LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delta Charter Online
CDS Code: 39-68627-0130864
School Year: 2026-27
LEA contact information:
Don Patzer
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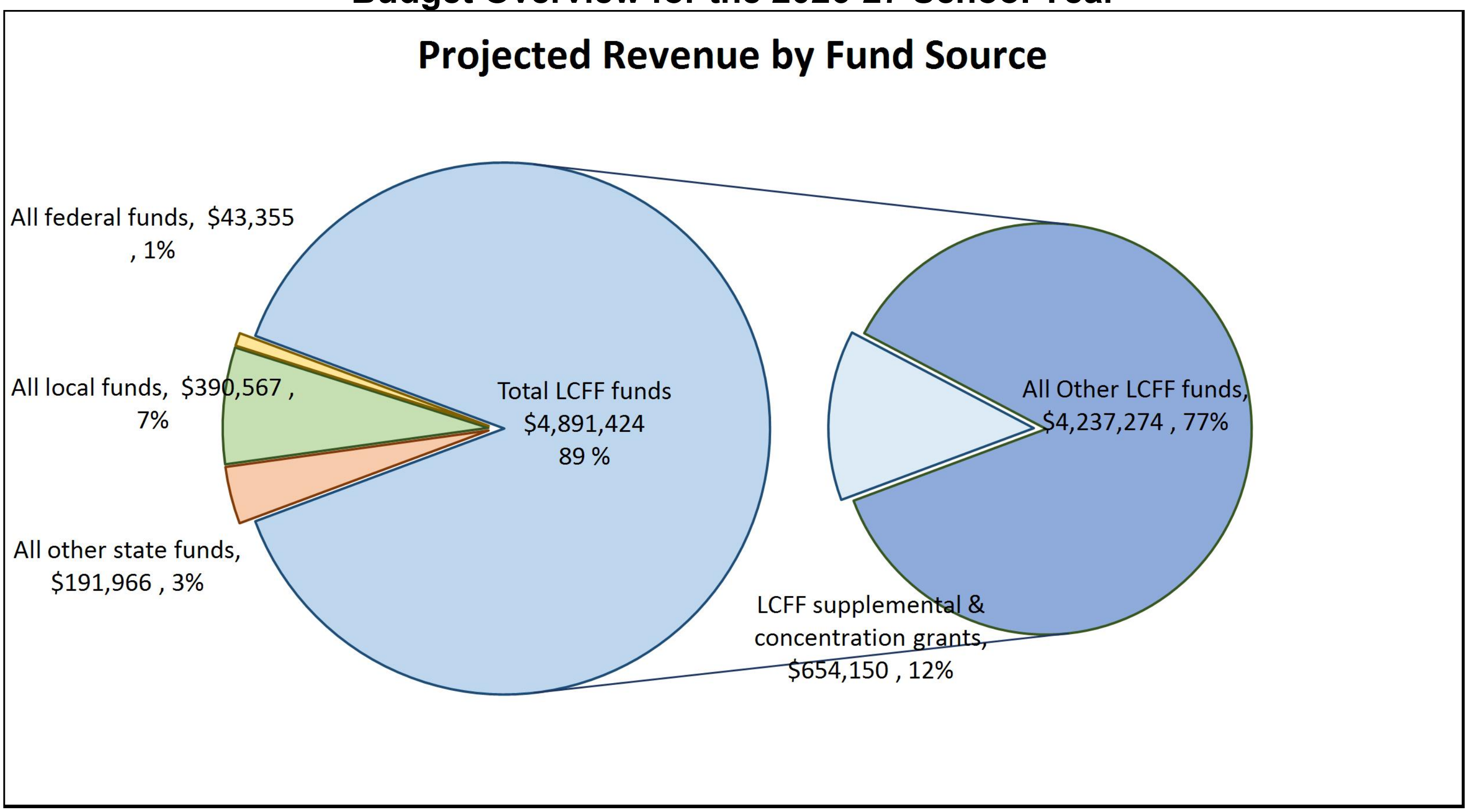
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Delta Charter Online is $5,517,312, of which $4,891,424.00 is Local Control Funding Formula (LCFF), $191,966.00 is other state funds, $390,567.00 is local funds, and $43,355.00 is federal funds. Of the $4,891,424.00 in LCFF Funds, $654,150.00

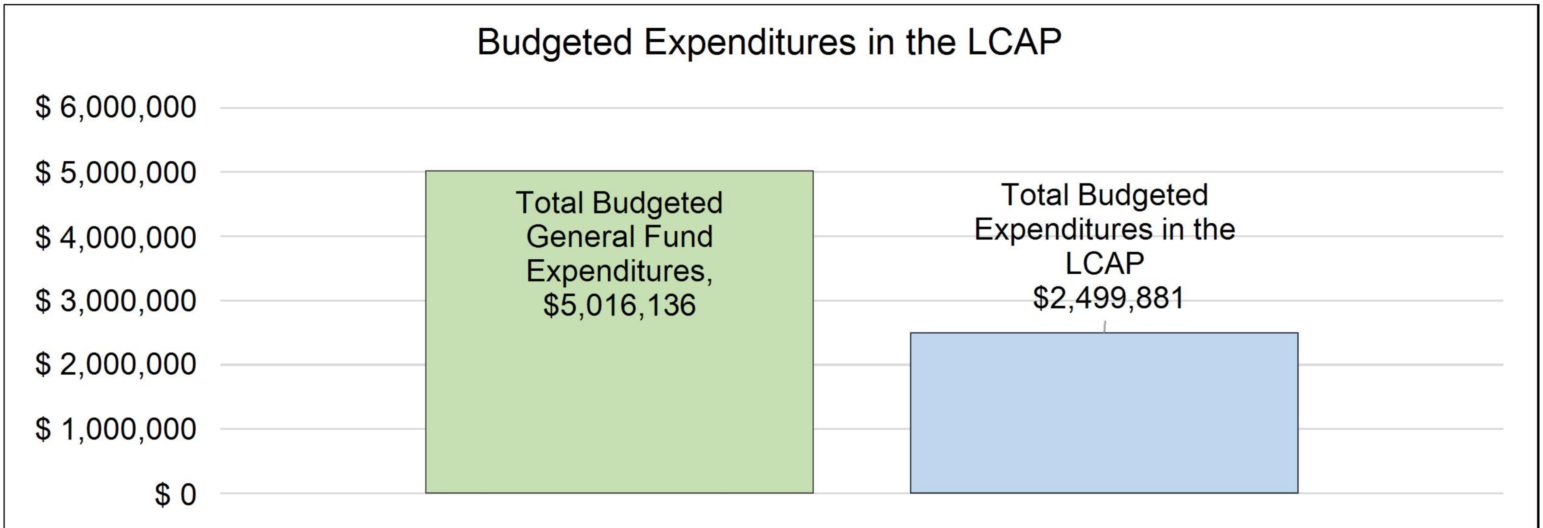
is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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

