as part of their daily school experience. By maintaining health services, promoting positive school culture through field trips and attendance incentives, and expanding opportunities for parent involvement, DVMSA will continue to build a school climate in which all students feel safe, connected, and ready to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate Source: SIS Platform, KIDS State Priority 5 (a)	Attendance rate: All Students: 96.29% ELs: 96.69	Attendance rate: All Students: 95.54%	Attendance rate: All Students: 95.34% ELs: 96.2%	Attendance rate: All Students: 98% ELs:98%	All Students: Decreased by 0.95 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 99.84 SED: 94.83%	ELs: 96.31 Foster Youth: 98.58 SED: 96.84%	Foster Youth: 98.8% SED: 95.9%	Foster Youth: 99% SED: 97%	(from 96.29% to 95.34%) ELs: Decreased by 0.49 percentage points (from 96.69% to 96.2%) Foster Youth: Decreased by 1.04 percentage points (from 99.84% to 98.8%) SED: Increased by 1.07 percentage points (from 94.83% to 95.9%)
2.2	Chronic absenteeism rate Source: CA School Dashboard State Priority 5 (b)	Chronic absenteeism rate All Students: 8.81% ELs:7.57% Foster Youth: 0% SED: 13.95%	Chronic absenteeism rate All Students: 8.85% ELs:5.21% Foster Youth: 0% SED: 6.26%	Chronic absenteeism rate: All Students: 9.19% ELs: 6.50% Foster Youth: 0% SED: 7.14%	Chronic absenteeism rate: All Students: 2% ELs: 4% Foster Youth: 0% SED: 7%	All Students: Increased by 0.38 percentage points (from 8.81% to 9.19%) ELs: Decreased by 1.07 percentage points (from 7.57% to 6.50%) Foster Youth: No change (remains at 0%) SED: Decreased by 6.81 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(from 13.95% to 7.14%)
2.6	Suspension rate Source: Ca School Dashboard,KIDS State Priority 6(a)	Suspension rate: All Students: 0.35% ELs: 0% Foster Youth: 0% SED: 2.33%	Suspension rate: All Students: 0.17% ELs: 0.47% Foster Youth: 0% SED: 0.23%	Suspension rate: All Students: 0.55% ELs: 0.0% Foster Youth: 0.0% SED: 0.27%	Suspension rate: All Students: <1% ELs: <1% Foster Youth:<1% SED: <1%	All Students: Increased by 0.20 percentage points (from 0.35% to 0.55%) ELs: No change (remains at 0%) Foster Youth: No change (remains at 0%) SED: Decreased by 2.06 percentage points (from 2.33% to 0.27%)
2.7	Total number of Expulsions Source: SIS platform State Priority 6 (b)	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	No change. DVMSA has maintained zero expulsions across all student groups.
2.8	Local Climate Survey Percentage of student connectedness Source: CA Healthy Kids State Priority 6 (c)	Percentage of student connectedness: 81%	Percentage of student connectedness: 80%	Percentage of student connectedness: 80%	Percentage of student connectedness: 90%	Decreased by 1 percentage point (from 81% to 80%), but remained close to what has happened the previous year. Student connectedness has remained relatively stable,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						though it has not yet reached the target of 90%. The school will continue to prioritize actions that strengthen student belonging and engagement.
2.9	Percentage of students who feel safe at school Source: Local Survey Priority 6 (c)	Percentage of students who feel safe at school 71%	Percentage of students who feel safe at school 83%	Percentage of students who feel safe at school: 79%	Percentage of students who feel safe at school 80%	Increased by 8 percentage points from baseline (from 71% to 79%). While this represents a positive overall gain from the original baseline, the current year reflects a decline of 4 percentage points from the Year 1 outcome of 83%. The school will focus on sustaining and rebuilding safety perception through continued implementation of PBIS, campus culture activities, and social emotional learning supports.

Goal Analysis [2025-26]

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

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

The implementation of Goal 2 actions demonstrated significant progress and overall success during the 2025-26 school year. With the vice principal position filled from the first day of school, the school was able to implement all planned actions with greater consistency and fidelity compared to the prior year.

Successful Implementation:

Action 2.1 Health Services: The school nurse and health care assistant were in place and operational throughout the year, providing daily health services, student wellness support, and parent communication. The health team worked closely with the chronic absenteeism team, conducting family outreach and home visits for students with persistent absences. This action was fully implemented with no substantive differences.

Action 2.3 School Safety: With the vice principal in place from the start of the year, the attendance task force and school safety initiatives were operational immediately. This allowed for more consistent monitoring of student attendance and behavior from the outset, contributing to the overall stability of the campus environment.

Action 2.4 Safe and Secure Learning Environment: Campus safety protocols including the locked-door policy, peephole installations, and increased supervision before and after school were maintained consistently throughout the year. This action was fully implemented with no substantive differences.

Action 2.8 MTSS/PBIS: The PBIS system was implemented consistently throughout the year and has been well received by both students and teachers. The PBIS store operated with greater fidelity this year, and the positive behavioral culture it supports has become an established part of the school's daily environment. This consistency contributed to maintaining our Blue suspension rate on the 2025 California School Dashboard at 0.3%.

Action 2.9 Attendance Incentives: Attendance incentive programs were more robust this year, with a greater variety of activities and recognition opportunities for students demonstrating strong attendance. These efforts contributed to positive engagement across the school, particularly for unduplicated pupils.

Actions 2.5 and 2.6 School Engagement and Positive School Culture: The school hosted two major community events this year — Winter Wonderland and the Spring Carnival and Dance — which generated strong student and family participation. Parent involvement in school events increased notably, strengthening the connection between families and the school community. These events supported both student connectedness and a positive campus culture.

Action 2.7 Parent Education/Involvement Activities: Parent participation in school events and activities increased this year. Families engaged more consistently with school programs, contributing to the stable student connectedness rate of 80%.

Action 2.10 Additional Costs: Students continued to be provided with uniforms, shoes, hygiene kits, vision screenings, and other essential items as needed. This action was fully implemented and directly supported student engagement and readiness to learn for unduplicated pupils throughout the year.

Implementation Challenges:

Chronic Absenteeism: Overall chronic absenteeism increased slightly from 8.85% in Year 1 to 9.19% in Year 2. This increase is attributable to a rise in student illness throughout the year, as well as home dynamics challenges faced by some students, including instability related to split households. The school's attendance team continued daily outreach to families of absent students and deployed home visits as needed.

Notably, strong improvements were maintained for Socioeconomically Disadvantaged students (7.14%, down from a baseline of 13.95%) and English Learners (6.50%), reflecting the effectiveness of targeted outreach for unduplicated subgroups.
Suspension Rate: The overall suspension rate increased from 0.17% in Year 1 to 0.55% in Year 2. This increase was driven primarily by infractions in the lower grades that warranted suspension. While the rate remains well below 1% and DVMSA maintains its Blue performance level on the Dashboard, the school will continue to strengthen early intervention and PBIS supports in the primary grades to address behavioral needs before they escalate.

Supply Delays: As in the prior year, some supply delays occurred at the beginning of the year, temporarily impacting the rollout of certain activities and materials. Staff developed alternative approaches to maintain program continuity during this period, and full implementation was achieved once supplies were received.

Overall, Goal 2 actions were successfully implemented and provided students with comprehensive health, safety, behavioral, and engagement supports throughout the 2025-26 school year. The school maintained a strong focus on reducing barriers to attendance, increasing school connectedness, and supporting unduplicated pupils through targeted outreach and intervention. The school will continue refining campus safety supports, attendance incentive programs, and behavioral interventions to sustain positive school climate outcomes in 2026-27.

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

Del Vista Math and Science Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the 2025-26 school year. The total budgeted for Goal 2 was $580,132. The Estimated Actual Expenditures for Goal 2 were $552,849. This resulted in estimated actual expenditures being $27,283 lower than budgeted.
Action 2.1 Health Services had a working budget of $138,790 with estimated actual expenditures of $91,694, reflecting approximately 66% of budgeted funds expended as of the report date. The remaining balance is attributable to pending payroll costs for health services staff through the end of the year. Full expenditure is anticipated by year-end close and this variance does not represent a substantive difference in implementation.
Action 2.3 School Safety had a working budget of $206,688 with estimated actual expenditures reviewed as of the report date. Expenditures reflect costs associated with the vice principal and school resource officer positions. This action was fully implemented and any remaining balance is attributable to pending payroll and benefit costs through year-end. This variance does not represent a substantive difference in implementation.
Action 2.4 Safe and Secure Learning Environment had a working budget of $99,890 with expenditures reflecting costs associated with noon duty aides and crossing guards. This action was fully implemented throughout the year with no substantive differences.
Action 2.5 School Engagement had a working budget of $50,000 with estimated actual expenditures of $12,665 as of the report date, reflecting approximately 25% of budgeted funds expended. This substantive difference is primarily due to supply delays at the beginning of the year and the timing of field trip scheduling, with the majority of field trip professional service costs still pending invoicing. Additionally, $5,800 remains encumbered for upcoming activities. Full or near-full expenditure is expected by year-end.
Action 2.6 Positive School Culture had a working budget of $30,500 with estimated actual expenditures of $22,798, reflecting approximately 75% of budgeted funds expended. This variance is within acceptable operational range given that some culture-building activities and supply purchases are still being finalized through the end of the school year.

