LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delta Home Charter School
CDS Code: 39-68627-0129890
School Year: 2026-27
LEA contact information:
Don Patzer
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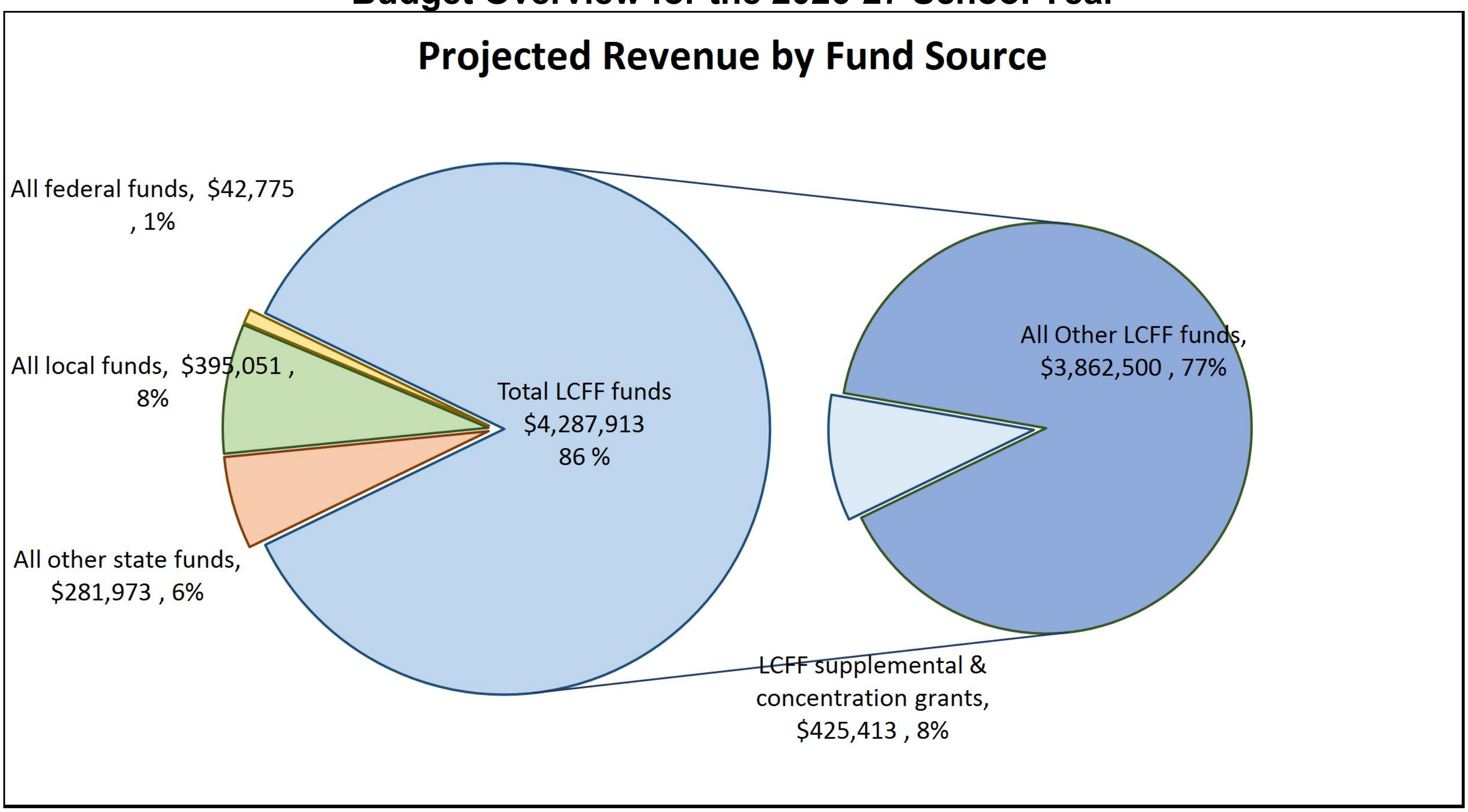
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs 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 Home Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delta Home Charter School is $5,007,712, of which $4,287,913.00 is Local Control Funding Formula (LCFF), $281,973.00 is other state funds, $395,051.00 is local funds, and $42,775.00 is federal funds. Of the $4,287,913.00 in LCFF Funds,

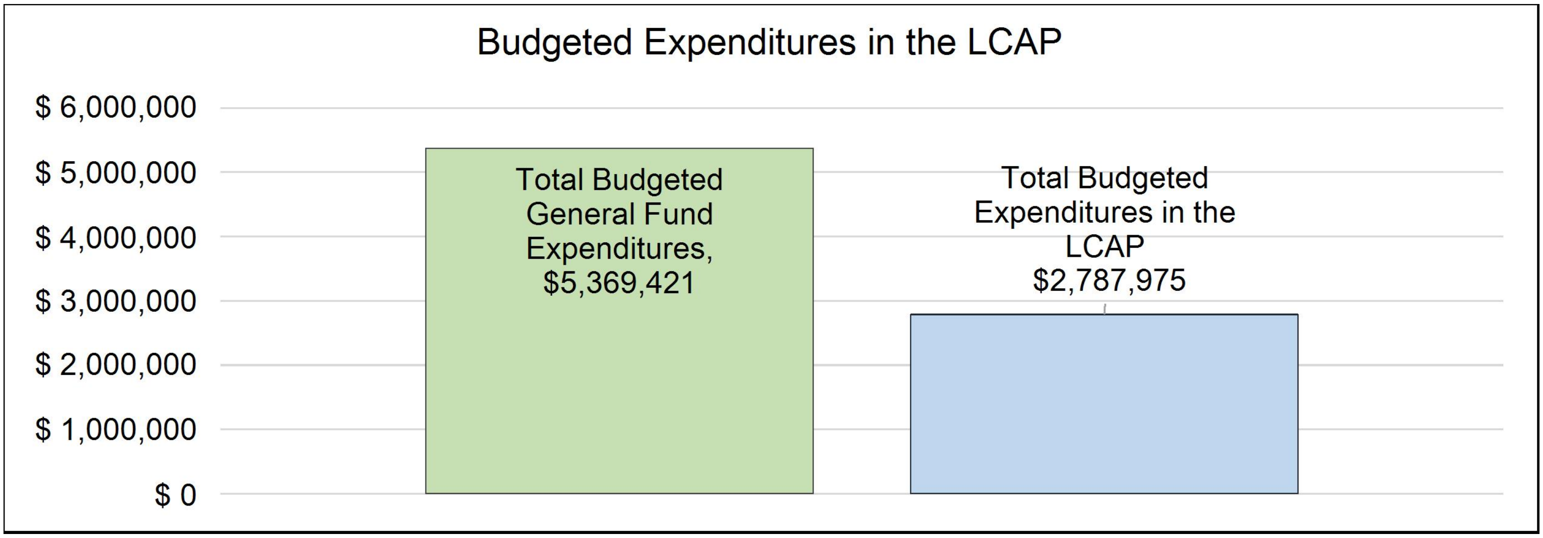
$425,413.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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

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



This chart provides a quick summary of how much Delta Home Charter School plans to spend for 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 Home Charter School plans to spend $5,369,421.00 for the 2026-27 school year. Of that amount, $2,787,975.00 is tied to actions/services in the LCAP and $2,581,446 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