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



This chart provides a quick summary of how much Delta Charter Online plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Delta Charter Online plans to spend $5,016,136.00 for the 2026-27 school year. Of that amount, $2,499,881.00 is tied to actions/services in the LCAP and $2,516,255 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

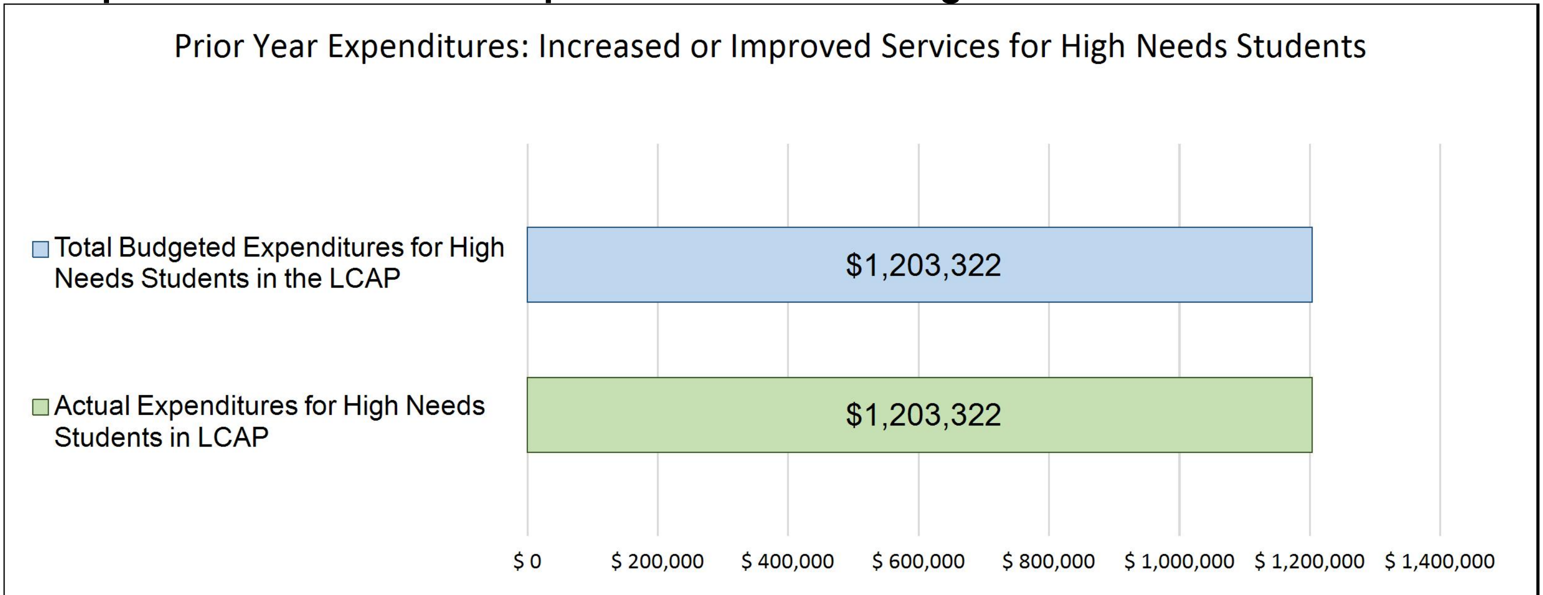
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses and District Infrastructure expenses.

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

In 2026-27, Delta Charter Online is projecting it will receive $654,150.00 based on the enrollment of foster youth, English learner, and low-income students. Delta Charter Online must describe how it intends to increase or improve services for high needs students in the LCAP. Delta Charter Online plans to spend $1,276,176.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Delta Charter Online's LCAP budgeted $1,203,322.00 for planned actions to increase or improve services for high needs students. Delta Charter Online actually spent $1,203,322.00 for actions to increase or improve services for high needs students in 2025-26.

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

Local Control and Accountability Plan

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

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

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.

Established in 2001 and authorized by the New Jerusalem Elementary School District, Delta Charter Online is a tuition-free, WASC-accredited public charter school serving students in grades 9–12. The school provides a flexible and accessible online educational program designed to support students throughout San Joaquin County and surrounding communities through personalized, standards-aligned digital instruction leading toward high school graduation and postsecondary readiness.

Delta Charter Online has a mission to recognize and support the unique strengths and potential of every student by providing a rigorous, student-centered educational experience within a safe, supportive, and flexible virtual learning environment. The school is committed to helping students achieve academic success, develop independence, and reach their full personal and educational potential.

As of the 2026–27 school year, enrollment stands at approximately 318 students. The student population reflects the diverse communities served by the school and includes:

47.5% Hispanic or Latino (151 students)
23.9% White (76 students)
13.5% Two or More Races (43 students)
8.8% Asian (28 students)
2.8% Black or African American (9 students)

1.9% Native Hawaiian or Other Pacific Islander (6 students)
1.3% Filipino (4 students)
0.3% American Indian or Alaska Native (1 student)

In addition, the student population includes significant student groups requiring targeted support and services, including socioeconomically disadvantaged students, English learners, and students with disabilities.

Delta Charter Online's curriculum is aligned with California State Standards, including the Common Core State Standards, Next Generation Science Standards (NGSS), and A-G college entrance requirements. Instruction is delivered through digital learning platforms and supported by research-based assessment systems, including NWEA MAP Growth assessments, to monitor student progress, inform instruction, and provide targeted academic intervention and support.

The school's instructional model integrates asynchronous online coursework with individualized teacher support, flexible pacing, virtual and in-person tutoring opportunities, intervention services, and enrichment activities. This flexible educational approach is designed to support diverse learning needs while promoting student accountability, engagement, creativity, and college and career readiness.

Family engagement and educational partner collaboration remain central to the school's educational philosophy. Through ongoing communication, advisory meetings, recognition events, community-building activities, and inclusive engagement practices, Delta Charter Online continues to foster a school culture grounded in equity, academic excellence, student connectedness, and meaningful educational partner participation.

Reflections: Annual Performance

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

During the 2025–26 school year, Delta Charter Online served 282 students in grades 9–12 representing a diverse student population. Student demographic groups included:

Hispanic or Latino: 47.5%
White: 23.9%
Two or More Races: 13.5%
Asian: 8.8%
Black or African American: 2.8%
Native Hawaiian or Other Pacific Islander: 1.9%
Filipino: 1.3%
American Indian or Alaska Native: 0.3%

Additionally, 57.8% of students were identified as socioeconomically disadvantaged, 10.6% were English learners, and 0.4% were identified as foster youth.

