LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Condor Global Academy

CDS Code: 30-10306-0137000
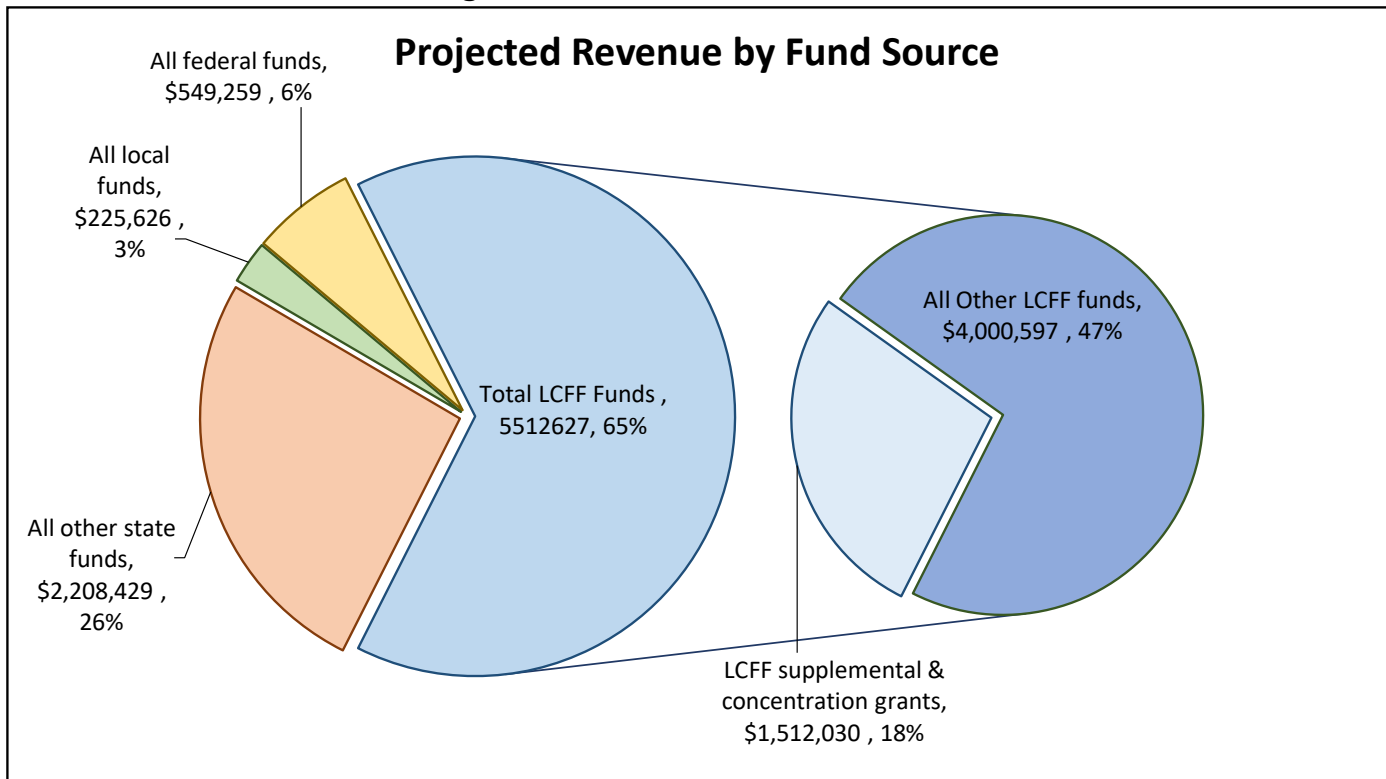
School Year: 2025-26

LEA contact information: Roxanne Allessandro, Principal, rallessandro@vistacharterps.org,714-988-2719