Action 2.7 Parent Education/Involvement Activities had a working budget of $36,000 with estimated actual expenditures of $33,140, reflecting approximately 92% of budgeted funds expended. This variance is minimal and within expected operational range.
Action 2.8 MTSS/PBIS had a working budget of $50,000 with estimated actual expenditures of $36,441, reflecting approximately 73% of budgeted funds expended. An additional $11,092 remains encumbered for professional consulting services related to PBIS implementation, bringing the total committed amount to $47,532. The remaining balance is expected to be fully expended by year-end.
Action 2.9 Attendance Incentives had a working budget of $30,000 with estimated actual expenditures of $9,664 as of the report date, reflecting approximately 32% of budgeted funds expended. An additional $2,316 is encumbered for upcoming activities. This difference reflects the timing of attendance incentive activities, many of which are scheduled for the final months of the school year including end-of-year recognition events and activities. Expenditures are expected to increase significantly through year-end close.
Action 2.10 Additional Costs had a working budget of $25,000 with expenditures reflecting costs associated with clothing, health needs, dental, and eyewear for students. This action was fully implemented with no substantive differences in implementation.

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

Action 2.1 - Health Services - Metrics 2.1, 2.2, 2.8, 2.9 - This action was effective in supporting student attendance and health-related barriers to school participation. The current attendance rate is 95.34% for all students, with English Learners at 96.2% and Foster Youth at 98.8%. While overall chronic absenteeism increased slightly to 9.19%, significant improvements were sustained for Socioeconomically Disadvantaged students (7.14%, down from a baseline of 13.95%) and English Learners (6.50%). The nurse and health assistant continued to work closely with the chronic absenteeism team, conducting outreach and home visits for students with persistent absences. Contributing factors to absenteeism this year included increased illness and home dynamics challenges such as split households, which the health team actively worked to address in coordination with the school social worker.
Action 2.3 - School Safety - Metrics 2.1, 2.2, 2.6, 2.7, 2.8, 2.9 - This action was effective in maintaining a safe and secure campus environment. With the vice principal in place from the first day of school, the attendance task force and campus safety initiatives were fully operational from the outset. The overall suspension rate was 0.55% for all students, remaining well below 1% and maintaining the Blue performance level on the 2025 California School Dashboard. Notably, English Learner suspension rates returned to 0.0% this year, reflecting the enhanced behavioral supports implemented in response to the prior year's data. Foster Youth suspension rates also remained at 0.0%. The increase in the overall suspension rate compared to Year 1 was driven by infractions in the lower grades. Zero expulsions were recorded for all student groups, consistent with prior years.
Action 2.4 - Safe and Secure Learning Environment - Metrics 2.1, 2.8 - This action was effective in maintaining physical campus safety. The locked-door policy, peephole installations, and increased supervision before and after school continued to be implemented consistently. While the percentage of students feeling safe at school decreased slightly from 83% in Year 1 to 79% in Year 2, the current rate still reflects a significant overall improvement of 8 percentage points from the baseline of 71%. The school will continue to monitor safety perception data and strengthen campus culture initiatives to reverse the slight decline.
Action 2.5 - School Engagement - Metrics 2.1, 2.2, 2.8 - This action showed positive results in student and family engagement. Academic field trips were provided for students throughout the year, with priority given to unduplicated pupils. However, at least one field trip was cancelled due to challenges securing charter bus or school bus transportation for longer distance destinations. The school will work to address transportation logistics earlier in the planning process for the coming year to prevent similar cancellations. Despite this challenge, engagement activities continued throughout the year and contributed to stable student connectedness at 80%. Supply delays at the beginning of the year also temporarily impacted the rollout of some engagement materials, though implementation was sustained through the remainder of the school year.

Action 2.6 - Positive School Culture - Metrics 2.1, 2.8 - This action was effective in building and sustaining a positive campus environment. The school hosted two major community events this year — Winter Wonderland and the Spring Carnival and Dance — which generated strong participation from students and families. These events contributed to school connectedness and a welcoming campus culture. Student connectedness remained stable at 80%, and the school will continue to invest in culture-building activities to work toward the target of 90%.
Action 2.7 - Parent Education/Involvement Activities - Metric 2.8 - This action was effective in increasing family engagement at the school site. Parent participation in school events and activities increased compared to the prior year, with families attending School Site Council meetings, ELAC meetings, Parent University nights, and major school events. Increased parent involvement contributed to a stronger home-school connection, supporting student connectedness and overall school climate.
Action 2.8 - MTSS/PBIS - Metrics 2.1, 2.2, 2.6, 2.7, 2.8 - This action was effective overall. The PBIS system was implemented consistently from the start of the school year and has been well received by both students and teachers. The PBIS store operated with greater fidelity compared to the prior year, creating a sustained positive behavioral culture across the campus. The overall suspension rate remained below 1% at 0.55%, expulsions remained at zero for all subgroups, and student connectedness was maintained at 80%.
Action 2.9 - Attendance Incentives - Metrics 2.1, 2.2, 2.8 - This action was effective in promoting student engagement and recognizing exemplary attendance. Attendance incentive programs were more robust this year, with a greater variety of recognition opportunities and activities for students. While overall chronic absenteeism increased slightly to 9.19% due to illness and home dynamics factors, the incentive programs supported positive attendance patterns particularly for unduplicated subgroups, with Socioeconomically Disadvantaged students showing a chronic absenteeism rate of 7.14% and English Learners at 6.50%.
Action 2.10 - Additional Costs - Metrics 2.1, 2.8 - This action was effective in removing barriers to school participation for unduplicated pupils. Students continued to be provided with uniforms, shoes, hygiene kits, vision screenings, and other essential items as needed. By addressing these basic needs, the school supported student engagement and contributed to a positive school climate in which students feel supported and ready to learn.
Overall, Goal 2 actions were effective in maintaining a safe, supportive, and engaging school environment during the 2025-26 school year. The school sustained its Blue suspension rate, maintained strong attendance outcomes for unduplicated subgroups, and strengthened family engagement through community events and parent involvement activities. While overall chronic absenteeism increased slightly and student safety perception declined modestly from Year 1, targeted interventions and behavioral supports continued to produce positive results for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. The school will continue building on these efforts in 2026-27 to move all metrics toward their target outcomes.

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

Based on our analysis of implementation and outcomes, we plan to maintain the current goal structure and actions for the 2026-27 school year, as the overall framework proved effective when implemented with full staffing and consistent program delivery. Strategic adjustments are planned to address areas of emerging need identified through current year data.
Metric Performance Analysis:
Our key metrics showed mixed results that inform our priorities for the coming year. Chronic absenteeism (Metric 2.2) increased slightly from 8.85% in Year 1 to 9.19% in Year 2 for all students. Contributing factors included increased student illness and home dynamics challenges such as split households. Despite this overall increase, strong improvements were sustained for Socioeconomically Disadvantaged students (7.14%, down from a baseline of 13.95%) and English Learners (6.50%, down from a baseline of 7.57%), reflecting the effectiveness of targeted outreach for unduplicated subgroups. Suspension rates (Metric 2.6) remain well below 1% at 0.55% for all students, maintaining the

Blue performance level on the California School Dashboard. English Learner suspension rates returned to 0.0% this year, addressing the concern identified in Year 1. The overall suspension rate increase was driven by infractions in the lower grades and will continue to be monitored. Student safety perception (Metric 2.9) remains 8 percentage points above the baseline of 71%, though a slight decline from 83% in Year 1 to 79% in Year 2 signals the need for continued focus on campus culture and climate. Student connectedness (Metric 2.8) remained stable at 80%, still below the target of 90%.
Key Priorities for 2026-27:
Continued focus on chronic absenteeism intervention, with enhanced outreach strategies to address health-related barriers and home dynamics factors that contributed to the slight overall increase this year. Priority will be given to unduplicated subgroups to sustain the strong improvements achieved for Socioeconomically Disadvantaged students and English Learners.
Strengthened primary grade behavioral supports through continued consistent implementation of PBIS to address the infractions in lower grades that contributed to the overall suspension rate increase, while sustaining the progress made with English Learner and Foster Youth suspension rates.
Intentional efforts to rebuild and strengthen student safety perception, which declined slightly from 83% to 79% this year. The school will expand campus culture activities and ensure PBIS incentives remain robust and visible throughout the year.
Enhanced field trip planning and transportation coordination to ensure field trips are not cancelled due to bus availability challenges. The school will begin transportation booking earlier in the school year and identify backup vendors to prevent disruption to planned engagement activities.
Continued investment in parent involvement activities and major school events such as Winter Wonderland and the Spring Carnival and Dance, which generated strong family participation this year and contributed positively to school connectedness.
Target Outcomes:
The school is maintaining its established target outcomes for 2026-27: chronic absenteeism below 8.6% for all students, suspension rates below 1% for all subgroups, zero expulsions for all student groups, and 90% of students feeling connected to school. Given the slight decline in safety perception this year, an additional focus will be placed on increasing the percentage of students who feel safe at school back toward and beyond the Year 1 high of 83%.
Action Modifications:
No structural modifications to specific actions are planned for 2026-27. All current actions will be continued. For 2026-27, Action 2.1 has been strengthened through the addition of a .5 FTE health care assistant to expand daily health services and wellness support for students, and Action 2.3 has been updated to include funding for a school resource officer (.16 FTE) to enhance campus safety and supervision. Enhanced monitoring will be implemented at the beginning of the year to ensure early identification and resolution of any implementation challenges, particularly around supply procurement, transportation logistics, and consistent delivery of attendance incentive programs from the first day of school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including attendance. A health care assistant will support the school nurse in providing daily health services, student wellness support, and parent communication. The nurse and health care assistant will serve as liaisons for DVMSA and provide parent and staff training. Training topics will include EpiPens, chronic disease management, HIV/AIDS for students, CPR and AED. The nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Director of Health Services in the following areas: COVID-19 education, HIV/AIDS, growth and development classes, and any other areas that need professional development. Priority 5 Roadmap principle 3 (B)	$122,792.00	Yes
2.3	School Safety	DVMSA will continue to employ and train the vice principal on MTSS, attendance, pupil engagement, and instruction to continue to promote student safety and continued support of teachers. The vice principal will conduct SAT meetings to provide special assistance and guidance. In addition, DVMSA will allocate funding for a school resource officer (.16 FTE) to provide campus security, support safe school operations, and promote a positive and secure learning environment for all students. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap principle 1 (C), 3 (D)	$206,688.00	Yes
2.4	Safe and Secure Learning Environment	To maintain a safe and secure environment, DVMSA will support and promote student safety and visibility by employing noon duty aides/crossing guards. Priority 6 Roadmap principle 1 (C)	$99,890.00	Yes
2.5	School Engagement	To promote school connectedness, improve attendance rates, decrease chronic absentee rates, and promote a positive school environment, DVMSA will provide academic field trips for all students. Priority will be principally directed to unduplicated pupils. Priority 5, 6 Roadmap principle 4 (B)	$50,000.00	Yes