Performance Reflections Using Dashboard Indicators

Strengths:

Graduation Rate:
Delta Charter Online demonstrated exceptional performance in graduation outcomes, earning a “Blue” performance level on the 2025 California School Dashboard. The school achieved a 98.3% graduation rate, reflecting a 2.2 percentage point increase from the previous year. This outcome indicates strong student persistence, flexible learning supports, and effective credit completion systems that continue to support students toward graduation.

Suspension Rate and School Climate:
The school maintained a 0% suspension rate, earning a “Blue” performance level across all student groups. This reflects the continued implementation of positive school climate practices, restorative approaches, and proactive student support systems. Local climate surveys and educational partner feedback also indicated high levels of student and parent satisfaction regarding school safety, teacher accessibility, and overall school connectedness.

Academic Growth in ELA and Mathematics:
The school demonstrated measurable improvement in both English Language Arts and Mathematics performance. In ELA, students improved by 16.9 points and earned a “Yellow” performance level, scoring 38.8 points below standard. In Mathematics, students improved by 18.2 points and also achieved a “Yellow” performance level, scoring 104.1 points below standard. While achievement levels remain below state standards, these increases reflect meaningful academic growth and suggest that intervention supports, progress monitoring, and targeted instructional practices are beginning to positively impact student outcomes.

Science Achievement:
Science performance improved by 4 points, resulting in a “Green” performance level. This reflects continued implementation of standards-aligned science instruction and improved student engagement in NGSS-aligned coursework.

Areas of Continued Need

College and Career Readiness:
College/Career readiness remains an area of concern, with only 11.1% of students classified as “Prepared” on the College/Career Indicator, maintaining an “Orange” performance level. Although performance remained stable with a slight increase from the previous year, the data indicate a continued need to strengthen college and career pathway opportunities, increase completion of A-G coursework and CTE pathways, and expand dual enrollment and postsecondary readiness supports.

English Learner Progress:
The English Learner Progress Indicator showed 51.7% of English learners making progress toward English proficiency, reflecting an 18.4% increase from the previous year. However, the indicator remained in “No Performance Color” status due to the size of the English learner

population. Despite improvement, English learners continue to require targeted designated and integrated ELD supports, language development opportunities, and scaffolded instruction to ensure continued progress toward proficiency and academic success.

Equity Considerations

Dashboard and local data continue to demonstrate disparities in academic achievement among unduplicated student groups, particularly socioeconomically disadvantaged students, English learners, and students receiving additional academic support services. Although the school experienced significant academic growth in both ELA and Mathematics, overall performance levels indicate that many students continue to perform below state standards. These findings reinforce the importance of maintaining targeted intervention programs, differentiated instruction, personalized learning supports, and culturally responsive engagement strategies designed to accelerate achievement for historically underserved student groups.

Educational partner feedback and local survey results also emphasized the importance of strengthening student engagement, increasing opportunities for peer connection within the virtual learning environment, and expanding mental health and academic support services. These reflections directly informed the development of the 2026–27 LCAP goals, actions, and services to ensure continued focus on equity, academic growth, college and career readiness, and student well-being.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
NJESD DELAC	During meetings throughout the year, members received briefings on the LCAP goals and priorities.
Round Up	Parents were asked to provide their input to improve the school.
Parents/Guardians	Parents were able to provide input through the annual climate survey and reviewed the LCAP and provided input.
All Educational Partners	Educational partners were provided the opportunity to meet directly with Board of Trustees regarding LCAP.
Certificated/Classified Staff	School staff and faculty participated and provided input that informed the development of the LCAP.

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

At Delta Charter Online, the development of the 2026–27 Local Control and Accountability Plan (LCAP) was guided by a collaborative and data-informed process that prioritized meaningful engagement with educational partners, including students, families, staff, and community members. Educational partner input was gathered through virtual town halls, advisory committee meetings, stakeholder surveys, school climate feedback, and ongoing communication throughout the school year. This process ensured that the LCAP reflects both current student performance data and the evolving needs of the school community within the virtual learning environment.

Educational partner feedback directly influenced the refinement and continuation of the school’s LCAP goals, actions, and services.

Goal 1: Expand Career and College Readiness Opportunities

Families, students, and staff emphasized the importance of increasing access to college and career preparation opportunities that align with student interests and postsecondary goals. Educational partners expressed continued interest in Career Technical Education (CTE) pathways, dual enrollment opportunities, and real-world learning experiences. In response, the LCAP continues to expand industry-aligned coursework, strengthen A-G supports, and increase access to college and career readiness resources designed to support successful transitions beyond high school.

Goal 2: Improve Academic Achievement in ELA and Mathematics
Teachers and families identified the need for continued academic intervention, differentiated instruction, and more consistent use of student data to monitor progress and address learning gaps. Feedback also highlighted the importance of providing additional support for English learners, students with disabilities, and socioeconomically disadvantaged students. As a result, the LCAP maintains targeted intervention supports, expanded tutoring opportunities, data-driven instructional practices, and professional development focused on improving outcomes in English Language Arts and Mathematics.

Goal 3: Strengthen Student Engagement, Connection, and Well-Being
Climate survey results and educational partner feedback demonstrated that students value the flexibility and safety of the virtual learning environment but continue to desire stronger peer connections, increased engagement opportunities, and enhanced social-emotional supports. Students and families also emphasized the importance of mental health resources and personalized outreach for disengaged students. In response, the LCAP includes expanded social-emotional learning supports, mental health services, student engagement opportunities, and targeted interventions to improve attendance, participation, and overall student connectedness.

Climate surveys conducted during the 2024–25 school year revealed positive perceptions regarding teacher accessibility, communication, and overall school safety. At the same time, educational partners identified opportunities to improve student collaboration, strengthen culturally responsive instructional practices, and provide clearer academic expectations and communication regarding student progress.

The 2026–27 LCAP reflects Delta Charter Online’s continued commitment to educational equity, academic growth, and student-centered support systems. Through ongoing educational partner engagement and continuous reflection on student outcome data, the school developed goals and actions intended to improve student achievement, strengthen engagement, and ensure all students have access to meaningful opportunities for success within the virtual learning environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance Career Technical Education Opportunities for Students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Delta Charter Online developed this goal to strengthen Career Technical Education (CTE) opportunities and improve college and career readiness outcomes for students. Baseline data indicated a need to increase academic achievement, expand access to rigorous coursework, and improve student preparation for postsecondary success.

Grade 11 CAASPP baseline results from 2023 demonstrated low levels of student performance in both Mathematics and English Language Arts. In Mathematics, only 2.35% of students exceeded the standard and 11.76% met the standard. In ELA, 10.59% of students exceeded the standard and 23.53% met the standard. These results indicated a need for stronger instructional support, increased academic rigor, and greater alignment between core academics and career preparation programs.