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $549,259 , 6%

All local funds, $225,626 , 3%

Total LCFF Funds , 5512627, 65%

All other state funds, $2,208,429 , 26%

All Other LCFF funds, $4,000,597 , 47%

LCFF supplemental & concentration grants, $1,512,030 , 18%
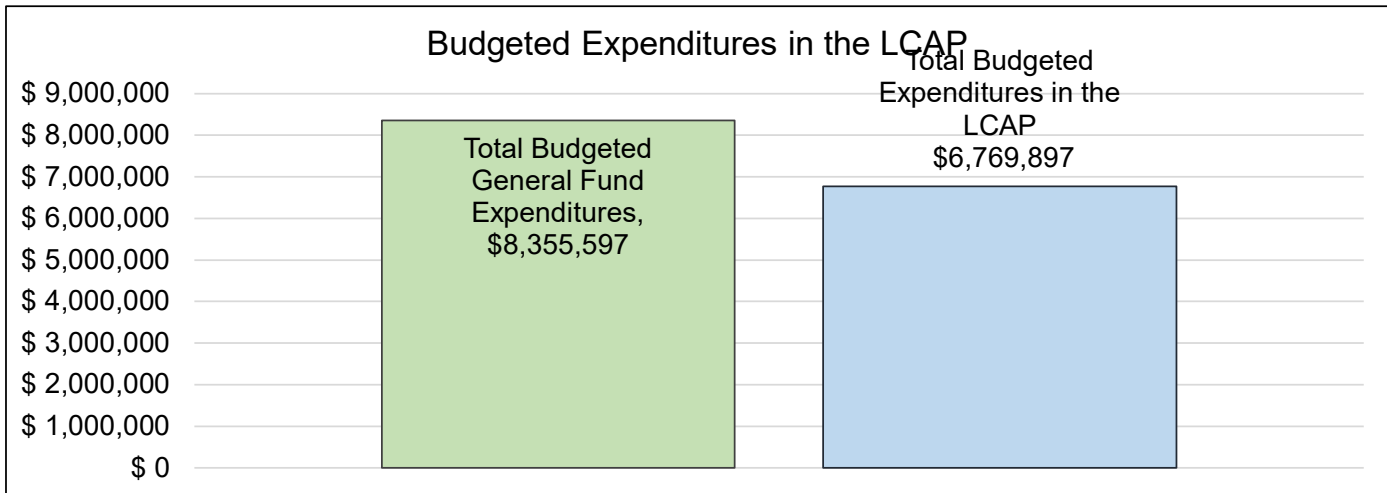
This chart shows the total general purpose revenue Vista Condor Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Condor Global Academy is $8,495,941.00, of which $5,512,627.00 is Local Control Funding Formula (LCFF), $2,208,429.00 is other state funds, $225,626.00 is local funds, and $549,259.00 is federal funds. Of the $5,512,627.00 in LCFF Funds, $1,512,030.00 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

Budgeted Expenditures in the LCAP

Chart showing two bars:
- Total Budgeted General Fund Expenditures, $8,355,597
- Total Budgeted Expenditures in the LCAP, $6,769,897

Y-axis ranges from $0 to $9,000,000 in $1,000,000 increments.

This chart provides a quick summary of how much Vista Condor 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 Condor Global Academy plans to spend $8,355,597.00 for the 2025-26 school year. Of that amount, $6,769,897.00 is tied to actions/services in the LCAP and $1,585,700.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
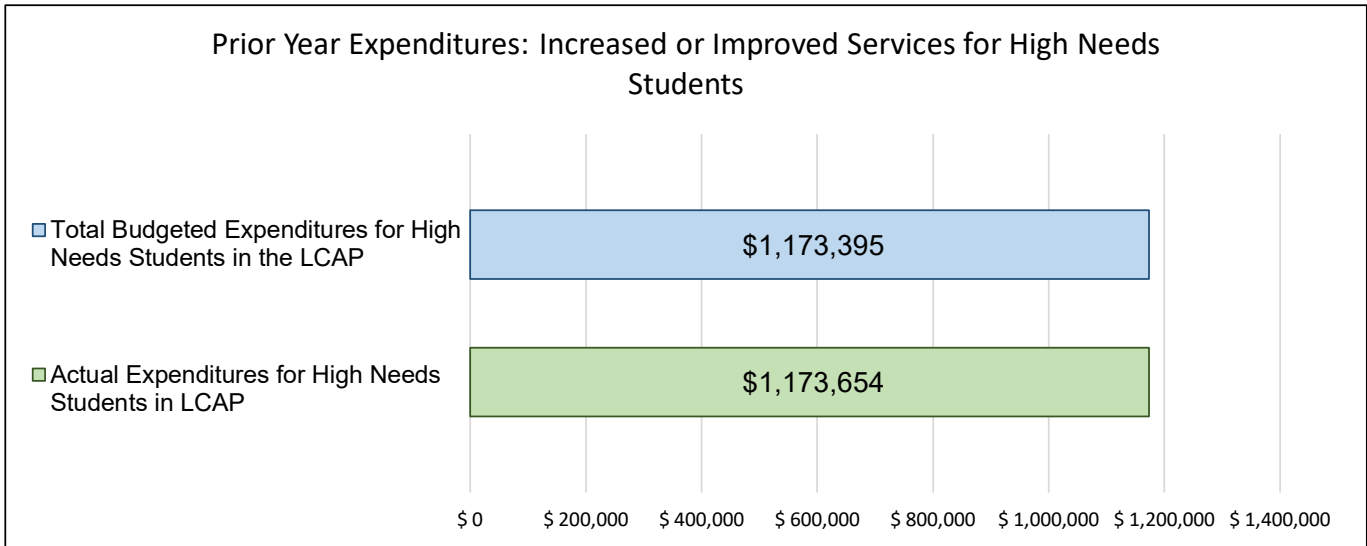
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Condor Global Academy is projecting it will receive $1,512,030.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Condor Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Condor Global Academy plans to spend $1,512,030.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,173,395
☐ Actual Expenditures for High Needs Students in LCAP	$1,173,654