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on input from educational partners, there is a continued need to provide students with enrichment opportunities and hands-on experiences in STEAM. According to local STAR Assessments for all students in grades 1st–5th, 46% are on/above grade level in reading and 42% are on/above grade level in math, reflecting meaningful gains from the prior year. With 92.7% of DVMSA's population being Socioeconomically Disadvantaged and 45.4% English Learners, providing equitable access to STEAM and arts programs remains essential, as these students may not have access to such opportunities outside of school. Additionally, according to the 2025 California School Dashboard, 27% of students met or exceeded standards in science (CAST), representing a decline from the prior year and underscoring the need for continued investment in hands-on science and STEAM programming.
During this year's meetings with educational partners, families and staff continued to express the importance of parent participation opportunities. The school has expanded its parent engagement efforts through major community events including Winter Wonderland and the Spring Carnival and Dance, as well as ongoing School Site Council and ELAC meetings. ParentSquare continues to serve as a key communication tool connecting families to school information and activities. The school remains committed to strengthening parent involvement, particularly for families of unduplicated pupils, and will continue to create accessible and welcoming opportunities for families to engage in their children's education throughout the coming year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of	DVMSA held 5 School Site Council and ELAC meetings during the 2025-26 school year, providing all parents including	Desired outcome for 2026-2027: Continued effort to increase parent participation and to survey parents as to the	No difference from baseline. DVMSA has consistently held 5 School Site Council and ELAC meetings per year and maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by a review of participation logs.	provide their input in making decisions.	unduplicated pupils the opportunity to provide their input in making decisions. Communication and participation have been enhanced through the implementation of ParentSquare, our new communication application that has significantly improved our reach to parents and families.	parents of unduplicated pupils the opportunity to provide input in making decisions for the school. Meetings were held in person and virtually, with documents available in English and Spanish. ParentSquare continued to enhance communication effectiveness and parent engagement rates. 100% of these activities had participation from parents of unduplicated pupils.	effectiveness of the activities.	participation from parents of unduplicated pupils across all meetings.
3.2	Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.	All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on google classroom, classdojo and social media pages. Flyers are also sent home with	All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on ParentSquare,	DVMSA continued to provide multiple opportunities for parental involvement through parent education nights, parent conferences, School Site	Continued effort to maintain 100% participation from parents of unduplicated pupils in all scheduled parent involvement activities while expanding	No difference from baseline. All planned parent involvement activities have been implemented and attended. The addition of major community events and the continued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA provides opportunities for parental involvement through parent education nights, parent conferences, School Site Council and ELAC meetings. 100% of these activities had participation from parents of unduplicated pupils.	google classroom, classdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA provides opportunities for parental involvement through parent education nights, parent conferences, School Site Council and ELAC meetings. The implementation of ParentSquare has greatly improved our communication effectiveness and parent engagement rates. 100% of these activities had participation from parents of unduplicated pupils.	Council and ELAC meetings, and major school community events including Winter Wonderland and the Spring Carnival and Dance. 100% of planned parent involvement activities were attended, with participation from parents of unduplicated pupils documented at each event. ParentSquare has continued to strengthen communication effectiveness and family engagement across the school community.	communication methods and engagement opportunities.	use of ParentSquare represent enhanced engagement efforts beyond the original baseline.
3.3	Priority 3 (c) - How the school district will	Parents of students with disabilities were	Parents of students with	Parents of students with	Desired outcome for 2026-2027:	No difference from baseline. DVMSA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse), parents were encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.	disabilities are provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse, and ParentSquare notifications), parents are encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attend scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.	disabilities continued to be provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications including letters, phone calls by teachers and/or the nurse, and ParentSquare notifications, parents were encouraged to attend IEP meetings in person, virtually, and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through IEP and 504 documents.	Continued efforts to have 100% of parents of students with disabilities to attend scheduled IEP and 504 meetings. This will be accomplished by consistently providing communications (letters, phone calls by teachers and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom.	has maintained 100% parent participation in all scheduled IEP and 504 meetings.
3.4	Extent to which pupils have access to and are enrolled in a broad	100% of students had access to ELA, Math, Science, Social Studies,	100% of students have access to ELA, Math,	100% of students have access to ELA, Math,	Desired outcome for 2026-2027: 100% of students	No difference from baseline. DVMSA has maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules. State Priority 7 (a)	PE, Visual/Performing Arts, and Music. Distance Learning made it difficult to teach music this school year.	Science, Social Studies, PE, Visual/Performing Arts, and Music. With the return to full in-person instruction, all subject areas including music are now being fully implemented.	Science, Social Studies, PE, Visual/Performing Arts, and Music. All subject areas continue to be fully implemented with in-person instruction.	will have access to a broad course of study	100% student access to a broad course of study across all grade levels.
3.5	Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data. Priority 7 (b)	100% of unduplicated pupils had access to programs and services including (but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs and services such as Migrant and GATE.	100% of unduplicated pupils have access to programs and services including (but not limited to) intervention opportunities, expanded learning through our after-school program and additional programs and services such as Migrant and GATE.	100% of unduplicated pupils have access to programs and services including but not limited to intervention opportunities, expanded learning through the after-school POWER+ program, and additional programs and services such as Migrant and GATE. STEAM Saturdays continued to provide additional enrichment opportunities for students outside of the regular school day.	Desired outcome for 2026-2027:100% of students will have access to or have the opportunity to enroll in programs/services offered through the school	No difference from baseline. DVMSA has maintained 100% access to programs and services for unduplicated pupils.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data. Priority 7 (c)	100% pupils including pupils with disabilities had access to programs and services (including but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs/services such as Migrant and GATE.	100% of pupils including pupils with disabilities have access to programs and services (including but not limited to) intervention opportunities, expanded learning through our after-school program and additional programs/services such as Migrant and GATE.	100% of pupils with disabilities have access to programs and services including but not limited to intervention opportunities, expanded learning through the after-school program, and additional programs and services such as Migrant and GATE.	Expected outcome for the 2026-27 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.	No difference from baseline. DVMSA has maintained 100% access to programs and services for students with exceptional needs.
3.7	Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The school will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI, ELB, IXL, STAR Math, STAR Reading. Baseline data will be set during the 2023-24 school year. Each grade level will increase by 5%. Baseline Scores: ARI - 62% on grade level STAR Math - 42% on/above grade level STAR Reading - 34% on/above grade level	ARI - 51% on grade level STAR Math - 37% on/above grade level STAR Reading - 30% on/above grade level IXL Math - 38% on/above grade level	Local STAR Assessments for all students grades 1st–5th: Reading: On/Above grade level: 46% Near grade level: 13% Below grade level: 20% Far Below grade level: 21% Math: On/Above grade level: 42% Near grade level: 17% Below grade level: 18%	Desired outcome for 2026-2027 is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2023-24 school year.	STAR Reading: Increased by 12 percentage points on/above grade level (from 34% baseline to 46%) STAR Math: Maintained at baseline level (from 42% baseline to 42%) ARI: Increased by 6 percentage points on grade level (from 62% baseline to 68%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IXL Math - 47% on/above grade level		Far Below grade level: 23% ARI: On grade level: 68% One grade level below: 7% Two grade levels below: 11% Three grade levels below: 8%		

Goal Analysis [2025-26]

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

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

Del Vista Math and Science Academy successfully implemented all planned Goal 3 actions during the 2025-26 school year. All actions were carried out as described in the LCAP with no substantive modifications required, reflecting strong planning and consistent program execution across the school.

