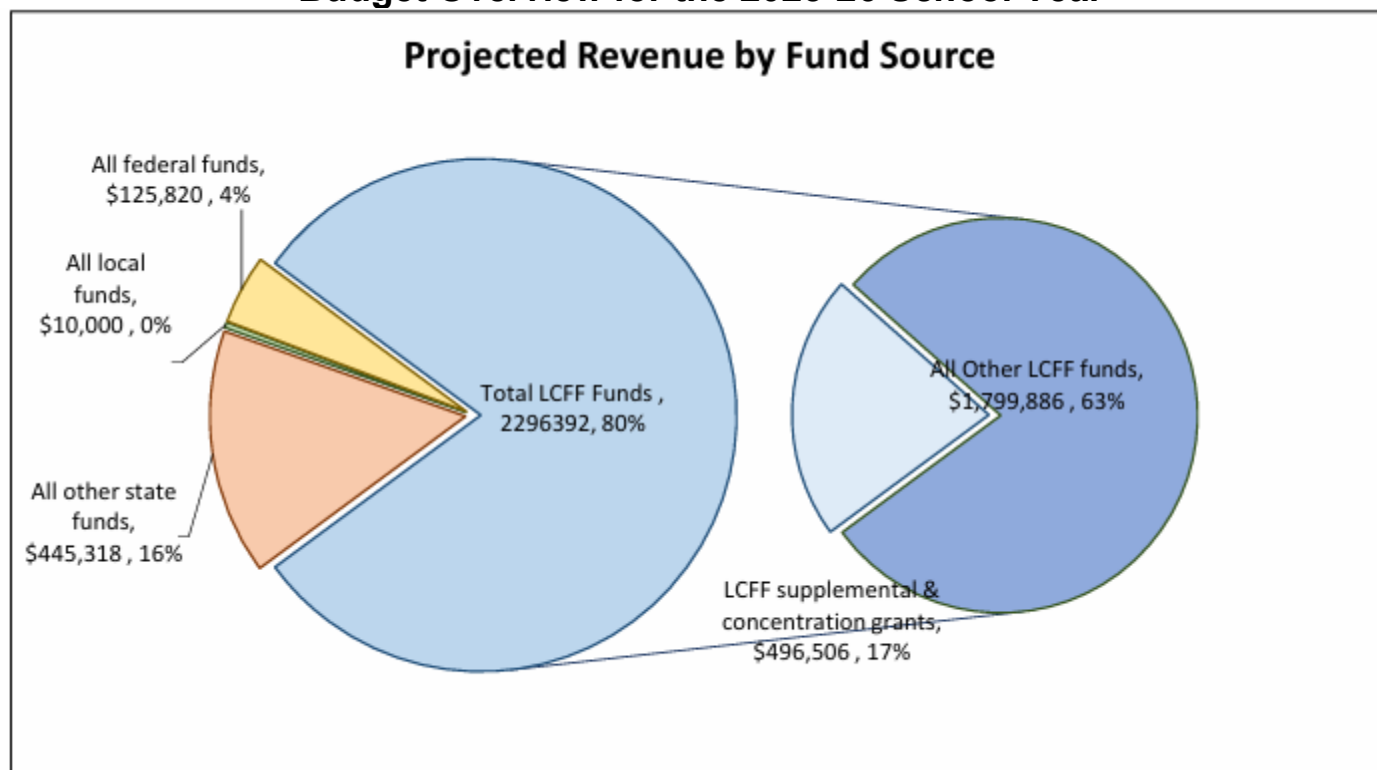


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Lago Global Academy
CDS Code: 33-10330-0162792
School Year: 2025-26
LEA contact information:
Daniela Carrillo
Principal
951-384-2056

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

Budget Overview for the 2025-26 School Year



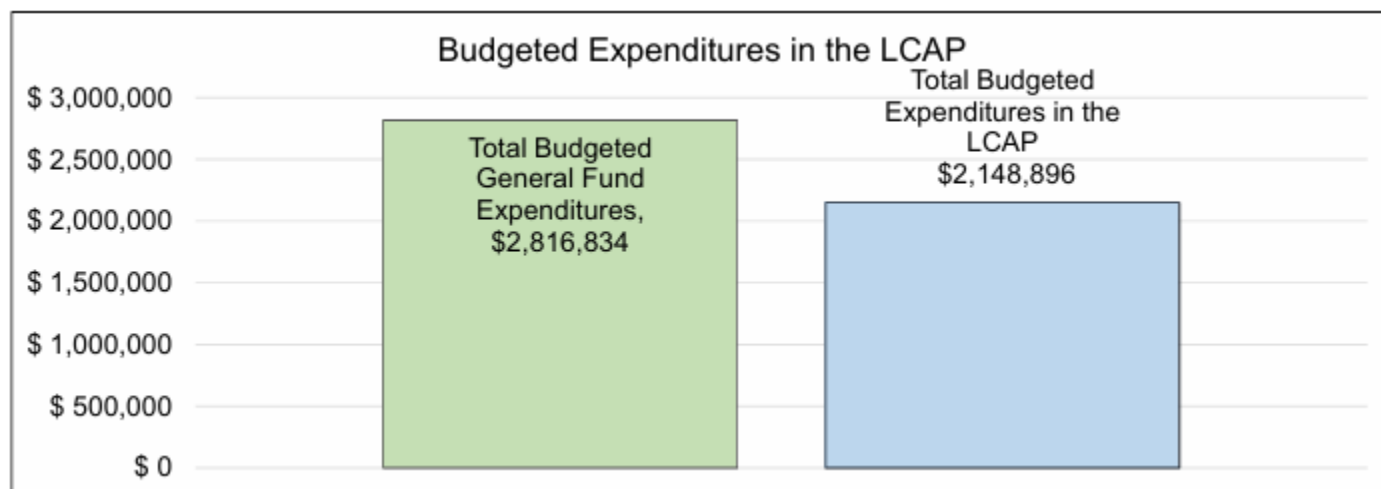
This chart shows the total general purpose revenue Vista Lago Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Lago Global Academy is \$2,877,530.00, of which \$2,296,392.00 is Local Control Funding Formula (LCFF), \$445,318.00 is other state funds, \$10,000.00 is local funds, and \$125,820.00 is federal funds. Of the \$2,296,392.00 in LCFF Funds, \$496,506.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Vista Lago Global Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vista Lago Global Academy plans to spend \$2,816,834.00 for the 2025-26 school year. Of that amount, \$2,148,896.00 is tied to actions/services in the LCAP and \$667,938.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