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

This chart compares what Vista Condor 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 Condor 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 Condor Global Academy's LCAP budgeted $1,173,395.00 for planned actions to increase or improve services for high needs students. Vista Condor Global Academy actually spent $1,173,654.00 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 Condor Global Academy	Roxanne Allessandro, Principal	rallessandro@vistacharterps.org 714.988.2719

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 Condor Global Academy (VCGA) is a public charter school established in 2018 and authorized by the Orange County Department of Education (OCDE). Due to increased enrollment and growing community demand, we have expanded to serve 357 students in grades TK-5, including the recent addition of a Transitional Kindergarten (TK) class. VCGA operates as one of six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California.

Our student body reflects the community we serve, with 96% Hispanic students, 1% African American, 2% White students. VCGA serves low-income and historically underserved students who face significant educational challenges, including 51% English Learners (EL), 9% Students with Disabilities (SWD), 97% Socioeconomically Disadvantaged (SED), 2% Foster Youth (FY), and 6% Homeless Youth.

Mission and Vision

Mission: To create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide quality education for all students by focusing on both heart and mind as critical tools of student engagement.

Vision: To close the achievement gap for our targeted population—predominantly low-income and historically underserved students—while addressing the growing opportunity gap. Our compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Educational Approach

Comprehensive Student Support

VCGA 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 established

system, struggling students receive targeted intervention during the school day, ensuring they receive timely support. VCGA has also implemented PBIS & 100% of students participate in Ways of Council through Advisory.

This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes. At VCGA, 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 tutoring program focusing on reading and math, 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.

Community School Initiative

CA Community Schools Partnership Program (CCSPP): VCGA was awarded the prestigious CCSPP Implementation Grant (Cohort IV), a five-year grant that provides critical resources to strengthen our Multi-Tiered System of Supports (MTSS) and expand services to students and families.

The grant supports several key areas:

- **Staff Development:** The funding provides instructional coaches and comprehensive professional development to strengthen our instructional program and build capacity among our educators and Instructional Leadership Team (ILT).

- **Community Coordination:** The grant will partially fund a Community Schools Coordinator who will co-lead our Attendance Team and initiatives while seeking partnerships with community-based organizations and agencies to support student and family needs.

- **Enhanced Services:** These resources enable us to expand our support services and create stronger connections between our school and the broader community.

Strategic Planning and Accountability: VCGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align to the school's mission, the CA Community Schools Framework, MTSS, and CA School Dashboard performance indicators. The LCAP metrics have been revised to align with CDE required metrics, ensuring comprehensive accountability and continuous improvement in student outcomes. VCGA is not eligible to receive Equity Multiplier Funds; but will expend Learning Recovery Emergency Block Grant (LREBG) Funds in the 2025-26 school year.

Transformative Community School Model: Our community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach represents our commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

VCGA aims to revolutionize traditional education by creating an integrated ecosystem where learning, support services, and community engagement converge. We envision our school serving as both an educational institution and a community hub where students receive high-quality instruction enhanced by comprehensive wrap-around support services, families access resources and educational opportunities with meaningful engagement in their children's education, and deep collaboration with community partners addresses both academic and non-

academic barriers to learning. This environment enables educators, staff, administrators, and families to innovate and collaborate effectively, ensuring that VCGA serves not just as a school, but as a cornerstone of community transformation and student success.

Reflections: Annual Performance

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

The following table reflects Vista Condor Global Academy's (VCGA) performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Yellow	Yellow
English Learners	Orange	Orange	Blue	N/A	Red	Yellow
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Blue	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Blue	N/A	--	--
African American	N/A	--	--	N/A	N/A	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Red	Blue	N/A	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

VCGA has experienced post-pandemic declines in academic performance schoolwide and among all student groups, with ELs as the lowest performing student group, as reflected in the 2023 CA School Dashboard. VCGA has seen a surge in referrals for social-emotional and mental health counseling, combined with escalating behavioral challenges and disruptive behavior, combined with high chronic absenteeism rates.