Successful Implementation:
Action 3.1 Band/GATE/STEAM/Extra-Curricular: DVMSA continued to provide a well-rounded educational experience through band, GATE, arts programming, and a variety of after-school clubs including robotics, dance, art, and photography. STEAM Saturdays were a standout success this year, generating strong engagement from both students and parents and providing meaningful hands-on learning opportunities outside of the regular school day. Students also participated in the STEAM Olympiad, a competitive event that fostered enthusiasm and deeper engagement with science, technology, engineering, arts, and math concepts. These activities contributed positively to student connectedness and school culture while directly supporting STEAM learning outcomes.
Action 3.2 School Liaisons: Resource clerks and librarians were fully staffed throughout the year, providing consistent support for parent participation and student learning opportunities. School liaisons supported family communication, ParentSquare outreach, and parent engagement at school events, contributing to the strong parent involvement documented across Goal 3 metrics.
Action 3.3 Technology — Academic Programs/Software: Academic technology programs and software continued to be implemented across all grade levels, supporting instruction in ELA, math, and science. Technology platforms were utilized consistently by teachers and students to support differentiated instruction and progress monitoring.
Action 3.4 Implementation of School-wide STEAM Program: The school-wide STEAM program continued with enhanced investment in hands-on science and engineering materials. In response to the decline in CAST science results from the prior year, the school focused on

increasing student engagement through the purchase of additional STEAM materials and participation in the STEAM Olympiad. These efforts are intended to rebuild science proficiency and re-engage students in the scientific inquiry process. The phased approach to STEAM programming, combined with enrichment opportunities such as STEAM Saturdays, reflects a sustained commitment to improving science outcomes for all students including unduplicated pupils.
Action 3.6 Technology Equipment: The phased rollout of classroom technology upgrades continued in 2025-26, with touchscreen displays scheduled for installation in the lower grade classrooms. Additionally, a significant and much-needed update to teacher laptops was completed this year, improving instructional capacity and classroom technology access for all teachers. This upgrade was accomplished despite a global RAM shortage that created supply chain challenges across the technology sector, reflecting the school's proactive approach to procurement planning.
Action 3.7 Physical Education Teacher: The physical education teacher was in place and implemented PE programming consistently throughout the school year across all grade levels. PE continued to be a core component of the broad course of study, supporting student physical fitness, social development, and overall well-being.
Implementation Challenges:
Procurement processes were significantly smoother this year compared to the prior year. The school was able to navigate vendor selection and purchasing requirements more efficiently, resulting in fewer delays and more timely delivery of materials and equipment. The global RAM shortage created some constraints in the technology marketplace, but the school was nonetheless able to complete the teacher laptop upgrade as planned. No actions were prevented from being implemented due to procurement challenges this year.
Overall, Goal 3 actions were successfully implemented during the 2025-26 school year, providing students with expanded access to STEAM programming, enrichment activities, technology resources, and parent engagement opportunities. The school demonstrated strong execution across all actions, with particular highlights in STEAM Saturdays, the STEAM Olympiad, and the completion of the teacher laptop upgrade. The school will continue building on this foundation in 2026-27 to strengthen science outcomes, expand enrichment access for unduplicated pupils, and deepen family engagement.

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

Del Vista Math and Science Academy conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the 2025-26 school year. The total budgeted for Goal 3 was $2,158,249. The Estimated Actual Expenditures for Goal 3 were $1,751,440. This resulted in estimated actual expenditures being $406,809 lower than budgeted.

Action 3.1 Band/GATE/STEAM/Extra-Curricular had a working budget of $123,386 with estimated actual expenditures of $96,416, reflecting approximately 78% of budgeted funds expended. The remaining balance is attributable to pending payroll costs for the PE teacher stipend and remaining supply purchases through year-end. This variance is within expected operational range and does not represent a substantive implementation gap.
Action 3.2 School Liaisons had a working budget of $186,405 with estimated actual expenditures of $155,159, reflecting approximately 83% of budgeted funds expended. The remaining balance reflects pending payroll and benefit costs for resource clerks and librarians through the end of the school year. Full expenditure is anticipated by year-end close and this variance does not represent a substantive difference.
Action 3.3 Technology — Academic Programs/Software had a working budget of $21,974 with estimated actual expenditures of $0 as of the report date of May 11, 2026. This difference is attributable to the timing of software licensing processes. Software programs have been purchased and are currently pending license activation and renewal processing, which means the associated expenditures have not yet been

reflected in the budget report. Full expenditure is anticipated prior to year-end close and this variance does not represent a substantive gap in implementation. Academic software continued to be utilized by teachers and students throughout the school year in support of instruction.
Action 3.4 Implementation of School-wide STEAM Program had a working budget of $51,094 with estimated actual expenditures of $12,774, reflecting approximately 25% of budgeted funds expended. This substantive difference reflects the timing of STEAM materials purchasing, including supplies for the STEAM Olympiad and STEAM Saturdays programming. Additional supply and equipment purchases are planned through year-end, and remaining funds will be utilized to support continued STEAM programming and science engagement activities for students. The low expenditure rate at the time of this report does not reflect a reduction in program implementation.
Action 3.6 Technology Equipment had a total working budget of $1,565,498 across two funding sources. Estimated actual expenditures from the first funding source (7090) were $436,264, reflecting approximately 51% of that portion expended. The second funding source (7091) had a working budget of $702,176 with $0 expended as of the report date. The overall expenditure rate of approximately 28% reflects the phased nature of the classroom technology upgrade project. The lower grade classroom touchscreen display installations are scheduled for completion during the final months of the school year, and the majority of remaining funds are encumbered for equipment currently on order. Procurement for this action was significantly smoother this year than in the prior year, and the teacher laptop upgrade was successfully completed. Full or near-full expenditure of encumbered funds is expected by year-end close.
Action 3.7 Physical Education Teacher had a working budget of $162,777 with estimated actual expenditures of $113,987, reflecting approximately 70% of budgeted funds expended. The remaining balance reflects pending payroll and benefit costs for the PE teacher through the end of the school year. Full expenditure is anticipated by year-end close and this variance does not represent a substantive difference.

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

Action 3.1 Band/GATE/STEAM/Extra-Curricular — Metrics 3.4, 3.7 — This action was effective in providing students with enriching educational experiences beyond the core curriculum. STAR Reading improved to 46% on/above grade level, representing a 12 percentage point improvement from the original baseline of 34%. STAR Math returned to the baseline level of 42% on/above grade level after declining in Year 1, reflecting the positive impact of sustained enrichment and engagement programming. Students participated in band, GATE activities, arts programming, and a variety of after-school clubs. STEAM Saturdays were a notable success, generating strong engagement from both students and parents. Students also competed in the STEAM Olympiad, fostering enthusiasm and deeper engagement with STEAM concepts. 100% of students maintained access to arts programming as measured by Metric 3.4.
Action 3.2 School Liaisons — Metrics 3.1, 3.2, 3.3 — This action was effective in supporting parent engagement and student learning opportunities. Resource clerks and librarians were fully staffed throughout the year, providing consistent communication and family support. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as measured by Metric 3.3. All planned parent involvement activities were attended, with participation from parents of unduplicated pupils documented at each event. ParentSquare continued to enhance communication effectiveness between school staff and families, contributing to the strong parent engagement outcomes reflected across Goal 3 metrics.
Action 3.3 Technology — Academic Programs/Software — Metrics 3.4, 3.7 — This action showed positive results overall. STAR Reading improved significantly to 46% on/above grade level, up 12 percentage points from the 34% baseline, and STAR Math returned to the baseline level of 42% after a decline in Year 1. The improvement in math performance from 37% in Year 1 back to 42% in Year 2 suggests that technology platforms supporting math instruction contributed positively to student outcomes. Software programs supporting ELA, math, and science instruction continued to be utilized by teachers and students throughout the year, with licensing renewals pending at the time of this report.

Action 3.4 Implementation of School-wide STEAM Program — Metrics 3.4, 3.7 — This action demonstrated effectiveness in maintaining and strengthening student engagement in science and STEAM learning. In response to the decline in CAST results from 35.79% in Year 1 to 27% in Year 2, the school increased investment in hands-on STEAM materials and provided additional engagement opportunities including participation in the STEAM Olympiad and STEAM Saturdays. ARI results improved to 68% on grade level, up 6 percentage points from the 62% baseline, reflecting the positive impact of hands-on literacy and STEAM integration across the curriculum. While the CAST decline represents an area requiring continued attention, the school's proactive response through enhanced STEAM programming and student engagement initiatives demonstrates a commitment to reversing this trend. 100% of students maintained access to STEAM programming as part of the broad course of study.
Action 3.6 Technology Equipment — Metrics 3.4, 3.7 — This action was effective in advancing the school's classroom modernization goals and maintaining equitable technology access for all students including unduplicated pupils. The teacher laptop upgrade was successfully completed this year, improving instructional capacity across all classrooms. The phased installation of touchscreen displays continued, with lower grade classrooms scheduled for completion by year-end. Students continued to have access to updated Chromebooks for home and classroom use. STAR Reading improved to 46% and STAR Math returned to 42% on/above grade level, consistent with the positive impact of improved technology infrastructure on instructional delivery. 100% of students maintained access to technology as part of the broad course of study as measured by Metric 3.4.
Action 3.7 Physical Education Teacher — Metrics 3.4, 3.7 — This action was effective in supporting student physical fitness, engagement, and overall well-being throughout the school year. The PE teacher was fully implemented and consistent from the first day of school through year-end. Physical education continued to be provided to 100% of students as part of the broad course of study, meeting the standard for Metric 3.4. The consistent delivery of PE programming contributed to a positive school environment and supported student readiness to learn, which is reflected in the overall gains seen in local assessment data across Metric 3.7.
Overall, Goal 3 actions were effective in expanding student access to enrichment, technology, and STEAM programming during the 2025-26 school year. Meaningful gains were achieved in local assessment data, with STAR Reading improving to 46% on/above grade level, STAR Math returning to the 42% baseline, and ARI reaching 68% on grade level. While the decline in CAST science results from 35.79% to 27% represents an area requiring continued focus, the school responded proactively through enhanced STEAM investment, the STEAM Olympiad, and STEAM Saturdays programming. Parent engagement remained strong across all Goal 3 metrics, and 100% of students maintained access to the broad course of study including arts, technology, and physical education. The school will continue building on these outcomes in 2026-27.