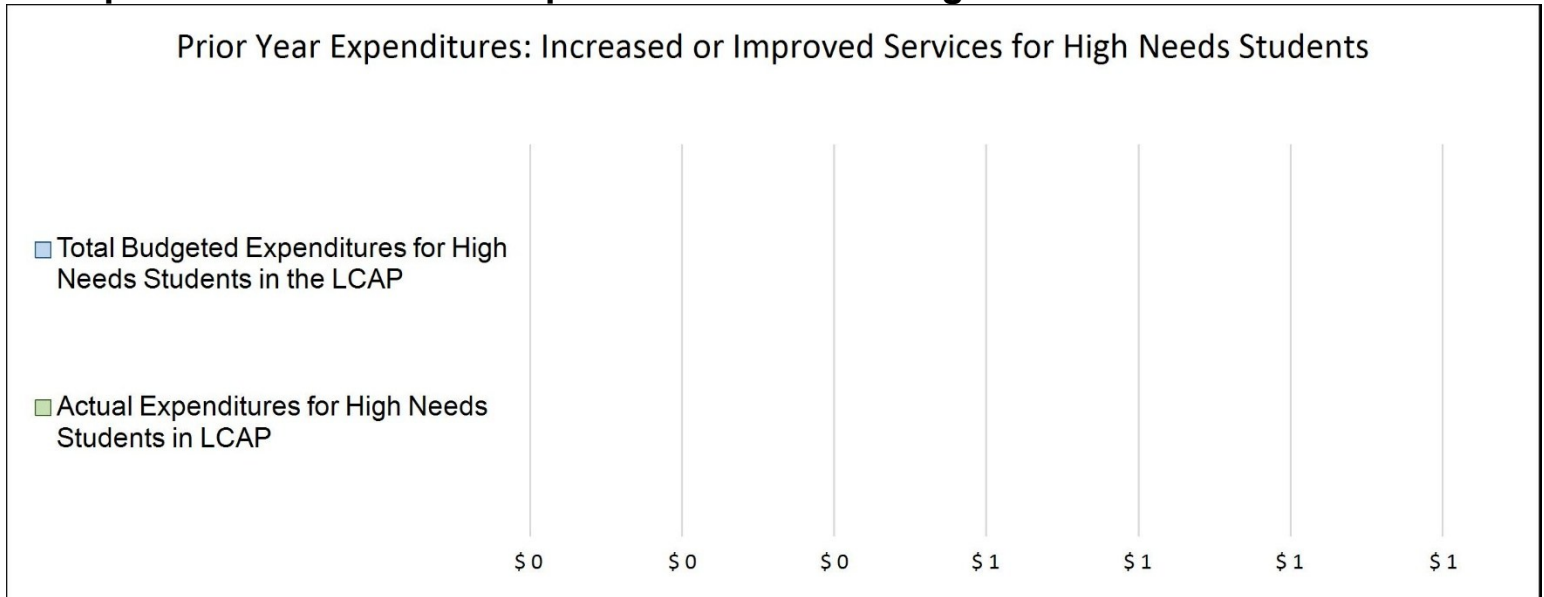
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Lago Global Academy is projecting it will receive \$496,506.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Lago Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Lago Global Academy plans to spend \$500,605.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Vista Lago Global Academy's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Vista Lago Global Academy actually spent \$0.00 for actions to increase or improve services for high needs students in 2024-25.



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
Vista Lago Global Academy	Daniela Carrillo Principal	dcarrillo@vistacharterps.org 951-384-2056

Plan Summary [2025-26]

General Information

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

Vista Lago Global Academy (VLGA) is a directly funded charter school that serves the greater Lake Elsinore community that opened in August 2025 and serves a community of approximately 100 students in grades TK-9 with diverse learning needs with the mission of transforming the school experience. VLGA reflects the demographics of the surrounding community, and 75.3% of its student population is Latino, 19.8% African American, 3.7% Caucasian, 1.2% Asian. In 2025-26, VLGA is servicing 11.1% EL students, 21% students with disabilities, and has 67.9% FRMP.

The educational approach combines teaching global competencies in tandem with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in a global economy. VLGA fosters a student-centered environment incorporating curriculum aligned to Common Core State Standards infusing technology and intervention supports. Teachers are encouraged to use innovative teaching that focus on the higher level thinking skills and creativity.

Mission: Our mission is to create a transformative learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st-century economy.

Vision: Our vision is to close the achievement gap for our targeted population which is predominantly low-income and historically underserved students and to address the growing opportunity gap. Vista students develop global competence as well as a strong

technological foundation; they are able to investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions in the world around them. Students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and every-day tasks that have local and global significance, and have myriad of opportunities to exhibit their mastery to a real-world audience. Most importantly, Vista envisions a school where students enter to learn but leave ready to humanely serve through a deeper understanding of their role in impacting positive change on the world around them.

Comprehensive Student Support

VLGA embraces a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into our curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of our educational model lies a sophisticated, data-driven support system. Our SST is integrated in our Multi-tiered System of Supports (MTSS) and serves as the cornerstone of our intervention strategy, enabling teachers to identify & refer students who need additional support to reach grade-level proficiency in reading and mathematics. Through this system, struggling students receive targeted intervention during the school day, ensuring they receive timely support. VLGA has also implements PBIS and 100% of students participate in Way of Council through Advisory. This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes. At VLGA, data-driven decision making empowers us to deliver on our commitment to student success, meeting the diverse needs of our learners with precision and care. Our commitment to student success extends beyond the instructional day through our comprehensive after-school program, open to all students.

Inclusive Education Model

We take pride in our full inclusion model for Students with Disabilities, reflecting our core belief that all students—especially EL and SWD—can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering belonging and community that positively impacts social-emotional development.

Reflections: Annual Performance

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

As a first year LEA, VLGA does not have any local data or data on the California Dashboard to review.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principal	<p>Dates: Weekly meetings July-September 2025</p> <p>Topics Discussed: The Principal and VCPS Leadership Team conducted comprehensive discussions on several critical educational initiatives. The team reviewed the Local Control and Accountability Plan (LCAP) report development, examining current progress, submission timelines, and stakeholder engagement activities. Curriculum adoption planning became essential, encompassing English Language Development curriculum research, vendor presentations, budget implications, and comprehensive professional development requirements. Implementation planning dominated later discussions, covering curriculum selection and procurement processes, master schedule draft reviews with stakeholder input, and development of professional development calendars. LCAP integration work focused on incorporating new initiatives into existing goals and metrics while aligning budget allocations with identified educational priorities.</p> <p>Feedback Provided: The Principal provided comprehensive feedback emphasizing the critical need for data-driven decision making throughout all educational initiatives. The Principal's shared staffing and scheduling priorities revolving around the master schedule and supervision. The Principal also shared the professional development plan, which included an ongoing focus on Way of Council, Kagan Cooperative</p>

Educational Partner(s)	Process for Engagement
	Learning structures, and curricular professional development. Lastly, the Principal emphasized the importance of providing an engaging and enriching before and after school program.
Teachers	<p>Dates: Weekly meetings August-September 2025</p> <p>Topics Discussed: Teaching staff reviewed the Local Control and Accountability Plan (LCAP). Discussions focused on enhancing Teaching Assistant effectiveness through increased support time and professional development related to VLGA's signature practices. Teachers discussed the need for comprehensive social-emotional learning support to address students' mental health needs. Technology equity emerged as a priority topic, with teachers evaluating current Chromebook classroom usage and identifying barriers caused by limited home device access. Staff discussed how technology gaps affect homework completion, digital literacy development, and academic achievement, particularly for socioeconomically disadvantaged students.</p> <p>Feedback Provided: Teachers recommended additional Teaching Assistant time to provide consistent, high-quality small group interventions, emphasizing that increased TA support must include comprehensive professional development and ongoing training to ensure effective instructional assistance. Staff recommended adopting a Social-Emotional Learning (SEL) curriculum to address students' mental health and social emotional needs that are directly impacting classroom engagement. Teachers endorsed implementing a one-to-one Chromebook program for Fall 2025, allowing students to use devices both at school and home. Staff emphasized the need for proper device management protocols, digital citizenship training, and family engagement components to ensure successful implementation and address current technology equity gaps.</p>
Other School Personnel	Dates: Weekly meetings August-September 2025