2024 CA SCHOOL DASHBOARD

The following table reflects Vista Condor Global Academy's (VCGA) performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Red	Orange
English Learners	Red	Red	Blue	N/A	Red	Red
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Red	Orange
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Red	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

English Learner Progress Indicator (ELPI): Needs Assessment

Vista Condor Global Academy received a **RED performance level** for the *English Learner Progress Indicator* on the 2024 CA School Dashboard, representing the most critical level of concern for English Learner academic progress. The ELPI data shows that only 38.1% of English Learners made progress toward English Language Proficiency, representing a significant decline from the previous year's 48.4% progress rate. This deteriorating performance indicates that current English Language Development programs and instructional strategies require immediate, comprehensive intervention to support the academic success of the school's substantial English Learner population.

7

Data Analyzed (Quantitative & Qualitative)

- **Primary Data Sources:** Comprehensive English Learner data analysis included ELPAC (English Language Proficiency Assessments for California) scores, which revealed a concerning decline in English proficiency levels from 9.04% proficient in 2022-23 to 4.65% proficient in 2023-24. The English Learner Reclassification Rate showed a dramatic decrease from 13.69% in 2022-23 to 6.1% in 2023-24, indicating that fewer students are achieving the linguistic and academic milestones necessary for reclassification.
- CAASPP performance data for English Learners revealed severe achievement gaps, with EL students scoring 95.7 points below standard in ELA with a decline of 5.7 points, and 105.5 points below standard in Mathematics with an increase of 17.5 points below standard from the previous year. iReady assessment data provided additional insight into student progress across language domains, while local assessments offered ongoing monitoring of student language development.
- The 2024 CA Dashboard English Learner Progress Indicator data showed that 38.1% of EL students made progress toward English Language Proficiency, representing a 10.3 percentage point decline from the previous year's performance of 48.4%. This deterioration indicates systemic challenges in English language development programming and instructional delivery.

Identified Strengths & Demonstrated Growth

- **Positive Indicators:** Teachers demonstrate exceptional dedication to supporting English Learner students through various creative approaches, including translating lessons and materials, seeking assistance from Spanish-speaking Instructional Aides, and utilizing artificial intelligence tools to develop lessons that specifically meet English Learners' linguistic and academic needs. This commitment to innovation and student support represents a significant strength in the school's approach to serving EL students.
- The school has established a strong focus on vocabulary instruction to help students deepen their understanding, recognizing vocabulary development as fundamental to both language acquisition and academic success. Teachers actively look for multiple ways to support EL students, showing flexibility and responsiveness to diverse learning needs.
- Despite the overall declining performance, 38.1% of English Learners did demonstrate progress toward English Language Proficiency, indicating that some instructional strategies and interventions are yielding positive results for a portion of the EL population. Additionally, the school's recognition of the need for systematic ELD programming represents an important step toward comprehensive improvement.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** The most critical need involves developing and implementing a comprehensive, structured English Language Development curriculum that provides systematic instruction across all four language domains: listening, speaking, reading, and writing. Currently, 41.6% of English Learners maintained their EL level without progress, while 20.4% actually decreased a level, indicating that current instructional approaches are insufficient to support meaningful language development.
- English Learners require intensive, targeted linguistic support that addresses both social and academic language development while maintaining access to rigorous grade-level content. The dramatic decline in reclassification rates from 13.69% to 6.1% suggests that students are not developing the academic English proficiency necessary for success in mainstream academic settings.
- Long-Term English Learners (LTELs) represent a particularly vulnerable population requiring specialized interventions, as these students have been in the English learning system for extended periods without achieving proficiency. The substantial English Learner population at Vista Condor Global Academy requires comprehensive, systematic support to address both immediate language development needs and long-term academic success.

8

Issues Identified This Year

- **Instructional and Programmatic Challenges:** The absence of a structured English Language Development curriculum represents the most significant systemic challenge, leaving teachers without comprehensive resources and systematic approaches to support language acquisition. Teachers lack adequate understanding and training in evidence-based strategies specifically designed to address the linguistic and academic needs of English Learners at various proficiency levels.
- Current instructional practices do not adequately integrate language development objectives alongside content objectives, resulting in missed opportunities for systematic language instruction across subject areas. Teachers require enhanced support in scaffolding instruction, developing academic vocabulary systematically, and creating meaningful opportunities for language production in authentic academic contexts.
- The school has identified insufficient coordination between English Language Development instruction and content area teaching, limiting students' opportunities to practice and apply developing language skills in meaningful academic contexts. Additionally, assessment practices do not adequately monitor progress in all four language domains or provide actionable data for instructional planning.