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.

ased on our analysis of implementation and outcomes, no changes will be made to our planned goals, metrics, target outcomes, or actions for the 2026-27 school year. The current framework has proven effective in supporting student achievement and progress toward our objectives, as evidenced by several key metrics:

Parent Engagement Remains Strong: We continue to maintain 100% participation in IEP and 504 meetings (Metric 3.3), and all parents have access to school decision-making opportunities through our 5 annual School Site Council and ELAC meetings (Metric 3.1). Our enhanced communication through ParentSquare has continued to strengthen family connections and improve engagement rates across all parent groups including unduplicated pupils.

Broad Course Access Maintained: All students (100%) continue to have access to a comprehensive course of study including ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music (Metric 3.4), with full in-person instruction consistently delivered throughout the year. Serving All Student Populations: We maintain 100% access to programs and services for both unduplicated pupils (Metric 3.5) and students with exceptional needs (Metric 3.6), including intervention opportunities, after-school POWER+ programming, STEAM Saturdays, and specialized services such as Migrant and GATE programs. Academic Progress Indicators: Local assessment data for 2025-26 demonstrates meaningful gains across key metrics. STAR Reading improved to 46% on/above grade level, up 12 percentage points from the baseline of 34%. STAR Math returned to the baseline level of 42% on/above grade level after a decline in Year 1, reflecting a positive recovery. ARI improved to 68% on grade level, up 6 percentage points from the 62% baseline. While according to the 2025 California School Dashboard CAST results declined from 35.79% in Year 1 to 27% in Year 2, the school has responded proactively through increased STEAM materials, STEAM Olympiad participation, and STEAM Saturdays programming to rebuild science engagement and proficiency. Technology Modernization Continues: The phased rollout of classroom touchscreen displays will be completed in the lower grade classrooms, bringing the full modernization project to near completion. The successful teacher laptop upgrade completed this year has strengthened instructional capacity across all grade levels. The school will continue to prioritize technology infrastructure to ensure every student has access to 21st century learning tools. Focus for 2026-27: The school's focus for the coming year will be on completing the classroom technology upgrade rollout, continuing to strengthen STEAM programming in response to the CAST decline, and sustaining the strong parent engagement and broad course access that has been consistently maintained. The school will also continue to monitor IXL replacement measures and align local assessment reporting to reflect the current suite of tools being used — STAR Reading, STAR Math, ARI, and CAST. The decision to maintain the current action plan reflects our commitment to sustained and consistent implementation, recognizing that meaningful educational change requires time and fidelity rather than frequent programmatic shifts. Our strong local assessment gains, stable parent engagement metrics, and continued 100% access across all student populations demonstrate that this approach is working for our Del Vista students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Band/GATE/STEAM/ Extra-Curricular	DVMSA will continue to promote a well rounded education and offer students the opportunity to participate in band, GATE, the arts and STEAM and after school clubs for example: science/robotics club, dance club, art club, photography and the ability to hire art an consultant, etc. Materials, supplies and stipends will be funded for implementation. Services will be aim to serve our students. Priority 7 Roadmap principle 2 (D)	$86,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	School Liasons	DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)	$199,914.00	Yes
3.3	Technology - Academic Programs/Software	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)	$25,000.00	Yes
3.4	Implementation of School-wide STEAM Program	DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. This will also include providing STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B)	$35,000.00	Yes
3.6	Technology Equipment	Purchase of technology equipment and infrastructure as stipulated in the site and District’s Technology Plan to enhance daily classroom instruction. Priority 7 Roadmap principle 3 (B), 4 (C)	$81,500.00	Yes
3.7	Physical Education Teacher	The school will employ a physical education teacher to provide specialized services for students. The teacher will include Social Emotional Learning lessons . Priority 7 Roadmap Principle 4 (C)	$168,104.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,167,158.00	$263,926.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.705%	4.618%	$255,756.68	42.323%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Progress Monitoring/Intervention/GLCs **Need:** Based on the 2025 California School Dashboard, DVMSA students are performing 20.7 points below standard in ELA and 25.4 points below standard in Math. English Learners are 44.7 points below standard in ELA and 38.3 points below standard in Math. Socioeconomically Disadvantaged students	This action will provide structured progress monitoring and data analysis opportunities for all staff to ensure timely identification of students needing intervention. Grade Level Chairs will facilitate data cycle meetings and maintain data spreadsheets to track student progress in ELA and math. Progress monitoring incentives will recognize and celebrate student growth. This action is provided on a schoolwide basis because all students benefit from consistent, data-driven instruction and timely intervention adjustments,	1.6.1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are 22.0 points below standard in ELA and 27.1 points below standard in Math. Students with Disabilities are 74.1 points below standard in ELA and 102.7 points below standard in Math. Local STAR Assessment data shows 46% of students in grades 1-5 are reading at or above grade level and 42% are at or above grade level in math. While STAR Reading shows a 12 percentage point gain from the 34% baseline, continued progress monitoring is essential to ensure all students, particularly unduplicated pupils, receive timely and targeted intervention. Educational partner feedback from the 2026 LCAP stakeholder survey indicates that staff identified the need for ongoing data analysis support and structured collaboration time to effectively address the needs of English Learners and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	with funding principally directed to unduplicated pupils including English Learners, Foster Youth, and Socioeconomically Disadvantaged students who demonstrate the greatest academic need.	
1.2	**Action:** Professional Development and Resource Teacher **Need:** According to the 2025 California School Dashboard, DVMSA students are performing 20.7 points below standard in ELA and 25.4 points below standard in Math. English Learners are 44.7 points below standard in ELA and 38.3 points below standard in Math. Socioeconomically Disadvantaged students are 22.0 points below standard in ELA and	Professional development funds are targeted to meet the needs of English Learners, Foster Youth, and low-income students. Teachers receive training to analyze data effectively and use results to provide appropriate intervention opportunities. The Resource Teacher and Math Coach will provide ongoing coaching, lesson modeling, and data analysis support to help teachers address the needs of unduplicated pupils. The Math Coach will specifically focus on strengthening mathematics instruction across all grade levels, providing job-embedded coaching and professional development aligned to CCSS math standards.	1.5,1.6,1.7, 1.10