Educational Partner(s)	Process for Engagement
	<p>Topics Discussed: VLGA's support staff participated in weekly meetings reviewing the Local Control and Accountability Plan (LCAP). Staff examined current classroom support structures and analyzed how Teaching Assistant deployment affects student learning outcomes and achievement gap reduction efforts. Discussions centered on behavioral challenges observed. Staff shared firsthand observations about how these social-emotional factors contribute to academic struggles and create barriers to effective instruction and intervention delivery.</p> <p>Feedback Provided: Staff expressed support for increased TA staffing in classrooms to provide enhanced student learning support, noting that current staffing levels limit their ability to deliver effective individualized and small group interventions. Staff emphasized that additional TA presence would directly impact student achievement and help address identified learning gaps. Based on direct observations, staff identified student behavioral issues. This feedback prompted the initiation of a Positive Behavioral Interventions and Supports (PBIS) program implementation process for the 2025-26 school year to address these systemic behavioral and motivational challenges.</p>
Students	<p>Date: September 15, 2025</p> <p>Topics Discussed: Students in grades 6-9 received comprehensive information about the Local Control and Accountability Plan (LCAP) process, including explanations of how student input contributes to school planning and decision-making. Staff presented an overview of LCAP goals, funding priorities, and how student feedback influences educational programs and resource allocation. Topics discussed included campus safety measures, social emotional support, and enriching and engaging student activities such as arts and athletics programs.</p> <p>Feedback Provided:</p>

Educational Partner(s)	Process for Engagement
	<p>Students were informed that their LCAP survey responses and input would directly impact school improvement planning and resource allocation decisions for the upcoming academic year. Students provided valuable feedback regarding school climate, safety perceptions, student engagement levels, and social-emotional well-being. This feedback will inform administrative decisions about campus safety measures, student support programs, and overall school environment improvements to better serve the student body's needs and concerns.</p>
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Dates: Coffee with the Principal Meeting on August 21, 2025 and Parent Meeting on September 18, 2025</p> <p>Topics Discussed: Parents participated in comprehensive discussions about the Local Control and Accountability Plan (LCAP) process during the initial Coffee with the Principal session, where staff explained LCAP development. Parents received detailed information about how their input directly influences school planning, resource allocation, and educational program development. Technology access and equity emerged as significant discussion topics, with parents examining the benefits of one-to-one device programs and the impact of home technology access on student learning outcomes. Parents also discussed campus safety, staffing needs, and student support services essential for creating an optimal learning environment.</p> <p>Feedback Provided: Parents expressed strong support for essential staffing, specifically requesting the addition of increased Teaching Assistant support to enhance classroom instruction and student care. Parents emphasized that improved food service quality for student breakfast and lunch programs would significantly benefit student health and learning readiness. Regarding technology initiatives, parents unanimously supported the Chromebook rollout program, agreeing that students need device access both at school and home to ensure educational</p>

Educational Partner(s)	Process for Engagement
	equity and consistent learning opportunities. Parents recognized that home device access would enhance homework completion, digital literacy development, and overall academic achievement. Parents also recommended developing more engaging before and afterschool programs to support student enrichment and provide safe, supervised environments for working families. Additionally, parents emphasized the need for enhanced campus security measures to ensure student safety and create a secure learning environment for all students.

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

The development of the adopted 2025-26 LCAP was shaped through consultation with educational partners, with their feedback directly influencing key goals, actions, and resource allocation decisions.

Principal Input and LCAP Integration: The Principal's feedback emphasizing the critical need for ongoing data-driven decision making throughout all educational initiatives. The Principal's staffing and scheduling priorities directly shaped the resource allocation priorities reflected throughout the LCAP. The Principal also emphasized the importance of professional development, including Way of Council, Kagan Cooperative Learning structures, and curricular professional development. Lastly, the Principal's input also helped prioritize the before and after school programming.

Teacher Feedback and Instructional Support Enhancement: Teacher feedback recommending additional Teaching Assistant time with comprehensive professional development directly influenced Goal 1, Action 2, which includes enhanced instructional aide deployment and training through the MTSS framework. The teaching staff's strong recommendation to adopt a Social-Emotional Learning (SEL) curriculum to address students' mental health and social-emotional needs that directly impact academic performance and classroom engagement resulted in the comprehensive SEL and mental health supports outlined in Goal 1, Action 3, including daily social-emotional learning implementation and positive behavioral recognition systems. Teachers' endorsement of implementing a one-to-one Chromebook program for Fall 2025 influenced Goal 2, Action 4, which establishes a comprehensive educational technology program providing all students and staff with individual devices. The teachers' emphasis on proper device management protocols, digital citizenship training, and family engagement components to address technology equity gaps shaped the comprehensive approach taken in the technology action, ensuring both access and appropriate usage support.

Support Staff Insights and Program Development: Support Staff feedback expressing strong support for increased TA staffing to provide enhanced student learning support directly influenced the expanded role of instructional aides throughout the MTSS framework in Goal 1, Action 2. Their identification of increased student behavioral issues and lack of motivation as significant contributors to the initiation of comprehensive Positive Behavioral Interventions and Supports (PBIS) programming included in Goal 1, Action 3, specifically addressing systemic behavioral and motivational challenges.

Student Voice and Program Priorities: Student input provided through focus group responses informed school improvement planning and resource allocation decisions throughout the LCAP. The student feedback regarding school climate, safety perceptions, student engagement levels, and social-emotional well-being directly influenced the development of Goal 3, which focuses on family and community partnerships to create collaborative support networks that enhance student success and positive school climate.

Parent and Community Feedback Integration: Parent feedback expressing strong support for essential staffing increases, requesting increased Teaching Assistant support, influenced staffing decisions reflected in Goal 1, Action 3, which includes comprehensive support services and enhanced supervision throughout the school day. Parents' unanimous support for the Chromebook rollout program, recognizing that home device access would enhance homework completion and digital literacy development, directly shaped Goal 2, Action 4's comprehensive technology implementation approach. Parent recommendations for developing more engaging before and afterschool programs to support student enrichment resulted in the expanded learning opportunities programming outlined in Goal 1, Action 2, while their emphasis on enhanced campus security measures influenced the safe facilities provisions in Goal 3, Action 1.