The LEA also identified low completion rates for A-G requirements, with only 5% of students successfully completing the coursework necessary for college eligibility. This baseline data highlighted the need to increase access to college preparatory coursework, academic counseling, and structured pathways connected to student career interests.

In addition, baseline data showed that students with disabilities had a 0% completion rate for A-G or CTE pathway requirements. This demonstrated a significant need to improve equitable access, targeted supports, transition planning, and participation in college and career readiness opportunities for student groups.

The school also reviewed graduation rate data, which showed a baseline graduation rate of 90.6% on the 2023 California School Dashboard. While this indicated many students were successfully earning diplomas, the LEA recognized the importance of ensuring students graduate prepared for college, career, and postsecondary opportunities.

Finally, baseline suspension data showed a 0% suspension rate for students with disabilities. The LEA seeks to maintain positive school climate conditions while continuing to provide supportive learning environments that promote student engagement and success.

This goal was developed to address these identified areas of need by expanding CTE opportunities, strengthening academic achievement, increasing A-G completion, and improving college and career readiness outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7a, 8	Percentage of students completing a CTE course.	0% New Program	100%	100%	100%	100%
2a	Number of CTE elective courses offered.	0% New Program	Delta Charter is currently offering two Career and Technical Education (CTE) courses: • Child Development • Emergency Medical Technician (EMT)	Delta Charter is currently offering two Career and Technical Education (CTE) course: • Child Development -Emergency Medical Technician (EMT -Floral Design -FFA	3%	Added 2 courses
4a	Student performance on the Math and ELA Smarter Balanced Summative Assessment (CAASPP) or the California Alternate Assessment, in grade 11. (CAASPP Results 2023)	Mathematics Results: Grade 11: 2.35% student exceeded, while 11.76% met the standard. ELA Results: Grade 11: 10.59% student exceeded, and 23.53% met the standard.	Mathematics Results: Grade 11: 5.56% student exceeded, while 11.11% met the standard. ELA Results: Grade 11: 8.08% student exceeded, and 23.23% met the standard.	Mathematics Results: Grade 11: 5.56% student exceeded, while 5.56% met the standard. ELA Results: Grade 11: 13.51% student exceeded, and 35.14% met the standard.	Math Smarter Balance Summative Results Grade 11 Standard Exceeded (Level 4): 5% Standard Met (Level 3): 25%	Mathematics Results: Grade 11: 2.7% student exceeded, while students meeting the standard decreased 6.2%. ELA Results: Grade 11: Increase of 2.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(CAASPP Results 2024)	(CAASPP Results 2025)	(2026 CAASPP Results)	of students exceeded, and an increase of 11.61% met the standard.
4b	Percentage of students who successfully completed the courses to satisfy the A-G Requirement. (Aeries SIS)	5% (2024 SIS)	10% (2025 SIS)	7% (2026 SIS)	20% (2027 SIS)	2%
6a	Student with Disabilities suspension rates (CA Dashboard 2023)	0% (2023 CA Dashboard)	0% (2024 CA Dashboard)	0% (2025 CA Dashboard)	Less than 1% (2026 CA Dashboard)	No Change
4d, 7b, 2b, 8	Percentage of English Learner, Socioeconomically Disadvantaged, and Students with Disabilities who successfully completed the courses to satisfy the A-G or CTE Pathway Requirement. (Aeries SIS)	Student with Disabilities- 0% EL-0% SED-0% (Aeries SIS)	Student with Disabilities- 0% EL-0% SED-0% (Aeries SIS)	Student with Disabilities- 9% EL-10% SED-6% (Aeries SIS)	15% 15% (Aeries SIS)	Student with Disabilities- 9% EL-10% SED-6%
5e	Graduation Rates	90.6% (2023 CA Dashboard)	96.1% (2024 CA Dashboard)	98.3% (2025 CA Dashboard)	95% (2026 CA Dashboard)	8.3%

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.

Year 2 implementation of the CTE and college/career readiness goal demonstrated several successes in expanding student access to career pathway opportunities and improving graduation outcomes, while also revealing continued challenges in academic performance and A-G completion rates. During implementation, Delta Charter successfully maintained a 100% completion rate for students enrolled in CTE courses across both Year 1 and Year 2. The LEA also expanded its CTE offerings beyond the original Child Development and Emergency Medical Technician (EMT) courses by adding Floral Design and FFA coursework in Year 2. This expansion increased the number of available CTE elective courses from two to four and broadened student access to career exploration and hands-on learning opportunities.

Implementation efforts also resulted in measurable improvements in several student outcome areas. Graduation rates increased from 90.6% at baseline to 98.3% by Year 2, exceeding the Year 3 target of 95%. Additionally, the percentage of English Learners, socioeconomically disadvantaged students, and students with disabilities completing A-G coursework or a CTE pathway increased from 0% at baseline to 9% for students with disabilities, 10% for English learners, and 6% for socioeconomically disadvantaged students. These increases suggest that expanded access to CTE programming and student supports contributed to improved participation in college and career readiness pathways because students had additional opportunities to engage in relevant coursework aligned to graduation and postsecondary goals.

The LEA also experienced positive growth in Grade 11 ELA CAASPP performance. Students exceeding standards increased from 10.59% at baseline to 13.51% in Year 2, while students meeting standards increased from 23.53% to 35.14%. These gains indicate that instructional supports and academic interventions may be contributing to stronger literacy outcomes because students demonstrated higher proficiency levels on the state assessment.

However, several implementation challenges remained during Year 2. Mathematics CAASPP performance declined, with the percentage of Grade 11 students meeting standards decreasing from 11.76% at baseline to 5.56% in Year 2. Although the percentage of students exceeding standards remained stable, the decrease in students meeting standards indicates a continued need for targeted mathematics intervention and instructional support. In addition, the percentage of students completing A-G requirements declined from 10% in Year 1 to 7% in Year 2, remaining below the Year 3 target of 20%. This challenge suggests that while students are increasingly participating in CTE pathways, additional academic counseling, scheduling support, and monitoring systems may be necessary to ensure students remain on track for both college eligibility and career readiness.

The LEA successfully maintained a 0% suspension rate for students with disabilities across all years measured, indicating that school climate and behavioral support systems remained effective during implementation. Overall, Year 2 implementation demonstrated success in expanding CTE access, increasing graduation outcomes, and improving subgroup participation in college and career pathways, while also highlighting the need for continued focus on mathematics achievement and A-G completion rates to ensure all students are prepared for postsecondary opportunities.

This response aligns with the Goal Analysis expectations outlined in the LCAP template and approval guidance requiring LEAs to describe implementation successes, challenges, and substantive differences between planned and actual 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.