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
	27.1 points below standard in Math. The English Learner Progress Indicator shows 43.8% of EL students making progress toward English proficiency, a decline of 15.0 percentage points placing DVMSA in the Red performance level. This decline indicates a critical need to strengthen professional development in ELD strategies, language acquisition, and differentiated instruction for English Learners and Long Term English Learners. In mathematics, continued below-standard performance for all subgroups indicates the need for targeted coaching in math instructional practices. Based on the 2026 LCAP stakeholder staff survey, teachers identified professional development in ELD strategies, math intervention, and support for unduplicated pupils as priority needs. The addition of a Math Coach in 2026-27 directly responds to this identified need. **Scope:** LEA-wide	This action is provided on a schoolwide basis because all students benefit from teachers who are equipped with effective instructional strategies, with funding principally directed to building staff capacity to serve English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	
1.3	**Action:** Instructional Program Support via Instructional Aides **Need:** Based on the 2025 California School Dashboard, DVMSA students are performing 20.7 points below standard in ELA and 25.4 points below standard in Math. With 45.4% English Learners and 92.7% Socioeconomically Disadvantaged students, early grade students need additional	Instructional aides in TK, Kindergarten, grades 1-2, and Special Education provide direct support for tiered interventions during the instructional day, allowing teachers to provide more individualized instruction for unduplicated pupils. This action is provided on a schoolwide basis because all early grade students benefit from additional instructional support, with funding principally directed to unduplicated pupils including English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.6,1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional support to develop foundational literacy and mathematics skills. Local STAR Reading data shows 46% of students on or above grade level and local ARI data shows 68% on grade level, reflecting gains from prior years. However, 54% of students still read below grade level indicating a continued and significant need for additional instructional support in the early grades. Educational partner feedback from teacher surveys indicates the need for continued classroom support staff to provide small group intervention opportunities during the school day. **Scope:** LEA-wide		
1.5	**Action:** Grade Span Adjustment in Upper Grades **Need:** According to the 2025 California School Dashboard, English Learners at DVMSA are 44.7 points below standard in ELA and 38.3 points below standard in Math. Socioeconomically Disadvantaged students are 22.0 points below standard in ELA and 27.1 points below standard in Math. Upper grade students in grades 4 and 5 have a high concentration of English Learners and Long Term English Learners who require more individualized instruction and targeted intervention to close persistent achievement gaps. Smaller class sizes allow teachers to provide more differentiated instruction and	Reducing class sizes in grades 4 and 5 provides better student-to-teacher ratios, allowing teachers to provide more differentiated instruction and targeted intervention for unduplicated pupils during the school day. This action is provided on a schoolwide basis because all upper grade students benefit from smaller class sizes, with priority given to English Learners and Long Term English Learners who demonstrate the greatest academic need.	1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	timely support for unduplicated pupils. Educational partner feedback from parent surveys and staff surveys indicates the need to continue providing reduced class sizes in the upper grades to support academic achievement for unduplicated pupils. Scope: LEA-wide **Scope:** LEA-wide		
1.6	**Action:** Reading Intervention Teacher/HIT Tutors **Need:** Need: Based on the 2025 California School Dashboard, DVMSA students are performing 20.7 points below standard in ELA. English Learners are 44.7 points below standard in ELA and Socioeconomically Disadvantaged students are 22.0 points below standard in ELA. Local STAR Reading assessment data shows that while 46% of students are now reading at or above grade level — a 12 percentage point gain from the 34% baseline — 54% of students continue to read below grade level, with a disproportionate number of those students being English Learners and Socioeconomically Disadvantaged students. ARI data shows 68% of students are reading on grade level, up from 62% at baseline, demonstrating progress but indicating continued need for intensive reading intervention. Educational partner feedback from the 2026 LCAP stakeholder survey confirms that parents and staff identify reading	The Reading Intervention Teacher and HIT Tutors provide direct, intensive reading intervention to students performing below grade level, with priority given to English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The addition of a .5 FTE Reading Intervention support position in 2026-27 expands the capacity to serve unduplicated pupils who need the most intensive support. This action is provided on a schoolwide basis because all students who are reading below grade level benefit from intervention, with LREBG funds principally directed to unduplicated pupils.	1.1, 1.5, 1.6, 1.7, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	intervention as a critical priority for unduplicated pupils. **Scope:** LEA-wide		
1.7	**Action:** Math Science Instructional Support Teacher/HIT Tutor **Need:** According to the 2025 California School Dashboard, DVMSA students are performing 25.4 points below standard in Math. English Learners are 38.3 points below standard in Math and Socioeconomically Disadvantaged students are 27.1 points below standard in Math. Students with Disabilities are 102.7 points below standard in Math. Local STAR Math assessment data shows 42% of students are at or above grade level in math, returning to baseline after a dip in Year 1 but still indicating that 58% of students perform below grade level in mathematics. CAST results show 27% of students met or exceeded science standards, a decline from 35.79% in Year 1 indicating a continued need for strengthened science instruction. Educational partner feedback from the 2026 LCAP stakeholder survey indicates that teachers identified the need for targeted math coaching and professional development to improve mathematics instruction for unduplicated pupils. The addition of a Math Coach directly responds to this identified need.	The Math Coach will provide job-embedded coaching, lesson modeling, and professional development to teachers in mathematics instruction across all grade levels, with a focus on strategies proven effective for English Learners and Socioeconomically Disadvantaged students. The Math Science Instructional Support Teacher will provide direct student intervention in math and science for below-grade-level students, prioritizing unduplicated pupils. LREBG funds support supplemental instructional materials to enhance hands-on learning opportunities in math and science. This action is provided on a schoolwide basis because all students benefit from improved mathematics and science instruction, with priority given to unduplicated pupils who demonstrate the greatest academic need.	1.1,1.5,1.6,1.7, 1.10,1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.8	**Action:** Learning Coordinator **Need:** Based on the 2025 California School Dashboard, DVMSA students are performing 20.7 points below standard in ELA and 25.4 points below standard in Math. The English Learner Progress Indicator shows a decline of 15.0 percentage points, placing DVMSA in the Red performance level. This decline signals a need for stronger curriculum coordination and professional development support, particularly in ELD implementation and integrated language acquisition instruction. Educational partner feedback from the 2026 LCAP stakeholder staff survey indicates that teachers identified professional development in ELD strategies and support for unduplicated pupils as priority needs. The Learning Coordinator plays a critical role in bridging data analysis with instructional practice to address these identified gaps. **Scope:** Schoolwide	The Learning Coordinator provides teachers and staff with professional development opportunities, assists with curriculum development, and supports data-driven instructional decision-making across all grade levels. The Learning Coordinator will play a key role in supporting the school's response to the Red Dashboard rating for English Learner Progress by coordinating professional development in ELD implementation and language acquisition strategies. This action is provided on a schoolwide basis because all students benefit from improved instructional quality and curriculum coordination, with a specific focus on building staff capacity to serve English Learners and other unduplicated pupils effectively.	1.5, 1.6, 1.7, 1.10
2.1	**Action:** Health Services **Need:**	DVMSA will have a nurse or health assistant on site to ensure that students receive any necessary medical care during the school day. The nurse and health assistant will also assist with administering	2.1, 2.2 ,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	DVMSA continues to serve a population with significant health-related barriers to full school participation. According to the 2025 California School Dashboard, DVMSA's chronic absenteeism rate is 8.6% (Yellow performance level). Local 2025-26 attendance data shows an overall chronic absenteeism rate of 9.19%, with the highest rates among All Students. Students continue to present with ongoing medical needs including chronic disease management, medication administration, and mental health-linked health concerns. Educational partner feedback and the 2026 LCAP Stakeholder Staff Survey confirm that families particularly those of unduplicated pupils need consistent support navigating health-related barriers to attendance. With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged and 45.4% as English Learners, many families lack access to regular medical and preventive care outside of school, making on-site health services a critical resource. **Scope:** LEA-wide	medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurse and health assistant will work with parents to identify health related barriers that are impacting attendance. They will also work with our school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided to all students who will benefit from the support that the nurse and health assistant will provide to monitor health and eliminate barriers that contribute to chronic absentee issues.	
2.3	**Action:** School Safety **Need:** Educational partners, including families and staff, consistently identify school safety and campus supervision as high priorities. According to 2025-26 local survey data, 79% of students report feeling safe at school, a	The vice principal will lead the attendance task force at their school site and provide special attention to the unduplicated subgroup students.SROs will provide support with keeping safe learning environments for the students. The following subgroups are in the orange category in the California School Dashboard: English learners, Hispanic, Homeless, Students with Disabilities. Special attention will be placed for the vice	2.1,2.2,2.6,2.7,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	decline from 83% in Year 1. The 2026 LCAP Stakeholder Staff Survey indicates that campus safety and structured supervision remain key concerns. DVMSA's 2025 California School Dashboard shows a suspension rate of 0.3% (Blue performance level); however, the local 2025-26 suspension rate is 0.55%, driven primarily by infractions in the lower primary grades. With zero expulsions maintained for all student groups and English Learner suspension rates returning to 0.0% this year, continued investment in behavioral supports and campus security is essential. The vice principal and school resource officer provide critical oversight to support safe and orderly operations, with particular attention given to the needs of unduplicated subgroups including English Learners, Socioeconomically Disadvantaged students, and Homeless youth. **Scope:** LEA-wide	principal to work with unduplicated subgroups. This action is provided on an LEA-wide basis because all students will benefit from a safe and secure learning environment and from proactive attendance efforts by the vice principal.	
2.4	**Action:** Safe and Secure Learning Environment **Need:** According to 2025-26 local survey data, 79% of students report feeling safe at school. While this represents an overall improvement of 8 percentage points from the baseline of 71%, it reflects a decline from the Year 1 outcome of 83% and remains below the school's target of 80%. The 2026 School Personnel Climate Survey (March 2026) shows a Staff Safety	A safe and secure learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action is provided on an LEA-wide because all students will benefit from having a safe and secure learning environment and will feel more connected to their school which will have a positive impact in their learning.	2.1,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	score of 3.64 out of 4.0, indicating that staff also see campus safety as generally strong but still an area for continued attention. Maintaining a physically secure campus through locked-door policies, increased supervision, and peephole installations directly supports student comfort and engagement. With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged, creating a predictably safe environment helps remove barriers to student learning and participation for all students, especially unduplicated pupils. **Scope:** LEA-wide		
2.5	**Action:** School Engagement **Need:** Educational partner feedback gathered through the 2026 LCAP Stakeholder Staff Survey, parent PAC meetings, and ELAC and School Site Council meetings confirms continued demand for hands-on, engaging learning opportunities including academic field trips and assemblies. DVMSA's 2025-26 chronic absenteeism rate is 9.19% for all students. While strong improvements have been achieved for Socioeconomically Disadvantaged students (7.14%) and English Learners (6.50%), the overall rate underscores the ongoing need to build school connectedness and create compelling reasons for students to attend regularly. Student connectedness remains stable at 80%, still	To promote school connectedness, improve attendance rates, decrease chronic absentee rates, and promote a positive school environment, DVMSA will provide academic field trips for all students. Priority will be principally directed to unduplicated pupils. Priority 5, 6 Roadmap principle 4 (B)	2.1,2.2,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below the school's 90% target. With 92.7% of DVMSA students Socioeconomically Disadvantaged, many lack access to enriching experiences outside of school, making school-provided engagement opportunities particularly important for unduplicated pupils. **Scope:** LEA-wide		
2.6	**Action:** Positive School Culture **Need:** Based on multiple current data sources, there is a continued need to strengthen positive school culture at DVMSA. The 2025-26 local survey shows student connectedness at 80%, unchanged from Year 1 and still below the 90% target. Student safety perception declined slightly from 83% in Year 1 to 79% in Year 2, signaling the need for proactive culture-building efforts. The 2026 School Personnel Climate Survey (March 2026) shows a Staff Connectedness score of 3.57 out of 4.0 and a Structure for Learning score of 3.80 out of 4.0, indicating areas of strength as well as continued opportunity for improvement. With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged, culture-building activities, community events, and extracurricular opportunities that specifically target unduplicated pupil engagement are essential to sustaining a welcoming and supportive campus environment.	Maintaining safe and well-kept outdoor areas ensures a secure environment for all students. By addressing these aspects, we create a space that goes beyond meeting basic needs. It fosters an atmosphere conducive to students' academic growth, social interactions, and emotional well-being. This comprehensive approach contributes significantly to their overall success and quality of life at school, supporting their development in multiple dimensions.	2.1,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Parent Education/Involvement Activities **Need:** According to the 2026 LCAP Stakeholder Staff Survey, the majority of staff and families report awareness of school meetings and involvement activities. However, the 2026 School Personnel Climate Survey (March 2026) shows that only 64% of staff agree that parents are actively involved at the school site, indicating a persistent gap between awareness and meaningful participation. DVMSA's ELAC, School Site Council, and PAC meetings continue to engage parents of unduplicated pupils, including English Learner families. With 45.4% of students identified as English Learners and 92.7% as Socioeconomically Disadvantaged, many families face barriers to engagement including language access, work schedules, and familiarity with school systems. Continued investment in structured, accessible parent involvement activities is necessary to close this gap and strengthen the home-school connection for all families, especially those of unduplicated pupils. **Scope:** LEA-wide	This action will enhance parent understanding of the school expectations, their child’s progress, and how they can support learning at home. It can also foster stronger relationships and communication channels between parents and the school and Offer resources and strategies to help parents support their children’s academic and social-emotional needs. It is provided school wide because this opportunity can bridge school and home life.	2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** MTSS/PBIS **Need:** According to 2025-26 local survey data, 80% of students feel connected to school, which while stable, remains below the 90% target. The 2025 California School Dashboard shows DVMSA's suspension rate at 0.3% (Blue); however, local data shows 0.55% in Year 2, driven by infractions in the primary grades. English Learner suspension rates returned to 0.0% this year, reflecting the effectiveness of targeted behavioral supports implemented in response to prior year data. Zero expulsions were recorded for all student groups. The 2026 School Personnel Climate Survey (March 2026) shows a Structure for Learning score of 3.80 out of 4.0 and a Safety score of 3.64 out of 4.0, affirming the school's generally strong behavioral foundation while highlighting continued need for consistent Tier 2 and Tier 3 supports. With 92.7% of DVMSA students Socioeconomically Disadvantaged, maintaining a strong MTSS/PBIS system is critical to ensuring that unduplicated pupils feel both safe and successful at school. **Scope:** LEA-wide	This action offers Tier 2 & 3 behavior interventions to unique students, aiming to reduce suspension and expulsion rates while ensuring a safe learning environment. It's implemented school-wide, so all students needing intensive behavior support can benefit from this class. Doing so also will aim to support students by addressing the needs of all students and supporting them on their goal to academic success.	2.1,2.2,2.6,2.7,2.8
2.9	**Action:** Attendance Incentives **Need:**	DVMSA will provide activities and incentives for exemplary attendance which may include fieldtrips. The school will offer these activities to unduplicated pupils to ensure that they are feeling	2.1,2.2,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to the 2025 California School Dashboard, DVMSA's chronic absenteeism rate is 8.6% (Yellow performance level). Local 2025-26 data shows chronic absenteeism at 9.19% for all students. While strong subgroup improvements were achieved—Socioeconomically Disadvantaged students at 7.14% (down from a baseline of 13.95%) and English Learners at 6.50% (down from 7.57%)—the overall increase was driven by student illness and home dynamics challenges. Attendance incentive programs directly address this by encouraging students, especially unduplicated pupils who comprise 92.7% of enrollment, to develop consistent school attendance habits and feel valued and recognized for their participation. Educational partner feedback gathered through PAC meetings, ELAC meetings, and the 2026 LCAP Stakeholder Staff Survey affirms family and staff support for recognition programs and incentives that motivate student attendance. **Scope:** LEA-wide	a connectedness to school and make them active participants of their learning. Priority 5, 6 Roadmap principle 4 (B)	
2.10	**Action:** Additional Costs **Need:** DVMSA serves a community in which 92.7% of students are identified as Socioeconomically Disadvantaged and 45.4% are English Learners. Many families face financial barriers that limit their ability to provide students with essential items needed	Unduplicated pupils often lack access to appropriate items for school, medical and vision care. This action will meet the need of uduplicated pupils and provide them with the ability to have vision screenings, glasses, immunizations, and health screenings to ensure that they don't have any medical barriers to access their academic experience. This action is provided at DVMSA as all students will benefit from health and vision	2.1,2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to fully participate in the school day, including appropriate clothing, vision care, and dental and health screenings. According to 2025-26 local attendance data, the overall chronic absenteeism rate is 9.19%, and health-related barriers contribute to student absences. By addressing these foundational needs, DVMSA ensures that unduplicated pupils are able to show up to school ready to learn. This action is provided on an LEA-wide basis because all students benefit from a healthy, supported student body, and access to essential health and wellness items directly reduces barriers to attendance and academic participation. **Scope:** LEA-wide	services and appropriate immunizations to decrease attendance issues.	
3.1	**Action:** Band/GATE/STEAM/Extra-Curricular **Need:** According to the 2025 California School Dashboard, 27% of DVMSA students met or exceeded standards in science (CAST), representing a decline from 35.79% in Year 1. This decline underscores the continued need to provide hands-on enrichment and STEAM programming to rebuild science proficiency and re-engage students in scientific inquiry. Local STAR Assessment data for 2025-26 shows 46% of students on/above grade level in reading (up from the 34% baseline) and 42% on/above grade level in math (returning to baseline after a Year 1 decline). ARI data shows 68% of students on grade level in	Science support for unduplicated pupils aims to boost their success in science and engineering, helping to close the achievement gap and promote educational equity. This schoolwide action fosters critical thinking skills, enabling students to analyze information, evaluate evidence, and make informed decisions. These skills are valuable not only in scientific contexts but also in everyday life and various professions.	3.2,3.4,3.5,3.6,3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reading, up from 62% at baseline. With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged and 45.4% as English Learners, many students lack access to enrichment experiences such as music, arts, robotics, and STEAM activities outside of school. Educational partner feedback gathered through PAC meetings, ELAC meetings, and the 2026 LCAP Stakeholder Staff Survey affirms continued family and staff support for expanded extracurricular opportunities. **Scope:** LEA-wide		
3.2	**Action:** School Liasons **Need:** DVMSA's population of 92.7% Socioeconomically Disadvantaged students and 45.4% English Learners creates significant barriers to family engagement and student access to learning resources. While educational partner feedback and the 2026 LCAP Stakeholder Staff Survey indicate that the majority of parents are aware of school meetings and opportunities, the 2026 School Personnel Climate Survey (March 2026) shows that only 64% of staff report seeing active parent involvement at the school site, reflecting a persistent gap between awareness and meaningful engagement. Resource clerks and librarians serve as essential bridges between families and the school by providing	DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)	3.1,3.2,3.3,3.5,3.6