Systematic Integration and Continuous Improvement: The comprehensive feedback from all educational partner groups resulted in a cohesive LCAP that addresses academic, social-emotional, technological, and operational needs through interconnected goals and actions. The establishment of monthly progress reviews for Fall 2025 implementation, as recommended by the Principal, ensures ongoing accountability and continuous improvement in addressing the educational needs of all students, particularly the vulnerable populations who were identified as priority concerns across multiple stakeholder groups. This systematic approach to incorporating educational partner feedback demonstrates the school's commitment to collaborative decision-making and responsive program development that directly addresses stakeholder priorities and concerns.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Educating the Whole Child: Our rigorous educational program will empower students to become engaged, compassionate global citizens through an innovative STEAM and CTE-focused educational experience that integrates academic excellence with social-emotional development. We will implement a comprehensive Multi-Tiered System of Supports (MTSS) that addresses the whole child by seamlessly connecting academic, behavioral, and mental health interventions. This integrated approach will eliminate barriers to learning, close achievement gaps across all student groups, and ensure all graduates possess the knowledge, skills, attitudes, and mindsets necessary for success in higher education, the workforce, and our global economy.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Serving a High-Need Student Population: With 75.3% of its student population is Latino, 19.8% African American, 3.7% Caucasian, 1.2% Asian, 11.1% EL students, 21% students with disabilities, and 67.9% FRMP, VLGA serves a predominantly low-income and historically underserved population that faces significant educational challenges. These students require comprehensive, integrated support that addresses both academic needs and the social-emotional, behavioral, and systemic barriers that impact their learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP (DFS) Source: CA School Dashboard				Aligned with state average All students: -13.2 DFS EL: -67.6 DFS SED: -40.9 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic: -39.3 DFS African American: -58.9 DFS	
1.2	Math CAASPP (DFS) Source: CA School Dashboard				Aligned with state average All students: -47.6 DFS EL: -93.4 DFS SED: -78.2 DFS Hispanic: -79.2 DFS African American: -102.2 DFS	
1.3	CA Science Test: Points from Standards (PFS) Source: CA School Dashboard				Aligned with state average All students: -13.5 PFS EL: -25.6 PFS SED: -19.1 PFS Hispanic: -19.3 PFS African American: -23.2 PFS	
1.4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard				Aligned with state average 45.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website				Aligned with state average 14.63%	
1.6	Reclassification Rate Source: Dataquest				15%	
1.7	Attendance Rate Source: CALPADS				95%	
1.8	Chronic Absenteeism Rates Source: CA School Dashboard				Aligned with state average All students: 18.6% EL: 20.1% SED: 23.4% Hispanic: 21.7% African American: 31.3%	
1.9	Suspension Rate Source: CA School Dashboard				0%	
1.10	Expulsion Rate Source: Dataquest				0%	
1.11	% students participating in an enrichment or				100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	elective course. (Broad Course of Study) Source: Master Schedule/CALPADS					
1.12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grades 5, 7, 9 Source: SARC				100%	
1.13	Middle School Dropout Rates Source: CALPADS				0%	

Goal Analysis [2024-25]