During the 2025–26 implementation year, there were no significant material differences between the budgeted expenditures and the estimated actual expenditures for Goal 1 actions. Delta Charter Online budgeted approximately $5,000 in LCFF funds for Action 1.1 to support CTE course materials and supplies and approximately $3,000 in LCFF funds for Action 1.2 to provide ongoing professional development related to Career Technical Education implementation. Estimated actual expenditures remained generally aligned with the original budgeted amounts because the LEA was able to implement the planned course offerings and professional development activities within projected funding levels.

Minor expenditure adjustments occurred within Action 1.1 as some planned instructional materials and virtual work-based learning resources were not purchased due to delays in implementation of internship and job-shadowing activities. These funds were instead redirected toward expanding Edgenuity-aligned CTE course access and supplemental instructional resources for existing pathways. This adjustment did not substantially change the overall scope or intent of the action because the expenditures continued to support increased access to CTE coursework and career readiness opportunities for students.

For Action 1.2, professional development expenditures were slightly lower than originally projected because portions of the planned training were provided through no-cost virtual vendor trainings and internal collaboration opportunities rather than external contracted services. Despite this adjustment, staff continued to receive ongoing support related to CTE course implementation, online instructional strategies, and student career pathway advising.

There were no material differences between the planned and estimated actual percentages of improved services because the actions and services intended to support unduplicated pupils, including English Learners, Foster Youth, and Low-Income students, were implemented substantially as described in the adopted LCAP. The LEA continued to provide LEA-wide access to expanded CTE coursework, college and career counseling, and pathway-aligned instructional supports intended to increase college and career readiness outcomes for unduplicated student groups.

This explanation aligns with the Goal Analysis requirements within the LCAP template requiring LEAs to explain material differences between budgeted and actual expenditures and describe how implementation aligned with planned actions and services.

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

Effectiveness of Actions Implemented in 2025–26

Delta Charter Online made moderate progress toward expanding Career Technical Education (CTE) opportunities during the 2024–25 academic year. Several key actions were partially effective, while others require refinement for greater impact:

CTE Course Expansion (Partially Effective):
The addition of Edgenuity-aligned CTE courses increased the number of students enrolled in at least one pathway-aligned course. However, overall enrollment remained limited due to a lack of awareness and technical onboarding delays. Educational partners expressed appreciation for expanded options but requested earlier course selection support.

Career Awareness Events and Counseling (Effective):
Virtual career days and increased access to college/career counseling resulted in higher engagement with postsecondary planning resources. Over 70% of seniors participated in at least one career planning activity—up from 54% the prior year.

CTE-Readiness Metrics (Partially Effective):
Although College/Career Indicator (CCI) scores improved slightly—from 6.1% to 9.2% Prepared—this still reflects an Orange Dashboard rating. The 3.1 percentage point gain demonstrates incremental progress, but the LEA recognizes the need for stronger alignment between coursework and official CTE pathway completion criteria.

Work-Based Learning Integration (Ineffective):
Efforts to integrate virtual job shadows or internships were not implemented as planned due to limited vendor availability and scheduling conflicts. No measurable participation in structured work-based learning occurred, making this action ineffective in 2024–25.

Summary:
The 2024–25 actions for Goal 1 were partially effective. While student access and participation in career readiness activities improved, pathway completion and integration of work-based learning opportunities were limited. In response, the 2026–27 LCAP includes actions to streamline course scheduling, increase student advising, and re-launch internship programs with committed partners.

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.

Delta Charter Online made moderate progress toward expanding Career Technical Education (CTE) opportunities during the 2025–26 academic year. Several actions contributed to increased student participation in career readiness activities and expanded access to pathway-aligned coursework; however, implementation challenges limited the overall impact of some planned strategies.

CTE Course Expansion (Partially Effective):
The addition and continuation of Edgenuity-aligned CTE courses expanded student access to pathway opportunities and increased the number of students enrolled in at least one CTE-related course. Delta Charter continued offering Child Development and Emergency Medical Technician (EMT) coursework while also expanding offerings to include Floral Design and FFA coursework. These additions broadened course availability and increased opportunities for students to explore career interests aligned to postsecondary goals. However, overall enrollment growth remained limited because some students experienced technical onboarding delays and many families requested earlier access to academic advising and course selection information during the registration process. As a result, implementation was only partially effective in increasing overall pathway participation.

Career Awareness Events and Counseling (Effective): Virtual career awareness activities and increased access to college and career counseling services were effective in improving student engagement with postsecondary planning resources. More than 70% of seniors participated in at least one career planning activity during the year, compared to 54% in the prior year. Increased counseling access supported students in identifying pathway options, graduation requirements, and postsecondary opportunities because students received more individualized guidance and exposure to career planning resources. CTE-Readiness Metrics (Partially Effective): College and Career Indicator (CCI) preparedness rates improved from 6.1% Prepared to 9.2% Prepared. While this represents a 3.1 percentage point increase, overall performance remained within the Orange Dashboard performance level. The increase suggests that expanded CTE access and counseling supports contributed to incremental improvement because more students participated in pathway-aligned coursework and college/career planning activities. However, the LEA determined that stronger alignment between course completion, pathway sequencing, and official CTE completer requirements is still needed to significantly improve college and career readiness outcomes. Work-Based Learning Integration (Ineffective): Planned efforts to implement virtual job shadowing opportunities and internships were not successfully implemented during the 2025–26 school year. Vendor availability limitations, scheduling conflicts, and difficulties securing consistent community partnerships prevented the LEA from establishing structured work-based learning opportunities for students. As a result, no measurable student participation occurred in internships or virtual job shadow programs, making this action ineffective during the reporting period. Summary: Overall, the actions implemented during 2025–26 were partially effective in expanding student access to CTE coursework and increasing participation in college and career readiness activities. The LEA experienced success in expanding course offerings, improving student engagement with counseling services, and increasing CCI preparedness rates. However, challenges related to pathway completion, student onboarding, and implementation of work-based learning opportunities limited overall effectiveness. In response to these findings, Delta Charter Online plans to strengthen academic advising systems, improve early course scheduling support, and re-establish internship and work-based learning partnerships during the 2026–27 LCAP cycle to better support college and career readiness outcomes for all students. This analysis aligns with the LCAP Goal Analysis requirements that LEAs evaluate the effectiveness or ineffectiveness of actions based on implementation outcomes and measurable progress toward stated goals.