Identified Resource Inequities

- **Critical Resource Gaps:** The most significant inequity involves the absence of specialized instructional coaching in English Language Development, leaving teachers without expert guidance in implementing effective ELD strategies and interventions. Teachers lack access to comprehensive, evidence-based ELD curriculum and materials that support systematic language development.
- Professional development opportunities specifically focused on English Language Development remain inadequate, particularly training that addresses the intersection of language acquisition and content learning. Teachers need enhanced access to strategies for supporting Long-Term English Learners, newcomer students, and students at various English proficiency levels.
- Current assessment tools do not provide comprehensive data on student progress across all language domains, limiting teachers' ability to make informed instructional decisions and track meaningful language development over time. The school lacks adequate bilingual support personnel and resources to bridge communication gaps between home and school.

Root Cause Analysis

- **Primary Root Causes:** The absence of a structured, comprehensive English Language Development curriculum has created systemic gaps in language instruction, leaving teachers without the tools and resources necessary to support systematic language acquisition. This fundamental gap affects all aspects of EL instruction and student progress.
- Insufficient professional development in English Language Development methodologies has left teachers inadequately prepared to address the complex linguistic and academic needs of English Learners. Teachers lack understanding of how to integrate language objectives with content objectives, how to scaffold instruction appropriately, and how to support students at various proficiency levels simultaneously.
- The lack of specialized ELD instructional coaching means teachers do not receive ongoing, expert support in implementing evidence-based language development strategies. Without systematic coaching and support, even well-intentioned teachers struggle to provide the intensive, targeted instruction that English Learners require for meaningful progress.

- Limited coordination between ELD instruction and content area teaching results in fragmented language development opportunities, preventing students from experiencing the intensive, integrated language instruction necessary for academic English proficiency development.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

English Language Development Instructional Leadership

- Vista Condor Global Academy will hire a part-time ELD Instructional Coach funded by the CCSPP Implementation Grant. The ELD Instructional Coach 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 English Learner and Long-Term English Learner students.
- The ELD coach will collaborate extensively with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle with both language acquisition and content mastery. The coach will help teachers develop and implement targeted language objectives alongside content objectives, ensuring lessons provide both rigorous academic content and appropriate linguistic support tailored to individual student proficiency levels.

Integrated Language and Content Instruction

- A key area of focus will involve supporting teachers in making content accessible while maintaining high academic expectations for all students. The ELD coach will model evidence-based strategies for integrating language development into content instruction, including using visual supports, implementing sentence frames and language structures, facilitating structured academic discussions, and developing students' metalinguistic awareness about how language functions in academic contexts.
- The coaching support will include guiding teachers in scaffolding instruction appropriately for different English proficiency levels, developing academic vocabulary systematically across content areas, and creating meaningful opportunities for language production in all four domains: listening, speaking, reading, and writing. This comprehensive approach ensures that language development occurs authentically within academic learning contexts.

Curriculum Development and Implementation

- The school will complete the adoption and implementation of a comprehensive English Language Development curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards. This curriculum adoption will be supported by intensive professional development led by the ELD coach, ensuring teachers understand both the theoretical foundations and practical implementation of evidence-based ELD practices.
- Professional development will focus on designated and integrated English Language Development instruction, strategies for supporting Long-Term English Learners, assessment practices that inform instruction, and methods for creating linguistically responsive learning environments that honor students' cultural and linguistic assets while building academic English proficiency.

Data-Driven Instructional Support

- The ELD coach will establish comprehensive systems for monitoring student progress across all four language domains, helping teachers use assessment data to make informed instructional decisions and adjust support based on individual student needs. This includes training teachers in analyzing ELPAC data, local language assessments, and academic performance indicators to create targeted intervention plans.

- Enhanced Instructional Aide support will include specialized training in ELD strategies, enabling assistants to provide targeted linguistic support during small group instruction and intervention sessions. The coaching model will ensure that all support personnel understand how to reinforce language development objectives consistently across instructional settings.

Professional Learning Communities and Systematic Support

- The ELD coach will facilitate professional learning communities focused on English Language Development, where teachers can collaborate on analyzing student language development, sharing effective practices, and developing common assessments that measure both language and content learning. These collaborative structures will enable teachers to translate research-based ELD practices into practical classroom strategies proven effective for diverse English Learner populations.
- The comprehensive support system will include regular coaching cycles with classroom observations, co-planning sessions, and reflective conferences that build teacher expertise in ELD instruction over time. The coach will work with school leadership to ensure vertical alignment of language development programming across grade levels and coordinate with content area instruction for maximum impact.

Chronic Absenteeism: Needs Assessment

All Students: ORANGE; English Learners (EL): RED; Socioeconomically Disadvantaged (SED): RED; Students with Disabilities (SWD): ORANGE

The 2024 CA School Dashboard chronic absenteeism data reveals that 19.9% of students were chronically absent, representing a critical concern for student engagement and academic success. English Learners and Socioeconomically Disadvantaged students show the most severe performance levels in the RED category, indicating that these vulnerable populations face the greatest barriers to consistent school attendance.