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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	Assessment of Learning	<p>Universal Screening and Progress Monitoring: VLGA will administer iReady Diagnostic Assessments for ELA and Mathematics three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments.</p> <p>State-Required Assessments: All students will participate in mandated state assessments including CAASPP (ELA and Mathematics), CAST (Science), ELPAC (English Language Proficiency), and PFT (Physical Fitness Test) according to state testing schedules.</p> <p>Data Analysis and Inquiry Cycle Process: VLGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The principal will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. During these leadership meetings, the team will examine achievement gaps, intervention effectiveness, and resource allocation to maximize student outcomes. Bi-weekly grade level team meetings will provide collaborative opportunities for teachers to analyze student group data, share effective instructional practices, and develop targeted intervention plans. These sessions will focus on identifying students who need additional support, celebrating growth achievements, and planning coordinated responses to learning challenges. Teachers will use these meetings to ensure alignment between assessment results and instructional delivery across classrooms. Weekly individual student review processes will enable teachers to examine specific student progress data, informing daily instructional decisions and</p>	\$8,122.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>intervention adjustments. This ongoing analysis will drive flexible grouping strategies, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps.</p> <p>Standards-Mastery Approach Implementation: VLGA will utilize a standards-mastery framework that systematically identifies specific learning gaps for each student through comprehensive diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards and create targeted intervention plans that address root causes of learning challenges. Progress toward mastery will be monitored through frequent checkpoint assessments, ensuring students receive appropriate support and challenge levels.</p> <p>Data-Driven Instructional Response System: Assessment results will drive immediate instructional adjustments through daily lesson modifications based on exit ticket and formative assessment outcomes. Teachers will implement flexible grouping strategies informed by real-time student performance data and design targeted skill-building activities from identified learning gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic assessment results, with progress monitoring conducted every two weeks for students receiving targeted support.</p> <p>Professional Learning and Accountability: The principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement. Quarterly data reports will be shared with Vista Charter Public Schools Central Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.</p>		
1.2	MTSS: Accelerating Learning	VLGA is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses the following intervention framework:	\$82,167.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Tier 1 - Universal Core Instruction Enhancement: Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. All students will engage in integrated, multidisciplinary learning through our year-long Global Project initiative, where students investigate real world problems identified by the United Nations. This project-based approach will strengthen academic language development across content areas while building critical thinking and collaboration skills essential for English Learners' success.</p> <p>Tier 2 - Targeted Group Interventions: VLGA will provide reading and math tier 2 interventions and deliver instructional coaching for the Instructional Aides strategically placed with students performing below grade level during the instructional day. This coordinated approach ensures consistent, high-quality intervention delivery across all classrooms. Struggling learners will receive daily small group instruction and individual one-on-one support during the instructional day. Using iReady diagnostic data and ongoing teacher observations, intervention groups consisting of 3-5 students will meet daily for targeted sessions addressing specific skill gaps in, reading fluency, comprehension, writing, and academic vocabulary development. Students will utilize iReady MyPath, which provides additional academic support and personalized learning pathways. Access and progress will be monitored by the classroom teacher to ensure continuous improvement and data-driven instructional adjustments. Teachers and students will utilize iReady manipulatives and tools during intervention sessions to provide hands-on, concrete learning experiences, with progress monitored bi-weekly and data-driven adjustments made to instruction accordingly.</p> <p>Tier 3 - Intensive Individual Support: After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered on a weekly basis, ensuring coherent skill application across disciplines.</p> <p>Targeted Academic Support Through Additional Tutoring: Additional tutors will play a crucial role in providing targeted academic support for underperforming students in ELA and Math, particularly for English</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Learners (EL/LTEL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Working in close coordination with classroom teachers and instructional coaches, tutors will deliver individualized or small group instruction that addresses specific skill gaps while building on students' strengths before and after school.</p> <p>For English Learners (EL) and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, native language support, and structured opportunities for academic discourse. For Students with Disabilities, tutors will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement.</p> <p>For Socioeconomically Disadvantaged (SED) students, tutors will help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that might not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction, ensuring their support remains targeted and effective while serving as confidence builders who create safe learning environments where students feel comfortable taking risks and developing academic self-efficacy.</p>		
1.3	MTSS: SEL & Mental Health Supports	<p>Holistic Approach to Student and Family Wellness: VLGA endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students.</p> <p>Daily Social-Emotional Learning Implementation: All teachers will implement daily social-emotional learning during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social</p>	\$167,281.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>awareness, relationship skills, and responsible decision-making. This systematic approach will provide students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day.</p> <p>Targeted Attendance Support: VLGA's PBIS Team is comprised of the Principal, teachers, the Counselor, and Office Staff. This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism.</p> <p>Comprehensive Mental Health and Wellness Support Services: VLGA will provide multi-layered mental health support through enhanced staffing and comprehensive service delivery. VLGA will employ a full-time counselor who will serve as an integral member of both the MTSS team and Attendance team, providing group and individual counseling services for students during the instructional day to ensure immediate access to mental health support without disrupting academic learning time.</p> <p>Full-Time Counseling Services: The full-time counselor will provide comprehensive group and individual counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in supportive individual and peer environments. Working collaboratively with teachers, families, and community mental health partners, the Counselor and Principal will coordinate with the school counselor to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. The counselor will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges.</p> <p>Trauma-Informed School Environment: The Counselor plays an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>the school community. Through early identification and intervention strategies, the counselor will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance. Additionally, the Principal will work collaboratively with the counselor, and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families.</p> <p>California Healthy Kids Survey: Students will be administered the California Healthy Kids Survey to measure school climate, student connectedness, and measure the school's progress with SEL implementation. The counselor will analyze survey data and collaborate with the MTSS team to develop targeted interventions based on student feedback and identified areas for improvement in school climate and social-emotional wellness.</p>		
1.4	Broad Course of Study	<p>VLGA will provide all students with a well-rounded educational experience that extends beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) through the following enrichment programs:</p> <ul style="list-style-type: none"> • Music Education: Sequential, standards-aligned instruction in vocal and instrumental music • Visual Arts & Design: Creative expression through multiple artistic mediums and design principles • Computer Science: Programming, computational thinking, and digital literacy skills development <p>Evidence-Based Justification: Research has shown that STEM-focused programs and arts integration significantly improve student academic performance. Compared to their non-participating peers, students who engage in arts programs on a consistent basis demonstrate superior academic achievement, increased graduation rates, and increased college enrollment, as indicated by a longitudinal study conducted by the National Endowment for the Arts.</p> <p>Numerous neuroscience studies have verified that music education enhances the development of the adolescent brain, particularly in the</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>areas of language processing, executive function, and memory. Research published in the Journal of Neuroscience indicates that musical training during adolescence is linked to enhanced academic performance in a variety of subject areas and accelerated brain development.</p> <p>Improvements in computational thinking, mathematical reasoning, and problem-solving abilities across disciplines have been associated with computer science education. The Computer Science Teachers Association's research indicates that critical thinking skills that are applicable across the curriculum are developed through early exposure to computer science concepts. This comprehensive approach aligns with California's educational priorities for developing well-rounded students prepared for college, career, and civic life in the 21st century.</p>		
1.5	Empowering SWD Academically	<p>VLGA's Principal and Education Specialist, along with VCPS's Director of Special Education, will meet on a weekly basis in order to address and strengthen the special education program for students with disabilities. The meetings will focus on the following:</p> <ul style="list-style-type: none"> • Monitoring and assessing student services • Monitor and analyze student with disabilities caseload data • Identify and plan PD needed at the site throughout the school year • Analyze and plan instruction for students with disabilities based on assessment data (iReady, ELA curriculum assessments) <p>IEPs at a Glance and Special Education Updates: The Education Specialist will provide all general education teachers with a copy of the IEPs at a Glance for their students with IEPs. The Education Specialist will distribute IEPs at a Glance on a monthly basis as IEP meetings are being held in order for general education teachers to have the most updated/accurate information for their students with disabilities. The Director of Special Education will attend the El Dorado Charter SELPA: Professional Learning Network Meetings and provide pertinent updates to the Principal and Education Specialist.</p> <p>Professional Development: The Principal, Director of Special Education, and Education Specialist will provide PD that focus on strengthening our</p>	\$173,830.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>special education program for our students with disabilities. These PDs will provide our general education staff (certificated and classified) the tools to support our students with disabilities in and out of the general education setting. Topics that may be covered, based on school site needs:</p> <ul style="list-style-type: none"> • ELA, ELD and Math support for our students with disabilities • COST, SST, 504 and/or IEP Process • Classroom accommodations (academically and/or behaviorally) • Behavior Supports (BIPs, Check-In, Check Out Systems) • De-escalation Strategies • Collaboration time between special education and general education teachers <p>El Dorado Charter SELPA Resources and Support: VLGA will attend and be an active participant at all PLN meetings. VLGA will work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by them. VLGA benefits from information shared by PLN in regards to special education (504s, LRE updates, ELD support for students with disabilities, IDEA updates, etc.), compliance support from the El Dorado Charter SELPA data team during CALPADS windows regarding special education reporting. These supports and resources ensure that VLGA maintains compliance for our students with disabilities and allows us to benefit from SELPA services and best practices.</p>		
1.6	Accelerating English Learner Success	<p>Specialized ELD Instructional Support: VLGA will receive support from VCPS's ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives to ensure lessons provide both rigorous academic content and appropriate linguistic support.</p>	\$8,693.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.</p> <p>Technology-Enhanced EL Support: VLGA will implement the ELLevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.</p> <p>Designated ELD Implementation: Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas.</p> <p>Integrated ELD Across Content Areas: English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development.</p> <p>Strategic Professional Development and Collaboration: Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.</p> <p>Instructional Enhancement and Resource Integration: The ELA curriculum (MyView/MyPerspectives) will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.</p> <p>Systematic Assessment and Progress Monitoring: Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions will ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners.</p>		

Action #	Title	Description	Total Funds	Contributing
1.7	Accelerating Long-Term English Learner Success	<p>Specialized ELD Instructional Support: VLGA will receive support from VCPS's ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives to ensure lessons provide both rigorous academic content and appropriate linguistic support.</p> <p>The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.</p> <p>Technology-Enhanced EL Support: VLGA will implement the ELLevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.</p> <p>Designated ELD Implementation: Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas.</p> <p>Integrated ELD Across Content Areas: English language development will be reinforced daily through embedded instruction throughout science,</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development.</p> <p>Strategic Professional Development and Collaboration: Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.</p> <p>Instructional Enhancement and Resource Integration: The ELA curriculum (MyView/MyPerspectives) will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.</p> <p>Systematic Assessment and Progress Monitoring: Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about</p>		

Action #	Title	Description	Total Funds	Contributing
		instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions will ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Professional Growth: Cultivate a collaborative leadership structure that empowers educators, staff, and administrators through shared decision-making and continuous improvement processes. By investing in robust professional development focused on MTSS implementation, targeted instructional coaching, differentiation strategies, and standards-aligned STEAM instruction, we will build collective expertise while fostering distributed leadership. This comprehensive approach to professional growth and data-driven improvement will strengthen our learning community, elevate instructional practices, and create sustainable systems that maximize student achievement and well-being, ensuring all students receive the supports needed to thrive as college and career-ready global citizens.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Building Systematic Professional Learning Infrastructure: By establishing robust professional learning systems focused on MTSS implementation, Science of Reading practices, and targeted instructional coaching, VLGA aims to build collective expertise among all staff members. This systematic approach ensures that teachers receive the ongoing support and training necessary to implement evidence based practices effectively across all content areas and student populations.