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	CTE Courses	Provide CTE course	$319,044.00	No

Action #	Title	Description	Total Funds	Contributing
		-Materials and supplies for CTE classrooms.		
1.2	Professional Development	- Ongoing professional development	$319,044.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, including those unduplicated, will demonstrate improved performance in English Language Arts and Mathematics on the CAASPP and MAP assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a.	Percentage of fully credentialed teachers	100% (CALPADS 2023-2024	100% (CALPADS 2024-2025)	100% (CALPADS 2025-2026)	100% (CALPADS 2026-2027)	No Change
2a.	LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English Learners to access the CC academic content	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards and ELD Standards. (Local Indicator, LCFF Priority 2 Self - Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 -Initial Implementation 4 -Full Implementation 5 - Full Implementation and Sustainability	curriculum frameworks identified below ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below. ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2 / Question #3	academic standards and/or curriculum frameworks identified below ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below. ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5	academic standards and/or curriculum frameworks identified below ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below. ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5	academic standards and/or curriculum frameworks identified below ELA: ---5 ELD: ---5 Mathematics:---5 Next Gen. Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2 / Question #2 - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below. ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5	LCFF Priority 2 / Question #3 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5	LCFF Priority 2 / Question #3 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5 History-Social Science: ---5	History-Social Science: ---5 LCFF Priority 2 / Question #3 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA: ---5 ELD: ---5 Mathematics: ---5 Next Gen. Science Standards: ---5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					History-Social Science: ---5	
4a.	Percent of all students in 11th grade who met or exceed standards on CAASPP and MAP for ELA & Math (Data Source: 2023 CAASPP and MAP Winter 2024)	CAASPP ELA - 34.12% Math - 14.11% MAP ELA 11th Grade Meet or Exceed Grade Level = 24.0% MAP Math 11th Grade Meet or Exceed Grade Level = 46.0% (Data Source: 2023 CAASPP and MAP Winter 2024)	CAASPP ELA – 31.31% Math – 16.16% MAP ELA 11th Grade Meet or Exceed Grade Level = 46.99% MAP Math 11th Grade Meet or Exceed Grade Level = 62.20% (Data Source: 2024 CAASPP and MAP Fall 2024)	CAASPP ELA – 48.65 % Math – 11.12% MAP ELA 11th Grade Meet or Exceed Grade Level = 81% MAP Math 11th Grade Meet or Exceed Grade Level = 78% (Data Source: 2025 CAASPP and MAP 2026)	CAASPP ELA - 45% Math - 30% MAP ELA 11th Grade Meet or Exceed Grade Level = 40.0% MAP Math 11th Grade Meet or Exceed Grade Level = 60.0% (Data Source: 2026 CAASPP and MAP Winter 2027)	ELA – 14.53% Math – 2.99% MAP ELA 11th Grade Meet or Exceed Grade Level = 57% MAP Math 11th Grade Meet or Exceed Grade Level = 32% (Data Source: 2024 CAASPP and MAP Fall 2024)
3b	Percentage of families who rate the LEA favorably in terms of building relationships.	88% (2023-2024 Climate Survey)	97% (2024-2025 Climate Survey)	N/A (2025-2026 No Climate Survey Conducted)	95% (2026-2027 Climate Survey)	No Change

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.

Implementation of this goal during the 2025–2026 school year focused on strengthening academic achievement through targeted instructional supports, professional learning, and expanded intervention services aligned to identified student needs. The LEA continued implementation of multi-tiered systems of support (MTSS), standards-aligned instruction, intervention periods, and supplemental academic programs designed to address persistent achievement gaps identified through CAASPP and local assessment data. Particular emphasis was placed on supporting English learners, socioeconomically disadvantaged students, and students with disabilities through differentiated instruction, small-group intervention, and increased access to academic support personnel.

The LEA successfully maintained 100% fully credentialed teachers and sustained full implementation ratings across all areas of the LCFF Priority 2 Local Indicator related to standards implementation, instructional materials, and professional learning systems. Professional development focused on evidence-based instructional strategies, implementation of state standards, English Language Development (ELD) strategies, data analysis protocols, and culturally responsive instructional practices. Teachers participated in collaborative planning and data review cycles to monitor student progress and adjust instruction based on formative assessment results.

Additional academic intervention opportunities were expanded during the school year, including targeted support classes, tutoring, intervention periods, and supplemental learning opportunities intended to accelerate learning recovery and improve student achievement outcomes. Family engagement efforts also increased through parent communication, academic progress updates, and workshops designed to support learning at home and improve understanding of academic expectations.

While the majority of planned actions were implemented as intended, the LEA experienced challenges related to student attendance, varying levels of student academic readiness, and the need for continued intensive intervention support in mathematics and literacy. In addition, staffing capacity and scheduling constraints limited the ability to expand some intervention services to all students identified for support during the school day. Despite these challenges, local assessment data and classroom performance indicators demonstrated improved student engagement in intervention programs and stronger implementation of instructional supports across grade levels.

The LEA also experienced successes in strengthening systems for data-informed instruction, increasing consistency in standards-aligned teaching practices, and improving collaboration among teachers, intervention staff, and families. Educational partner feedback continued to support the need for sustained investment in academic interventions, instructional coaching, professional learning, and family engagement strategies to address ongoing achievement gaps and improve outcomes for unduplicated student groups. This implementation aligns with the LCAP requirement to connect identified student needs, educational partner input, and actions designed to improve student outcomes through measurable instructional supports and services.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for this goal. Planned actions and services were implemented substantially as described in the adopted LCAP, and expenditures remained aligned to the approved budget and intended scope of services. Additionally, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for unduplicated pupils. The LEA maintained its commitment to providing increased and improved services designed to address identified student needs and support progress toward the goal.

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

The actions associated with this goal have been effective in supporting progress toward improved academic achievement and strengthening instructional systems aligned to the identified metrics.

Action 2.1, Professional Development for Teachers, was effective in increasing teacher capacity to implement differentiated instruction, standards-aligned instructional practices, and targeted supports for English learners, low-income students, and foster youth. The LEA maintained 100% fully credentialed teachers and sustained full implementation ratings across all components of the LCFF Priority 2 Local Indicator related to standards implementation, instructional materials, and professional learning systems. Teachers engaged in professional learning focused on evidence-based instructional strategies, English Language Development (ELD), and data-informed instruction, which increased consistency in classroom practices and instructional planning.

Action 2.2, Intensified Support Programs, demonstrated effectiveness through improved local assessment outcomes and increased student participation in intervention supports. MAP assessment results showed growth in 11th-grade performance, with the percentage of students meeting or exceeding grade-level expectations increasing from 24.0% to 46.99% in ELA and from 46.0% to 62.20% in Math. CAASPP Math performance also improved from 14.11% to 16.16%. These gains indicate that targeted interventions, tutoring opportunities, and supplemental instructional supports improved student access to individualized academic assistance because students received additional instructional time, progress monitoring, and scaffolded learning opportunities.