Data Analyzed (Quantitative & Qualitative)

- **Primary Data Sources:** Comprehensive attendance data analysis included CA Dashboard chronic absenteeism metrics showing 19.9% of students chronically absent in 2023-24, compared to the previous baseline of 20.10%. PowerSchool attendance reports provided detailed daily attendance patterns, absence reasons, and trend analysis across student subgroups. The school's overall attendance rate reached 93.61% in 2023-24, representing a slight improvement from the 93.54% baseline.
- Disaggregated data revealed significant disparities among student populations, with English Learners and Socioeconomically Disadvantaged students demonstrating RED performance levels for chronic absenteeism. Qualitative data collection included parent surveys, staff observations, and community input identifying barriers to consistent attendance such as transportation challenges, health concerns, family responsibilities, and cultural factors affecting school engagement.
- Administrative records documented patterns of student absences, including frequent tardiness, early dismissals, and extended absences that contribute to chronic absenteeism rates. Behavioral incident reports and disciplinary data provided additional insight into potential connections between student engagement challenges and attendance patterns.

Identified Strengths & Demonstrated Growth

- **Positive Indicators:** School staff demonstrates exceptional commitment to ensuring students attend school regularly through multiple communication strategies, including daily teacher messages via ClassDojo and systematic attendance calls to notify parents of student

absences. The Community School Coordinator plays a vital role in meeting with families to explain the critical importance of attendance on student achievement and collaboratively troubleshooting reasons for chronic absenteeism while providing targeted family support.

- The school has implemented proactive attendance monitoring systems that enable early identification of students at risk for chronic absenteeism, allowing for timely intervention and family engagement. Staff members work diligently to build relationships with families and understand the underlying factors contributing to attendance challenges, demonstrating cultural responsiveness and family-centered approaches.
- Vista Condor Global Academy's overall attendance rate of 93.61% indicates that the majority of students attend school regularly, suggesting that existing systems and interventions are effective for a significant portion of the student population. The slight improvement from the baseline attendance rate demonstrates that current efforts are yielding some positive results.

Greatest Needs & Specific Student Groups

Primary Areas of Need: English Learners and Socioeconomically Disadvantaged students represent the most critical populations requiring immediate, intensive attendance intervention, as both groups demonstrate RED performance levels for chronic absenteeism. These students face multiple, intersecting barriers to consistent school attendance that require comprehensive, culturally responsive support systems.

The school has identified a critical need for enhanced health services to address student illness-related absences effectively. Many parents keep students home for minor illnesses or when children report not feeling well, often due to limited understanding of when students should remain home versus when they can safely attend school with appropriate support.

Behavioral challenges that interfere with student engagement and school connectedness contribute to attendance patterns, particularly among students who may experience anxiety, social difficulties, or academic frustration that makes school attendance less appealing. The intersection of behavioral, academic, and social-emotional factors requires comprehensive intervention approaches that address root causes of attendance barriers.

Issues Identified This Year

- **Systemic and Instructional Challenges:** Parent education represents a significant challenge, as many families do not fully understand the critical importance of consistent school attendance on long-term academic achievement and life outcomes. Cultural factors, economic pressures, and competing family priorities sometimes result in decisions that prioritize immediate needs over consistent school attendance.
- The absence of adequate health services limits the school's ability to address student health concerns effectively, assess illness severity appropriately, and communicate with families about when students can safely attend school. Without professional health expertise, minor health issues often result in extended absences that could be prevented with appropriate intervention and support.
- Behavioral challenges among students create additional barriers to consistent attendance, as students experiencing academic frustration, social difficulties, or engagement challenges may resist attending school or develop patterns of avoidance. Current systems lack comprehensive behavioral support strategies that address the underlying causes of student disengagement and attendance resistance.
- Transportation barriers, family economic challenges, and competing responsibilities affect some families' ability to ensure consistent school attendance, particularly among Socioeconomically Disadvantaged families who may face multiple stressors that impact daily routines and priorities.

Identified Resource Inequities

Critical Resource Gaps:

- The absence of professional health services represents the most significant resource inequity, as families lack access to expert guidance about student health needs and appropriate responses to minor illnesses. This gap disproportionately affects families who may not have access to healthcare resources or medical expertise to make informed decisions about school attendance.
- Limited behavioral support expertise prevents the school from addressing the complex behavioral and social-emotional factors that contribute to chronic absenteeism among certain student populations. Students experiencing behavioral challenges, anxiety, or engagement difficulties require specialized intervention that current staffing cannot adequately provide.
- Insufficient targeted intervention resources for the highest-risk student populations, particularly English Learners and Socioeconomically Disadvantaged students, limit the school's ability to address the multiple, intersecting factors that contribute to chronic absenteeism in these vulnerable groups.
- Cultural and linguistic barriers affect communication with families about attendance expectations, the importance of consistent school attendance, and available support resources. Limited bilingual support and culturally responsive intervention strategies may prevent effective family engagement around attendance improvement.