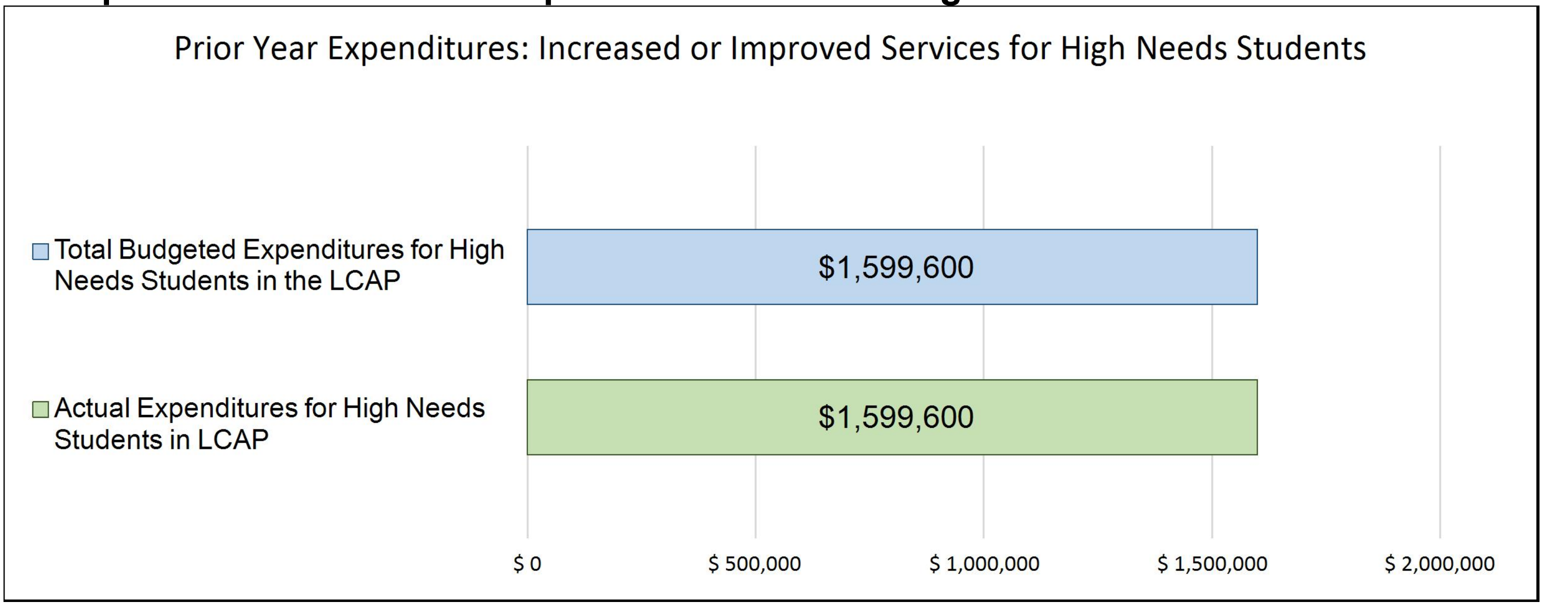
District related expenses are not included in the LCAP; i.e., District Personnel, District Operational Expenses, District Infrastructure and District Transportation Expenses.

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

In 2026-27, Delta Home Charter School is projecting it will receive $425,413.00 based on the enrollment of foster youth, English learner, and low-income students. Delta Home Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Delta Home Charter School plans to spend $2,172,681.00 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 Home Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Delta Home Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Delta Home Charter School's LCAP budgeted $1,599,600.00 for planned actions to increase or improve services for high needs students. Delta Home Charter School actually spent $1,599,600.00 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 Home Charter School’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

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

Plan Summary [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.

Delta Home Charter provides a comprehensive independent study program serving students in Transitional Kindergarten through eighth grade. The school is designed to support families who choose to take an active role in their child's education through a flexible, personalized, and family-centered learning model. As a public charter school, Delta Home Charter partners closely with parents and guardians to provide academic guidance, standards-aligned instructional resources, enrichment opportunities, and individualized support that promote student success and lifelong learning.

Credentialed teachers collaborate regularly with families to select instructional materials aligned with California State Standards and tailored to each student's academic needs, learning style, and educational goals. Through ongoing communication and partnership, teachers and families develop and review Personalized Learning Plans (PLPs) every four to six weeks to monitor progress, adjust goals, and ensure students remain engaged in rigorous and meaningful learning experiences.

Mission Statement – 2026–27

Delta Home Charter School is committed to fostering an academically rich, student-centered learning environment that promotes responsibility, respect, independent thinking, creativity, and academic excellence. The school's mission is to empower students to achieve their full academic and personal potential through flexible learning opportunities, strong family partnerships, and standards-aligned instruction supported by ongoing assessment and individualized support.

Academic Program

Delta Home Charter School continues to provide families with a variety of instructional options designed to meet the diverse educational needs of students. Families may choose from both traditional book-based curriculum and digital learning platforms; all aligned to California academic standards.

For the 2026–27 school year:

Time4Learning continues to serve as a primary online curriculum resource for students in Transitional Kindergarten through fifth grade.
Edgenuity remains available for students in grades 6–8 to support standards-based instruction, intervention, and independent learning.
NWEA MAP Growth assessments continue to be utilized to monitor student progress, identify learning gaps, and inform instructional planning and intervention supports.

Instructional programs are designed to support academic growth in English Language Arts, Mathematics, Science, and History-Social Science while also encouraging critical thinking, creativity, and independent learning skills.

Hybrid Learning and Student Support Opportunities

Delta Home Charter School continues to operate through a hybrid homeschool and independent study model that combines flexible at-home learning with optional in-person and virtual enrichment opportunities. Students and families have access to:

Small-group classroom instruction and workshops
Project-based learning opportunities
Academic intervention and targeted support services
Enrichment classes and hands-on learning experiences
Virtual learning opportunities and instructional support
Summer learning and extended learning activities

Small instructional group sizes help foster strong student-teacher relationships, personalized support, and increased responsiveness to individual student needs.

School Community and Vision

Delta Home Charter School remains committed to providing a flexible, inclusive, and family-driven educational experience that supports the academic, social-emotional, and developmental needs of all learners. Through strong educational partner engagement, personalized instruction, and meaningful learning opportunities, the school continues to promote student achievement, educational choice, and equitable access to high-quality educational experiences for students and families throughout the community.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local assessment data indicates that Delta Home Charter continues to demonstrate strong performance in school climate, student engagement, and family partnership measures while continuing to address ongoing academic achievement challenges in English Language Arts and Mathematics.

Delta Home Charter maintained exceptional outcomes in student engagement and school climate indicators during the 2025–26 school year. The school earned a Blue performance level for both Chronic Absenteeism and Suspension Rate. Chronic absenteeism remained at 0%, while the suspension rate also remained at 0%, reflecting a safe, supportive, and highly engaged learning environment for students and families. These results demonstrate the effectiveness of the school's personalized independent study model, strong family partnerships, and proactive student support systems.

The school also continued to meet all Local Indicators, including Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study, and Basics: Teachers, Instructional Materials, and Facilities. These strengths reflect the school's ongoing commitment to providing high-quality instructional programs, standards-aligned curriculum, and meaningful educational partner engagement opportunities.

Academic performance data demonstrate areas of both progress and continued need. In English Language Arts, students performed 55.5 points below standard and maintained performance overall, declining slightly by 2 points from the prior year, resulting in an Orange performance level. In Mathematics, students scored 82.3 points below standard but improved by 2.8 points, also earning an Orange performance level. While academic achievement remains below state standards, local growth measures indicate positive student progress over time.

The 2025 Dashboard growth indicators provided additional evidence of student growth. English Language Arts Growth was rated at a Moderate level, with 60% of students improving their scores from the prior year. Mathematics Growth was rated at an Average level, with 63% of students improving their scores from the previous year. These results suggest that the school's independent study model, targeted intervention supports, and personalized instructional approach are helping many students demonstrate academic growth even while overall proficiency levels remain below state standards.

English Learner Progress remains an area of continued focus. In 2025, 40% of English learners made progress toward English language proficiency, representing a decline of 6.7 percentage points from the prior year. Although the indicator remained in "No Performance Color" status due to the small size of the English learner subgroup, the decline highlights the need for continued expansion of designated and integrated English Language Development supports, increased family engagement opportunities for multilingual families, and targeted intervention strategies designed to support language acquisition and academic success.