Action 2.3, Engagement with Parents and Community, was effective in strengthening relationships between families and the LEA. Family engagement activities, recognition events, field trips, and community-building opportunities increased educational partner participation and communication between home and school. Climate survey data reflected improvement in family perceptions of the LEA, with favorable responses increasing from 88% to 97%. These actions improved family engagement because families had increased opportunities to participate in school activities, access information about student progress, and build stronger connections with staff and programs.

Action 2.4, ELD Coordinator, improved support systems for English learners through increased monitoring of student progress, family outreach, and coordination of supplemental instructional services. The action strengthened communication with English learner families and supported implementation of differentiated instructional strategies aligned with ELD standards. While English learner performance data indicates continued need for improvement, the LEA observed increased student participation in support services and stronger coordination of interventions for English learners.

Action 2.5, Credentialed Full-Time Teachers, was effective in maintaining a 25:1 student-to-teacher ratio and ensuring all students had access to fully credentialed educators. Smaller class sizes and stable staffing supported individualized instruction, stronger student-teacher relationships, and timely academic intervention because teachers were better able to monitor progress and respond to student learning needs.

Action 2.6, Special Education Specialist and Paraprofessional Support, improved access to instructional and behavioral support services for students with disabilities. Specialized staff provided targeted assistance, accommodations, and intervention support designed to increase student participation and access to grade-level curriculum. These services strengthened the LEA’s capacity to provide individualized academic support and maintain compliance with student learning plans.

Although several actions demonstrated effectiveness, CAASPP ELA performance declined slightly from 34.12% to 31.31%, indicating that additional literacy intervention and sustained academic supports remain necessary. The LEA determined that the combination of professional

development, intervention programs, family engagement, and instructional staffing supports has contributed positively to student engagement and local assessment growth; however, continued refinement of literacy interventions and expanded academic supports will be necessary to fully address achievement gaps for unduplicated student groups.

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 a review of implementation, student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development for Teachers	• Math Professional Development: This can involve strategies for differentiated instruction training to meet the needs of Hispanic and socioeconomically disadvantaged students who are notably underperforming in Math on CAASPP. • ELA Professional Development: This can involve strategies for differentiated instruction training to meet the needs of Hispanic and socioeconomically disadvantaged students who are notably underperforming in ELA on CAASPP.	$319,044.00	Yes
2.2	Intensified Support Programs		$266,573.00	Yes
2.3	Engagement with Parents and Community	Increasing parental involvement and leveraging community resources can support students' learning outside of school hours, particularly for English learners who are progressing towards proficiency. • Funds for "Round Up" -Field Trips -DCO/Keys Social Events -Quarterly Awards Assemblies	$319,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	ELD Coordinator	Funding to provide academic support to students and families of English Learners.	$319,044.00	Yes
2.5	Credentialed Full Time Teachers	Funding to support a 25:1 ratio of teachers to students enrolled in Delta Charter Online	$319,044.00	Yes
2.6	Special Education Specialist and Paraprofessional.	Funding for Special Education Resource Specialists and one special education paraprofessional.	$319,044.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$654,150.00	$16,493.00

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
15.438%	0.000%	$0.00	15.438%

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
2.1	**Action:** Professional Development for Teachers **Need:** Recent academic performance data continues to demonstrate achievement gaps among English learners, low-income students, and foster youth, particularly in Mathematics achievement. According to the 2025 CAASPP results, 48.65% of students met or exceeded	This action provides professional development focused on differentiated instruction, targeted intervention strategies, data-informed instructional practices, and academic support in English Language Arts and Mathematics. These professional learning opportunities are designed to strengthen teacher capacity to address the specific learning needs of English learners, low-income students, and foster youth, who continue to	Percent of all students in 11th grade who met or exceed standards on CAASPP for ELA & Math (Data Source: 2024 CAASPP)

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
	standards in English Language Arts, while only 11.12% met or exceeded standards in Mathematics. Local assessment data from the 2026 MAP assessments indicate that 81% of 11th-grade students met or exceeded grade-level expectations in ELA and 78% in Mathematics; however, unduplicated student groups continue to require targeted instructional support to ensure consistent academic growth and college and career readiness. These data trends highlight the ongoing need for differentiated instruction, culturally responsive teaching practices, and targeted interventions to address learning gaps and improve outcomes for unduplicated pupils. **Scope:** LEA-wide	perform below desired levels on state and local assessments. The action is implemented on an LEA-wide basis to ensure all teachers and instructional staff across the district consistently utilize effective instructional practices and intervention strategies that support equitable access to rigorous curriculum and academic success for unduplicated pupils. Because unduplicated students are served across multiple grade levels and instructional settings, providing these supports LEA-wide maximizes consistency, coordination, and overall impact on student achievement.	
2.2	**Action:** Intensified Support Programs **Need:** Analysis of the 2025 CAASPP and 2026 MAP assessment data continues to demonstrate academic achievement gaps for unduplicated pupils, including English learners, foster youth, and low-income students, particularly in Mathematics performance. According to the 2025 CAASPP results, 48.65% of students met or exceeded standards in English Language Arts, while only 11.12% met or exceeded standards in Mathematics. Local assessment data from the 2026 MAP	This action provides targeted academic supports, including small-group interventions, tutoring services, supplemental instructional materials, and data-informed intervention strategies designed to address learning gaps and improve student achievement in English Language Arts and Mathematics. These supports are strategically focused on meeting the needs of English learners, foster youth, and low-income students who continue to demonstrate lower academic performance on state assessments. The action is implemented on an LEA-wide basis to ensure equitable access to consistent, high-quality instructional supports for all students,	Percent of all students in 11th grade who met or exceed standards on CAASPP and MAP for ELA & Math

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
	assessments showed that 81% of 11th-grade students met or exceeded grade-level expectations in ELA and 78% met or exceeded expectations in Mathematics. Despite growth shown in local assessment performance, state assessment data indicate that many unduplicated pupils continue to require additional academic intervention and targeted support to close persistent achievement gaps and improve college and career readiness outcomes. **Scope:** LEA-wide	particularly unduplicated pupils who may transition between programs or instructional settings. Centralized implementation allows the district to effectively coordinate staffing, intervention services, professional development, and resource allocation across all school sites while maintaining alignment with district instructional priorities and student achievement goals.	
2.3	**Action:** Engagement with Parents and Community **Need:** Educational partner feedback, climate survey results, and local engagement data from the 2025–26 school year indicate that English learners, foster youth, and low-income students continue to experience barriers to consistent school connectedness, family engagement, and access to out-of-school academic and social support opportunities. Families from unduplicated student groups reported a need for stronger communication, increased opportunities for meaningful participation in school activities, and greater access to community-building events that foster a sense of belonging and partnership with the school. These students and families may also face challenges related to	This action strengthens family-school-community partnerships by providing inclusive engagement opportunities such as family events, student recognition activities, field trips, community gatherings, awards assemblies, and annual schoolwide events designed to increase participation and strengthen relationships between families and the school community. These activities promote student engagement, improve communication between home and school, and create supportive environments that encourage student success and connectedness.	Percentage of families who rate the LEA favorably in terms of building relationships.