Creating Sustainable Leadership and Improvement Systems: Goal #2 emphasizes cultivating distributed leadership structures that empower educators through shared decision-making and continuous improvement processes. This approach recognizes that sustainable improvement requires building internal capacity rather than relying solely on external interventions. By fostering collaborative leadership among teachers, administrators, and support staff, the school creates sustainable systems for ongoing professional growth and instructional improvement.

Ensuring Compliance with State Standards and Priorities: The goal directly addresses State Priority 1 (Basic Services) by ensuring appropriately credentialed and assigned teachers, and State Priority 2 (Implementation of State Standards) by providing comprehensive professional development in standards-aligned instruction. This focus ensures that all students, particularly the school's vulnerable populations, receive instruction from qualified educators who are equipped with the knowledge and skills necessary to implement state academic content and performance standards effectively while providing appropriate support for English Learners to access grade-level curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO				100%	
2.2	% students with access to standards aligned materials. Source: Textbook Inventory/classroom observations				100%	
2.3	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local				ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator CA School Dashboard					

Goal Analysis [2024-25]

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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	Core Instructional Staffing	The Principal will serve as an instructional leader in addition to their administrative role, providing instructional coaching, analyzing data, leading and facilitating professional development, directing the Instructional Leadership Team, and leading the Multi-Tiered System of Supports (MTSS).	\$986,351.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staffing Structure: VLGA will employ one full-time principal to provide instructional leadership and oversight for the school's academic program. The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas (English Language Arts, Mathematics, Science, Social Studies).</p> <p>Teacher Professional Development: All teachers will participate in robust professional development and receive comprehensive instructional coaching. All teachers will participate in five full-days of summer professional development prior to the start of the school year; five non-instructional full days of professional learning focused on analyzing student data; and instructional planning, in addition to weekly professional development during the academic school year.</p> <p>Instructional Calendar: VLGA will offer 180 instructional days, which exceeds the California State requirement for charter schools of 175 days.</p>		
2.2	Professional Learning & Development	<p>VLGA will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes.</p> <p>Training Schedule and Structure: Teachers & instructional staff will participate five summer professional development days, with an additional five days specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional PD days focused on data analysis and instructional planning. Professional development will be differentiated based on staff roles, content areas, grade levels, and experience levels.</p> <p>Administrators and Leadership Staff: Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, DDI coaching and observation techniques, and Multi-lingual language services aligned to EL Roadmap Policy. The Assistant Superintendent of</p>	\$72,451.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership.</p> <p>Teachers: Teachers will participate in professional development focused on data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners.</p> <p>Instructional Aides/Paraprofessionals: Instructional Aides will receive training on supporting math and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies.</p> <p>Staff Retreat: All certificated staff will attend a three-day retreat in late August focused on restorative practices (Way of Council) and global competence development.</p> <p>MTSS: This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while providing timely interventions for those needing additional integrated support. Our systematic MTSS implementation will also guide targeted professional development to build staff capacity in areas such as classroom management, behavioral interventions, and differentiated instruction.</p> <p>Kagan Cooperative Learning - Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English learners as they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment.</p> <p>Science of Reading Professional Development: VLGA will implement comprehensive Science of Reading professional development to significantly strengthen literacy across all disciplines and address achievement gaps among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Professional development will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Training will emphasize integrating these evidence-based practices across all content areas, recognizing that science, social studies, and mathematics teachers play crucial roles in developing students' literacy skills. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. The professional development will also cover assessment and intervention strategies to help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, as well as specialized strategies to support English language learners' literacy development.</p> <p>Conference Opportunities - VLGA Staff will also have opportunities to attend relevant conferences to further enhance professional growth and networking opportunities. Key areas of focus for all professional development will include data-driven instruction in math and ELA using iReady assessments, developing global competence through relevant project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.</p>		
2.3	Core Curricular & Instructional Materials	VLGA will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. VLGA will implement MyView and MyPerspectives (SAVVAS), ensuring teachers receive appropriate training and support for effective implementation. VLGA will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	\$50,341.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Educational Technology & Support	<p>VLGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities.</p> <p>VLGA will receive support from VCPS's IT staff to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy.</p> <p>The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth.</p>	\$35,569.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family & Community Partnerships: Strengthen family and community partnerships to create a collaborative support network that enhances student success and school improvement efforts.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Supporting a Highly Vulnerable Student and Family Population: Many VLGA serves families facing significant socioeconomic challenges, with 67.9% Socioeconomically Disadvantaged students. These families often encounter barriers to school engagement including work obligations, transportation challenges, and unfamiliarity with educational systems. Goal #3 recognizes that strengthening family partnerships is essential for addressing the root causes of chronic absenteeism and academic underperformance, as families play a crucial role in supporting student attendance, academic achievement, and social-emotional development.

Ensuring Regulatory Compliance and Meaningful Participation: Goal #3 addresses State Priority 3 (Parental Involvement & Family Engagement) by establishing required advisory committees including ELAC, DELAC, EL-PAC, and PAC to ensure meaningful parent input in decision-making processes. For the school's English Learner families, these structures are particularly critical for ensuring that linguistically diverse families have access to information and opportunities to participate in their children's education. The goal also supports State Priority 6 (School Climate) by creating multiple touchpoints for families to connect with the school and contribute to a positive, welcoming environment that supports student achievement and well-being

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score Source: SARC				Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>Parent input in decision-making for UP & SWD. (Questions 9-12)</p> <p>Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>				9.4 10.4 11.4 12.4	
3.3	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p>Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p>				1.4 2.4 3.4 4.4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool.					
3.4	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local				75% Sense of Safety >80% School Connectedness	
3.5	Other Local Measure - Parent Survey: Sense of safety & school connectedness Source: Local				75% Sense of Safety >80% School Connectedness	
3.6	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local				75% Sense of Safety >80% School Connectedness	

Goal Analysis [2024-25]

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

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

N/A

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.

N/A

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

N/A

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.