Science performance remained stable, earning a Yellow performance level with students scoring 46.7 points below standard while maintaining a slight increase of 1.8 points from the prior year.

Educational partner feedback and local data continue to reflect strong family satisfaction with the school’s flexible independent study model, personalized teacher support, and welcoming school environment. Teachers maintained regular communication with families through conferences, check-ins, and Personalized Learning Plan meetings. The continued use of NWEA MAP Growth assessments, enrichment opportunities, tutoring support, and bilingual communication services strengthened the partnership between families and the school community.

Delta Home Charter also continued efforts to strengthen engagement among underrepresented families through ELAC meetings, family support sessions, student data conferences, Coffee with the Principal events, and expanded bilingual outreach opportunities. These efforts are designed to improve participation in school decision-making processes and strengthen educational partnerships that support student achievement.

Based on Dashboard and local data reflections, Delta Home Charter will continue focusing on the following priority areas during the 2026–27 school year:

Improving academic achievement in English Language Arts and Mathematics through targeted intervention and personalized instruction.
Strengthening English Learner supports and language acquisition services.
Expanding family engagement opportunities and increasing participation among underrepresented families.
Continuing the use of data-driven instruction and progress monitoring through MAP Growth assessments and Personalized Learning Plans.
Maintaining strong school climate, student engagement, and individualized learning supports through the school’s hybrid independent study model.

These reflections reinforce Delta Home Charter’s commitment to providing a flexible, student-centered educational environment that supports academic growth, family partnership, and equitable opportunities for all learners.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
NJESD DELAC	During meetings throughout the year, members received briefings on the LCAP goals and priorities.
Parents/Staff/Students	Families provided LCAP input on improvements they would like through our climate survey. (2025)
Parent's Club/Advisory Committee	Parents were able to provide input through the annual climate survey and reviewed the LCAP and provided input.
All Educational Partners	Educational partners were provided the opportunity meet directly with Board of Trustees regarding LCAP
Certificated/Classified Staff	School staff and faculty participated and provided input through the annual climate survey that informed the development of the LCAP.

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

The 2026–27 Local Control and Accountability Plan (LCAP) for Delta Home Charter was developed through a collaborative and inclusive process that prioritized meaningful engagement with educational partners, including families, students, teachers, classified staff, and school leadership. Educational partner input played a significant role in shaping the LCAP's goals, actions, services, and metrics, ensuring that the plan reflects the evolving needs, priorities, and values of the Delta Home Charter community.

Incorporating Educational Partner Feedback into LCAP Goals

Delta Home Charter School actively gathered and incorporated educational partner feedback through climate surveys, ELAC meetings, Personalized Learning Plan (PLP) conferences, family engagement events, Coffee with the Principal sessions, parent meetings, and ongoing communication with families and staff. This feedback directly informed the refinement and continued implementation of the school's LCAP goals for the 2026–27 school year.

Goal 1: Improve Academic Achievement and Early Literacy Outcomes
Educational partner feedback from teachers, administrators, and families continued to emphasize the importance of strengthening foundational literacy skills and providing early intervention support for struggling students. MAP Growth assessment data and local performance trends reinforced the need for continued focus on reading proficiency, targeted intervention, and individualized instruction. As a result, the LCAP continues to prioritize literacy instruction, personalized academic support, and data-informed intervention strategies designed to improve student achievement in English Language Arts and Mathematics.

Goal 2: Strengthen English Learner Achievement and Language Development
Input from families of English learners, ELAC participants, and instructional staff highlighted the need for expanded English Language Development supports, increased family communication regarding student progress, and additional opportunities for language acquisition support. Educational partners emphasized the importance of providing culturally responsive instruction and strengthening designated and integrated ELD services. In response, the LCAP includes continued support for English learner interventions, language development opportunities, bilingual communication, and expanded family engagement activities designed to support multilingual learners and their families.

Goal 3: Strengthen School Climate, Student Engagement, and Family Partnerships
Educational partner feedback and annual climate survey results reinforced the importance of maintaining a safe, welcoming, and inclusive learning environment that supports strong family-school relationships and student connectedness. Families expressed appreciation for the school's personalized independent study model and teacher responsiveness while also identifying the need for expanded communication opportunities, increased family learning events, and stronger opportunities for student social interaction and engagement. As a result, the LCAP continues to prioritize family engagement, student wellness, social-emotional learning, and inclusive school community activities designed to strengthen relationships and educational partnerships.

Using Climate Survey Results to Inform the LCAP

The Climate Survey conducted in 2025 continued to serve as a key source of data during the 2026–27 LCAP development process. Feedback from students, families, and staff provided valuable insight regarding school connectedness, communication, academic support, equity, and overall educational experience.

Key survey findings included:

Strong positive perceptions regarding teacher responsiveness, school safety, and individualized support
Continued appreciation for the flexibility and personalized nature of the independent study model
Requests for additional academic enrichment opportunities and expanded communication tools for families
A continued need to strengthen student confidence, engagement, and social-emotional support systems, particularly for English learners and students requiring additional academic intervention

Interest in increased opportunities for family collaboration, student interaction, and culturally responsive school activities

These findings directly informed actions related to academic intervention, social-emotional learning, English learner services, family engagement, tutoring opportunities, and student enrichment activities included within the 2026–27 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

According to the Dashboard:

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

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

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

Disaggregated 2023 CAASPP results highlight stark performance gaps:

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

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

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

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

Winter 2024 MAP data reinforces these findings:

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

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

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

By focusing on curriculum alignment and differentiated instruction, this goal is designed to foster consistent academic progress, especially among historically underserved students. The ultimate aim is to ensure equitable academic achievement and holistic support for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching.	100% (2023-2024 CalSAAS)	100% (2024-2025 CalSAAS)	100% (2025-2026 CalSAAS)	100% (2026-2027 CalSAAS)	No Change
1b,	Percentage of Pupils who have sufficient access to standards-aligned instructional materials.	100% (August 28, 2023 William's Act Visit)	100% (August 13, 2024 William's Act Visit)	100% (September 4, 2025 William's Act Visit)	100% (2027 William's Act Visit)	No Change
2a	2a. LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English Learners to access the CC academic	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content 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	ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4 (2023 LCFF Self-Reflection Tool)	standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4	standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---4 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---4 Mathematics: ---4 Next Gen. Science Standards: ---4 History-Social Science: ---4	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	standards and/or curriculum frameworks identified below ELA: ---No Change ELD: ---+1 Mathematics:---No Change Next Gen. Science Standards: ---No Change History-Social Science: ---No Change 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: ---No Change ELD: ---+1 Mathematics: ---No Change Next Gen. Science Standards: ---+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2025 LCFF Self-Reflection Tool)	(2026 LCFF Self-Reflection Tool)		History-Social Science: ---No Change
4a	Statewide/ Local Assessments (Local Indicator) - Percentage of students who meet or exceed standard on the MAP Reading Measures of Academic Performance (MAP) assessment	Spring 2024 MAP Reading Fluency Assessments Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - 66% KN - 33% 1st Gr.- N/A 2nd Gr.- N/A Phonics/ Word Recognition TK - 100% KN - 39% 1st Gr.- N/A 2nd Gr.- N/A Listening Comprehension TK - 75% KN - 84% 1st Gr.- 88% 2nd Gr.- 100% Picture Vocabulary TK - 87% KN - 94% 1st Gr.- 100%	2025 MAP Reading Fluency Assessments Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - N/A KN - 70% 1st Gr.- 67% 2nd Gr.- N/A Phonics/ Word Recognition TK - N/A KN - 40% 1st Gr.- 60% 2nd Gr.- N/A Listening Comprehension TK - 70% KN - 60% 1st Gr.- 60% 2nd Gr.- % Picture Vocabulary TK - % KN - 80%	2025 MAP Reading Fluency Assessments Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - N/A KN - 75% 1st Gr.- 60% 2nd Gr.- 43% Phonics/ Word Recognition TK - N/A KN - 40% 1st Gr.- 60% 2nd Gr.- N/A Listening Comprehension TK - 70% KN - 60% 1st Gr.- 60% 2nd Gr.- % Picture Vocabulary TK - % KN - 80%	Spring 2027 Term MAP Reading Fluency Assessments Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - 81% KN - 48% 1st Gr.- 60% 2nd Gr.- 60% Phonics/ Word Recognition TK - 100% KN - 54% 1st Gr.- N/A 2nd Gr.- N/A Listening Comprehension TK - 90% KN - 99% 1st Gr.- 88% 2nd Gr.- 100% Picture Vocabulary TK - 100%	Students that Met or Exceeded Grade Level Standard Foundational Skills Phonological Awareness TK - -N/A KN - 42% 1st Gr.- N/A 2nd Gr.- N/A Phonics/ Word Recognition TK - % KN - % 1st Gr.- N/A 2nd Gr.- N/A Listening Comprehension TK -% KN - % 1st Gr.- % 2nd Gr.- % Picture Vocabulary TK - % KN - % 1st Gr.- % 2nd Gr.- % Oral Reading Skills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Gr.- 100% Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 14% Winter 2024 Growth ELA Assessments 3rd Grade Meet or Exceed Grade Level = 57.0% 4th Grade Meet or Exceed Grade Level = 35.0% 5th Grade Meet or Exceed Grade Level = 30.0% 6th Grade Meet or Exceed Grade Level = 35.0% 7th Grade Meet or Exceed Grade Level = 33.0% 8th Grade Meet or Exceed Grade Level = 43.0%	1st Gr.- 80% 2nd Gr.- % Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.-100% Winter 2025 Growth ELA Assessments 3rd Grade Meet or Exceed Grade Level = 75% 4th Grade Meet or Exceed Grade Level = 52% 5th Grade Meet or Exceed Grade Level = 33% 6th Grade Meet or Exceed Grade Level = 52%	1st Gr.- 80% 2nd Gr.- % Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.-100% Winter 2026 Growth ELA Assessments 3rd Grade Meet or Exceed Grade Level = 74% 4th Grade Meet or Exceed Grade Level = 48% 5th Grade Meet or Exceed Grade Level = 44% 6th Grade Meet or Exceed Grade Level = 47%	KN - 100% 1st Gr.- 100% 2nd Gr.- 100% Oral Reading Skills Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 29% Winter 2027 Growth ELA Assessments 3rd Grade Meet or Exceed Grade Level = 72.0% 4th Grade Meet or Exceed Grade Level = 50.0% 5th Grade Meet or Exceed Grade Level = 45.0% 6th Grade Meet or Exceed Grade Level = 50.0%	Oral Reading Fluency TK - No Expectation KN - 100% 1st Gr.- 100% 2nd Gr.- 14% Winter 2027 Growth ELA Assessments 3rd Grade Meet or Exceed Grade Level =17% 4th Grade Meet or Exceed Grade Level = 13% 5th Grade Meet or Exceed Grade Level = 14% 6th Grade Meet or Exceed Grade Level = 7% 7th Grade Meet or Exceed Grade Level = 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th Grade Meet or Exceed Grade Level = 45% 8th Grade Meet or Exceed Grade Level = 47%	7th Grade Meet or Exceed Grade Level = 44% 8th Grade Meet or Exceed Grade Level = 64%	7th Grade Meet or Exceed Grade Level = 48.0% 8th Grade Meet or Exceed Grade Level = 58.0%	8th Grade Meet or Exceed Grade Level = 21%
4e	Percentage of English Learner students who make progress toward English proficiency	30% Annual Progress (2023 Dashboard)	46.7% (2024 Dashboard)	40% (2025 Dashboard)	90% Annual Progress	10%
7a	Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC Section 51210 and EC Section 51220	100% (2023-2024 were provided Schedules, SEIS, CALPADS)	100% (2024-2025 were provided Schedules, SEIS, CALPADS)	100% (2025-2026 were provided Schedules, SEIS, CALPADS)	100%	No Change
8a	Other Pupil Outcomes - Students have access to all adopted course of study.	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% 2025-2026 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation	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.

During the 2025–26 school year, the LEA fully implemented the actions associated with this goal. The LEA maintained 100% appropriately assigned and credentialed teachers and continued to provide all students with access to standards-aligned instructional materials.

Professional learning, curriculum implementation, English Language Development supports, intervention services, and progress-monitoring systems were implemented as planned.

A significant success was the LEA's continued progress in implementing State Board adopted academic standards. The LCFF Priority 2 Self-Reflection Tool ratings improved in both professional learning and instructional materials, with English Language Development and Next Generation Science Standards increasing from a rating of 3 at baseline to a rating of 4 in 2025–26. The LEA also maintained 100% student access to a broad course of study and adopted curriculum materials.

The LEA experienced mixed academic outcomes. Several grade levels demonstrated growth on MAP Reading assessments compared to baseline data, particularly in grades 3, 5, and 8. However, some grade levels experienced slight declines from the previous year, indicating a continued need for targeted literacy interventions and differentiated instructional support. English Learner progress toward proficiency also declined from 46.7% in 2024 to 40% in 2025, highlighting a continued need for focused language acquisition supports.

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

There were no material differences between budgeted expenditures and estimated actual expenditures. Planned services, including professional development, instructional supports, intervention services, curriculum implementation, and English Language Development supports, were implemented substantially as described in the LCAP. As a result, expenditures remained aligned with the approved budget and planned levels of service.

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 were generally effective in maintaining strong foundational educational conditions while producing mixed academic outcomes. The LEA successfully maintained 100% appropriately assigned and credentialed teachers, 100% access to standards-aligned instructional materials, 100% access to a broad course of study, and 100% participation in adopted curriculum programs. These outcomes indicate that the foundational conditions necessary to support student learning remain fully implemented.

Actions related to standards implementation and professional learning were effective. LCFF Priority 2 Self-Reflection Tool ratings improved from baseline levels across all content areas, with English Language Development and instructional materials improving from ratings of 3 to 4. These improvements demonstrate increased implementation of professional learning and standards-aligned instructional resources throughout the LEA.

Academic outcomes demonstrated areas of progress and areas requiring additional support. MAP Reading data showed improvement in several grade levels when compared to baseline results. Grade 3 increased from 57% meeting or exceeding grade-level standards at baseline to 74%, Grade 5 increased from 30% to 44%, and Grade 8 increased from 43% to 64%. These gains suggest that literacy interventions and instructional supports contributed to improved student performance in several grade spans.

However, progress was not consistent across all measures. English Learner progress toward English proficiency increased from 30% at baseline to 40% in 2025 but declined from the previous year's outcome of 46.7%, remaining substantially below the Year 3 target of 90%.

Additionally, several grade levels demonstrated only modest gains or slight declines compared to prior-year MAP outcomes. These results indicate that while current actions are supporting student achievement, additional emphasis on targeted literacy interventions, differentiated instruction, and English Language Development supports is necessary to accelerate progress toward desired outcomes.

Overall, the actions were effective in maintaining high-quality educational conditions and producing measurable academic growth in several grade levels, but additional refinement of intervention and English Learner supports will be necessary to achieve long-term performance targets.

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 the analysis of implementation and outcome data, the LEA will continue the existing actions and metrics associated with this goal while strengthening targeted supports for English Learners and students requiring additional literacy intervention. The LEA will increase focus on English Language Development instruction, progress monitoring, and intervention strategies designed to accelerate language acquisition and academic achievement.