Root Cause Analysis

- **Primary Root Causes:** Insufficient health services expertise creates a fundamental gap in addressing illness-related absences appropriately, leading to unnecessary extended absences when students could safely attend school with appropriate support. This lack of professional health guidance affects family decision-making about student attendance during minor health concerns.
- Limited understanding among families about the critical importance of consistent school attendance on academic achievement and long-term life outcomes contributes to decisions that prioritize short-term convenience or minor concerns over educational continuity. This knowledge gap particularly affects families who may not have experienced the connection between attendance and academic success in their own educational experiences.
- Behavioral and social-emotional challenges that remain unaddressed create barriers to student engagement and school connectedness, leading to patterns of avoidance and resistance to school attendance. Without comprehensive behavioral support and intervention, these underlying issues perpetuate chronic absenteeism among affected students.
- Systemic barriers including transportation challenges, economic pressures, family responsibilities, and cultural factors create multiple, intersecting obstacles to consistent school attendance that require comprehensive, coordinated intervention approaches rather than isolated solutions.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Behavioral Support and Intervention Services

- Vista Condor Global Academy will hire a part-time Board Certified Behavioral Analyst (BCBA) for the upcoming school year. The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism.
- The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially. This comprehensive approach will implement restorative practices and utilize systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies.
- The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences.

Health Services and Family Support

- The school will implement a comprehensive plan to hire a Health Clerk who will assist with assessing student illnesses, documenting health concerns, and communicating effectively with parents about appropriate responses to student health needs. This professional health support will help families make informed decisions about when students should remain home versus when they can safely attend school with appropriate accommodations.
- Enhanced family engagement strategies will include individual meetings between parents and the Community School Coordinators to determine specific support needed for students to attend school consistently. These personalized interventions will address transportation, health, economic, and family responsibility barriers that contribute to chronic absenteeism among vulnerable student populations.

Parent Education and Community Engagement

- Comprehensive parent education programming will focus on helping families understand the critical importance of consistent school attendance on both immediate academic success and long-term life outcomes. Parent classes will be offered during summer orientation and throughout the school year, providing practical strategies for overcoming common attendance barriers while building strong home-school partnerships.
- The Community School Coordinator will continue facilitating individual family meetings to develop personalized attendance improvement plans that address specific challenges faced by chronically absent students. These culturally responsive interventions will honor family circumstances while building understanding of educational priorities and available support resources.

Systematic Monitoring and Intervention

- Enhanced attendance monitoring systems will utilize CA Dashboard data and PowerSchool attendance reports to identify students at risk for chronic absenteeism early in the academic year, enabling proactive intervention before patterns become entrenched. The BCBA will collaborate with school staff to analyze behavioral data alongside attendance data to identify connections between student engagement challenges and attendance patterns.
- Professional development for all staff will focus on understanding the multiple factors that contribute to chronic absenteeism, recognizing early warning signs, and implementing evidence-based interventions that address both immediate attendance concerns and underlying contributing factors.

Targeted Support for High-Risk Populations

- Specialized intervention strategies will be developed for English Learners and Socioeconomically Disadvantaged students, addressing the unique cultural, linguistic, and economic factors that contribute to chronic absenteeism in these populations. The BCBA will work with teachers and support staff to create culturally responsive behavioral supports that honor students' backgrounds while building engagement and school connectedness.
- Restorative practices implemented by the BCBA will help students develop positive relationships with school staff and peers, creating a sense of belonging and engagement that supports consistent attendance. These evidence-based approaches will address both behavioral challenges and attendance barriers through comprehensive, student-centered interventions.

English Language Arts (ELA): Needs Assessment

Vista Condor Global Academy received RED performance levels for all students, English Learners, and Hispanic students on the 2024 CA School Dashboard ELA Academic Indicator. Socioeconomically Disadvantaged students received an ORANGE performance level, indicating significant achievement gaps across multiple student subgroups that require immediate and comprehensive intervention.

Data Analyzed (Quantitative & Qualitative)

The analysis drew from multiple comprehensive data sources to understand student performance patterns. CAASPP ELA assessments from 2023-24 revealed that only 20.33% of all students met or exceeded standard, representing a decrease from the 24.72% baseline performance. The CA Dashboard metrics showed students performing 75.8 points below standard with a concerning decrease of 6.3 points from the previous year. English Learner students demonstrated the most significant gaps, scoring 95.7 points below standard with a decline of 5.7 points.

iReady ELA Diagnostic Assessments provided detailed insights across three assessment periods throughout the school year, complemented by weekly comprehension checks that offered ongoing formative assessment data. These multiple data points created a comprehensive picture of student literacy development and highlighted specific areas requiring targeted intervention.