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
	library access, after-school support, and consistent parent communication. This action supports the school's commitment to ensuring that families of unduplicated pupils—including English Learner families and low-income families—can actively engage in their children's education. **Scope:** LEA-wide		
3.3	**Action:** Technology - Academic Programs/Software **Need:** Local STAR Assessment data for 2025-26 shows 46% of students on/above grade level in reading and 42% on/above grade level in math. While these results reflect meaningful progress from the baseline (34% reading, 37% math in Year 1), the majority of DVMSA students continue to perform below grade level, and the achievement gap for unduplicated pupils remains significant. According to the 2025 California School Dashboard, English Learners score 44.7 points below standard in ELA and 38.3 points below standard in math; Socioeconomically Disadvantaged students score 22.0 points below standard in ELA and 27.1 points below standard in math. Adaptive technology programs (such as Go Pebble, Lexia, Generation Genius, and Prodigy) provide differentiated, self-paced learning tools that directly address these gaps by meeting students at their instructional level, including	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)	3.4,3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and low-income students who may not have access to supplemental learning tools at home. **Scope:** LEA-wide		
3.4	**Action:** Implementation of School-wide STEAM Program **Need:** According to the 2025 California School Dashboard, 27% of DVMSA students met or exceeded standards in science (CAST), a decline from 35.79% in Year 1. This represents a significant area of concern and reflects the need for continued and enhanced investment in hands-on science and STEAM programming. With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged, access to high-quality STEAM experiences at school is particularly critical for students who may not encounter these opportunities outside of the classroom. Educational partner feedback gathered through PAC meetings, ELAC meetings, and the 2026 LCAP Stakeholder Staff Survey continues to affirm family and staff support for meaningful, project-based science and STEAM programming. Activities such as the STEAM Olympiad and STEAM Saturdays have generated strong student and family engagement and will be continued and expanded in 2026-27.	These actions address unduplicated pupils' needs by providing targeted academic support and resources to improve science performance across all student groups. The schoolwide approach ensures equitable access to interventions, benefiting both unduplicated pupils and the broader student population, fostering a culture of academic growth and addressing the unique challenges faced by our community.	3.4,3.5,3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Technology Equipment **Need:** With 92.7% of DVMSA students identified as Socioeconomically Disadvantaged, school-provided technology equipment ensures equitable access to digital learning tools that students may not have available at home. The 2026 LCAP Stakeholder Staff Survey and educational partner feedback confirm that parents and staff continue to prioritize access to devices, updated technology infrastructure, and digital literacy tools as critical supports for student success. In 2025-26, the phased classroom modernization project continued with touchscreen display installations scheduled for lower grade classrooms and teacher laptop upgrades successfully completed across the site. Local STAR Assessment data shows STAR Reading at 46% on/above grade level and STAR Math at 42% on/above grade level, outcomes that reflect in part the positive impact of improved instructional technology on classroom delivery. Completing the remaining phase of the touchscreen display rollout in 2026-27 will ensure equitable access to updated technology for all students. **Scope:**	This action aims to help students overcome barriers to accessing and benefiting from educational technology. Addressing these needs schoolwide can bridge the digital divide and support academic success for all students. According to educational partnership input and surveys, parents and staff prioritize access to devices, digital literacy, and accessible learning platforms.	3.6,3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	**Action:** Physical Education Teacher **Need:** According to the 2025 California School Dashboard, DVMSA serves a community where 92.7% of students are Socioeconomically Disadvantaged. Many of these students have limited access to recreational sports leagues, gym memberships, and structured physical activity outside of school due to financial constraints and community resource limitations. The 2026 School Personnel Climate Survey (March 2026) shows a Staff Connectedness score of 3.57 out of 4.0 and a Safety score of 3.64 out of 4.0, affirming the importance of physical wellness and structured daily routines that contribute to the overall school environment. Physical education programming supports not only physical fitness but also Social Emotional Learning competencies embedded in the California Model Content Standards for Physical Education, including cooperation, sportsmanship, and conflict resolution. All students particularly low-income and Foster Youth students benefit from consistent, specialized PE instruction that prepares them to be healthy and socially capable members of their school community. **Scope:** LEA-wide	DVMSA will employ a Physical Education teacher for our site to provide specialized services for elementary students and support the school's effort to incorporate physical activity as part of the students' daily academics. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.	3.4,3.6,3.7