Additional emphasis will be placed on differentiated literacy supports for students in grades demonstrating slower rates of improvement, as well as continued professional learning focused on standards-based instruction and effective strategies for English Learners. The LEA will maintain the current metrics and target outcomes because they continue to reflect the intended outcomes of the goal, while using ongoing assessment data to inform instructional adjustments throughout the 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
1.1	Reading Programs/Curriculum	LCFF and LREBG Funds will be allocated to support activities, materials/curriculum, and supplies that enhance literacy instruction and intervention. This includes current and emerging programs and materials for all levels and grades.	$273,885.00	Yes
1.2	Professional Development	Provide professional development for staff.	$241,409.00	Yes
1.3	Expanded Learning Opportunities	Provide summer school for EL students. Provide transportation for students during summer school.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Certificated Teacher/Classified Paraprofessional Staffing	Funding to support lower teacher/student ratios as well as paraprofessional support	$241,409.00	Yes
1.5	Access to Print and Digital Media	Ensure students have access to both print and digital instructional materials that are aligned with educational standards.	$241,409.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

State-adopted content standards requiring both integrated and designated English Language Development (ELD).

The California School Dashboard, which currently shows insufficient progress in EL performance.

Core LCAP priorities, particularly in addressing disparities among unduplicated pupil groups.

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

Targeted literacy interventions tailored to specific domain weaknesses.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4e	Percentage of EL students that who reach a Level 3 or Level 4 on ELPAC	30% (2023 ELPAC Results)	46.7% (2024 ELPAC Results)	40% (2025 ELPAC Results)	61%	10%
4f	Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient	30% (6 students) (2023 CA Dashboard)	17% (3 students) (2024 CA Dashboard)	17% (3 students) (2024 CA Dashboard)	45%	-13%
8a,1b	Percentage of Students with Access to all Adopted Course of Study	100% Participation 2023-2024 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation 2024-2025 (Time 4 Learning, Edgenuity, District Adopted Materials)	100% Participation	No Change
2a.	LCFF Priority 2 rating on Self - Reflection Tool of the Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable English	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the	LCFF Priority 2/ Question #1 - Rate the LEA's progress in providing professional learning for teaching to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners to access the CC academic content 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: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4	recently adopted academic standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---3 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---3 History-Social Science: ---4	recently adopted academic standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---4 Mathematics:---4 Next Gen. Science Standards: ---4 History-Social Science: ---4 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: ---4 ELD: ---3 Mathematics: ---4 Next Gen. Science Standards: ---4 History-Social Science: ---4	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 #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	recently adopted academic standards and/or curriculum frameworks identified below ELA: ---No Change ELD: ---No Change Mathematics:---No Change Next Gen. Science Standards: ---No Change History-Social Science: ---No Change 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: ---No Change ELD: ---No Change

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

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.

During the 2025–26 school year, Delta Home Charter continued implementing Goal 2 actions focused on improving English Learner proficiency through literacy interventions, integrated and designated ELD instruction, professional development, and individualized academic support. The LEA maintained implementation of standards-aligned instructional materials through Time4Learning, Edgenuity, and district-adopted curriculum while continuing to support families through ELAC meetings, PLP conferences, and bilingual communication.

Year Two data reflected mixed results. The percentage of English Learners reaching Level 3 or Level 4 on the ELPAC declined from 46.7% to 40%, though performance remained above the original 2023 baseline of 30%. Reclassification rates remained unchanged at 17%. The LEA maintained 100% student participation in access to adopted curriculum and broad course offerings. In addition, LCFF Priority 2 self-reflection ratings improved in the area of ELD professional learning, demonstrating increased implementation of English Language Development instructional practices.

Implementation successes included continued professional development focused on ELD strategies, differentiated instruction, and literacy intervention, as well as ongoing individualized support for English Learners within the independent study model. Challenges included serving newcomer students with interrupted educational histories, varying levels of English proficiency, and limited instructional time for designated ELD support within the homeschool and independent study environment.

Overall, the LEA substantially implemented planned actions and will continue strengthening targeted English Learner supports, intervention services, and language acquisition strategies during the 2026–27 school year

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

During the 2025–26 school year, there were minimal material differences between budgeted expenditures and estimated actual expenditures related to Goal 2. Most planned actions, including literacy interventions, ELD-focused professional development, instructional materials, and English Learner supports, were implemented substantially as planned.

Budgeted funds for standards-aligned curriculum and digital instructional platforms were fully utilized to maintain 100% student access to adopted instructional materials and broad course offerings. Some supplemental intervention expenditures were lower than projected due to staffing capacity and lower participation in additional support services; however, these differences did not significantly impact implementation.

No material variance was identified between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services. The LEA continued providing targeted services for English Learners and other unduplicated pupils through intervention supports, bilingual communication, professional development, and individualized instructional assistance.

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

The actions implemented during the 2025–26 school year were partially effective in improving progress toward Goal 2. The LEA successfully maintained 100% access to standards-aligned instructional materials and broad course offerings while continuing professional development focused on English Language Development strategies and differentiated instruction.

The percentage of English Learners reaching Level 3 or Level 4 on the ELPAC declined from 46.7% to 40%; however, performance remained above the original baseline of 30%. Reclassification rates remained unchanged at 17%, indicating that additional targeted intervention and language acquisition support are still needed.

Professional development and individualized instructional supports improved implementation of ELD strategies and strengthened staff capacity to support English Learners within the independent study model. However, challenges such as newcomer enrollment, interrupted educational histories, and limited designated ELD instructional time continued to impact student progress toward English proficiency.

Overall, the actions established stronger instructional systems and improved support structures for English Learners, but additional intervention, expanded ELD opportunities, and continued family engagement efforts will be necessary to accelerate language acquisition and improve reclassification outcomes.

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

Based on Year Two data and reflections on prior practice, the LEA will continue refining Goal 2 actions during the 2026–27 school year to strengthen English Learner achievement and language acquisition supports. ELPAC performance declined from 46.7% to 40%, and reclassification rates remained unchanged at 17%, indicating the need for intensified intervention and expanded designated ELD support.

As a result, the LEA will strengthen targeted literacy interventions, increase progress monitoring, expand professional development focused on ELD strategies, and provide additional support for newcomer students and students with interrupted educational histories. Family engagement and bilingual communication efforts will also continue to be expanded to better support English Learner students and families.