N/A

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	Safe Facilities	<p>VLGA will maintain a safe, secure, and well-functioning learning environment for all students and staff.</p> <p>Security Systems and Supervision: The school will employ adequate supervision staff and maintain an enhanced security system including surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety.</p> <p>Staff Training and Emergency Preparedness: All staff will receive regular training on safety procedures and emergency protocols.</p> <p>Facility Maintenance: Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs.</p> <p>Facility Inspection and Assessment: The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the</p>	\$420,304.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention.</p> <p>Reporting and Transparency: Facility condition and safety information will be transparently reported through multiple channels including the annual Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), and Local Indicators Report.</p> <p>VLGA's Principal will address facility needs and improvements to ensure the learning environment supports student achievement and wellbeing.</p>		
3.2	Parents as Decision-Makers	<p>VLGA will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school will maintain and support the following to ensure meaningful input from families of multilingual learners:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), • English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2) • A Parent Advisory Committee (PAC) will be established and maintained as required by California Education Code 52062(a)(1) to gather broader parent perspectives on school's LCAP, and programs, in addition to a Student Advisory Committee to gather student input. <p>Training and Capacity Building: VLGA will provide training for parent committee members on their roles and responsibilities, educational terminology, and school policies to build capacity for meaningful participation in decision-making process.</p>	\$1,000.00	No
3.3	School-Family Partnerships	VLGA will implement a multi-faceted approach to school-family partnerships.	\$127,787.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Communication and Cultural Support: VLGA will employ lead translators/interpreters who will facilitate communication with linguistically diverse families, and key staff will conduct regular home visits to strengthen school-family connections. Key staff at VLGA will provide comprehensive interpreter services, translate school materials into multiple languages, and assist the attendance team with ongoing communication with families and community resources to ensure any barriers to learning and daily attendance are addressed. Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. Key staff will train parents on how to access and utilize ParentSquare effectively, ensuring all families can fully participate in digital communication and stay informed about their children's education and school activities.</p> <p>Monthly Coffee with the Principal: VLGA will host monthly Coffee with the Principal events to provide families with multiple engagement opportunities. These sessions will focus on sharing information with parents about school issues, policies, and initiatives while creating space for students to conduct presentations on their learning. The events serve as a forum for families to discuss school matters, ask questions, and provide feedback to school leadership. Additionally, these monthly gatherings will be used to increase parent involvement by sharing volunteer opportunities and ways families can support school activities.</p> <p>Parent Education Workshops: The Principal will work with staff and community partners to offer comprehensive parent education workshops addressing key topics that support student and family success. These workshops will include Financial Literacy sessions to build money management and financial planning skills, and guidance on how to support children with homework and academic success. Parents will also receive information about state testing requirements and strategies to help students prepare, along with education about the importance of daily attendance and approaches to support consistent school participation. The workshop series will also include Way of Council sessions that teach conflict resolution and communication strategies for families.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Academic Engagement Events: To engage families in their children's academic progress, the school will organize interactive events that bring families into the learning process. iReady Data Chat Nights will provide opportunities for families to review student progress and collaborate on setting academic goals. Student-led conferences will allow students to share their learning directly with families, while open houses will create opportunities for students to showcase their learning and classroom achievements. Students will also conduct presentations on their learning during monthly assemblies, providing regular opportunities for families to see their children's academic growth and development.</p> <p>Culturally Responsive Approach: All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community. This comprehensive approach fosters meaningful partnerships that enhance student success while building strong connections between home, school, and community. The integration of academic engagement, health services, and family support creates a holistic environment where families feel welcomed, supported, and empowered to participate actively in their children's education.</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$496,506	\$51,053

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
	0.000%	\$0.00	

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
1.2	Action: MTSS: Accelerating Learning Need: Consistent feedback from educational partners demonstrated the need for enhanced academic support from instructional aides to address achievement gaps requiring immediate, intensive intervention through a	The Instructional Aide component of the MTSS action must be implemented on a schoolwide basis because effective intervention requires a comprehensive, coordinated support system that strengthens the foundational instructional environment for all students while providing targeted support where needed. Instructional Aides are positioned within general education classrooms to provide Tier 1 universal	The metrics being used to monitor effectiveness: #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>comprehensive Multi-Tiered System of Supports framework.</p> <p>Scope: Schoolwide</p>	<p>support that strengthens core instruction for all students, not just those identified as needing intervention. This schoolwide deployment is essential because high-quality Tier 1 instruction serves as the foundation of the MTSS framework, and when core instruction is strengthened for all students, it reduces the number of students who require more intensive interventions. Additionally, placing Instructional Aides in all classrooms rather than only with targeted students prevents the stigmatization that can occur when support is visibly concentrated on specific student groups, while ensuring that English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students receive seamless support within their regular learning environment.</p>	
1.3	<p>Action: MTSS: SEL & Mental Health Supports</p> <p>Need: While VLGA doesn't have any school-specific data yet, chronic absenteeism throughout the state and around schools in Lake Elsinore have increased significantly since the pandemic, disproportionally impacting minority students, low income students, EL students, and students with special needs. This pattern suggests that students are avoiding school due to unaddressed social emotional needs, mental health challenges, or behavioral difficulties that require comprehensive intervention through integrated social-emotional learning, mental health supports, and positive behavioral interventions. The widespread nature of the chronic absenteeism</p>	<p>These components of the MTSS: SEL & Mental Health Supports action must be implemented schoolwide because the chronic absenteeism crisis has expanded significantly in all student groups since the pandemic, indicating that underlying social-emotional and behavioral challenges have become systemic issues requiring comprehensive, school-wide intervention.</p> <ul style="list-style-type: none"> Teacher Assistants and Supervision Aides trained in PBIS, and restorative practices must be deployed throughout the school to create a consistently safe and welcoming learning environment across all areas of the campus. Since chronic absenteeism now affects all students and multiple subgroups, the need for enhanced supervision and positive behavioral support extends beyond specific classrooms or student groups to 	<p>The metrics being used to monitor effectiveness: #7 Attendance Rate #8: Chronic Absenteeism Rate #9: Suspension Rate #10: Expulsion Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicates that these challenges extend beyond individual student issues to encompass systemic needs for enhanced school climate, student connectedness, and comprehensive wellness supports that address the root causes of school avoidance behaviors.</p> <p>Scope: Schoolwide</p>	<p>encompass the entire school environment where students from all populations interact and where school climate is established.</p> <ul style="list-style-type: none"> • PBIS Training must be implemented schoolwide because Positive Behavioral Interventions and Supports is fundamentally a systems-level approach that requires consistent implementation across all staff, all students, and all school environments to be effective. Since chronic absenteeism has become a schoolwide issue affecting multiple student populations, the behavioral and social emotional supports needed to address school avoidance must be embedded consistently throughout the entire school culture and implemented by all staff members to create the comprehensive, supportive environment necessary to encourage daily attendance and positive school experiences for all students. 	
2.1	<p>Action: Core Instructional Staffing</p> <p>Need: Vista Lago Global Academy faces staffing challenges with teacher credentialing. The combination of credentialing gaps and stakeholder feedback indicates that the school requires a robust staffing structure with qualified teachers, effective substitute coverage, systematic professional development, and strong instructional</p>	<p>Principal Instructional Coaching must reach all teachers because English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students are served throughout the school in various classroom settings. Selective coaching would create inconsistent instructional quality where some students receive evidence-based instruction while others experience ineffective practices that continue to contribute to achievement gaps.</p>	<p>The metrics being used to monitor effectiveness:</p> <p>#1: CAASPP ELA Assessment: Distance from Standard (DFS)</p> <p>#2: CAASPP Math Assessment: Distance from Standard (DFS)</p> <p>#15: Implementation of the State Academic content & performance standards for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leadership to create the foundational conditions necessary for academic improvement.</p> <p>Scope: Schoolwide</p>	<p>Comprehensive Professional Development during summer, non-instructional days, and throughout the school year must include all teachers because academic challenges are not confined to specific grade levels or subject areas. All teachers impact the academic trajectory of vulnerable student populations through core instruction, intervention support, or enrichment activities. The intensive professional development schedule ensures all staff implement evidence-based practices and provide appropriate instructional supports, creating a cohesive educational environment where vulnerable students receive consistent, high-quality instruction regardless of their classroom placement or teacher assignment.</p>	<p>all students & enable ELs access</p>
2.2	<p>Action: Professional Learning & Development</p> <p>Need: As a new school with all new teachers, and with a significant population of English Learners and students with disabilities, teachers and staff require professional development in evidence-based instructional strategies, data-driven instruction, curriculum implementation, and specialized support for diverse learners to effectively address the academic needs of the school's most vulnerable student populations.</p> <p>Scope: Schoolwide</p>	<p>Professional Learning & Development must be implemented schoolwide because all teachers and staff interact with and impact vulnerable student populations throughout the school day, regardless of their specific assignment or grade level. English Learners, for example, require integrated English Language Development support across all content areas, not just in designated ELD classes. Similarly, Students with Disabilities are served in inclusive environments where general education teachers, special education staff, and instructional aides must work collaboratively to provide appropriate accommodations and modifications. The comprehensive professional development approach ensures that all staff members develop consistent, evidence-based practices in areas such as Science of Reading implementation, data driven instruction, MTSS frameworks, and culturally responsive teaching strategies. This creates a cohesive instructional environment</p>	<p>The metrics being used to monitor effectiveness: #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		where students receive consistent, high-quality support regardless of which classroom, teacher, or support staff they encounter. Without schoolwide implementation, students would experience fragmented support where some staff members are equipped with effective strategies while others continue practices that have proven insufficient to address the achievement gaps, ultimately undermining the systematic changes needed to improve outcomes for the school's most vulnerable populations.	
3.3	<p>Action: School-Family Partnerships</p> <p>Need: With 75.3% Hispanic students and 11.1% English Learners at VLGA, there is a need for culturally and linguistically responsive communication and support. The identified need encompasses the requirement for comprehensive interpreter services, translated materials, and culturally responsive engagement strategies to ensure meaningful participation from linguistically diverse families. Many families need support understanding school systems, educational terminology, academic expectations, and ways to support their children's learning at home. Additionally, families require access to resources that address basic needs such as food security, health services, and social services that impact their ability to focus on educational engagement.</p> <p>Comprehensive Partnership Infrastructure Required: The need reflects the requirement</p>	<p>This action must be provided schoolwide because 75.3% of students are Hispanic and 11.1% are English Learners, meaning a significant proportion of VLGA families require linguistically and culturally responsive engagement strategies. The translators and interpreters must serve all families throughout the school, not just targeted classrooms, to ensure consistent, accessible communication that builds trust across the entire school community. When language barriers are eliminated schoolwide, it creates an inclusive environment where all families feel welcomed and capable of participating in their children's education.</p> <p>Systemic Impact on Attendance and Academic Performance: The schoolwide approach to family engagement directly addresses chronic absenteeism concerns, particularly among English Learners and Socioeconomically Disadvantaged students. When translators and interpreters provide comprehensive support to assist the attendance team with ongoing communication with families and community resources, it removes barriers to learning and daily attendance that affect</p>	<p>The metrics being used to monitor effectiveness: #3: Parent participation in programs #5: Parent Survey: Sense of safety & school connectedness.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for systematic family engagement that goes beyond traditional parent involvement to create authentic partnerships where families feel welcomed, valued, and empowered to participate in their children's education. This includes structured communication systems, regular opportunities for meaningful dialogue with school leadership, parent education workshops that build capacity for supporting student learning, and community partnerships that address family needs while strengthening the home-school connection essential for student success.</p> <p>Scope: Schoolwide</p>	<p>students across all grade levels and classrooms. The culturally relevant approaches help re-engage families who may become disconnected.</p> <p>Building Trust Through Consistent Cultural Responsiveness: Providing culturally responsive communication and support for family engagement schoolwide creates a cohesive approach that builds trust systematically across the entire school community. When all families experience consistent interpreter services, translated materials, home visits, and culturally responsive communication through ParentSquare training and parent education workshops, it establishes the school as a trusted partner in student success. This comprehensive approach ensures that the 67.9% Socioeconomically Disadvantaged families receive coordinated support that addresses barriers to both attendance and academic achievement.</p>	