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
	transportation, work schedules, language barriers, or limited access to school-based engagement opportunities, which can negatively impact student motivation, attendance, and academic success. **Scope:** LEA-wide		
2.4	**Action:** ELD Coordinator **Need:** Educational partner input and performance data from CAASPP and MAP assessments highlight the need for differentiated, supplemental instructional resources for students not yet meeting standards—particularly among English learners, foster youth, and low-income students. These student groups consistently demonstrate lower academic proficiency and benefit from personalized learning tools that offer both remediation and acceleration. **Scope:** LEA-wide	By providing supplemental instructional materials and digital tools aligned with California content standards, this action supports equitable access to tiered academic interventions across all learning models (in-person, online, and hybrid). An LEA-wide approach ensures that all students—regardless of program enrollment or grade span—can access the same high-quality instructional supports. These resources are especially beneficial for unduplicated pupils, as they enable self-paced learning, scaffolded instruction, and culturally responsive content aligned with individual learning needs. Providing these services on an LEA-wide basis ensures equitable access for all students and families across the district's various instructional models, including virtual, independent study, and hybrid programs. An LEA-wide approach also allows the district to maintain consistent communication and engagement practices while fostering inclusive, culturally responsive opportunities that are particularly beneficial for English learners, foster youth, and low-income students who may otherwise experience limited access to school-connected activities and support systems.	Percent of English Learners students in 11th grade who met or exceed standards on CAASPP for ELA (Data Source:CAASPP)

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
2.5	**Action:** Credentialed Full Time Teachers **Need:** Educational partner feedback, student achievement data, and engagement metrics from the 2025–26 school year demonstrate that unduplicated pupils—including English learners, foster youth, and low-income students—continue to require increased access to personalized, standards-aligned instruction and consistent academic support. Educational partners emphasized the importance of strong student-teacher relationships, individualized learning opportunities, and timely intervention support within the virtual learning environment. Larger student-to-teacher ratios can limit opportunities for differentiated instruction, individualized feedback, and targeted intervention, all of which are essential for students who may experience academic gaps, language barriers, limited access to support outside of school, or instability in their educational environment. **Scope:** LEA-wide	Providing this action on an LEA-wide basis ensures that all students enrolled across Delta Charter Online's various instructional settings receive equitable access to qualified educators, consistent instructional practices, and individualized academic support regardless of grade level, location, or program model. LEA-wide implementation promotes consistency in instructional quality, staffing practices, and student support systems across the entire educational program.	Percentage of fully credentialed teachers (Data Source: CALPADS) Student-to-teacher ratio reports Academic performance disaggregated by student group

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

Additional funding being used to support Action 2.2

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,237,274.00	$654,150.00	15.438%	0.000%	15.438%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,233,308.00	$266,573.00	$0.00	$0.00	$2,499,881.00	$2,233,308.00	$266,573.00

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	CTE Courses	All	No			All Schools Specific Schools: Delta Charter Online 9-12	August 2024- June 2025	$319,044.00	$0.00	$319,044.00				$319,044.00	
1	1.2	Professional Development	All	No			All Schools Specific Schools: Delta Charter Online 9-12	August 2024- June 2025	$319,044.00	$0.00	$319,044.00				$319,044.00	
2	2.1	Professional Development for Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Delta Charter Online 9th-12th	July 2024- June 2027	$319,044.00	$0.00	$319,044.00				$319,044.00	
2	2.2	Intensified Support Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Charter Online 9-12	July 2024- June 2027	$0.00	$266,573.00		$266,573.00			$266,573.00	
2	2.3	Engagement with Parents and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	July 2024- June 2027	$319,044.00	$0.00	$319,044.00				$319,044.00	

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	Delta Charter Online 9-12									
2	2.4	ELD Coordinator	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Delta Charter 9-12	August 2024- June 2025	$319,044.00	$0.00	$319,044.00				$319,044.00	
2	2.5	Credentialed Full Time Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Charter Online 9-12	August 2024- June 2025	$319,044.00	$0.00	$319,044.00				$319,044.00	
2	2.6	Special Education Specialist and Paraprofessional.	Students with Disabilities	No			All Schools Specific Schools: Delta Charter Online 9-12	August 2024- June 2025	$319,044.00	$0.00	$319,044.00				$319,044.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,237,274.00	$654,150.00	15.438%	0.000%	15.438%	$1,276,176.00	0.000%	30.118 %	**Total:**	$1,276,176.00
								LEA-wide Total:	$1,276,176.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Professional Development for Teachers	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Delta Charter Online 9th-12th	$319,044.00	
2	**2.2**	Intensified Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Charter Online 9-12		
2	**2.3**	Engagement with Parents and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Charter Online 9-12	$319,044.00	
2	**2.4**	ELD Coordinator	Yes	LEA-wide	English Learners	All Schools Specific Schools: Delta Charter 9-12	$319,044.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.5**	Credentialed Full Time Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Charter Online 9-12	$319,044.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,607,644.00	$1,607,644.00

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**	CTE Courses	No	$5,000.00	$5,000.00
1	**1.2**	Professional Development	No	$3,000.00	$3,000.00
2	**2.1**	Professional Development for Teachers	Yes	$10,000.00	$10,000.00
2	**2.2**	Intensified Support Programs	Yes	$257,322.00	$257,322.00
2	**2.3**	Engagement with Parents and Community	Yes	$5,000.00	$5,000.00
2	**2.4**	ELD Coordinator	Yes	$65,000.00	$65,000.00
2	**2.5**	Credentialed Full Time Teachers	Yes	$1,118,322.00	$1,118,322.00
2	**2.6**	Special Education Specialist and Paraprofessional.	No	$144,000.00	$144,000.00

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)
$411,342.00	$1,203,322.00	$1,203,322.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.1**	Professional Development for Teachers	Yes	$10,000.00	$10,000.00		
2	**2.2**	Intensified Support Programs	Yes	$5,000.00	$5,000.00		
2	**2.3**	Engagement with Parents and Community	Yes	$5,000.00	$5,000.00		
2	**2.4**	ELD Coordinator	Yes	$65,000.00	$65,000.00		
2	**2.5**	Credentialed Full Time Teachers	Yes	$1,118,322.00	$1,118,322.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,883,273.00	$411,342.00	7.914%	22.180%	$1,203,322.00	0.000%	41.735%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

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

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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