No significant changes were made to the overall goal or metrics; however, implementation strategies were refined to better address identified student needs and improve progress toward English proficiency and reclassification targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum	Purchase Curriculum	$241,409.00	Yes
2.2	Enhance Dedicated English Language Development Resources	-Resources to support students, parents, and staff to improve reclassification rates and EL proficiency.	$241,409.00	Yes
2.3	Enhance support for English Learners and socioeconomically disadvantaged students.	• Establishment of an English Learner Advisory Committee (ELAC) • Academic Assistance	$241,409.00	No
2.4	Provide professional development supporting best practices in ELD.	-ELD Professional Development Reading	$241,409.00	Yes
2.5	Establish a ELAC team.	- Materials and Supplies for a working ELAC	$241,409.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Q10: How effectively does the school incorporate family feedback into policies? Q11: How well does the school communicate the impact of family input on school decisions? Q12: How inclusive is the process of seeking family input across all demographics?	inclusivity of the school environment? Rating: 5 Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities? Rating: 5 Section 3: Seeking Input for Decision-Making Q9: How would you rate the school's efforts in soliciting input from families for major decisions? Rating: 4 Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family	Q6: How effective are the partnerships in supporting student emotional and social development? Rating: 5 Q7: How do partnerships contribute to the diversity and inclusivity of the school environment? Rating: 5 Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities? Rating: 5 Section 3: Seeking Input for Decision-Making Q9: How would you rate the	Q6: How effective are the partnerships in supporting student emotional and social development? Rating: 5 Q7: How do partnerships contribute to the diversity and inclusivity of the school environment? Rating: 5 Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities? Rating: 5 Section 3: Seeking Input for Decision-Making Q9: How would you rate the	supporting student emotional and social development? Rating: 5 Q7: How do partnerships contribute to the diversity and inclusivity of the school environment? Rating: 5 Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities? Rating: 5 Section 3: Seeking Input for Decision-Making Q9: How would you rate the school's efforts in soliciting input	Q6: How effective are the partnerships in supporting student emotional and social development? Rating: No Change Q7: How do partnerships contribute to the diversity and inclusivity of the school environment? Rating: No Change Q8: How effective are family partnerships in supporting extracurricular and co-curricular activities? Rating: No Change Section 3: Seeking Input for Decision-Making Q9: How would you rate the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		input on school decisions? Rating: 4 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 4	school's efforts in soliciting input from families for major decisions? Rating: 4 Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family input on school decisions? Rating: 4 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 4	school's efforts in soliciting input from families for major decisions? Rating: 4 Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family input on school decisions? Rating: 4 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 4	from families for major decisions? Rating: 5 Q10: How effectively does the school incorporate family feedback into policies? Rating: 5 Q11: How well does the school communicate the impact of family input on school decisions? Rating: 5 Q12: How inclusive is the process of seeking family input across all demographics? Rating: 5	school's efforts in soliciting input from families for major decisions? Rating: No Change Q10: How effectively does the school incorporate family feedback into policies? Rating: No Change Q11: How well does the school communicate the impact of family input on school decisions? Rating: No Change Q12: How inclusive is the process of seeking family input across all demographics? Rating: No Change
3e.	Increase Educational Partner Satisfaction with Communication	93% (2023-2024 Climate Survey)	96% (2024-2025 Climate Survey)	N/A (Climate Survey Not Conducted in 2026)	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accessibility and Frequency.					

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.

Overall, Delta Home Charter successfully implemented the actions associated with Goal 3 to maintain a positive school climate and strengthen family partnerships. The LEA continued family communication systems, educational partner meetings, outreach efforts, and opportunities for stakeholder input as planned. The 2025 California Dashboard reflected continued success with Blue performance levels for both Chronic Absenteeism and Suspension Rate.

The LCFF Priority 3 Self-Reflection Tool also demonstrated sustained strengths in communication, welcoming school environments, and family partnerships, with most indicators rated at “5 – Full Implementation and Sustainability.”

No substantive differences occurred between planned and actual implementation. A continued area for growth involves increasing inclusive participation and communicating how educational partner input informs decision-making, as several Section 3 indicators remained at “4 – Full 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.

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

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

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

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

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

Based on reflections and educational partners feedback, no major changes were made to the goal or core actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	-Facilitate Events -Budget for supplies for events including materials/supplies -Incentives	$241,409.00	Yes
3.2	Educational Partner Communication	-Translation services. • Advertisement	$241,409.00	Yes

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
$$425,413.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.014%	0.000%	$0.00	11.014%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reading Programs/Curriculum **Need:** 2025 Dashboard and local assessment data indicate that English learners and socioeconomically disadvantaged students at Delta Home Charter continue to require targeted literacy intervention and academic support in order to improve reading	This action provides funding for literacy-focused curriculum, intervention programs, instructional materials, assessments, and supplies designed to strengthen reading achievement and language development for all students, with a particular focus on supporting English learners, socioeconomically disadvantaged students, and other students requiring academic intervention.	4a: Statewide/ Local Assessments (Local Indicator) - Percentage of students who meet or exceed standard on the NWEA Reading Measures of Academic Performance (MAP) assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement and language proficiency outcomes. English Learner Progress data from the 2025 California School Dashboard showed that 40% of English learners made progress toward English language proficiency, reflecting a decline from the prior year and reinforcing the need for expanded language development supports and targeted literacy instruction. Additionally, socioeconomically disadvantaged students continue to perform below standard in English Language Arts based on state and local assessment data. Dashboard performance results indicate ongoing academic achievement gaps in reading and literacy proficiency, particularly among unduplicated student groups requiring additional intervention and personalized instructional support. Local MAP Growth data and educational partner feedback also identified the need for expanded reading intervention resources, differentiated instructional materials, and individualized literacy support designed to improve foundational reading skills and overall academic achievement. **Scope:** LEA-wide	Funds will continue to support the implementation of standards-aligned literacy programs, supplemental reading intervention resources, digital curriculum platforms, and progress-monitoring tools that allow teachers and families to identify student learning needs and provide targeted support. Instructional resources and literacy intervention materials are intended to strengthen foundational reading skills, improve reading comprehension, support academic vocabulary development, and increase student access to rigorous grade-level instruction. The action also supports differentiated instruction and individualized learning opportunities through the continued use of NWEA MAP Growth assessments, personalized instructional planning, and targeted intervention strategies that respond to student performance data. Teachers will continue using assessment results to guide instructional decisions, monitor literacy growth, and provide intervention support for students performing below grade-level expectations. The action also supports differentiated instruction and individualized learning opportunities through the continued use of NWEA MAP Growth assessments, personalized instructional planning, and targeted intervention strategies that respond to student performance data. Teachers will continue using assessment results to guide instructional decisions, monitor literacy growth, and provide intervention support for students performing below grade-level expectations.	

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
		Although this action is implemented on an LEA-wide basis, it is principally directed toward unduplicated pupils because English learners and socioeconomically disadvantaged students demonstrate the greatest need for additional literacy intervention and language development support based on Dashboard and local assessment data. Providing these services schoolwide ensures equitable access to high-quality instructional materials, intervention programs, and literacy support systems for all students while maintaining consistent implementation across the independent study program.	
1.2	**Action:** Professional Development **Need:** 2025 California School Dashboard and local assessment data indicate that English learners and socioeconomically disadvantaged students at Delta Home Charter continue to require targeted instructional support and differentiated teaching strategies to improve academic achievement and language acquisition outcomes. The English Learner Progress Indicator showed that 40% of English learners made progress toward English language proficiency, reflecting a decline from the prior year and demonstrating the continued need for strengthened English Language Development (ELD) supports and instructional practices.	This action provides professional development opportunities for certificated and classified staff focused on improving instructional practices and strengthening support systems for English learners, socioeconomically disadvantaged students, and students requiring additional academic intervention. Professional learning activities will include training related to English Language Development strategies, differentiated instruction, literacy intervention, data analysis, progress monitoring, culturally responsive teaching practices, and social-emotional learning supports. Professional development will also support staff in effectively utilizing NWEA MAP Growth assessment data, Personalized Learning Plans (PLPs), and intervention resources to identify student learning needs and implement targeted instructional supports designed to improve student achievement and language development outcomes.	4e: Percentage of current English learner students progressing toward English language proficiency or maintaining the highest level of proficiency

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
	In addition, socioeconomically disadvantaged students continue to perform below standard in English Language Arts and Mathematics based on Dashboard and local MAP Growth assessment data. Educational partner feedback and student performance trends indicate the need for ongoing professional learning focused on differentiated instruction, literacy intervention, language acquisition strategies, data-driven instruction, and culturally responsive teaching practices designed to support unduplicated student groups. **Scope:** LEA-wide	Although this action is implemented on an LEA-wide basis, it is principally directed toward unduplicated pupils because these student groups continue to demonstrate the greatest academic and language acquisition needs based on Dashboard and local assessment data. Providing professional development schoolwide ensures that all instructional staff are equipped with consistent strategies, intervention practices, and instructional tools necessary to support equitable outcomes for all students while strengthening the overall quality of instruction throughout the independent study program. Educational partner feedback also emphasized the importance of continued staff training and instructional support to better address the academic, linguistic, and social-emotional needs of diverse learners within the homeschool and independent study environment.	
1.4	**Action:** Certificated Teacher/Classified Paraprofessional Staffing **Need:** Students at Delta Home Charter, particularly English learners, socioeconomically disadvantaged students, and students requiring academic intervention, benefit from smaller instructional group sizes and increased individualized support within the independent study and hybrid learning environment. Educational partner feedback, local assessment data, and Dashboard	This action provides funding to maintain lower teacher-to-student ratios and support classified paraprofessional staffing throughout the Delta Home Charter program. Reduced instructional group sizes allow certificated teachers to provide more individualized instruction, targeted intervention, and personalized academic support tailored to the needs of each student. Smaller class sizes also support stronger family communication, improved student engagement, and more responsive instructional planning within the independent study environment.	1a: Percentage of teachers appropriately assigned and fully credentialed in the subject area (s), and for the pupils they are teaching. Percentage of Pupils who have sufficient access to standards-aligned instructional materials.