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Long Term English Learners **Need:** DVMSA has a significant population of Long Term English Learners who have not achieved reclassification after six or more years of English language instruction. The English Learner Progress Indicator shows 43.8% of EL students making progress toward English proficiency, a decline of 15.0 percentage points placing DVMSA in the Red performance level on the 2025 Dashboard. Based on the 2024-25 Summative ELPAC assessment, 23.86% of EL students are at Level 1 and 32.49% are at Level 2, indicating that a significant portion of English Learners have not yet developed sufficient academic language proficiency. Long Term English Learners are at particular risk of continued underperformance without targeted and sustained intervention. Educational partner feedback from teacher surveys identified language acquisition support for LTELs as a priority need. **Scope:** Limited to Unduplicated Student Group(s)	The Site Resource Teacher works directly with LTELs and their classroom teachers to provide targeted language acquisition support, monitor progress toward reclassification, and provide coaching on addressing language development deficits specific to this population. This action is limited to English Learners as it is specifically designed to address the unique needs of students who have not yet achieved reclassification and require specialized, sustained language development support.	1.5,1.10, 1.11

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 18

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,747,679.00	2,167,158.00	37.705%	4.618%	42.323%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,432,640.00	$144,198.00	$0.00	$0.00	$2,576,838.00	$1,911,057.00	$665,781.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Progress Monitoring/Intervention/GLCs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$6,088.00	$16,912.00	$23,000.00				$23,000.00	
1	1.2	Professional Development and Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$54,610.00	$142,000.00	$196,610.00				$196,610.00	
1	1.3	Instructional Program Support via Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$269,591.00	$0.00	$269,591.00				$269,591.00	
1	1.4	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$5,625.00	$5,625.00				$5,625.00	
1	1.5	Grade Span Adjustment in Upper Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$145,700.00	$0.00	$145,700.00				$145,700.00	
1	1.6	Reading Intervention Teacher/HIT Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$235,985.00	$0.00	$163,886.00	$72,099.00			$235,985.00	
1	1.7	Math Science Instructional Support Teacher/HIT Tutor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$390,338.00	$0.00	$318,239.00	$72,099.00			$390,338.00	
1	1.8	Learning Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income										

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	**2.1**	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$117,792.00	$5,000.00	$122,792.00				$122,792.00	
2	**2.3**	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$176,688.00	$30,000.00	$206,688.00				$206,688.00	
2	**2.4**	Safe and Secure Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$99,890.00	$0.00	$99,890.00				$99,890.00	
2	**2.5**	School Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.6**	Positive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.7**	Parent Education/Involvement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.8**	MTSS/PBIS		Yes	LEA-wide				$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.9**	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$60,000.00	$60,000.00				$60,000.00	
2	**2.10**	Additional Costs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,256.00	$22,744.00	$25,000.00				$25,000.00	
3	**3.1**	Band/GATE/STEAM/Extra-Curricular	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$69,101.00	$17,000.00	$86,101.00				$86,101.00	
3	**3.2**	School Liasons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$199,914.00	$0.00	$199,914.00				$199,914.00	
3	**3.3**	Technology - Academic Programs/Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.4**	Implementation of School-wide STEAM Program	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$35,000.00	$35,000.00				$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.6	Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$81,500.00	$81,500.00				$81,500.00	
3	3.7	Physical Education Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$143,104.00	$25,000.00	$168,104.00				$168,104.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,747,679.00	2,167,158.00	37.705%	4.618%	42.323%	$2,432,640.00	0.000%	42.324 %	**Total:**	$2,432,640.00
								LEA-wide Total:	$2,108,776.00
								Limited Total:	$5,625.00
								Schoolwide Total:	$318,239.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Progress Monitoring/Intervention/GLCs	Yes	LEA-wide	English Learners Foster Youth Low Income		$23,000.00	
1	**1.2**	Professional Development and Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		$196,610.00	
1	**1.3**	Instructional Program Support via Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income		$269,591.00	
1	**1.4**	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$5,625.00	
1	**1.5**	Grade Span Adjustment in Upper Grades	Yes	LEA-wide	English Learners Foster Youth Low Income		$145,700.00	
1	**1.6**	Reading Intervention Teacher/HIT Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income		$163,886.00	
1	**1.7**	Math Science Instructional Support Teacher/HIT Tutor	Yes	Schoolwide	English Learners Foster Youth		$318,239.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Learning Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$122,792.00	
2	2.3	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income		$206,688.00	
2	2.4	Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		$99,890.00	
2	2.5	School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.6	Positive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.7	Parent Education/Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.8	MTSS/PBIS	Yes	LEA-wide			$50,000.00	
2	2.9	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		$60,000.00	
2	2.10	Additional Costs	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	LEA-wide	English Learners Foster Youth Low Income		$86,101.00	
3	3.2	School Liasons	Yes	LEA-wide	English Learners Foster Youth Low Income		$199,914.00	
3	3.3	Technology - Academic Programs/Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.4**	Implementation of School-wide STEAM Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$35,000.00	
3	**3.6**	Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income		$81,500.00	
3	**3.7**	Physical Education Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		$168,104.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,794,972.00	$3,228,010.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Progress Monitoring/Intervention/GLCs	Yes	$23,000.00	16,094
1	**1.2**	Professional Development and Resource Teacher	Yes	$278,609.00	278,609
1	**1.3**	Instructional Program Support via Instructional Aides	Yes	$94,178.00	255,978
1	**1.4**	Long Term English Learners	Yes	$5,625.00	1,062
1	**1.5**	Grade Span Adjustment in Upper Grades	Yes	$133,548.00	140,409
1	**1.6**	Reading Intervention Teacher/HIT Tutors	Yes	$226,560.00	74,934
1	**1.7**	Math Science Instructional Support Teacher/HIT Tutor	Yes	$210,588.00	72,152
1	**1.8**	Learning Coordinator	Yes	$84,483.00	84,483.00
2	**2.1**	Health Services	Yes	$92,573.00	138,790
2	**2.3**	School Safety	Yes	$139,893.00	139,893.00
2	**2.4**	Safe and Secure Learning Environment	Yes	$62,666.00	62,666.00

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)
2	2.5	School Engagement	Yes	$50,000.00	50,000
2	2.6	Positive School Culture	Yes	$50,000.00	30,500
2	2.7	Parent Education/Involvement Activities	Yes	$50,000.00	36,000
2	2.8	MTSS/PBIS	Yes	$50,000.00	50,000
2	2.9	Attendance Incentives	Yes	$60,000.00	30,000
2	2.10	Additional Costs	Yes	$25,000.00	15,000
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	$96,127.00	123,386
3	3.2	School Liasons	Yes	$175,592.00	175,592
3	3.3	Technology - Academic Programs/Software	Yes	$32,014.00	26,000
3	3.4	Implementation of School-wide STEAM Program	Yes	$80,108.00	70,000
3	3.6	Technology Equipment	Yes	$1,618,446.00	1,200,500
3	3.7	Physical Education Teacher	Yes	$155,962.00	155,962.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,140,252.00	$3,650,774.00	$3,228,010.00	$422,764.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Progress Monitoring/Intervention/GLCs	Yes	$23,000.00	16,094		
1	**1.2**	Professional Development and Resource Teacher	Yes	$278,609.00	278,609		
1	**1.3**	Instructional Program Support via Instructional Aides	Yes	$94,178.00	255,978		
1	**1.4**	Long Term English Learners	Yes	$5,625.00	1,062		
1	**1.5**	Grade Span Adjustment in Upper Grades	Yes	$133,548.00	140,409		
1	**1.6**	Reading Intervention Teacher/HIT Tutors	Yes	$154,461.00	74,934		
1	**1.7**	Math Science Instructional Support Teacher/HIT Tutor	Yes	$138,489.00	72,152		
1	**1.8**	Learning Coordinator	Yes	$84,483.00	84483		
2	**2.1**	Health Services	Yes	$92,573.00	138790		
2	**2.3**	School Safety	Yes	$139,893.00	139893		
2	**2.4**	Safe and Secure Learning Environment	Yes	$62,666.00	62666		
2	**2.5**	School Engagement	Yes	$50,000.00	50,000		
2	**2.6**	Positive School Culture	Yes	$50,000.00	30,500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Parent Education/Involvement Activities	Yes	$50,000.00	36,000		
2	2.8	MTSS/PBIS	Yes	$50,000.00	50,000		
2	2.9	Attendance Incentives	Yes	$60,000.00	30,000		
2	2.10	Additional Costs	Yes	$25,000.00	15,000		
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	$96,127.00	123,386		
3	3.2	School Liasons	Yes	$175,592.00	175,592		
3	3.3	Technology - Academic Programs/Software	Yes	$32,014.00	26,000		
3	3.4	Implementation of School-wide STEAM Program	Yes	$80,108.00	70,000		
3	3.6	Technology Equipment	Yes	$1,618,446.00	1,200,500		
3	3.7	Physical Education Teacher	Yes	$155,962.00	155,962		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,537,983.00	2,140,252.00	24.26	62.907%	$3,228,010.00	0.000%	58.289%	$255,756.68	4.618%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024