Limited Actions

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

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

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

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.

Vista Lago Global Academy will use additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 2), based on our needs assessment and feedback from our educational partners.

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		46:1
Staff-to-student ratio of certificated staff providing direct services to students		19:1

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	\$1,799,886	\$496,506	27.585%	0.000%	27.585%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,723,237	\$425,659	\$-	\$-	\$2,148,896.00	\$1,535,450	\$613,446

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	Assessment of Learning	All	No					\$-	\$8,122	\$8,122	\$-	\$-	\$-	\$8,122	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Vista Lago	2025-26	\$73,068	\$9,099	\$65,357	\$16,810	\$-	\$-	\$82,167	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Vista Lago	2025-26	\$154,283	\$12,998	\$68,982	\$98,299	\$-	\$-	\$167,281	0.000%
1	4	Broad Course of Study	All	No					\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
1	5	Empowering SWD Academically	SWD	No					\$110,360	\$63,470	\$32,030	\$141,800	\$-	\$-	\$173,830	0.000%
1	6	Accelerating English Learner Success	EL	No					\$8,693	\$-	\$8,693	\$-	\$-	\$-	\$8,693	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					\$-	\$10,000	\$10,000	\$-	\$-	\$-	\$10,000	0.000%
									\$-	\$-	\$-	\$-	\$-	\$-	\$-	0.000%
2	1	Core Instructional Staffing	All	No					\$767,118	\$-	\$767,118	\$-	\$-	\$-	\$767,118	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Vista Lago	2025-26	\$204,233	\$15,000	\$219,233	\$-	\$-	\$-	\$219,233	0.000%
2	2	Professional Learning & Development	All	No					\$13,871	\$36,834	\$50,705	\$-	\$-	\$-	\$50,705	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	Vista Lago	2025-26	\$21,746	\$-	\$21,746	\$-	\$-	\$-	\$21,746	0.000%
2	3	Core Curricular & Instructional Materials	All	No					\$-	\$50,341	\$50,341	\$-	\$-	\$-	\$50,341	0.000%
2	4	Educational Technology & Support	All	No					\$-	\$35,569	\$35,569	\$-	\$-	\$-	\$35,569	0.000%
									\$-	\$-	\$-	\$-	\$-	\$-	\$-	0.000%
3	1	Safe Facilities	All	No					\$56,791	\$363,513	\$251,554	\$168,750	\$-	\$-	\$420,304	0.000%
3	2	Parents as Decision-makers	All	No					\$-	\$1,000	\$1,000	\$-	\$-	\$-	\$1,000	0.000%
3	3	School-Family Partnerships	All	No					\$-	\$2,500	\$2,500	\$-	\$-	\$-	\$2,500	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,799,886	\$ 496,506	27.585%	0.000%	27.585%	\$ 500,605	0.000%	27.813%	Total:	\$ 500,605
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 500,605

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	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Vista Lago	\$ 65,357	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Vista Lago	\$ 68,982	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Vista Lago	\$ 219,233	0.000%
2	2	Professional Learning & Development	Yes	Schoolwide	All	Vista Lago	\$ 21,746	0.000%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

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)
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2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$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)
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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(q\)](#) and [EC Section 52066\(q\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024