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
	performance results indicate that many students continue to require personalized instruction, targeted intervention, and consistent academic support to improve achievement in English Language Arts and Mathematics. The school's independent study model relies heavily on strong student-teacher relationships, differentiated instruction, and ongoing progress monitoring. Maintaining lower teacher-to-student ratios and providing classified paraprofessional support are essential to ensuring students receive individualized academic assistance, intervention support, and meaningful engagement opportunities. These supports are particularly important for unduplicated pupils who may require additional scaffolding, literacy intervention, language acquisition support, or assistance accessing grade-level curriculum. **Scope:** LEA-wide	Classified paraprofessionals provide additional instructional support by assisting with small-group instruction, intervention activities, academic monitoring, and individualized student assistance. These supports increase the school's ability to provide differentiated instruction and timely intervention for students requiring additional academic support, particularly English learners and socioeconomically disadvantaged students. Although these actions are implemented on an LEA-wide basis, they are principally directed toward unduplicated pupils because these student groups continue to demonstrate the greatest need for individualized instruction, intervention, and academic support services based on Dashboard and local assessment data. Implementing these supports schoolwide ensures equitable access to qualified instructional staff, intervention resources, and personalized learning opportunities for all students enrolled in the independent study program. Providing these staffing supports across Delta Home Charter also promotes consistency in instructional quality, student support systems, and family engagement practices throughout the school community while supporting the school's commitment to educational equity and individualized learning.	
1.5	**Action:** Access to Print and Digital Media **Need:**	This action ensures that all students have access to both print and digital instructional materials aligned with California State Standards and the educational goals of the independent study program. Instructional materials include standards-	2a: Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Ensure all students have access to both print and digital instructional materials that are aligned with educational standards. **Scope:** LEA-wide	aligned curriculum, digital learning platforms, intervention resources, supplemental instructional supports, and enrichment materials designed to support student learning across all grade levels and content areas. Providing both print-based and digital instructional options allows the school to accommodate diverse learning styles, family preferences, technology access levels, and individualized student learning needs. These resources support personalized instruction, intervention planning, independent learning opportunities, and academic progress monitoring while ensuring students have consistent access to rigorous and relevant educational content. This action is implemented on an LEA-wide basis to ensure all students enrolled in Delta Home Charter have equitable access to high-quality instructional materials regardless of grade level, instructional setting, or student subgroup status. Although all students benefit from these services, the action is principally directed toward unduplicated pupils because English learners, socioeconomically disadvantaged students, and students requiring intervention often rely heavily on accessible, flexible, and differentiated instructional resources to successfully engage with grade-level curriculum and make academic progress. Providing consistent access to standards-aligned print and digital materials also strengthens family support for student learning within the homeschool	Section 51210 and EC Section 51220

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
		environment and promotes educational equity across the school community.	
2.1	**Action:** Curriculum **Need:** The 2025 California Dashboard shows that Delta Home Charter is Orange/Low in both English Language Arts and Mathematics. All students performed 55.5 points below standard in ELA and 82.3 points below standard in Mathematics. English Learner Progress has No Performance Color, with 40% of English Learners making progress, a decline of 6.7%. The Dashboard also shows that 46.4% of students are socioeconomically disadvantaged and 6.4% are English Learners. These results indicate a need to strengthen access to standards-aligned curriculum with embedded literacy, academic vocabulary, language development, and mathematics supports, particularly for English Learners and low-income students. **Scope:** LEA-wide	Delta Home Charter will purchase and implement standards-aligned curriculum with integrated English Language Development, academic vocabulary, reading comprehension, writing, and mathematics supports. This action is designed to address the identified Dashboard needs because students performing below standard require consistent access to instructional materials that build grade-level content knowledge while also providing scaffolds for language development and academic skill gaps. This action is provided LEA-wide because the 2025 Dashboard shows schoolwide low performance in ELA and mathematics, and unduplicated pupils are served across the charter program. Providing a common curriculum across the LEA improves services for English Learners and low-income students because it reduces variation in instructional materials, ensures consistent access to ELD-aligned supports, and gives teachers shared tools to address literacy, writing, vocabulary, and mathematics needs.	8a, 1b: Percentage of Students with Access to all Adopted Course of Study
2.2	**Action:** Enhance Dedicated English Language Development Resources **Need:**	The LEA will provide supplemental English Language Development resources, including bilingual instructional materials, digital language-development platforms, literacy intervention supports, translated family resources, and	4e: Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient.

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
	The 2025 California Dashboard indicates continued academic and language acquisition challenges for English Learners. Delta Home Charter's English Learner Progress Indicator showed only 40% of English Learners making progress toward proficiency, reflecting a decline of 6.7% from the prior year. The Dashboard also identified overall low academic performance in English Language Arts and Mathematics, with the school performing 55.5 points below standard in ELA and 82.3 points below standard in Mathematics. Local ELPAC and reclassification data further demonstrate that many English Learners continue to struggle with academic vocabulary, reading comprehension, writing development, and oral language proficiency. Current reclassification rates remain low at 17%, indicating that many students are not progressing toward English proficiency at rates necessary for timely academic success. **Scope:** LEA-wide	professional development focused on integrated and designated ELD instruction. These actions are designed to address identified needs because English Learners require explicit language-development instruction, scaffolded literacy supports, and consistent reinforcement of academic vocabulary across content areas in order to access grade-level standards and improve English proficiency. Family engagement resources will support parents in understanding language acquisition expectations and reclassification criteria so families can more effectively support student learning at home. This action is being implemented on an LEA-wide basis because English Learners and other unduplicated pupils are enrolled across all grade spans and instructional settings within the charter program. Providing supplemental ELD resources across the LEA improves services in quality for unduplicated pupils because it ensures consistent access to language-development supports, aligned instructional practices, and culturally responsive resources regardless of teacher assignment or course placement. The action is principally directed toward English Learners because the selected resources and supports specifically target barriers identified through Dashboard, ELPAC, and reclassification data, including low language proficiency growth, limited academic vocabulary development, and inconsistent progress toward reclassification.	

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
2.4	**Action:** Provide professional development supporting best practices in ELD. **Need:** Many teachers need additional tools to deliver high-quality ELD instruction. The disparity in ELD rating scores (e.g., a consistent 3 across years) signals uneven capacity to meet EL needs. **Scope:** LEA-wide	Districtwide ELD professional development ensures a cohesive instructional approach and improves cross-site collaboration. All educators, not just ELD specialists, benefit from strategies that help unduplicated students acquire English while accessing grade-level content. A common PD structure increases consistency and accelerates growth in student outcomes.	4e: Percentage of EL students that who reach a Level 3 or Level 4 on ELPAC
2.5	**Action:** Establish a ELAC team. **Need:** Delta Home has historically low EL parent participation. There is a need to increase culturally responsive family engagement mechanisms that reflect community diversity and linguistic needs. **Scope:** LEA-wide	By establishing a working ELAC and supplying necessary resources across all schools, the LEA ensures that every EL family has a platform for input. This empowers parental advocacy and strengthens school-home communication, which is foundational for improving EL student achievement.	3a: Percentage of parents in attendance at ELAC meetings.
3.1	**Action:** Family Engagement **Need:** Analysis of the LCFF Priority 3 Self-Reflection Tool indicates that while Delta Home has established strong systems for building	This action provides family engagement activities, volunteer opportunities, DELAC meetings, educational partner events, outreach efforts, incentives, and materials designed to increase participation among families of English Learners, foster youth, and low-income students. These activities provide structured opportunities for	3a, 3b, 5a, 6c: LEA Rating using LCFF Priority 3 Self - Reflection Tool on Parent and Family Engagement: Section 1: Building Relationships Between School Staff and Families.

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
	relationships with families and supporting student outcomes, opportunities for educational partners to participate in decision-making processes require continued strengthening. Educational partner feedback indicates a need to increase meaningful participation and representation from English Learner, foster youth, and low-income families to ensure that school programs, services, and resource allocation decisions reflect the perspectives and needs of the students generating supplemental and concentration funding. Unduplicated pupil families may experience barriers to participation, including language differences, scheduling constraints, limited familiarity with school decision-making structures, and reduced access to engagement opportunities. As a result, additional outreach, communication, and engagement efforts are necessary to ensure these families can actively participate in school planning and decision-making processes. **Scope:** LEA-wide	families to build relationships with school staff, participate in discussions regarding school programs and services, provide feedback regarding student needs, and contribute to school decision-making processes. The action increases and improves services for unduplicated pupils because it provides additional outreach, engagement opportunities, and communication supports that are intended to reduce barriers to participation and increase representation of families whose perspectives may otherwise be underrepresented. Increased family participation supports more responsive decision-making because school leaders receive direct input regarding the academic, social-emotional, and engagement needs of unduplicated pupils. The action is provided on an LEA-wide basis because English Learners, foster youth, and low-income students are enrolled throughout the LEA. Implementing the action LEA-wide ensures equitable access to family engagement opportunities and consistent systems for gathering educational partner input while allowing the LEA to effectively address the needs of unduplicated pupils across the entire school community.	Section 2: Building Partnerships for Student Outcomes Section 3: Seeking Input for Decision Making Increase Educational Partner Satisfaction with Communication Accessibility and Frequency.
3.2	**Action:** Educational Partner Communication **Need:** Delta Home needs to enhance the accessibility and frequency of communication to increase educational partner satisfaction. According to the 2024 Climate Survey,	Delta Home has implemented strategic actions to improve communication across the LEA, enhancing educational partner satisfaction. The introduction of Parent Square centralizes school communications, facilitating consistent updates and increasing accessibility for families. Additionally, Aeries training empowers parents with access to their children's records, promoting	3e: Increase Educational Partner Satisfaction with Communication Accessibility and Frequency.

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
	satisfaction levels are currently at 93%. The goal is to achieve a 100% satisfaction rate by the 2027 Climate Survey. This improvement will require strategic initiatives to streamline communication processes, expand the channels of communication used, and ensure that all partners receive timely and relevant information. Focusing on these areas will help bridge the existing gap and meet the needs of all educational partners effectively, thereby fostering a more inclusive and engaged school community. **Scope:** LEA-wide	transparency. Translation devices in offices and classrooms ensure communications are accessible to non-English speaking families. Moreover, contracts for legally translating Special Education documents, including IEPs, make critical information understandable for all. Applied LEA-wide, these measures standardize communication efforts, promoting equity and ensuring every family is well-informed and engaged in their child's education.	

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.

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	$3,862,500.00	$425,413.00	11.014%	0.000%	11.014%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,514,090.00	$273,885.00	$0.00	$0.00	$2,787,975.00	$2,414,090.00	$373,885.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Programs/Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	$0.00	$273,885.00		$273,885.00			$273,885.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
1	1.3	Expanded Learning Opportunities	All	No				July 2024-June 2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.4	Certificated Teacher/Classified Paraprofessional Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
1	1.5	Access to Print and Digital Media	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
2	2.1	Curriculum	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
2	2.2	Enhance Dedicated English Language Development Resources	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	

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
							K-8th									
2	2.3	Enhance support for English Learners and socioeconomically disadvantaged students.	English Learners	No				July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
2	2.4	Provide professional development supporting best practices in ELD.	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
2	2.5	Establish a ELAC team.	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
3	3.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	
3	3.2	Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	July 2024-June 2027	$241,409.00	$0.00	$241,409.00				$241,409.00	

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
$3,862,500.00	$425,413.00	11.014%	0.000%	11.014%	$2,172,681.00	0.000%	56.251 %	**Total:**	$2,172,681.00
								LEA-wide Total:	$2,172,681.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reading Programs/Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th		
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	$241,409.00	
1	**1.4**	Certificated Teacher/Classified Paraprofessional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	$241,409.00	
1	**1.5**	Access to Print and Digital Media	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	$241,409.00	
2	**2.1**	Curriculum	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	$241,409.00	
2	**2.2**	Enhance Dedicated English Language Development Resources	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	$241,409.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.4**	Provide professional development supporting best practices in ELD.	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	$241,409.00	
2	**2.5**	Establish a ELAC team.	Yes	LEA-wide	English Learners	Specific Schools: Delta Home K-8th	$241,409.00	
3	**3.1**	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	$241,409.00	
3	**3.2**	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Delta Home K-8th	$241,409.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,923,424.00	$1,923,424.00

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**	Reading Programs/Curriculum	Yes	$280,324.00	$280,324.00
1	**1.2**	Professional Development	Yes	$5,000.00	$5,000.00
1	**1.3**	Expanded Learning Opportunities	No	$50,000.00	$50,000.00
1	**1.4**	Certificated Teacher/Classified Paraprofessional Staffing	Yes	$1,572,600.00	$1,572,600.00
1	**1.5**	Access to Print and Digital Media	Yes	$3,000.00	$3,000.00
2	**2.1**	Curriculum	Yes	$3,000.00	$3,000.00
2	**2.2**	Enhance Dedicated English Language Development Resources	Yes	$1,500.00	$1,500.00
2	**2.3**	Enhance support for English Learners and socioeconomically disadvantaged students.	No	$1,000.00	$1,000.00
2	**2.4**	Provide professional development supporting best practices in ELD.	Yes	$3,000.00	$3,000.00
2	**2.5**	Establish a ELAC team.	Yes	$500.00	$500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Family Engagement	Yes	$1,500.00	$1,500.00
3	**3.2**	Educational Partner Communication	Yes	$2,000.00	$2,000.00

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)
$382,109.00	$1,599,600.00	$1,599,600.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Reading Programs/Curriculum	Yes	$7,500.00	$7,500.00		
1	**1.2**	Professional Development	Yes	$5,000.00	$5,000.00		
1	**1.4**	Certificated Teacher/Classified Paraprofessional Staffing	Yes	$1,572,600.00	$1,572,600.00		
1	**1.5**	Access to Print and Digital Media	Yes	$3,000.00	$3,000.00		
2	**2.1**	Curriculum	Yes	$3,000.00	$3,000.00		
2	**2.2**	Enhance Dedicated English Language Development Resources	Yes	$1,500.00	$1,500.00		
2	**2.4**	Provide professional development supporting best practices in ELD.	Yes	$3,000.00	$3,000.00		
2	**2.5**	Establish a ELAC team.	Yes	$500.00	$500.00		
3	**3.1**	Family Engagement	Yes	$1,500.00	$1,500.00		
3	**3.2**	Educational Partner Communication	Yes	$2,000.00	$2,000.00		

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)
$3,191,476.00	$382,109.00	4.109%	16.082%	$1,599,600.00	0.000%	50.121%	$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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