Identified Strengths & Demonstrated Growth

- **Positive Growth Indicators:** K-2nd grade students demonstrated exceptional progress, exceeding expected growth targets on iReady D3 and averaging 112% expected annual growth in reading. Similarly, 3rd-5th grade students surpassed expectations with 136% expected annual growth in reading. The comprehension domain showed remarkable improvement, increasing from 2% to 29% proficiency throughout the school year.
- Teacher dedication remains a significant strength, as staff actively seeks innovative ways to support EL students through translation services, collaboration with bilingual Instructional Aides, and utilization of AI technology for differentiated lesson development. The school has established a strong focus on vocabulary instruction to deepen student understanding, recognizing this as a fundamental component of reading success.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** Vocabulary development represents the most critical gap, with proficiency only increasing from 10% to 25% during the current school year. As a fundamental skill essential for reading comprehension, students require significantly higher proficiency levels in this domain. English Learner support emerges as the most pressing need, as EL students demonstrate the most significant performance gaps across all literacy metrics.
- The data clearly indicates that English Learners, Hispanic students, and all students require comprehensive ELA support, with Socioeconomically Disadvantaged students also needing targeted intervention to prevent further decline from their current ORANGE performance level.

Issues Identified This Year

- **Instructional Challenges:** The absence of Science of Reading-based ELA curriculum implementation has created systemic gaps in foundational literacy instruction. Teachers require support in moving away from practices not aligned with reading science, such as three-cueing strategies or relying solely on leveled texts, toward evidence-based approaches grounded in cognitive science and structured literacy principles.
- Current instructional practices lack sufficient focus on systematic phonics instruction, explicit morphology teaching, and structured vocabulary development. The school has identified inadequate emphasis on building background knowledge crucial for comprehension, along with limited use of decodable texts for beginning readers and appropriately challenging texts for advanced knowledge and vocabulary building.
- Additional concerns include insufficient small group instruction delivery, limited data-driven instructional practices, inadequate evidence-based intervention programs, and insufficient Instructional Aide time in classrooms for individualized support.

Identified Resource Inequities

- **Critical Resource Gaps:** The most significant inequity involves insufficient personnel to provide quality small group support and classroom intervention. The absence of specialized instructional coaching in literacy represents a critical gap, particularly the need for expertise in Science of Reading methodologies and structured literacy practices.
- Current curriculum resources lack alignment with evidence-based reading instruction principles, and teachers have limited access to high-quality professional development in literacy instruction methodologies. The school lacks structured English Language Development curriculum and materials, along with appropriate diagnostic assessment tools to identify specific reading difficulties and implement targeted interventions.

Root Cause Analysis

Primary Root Causes

- Insufficient staffing represents the foundational challenge, preventing quality intervention and small group instruction delivery. The absence of specialized instructional coaching expertise in Science of Reading has left teachers without adequate support in implementing evidence-based literacy practices.

- Current ELA curriculum implementation lacks fidelity across all classrooms, primarily due to inadequate professional development in Science of Reading-based curriculum and structured literacy methodologies. Teachers need support in understanding both the theoretical foundation and practical application of reading science, including systematic approaches to phonics, morphology, and vocabulary instruction.
- The systemic challenge involves limited coordination between curriculum adoption, staff training, implementation monitoring, and ongoing coaching support. Without specialized literacy coaching, teachers continue to rely on practices that may not align with current reading science research.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Instructional Leadership and Coaching

- Vista Condor Global Academy will hire a part-time ELA Instructional Coach who specializes in the Science of Reading (SoR) and serves as a critical change agent in addressing the low literacy performance evident on the CA School Dashboard and SBAC assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices that align with cognitive science and structured literacy principles, ensuring students receive systematic, explicit instruction in all components of skilled reading.
- A key focus will involve supporting teachers in transitioning away from practices not aligned with reading science, such as three-cueing or relying solely on leveled texts, toward evidence-based approaches. The ELA coach will provide comprehensive training on implementing systematic phonics instruction, explicit morphology teaching, and vocabulary development while building the background knowledge crucial for comprehension. Additionally, the coach will guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.

Professional Development and Teacher Support

- The ELA coach will facilitate extensive professional learning around structured literacy practices, helping teachers understand both the theoretical foundation and practical implementation of science-based reading instruction. This comprehensive approach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including helping teachers recognize and address characteristics of dyslexia and other reading challenges that may have previously gone unidentified.
- Continued professional development will focus on the newly adopted ELA curriculum implementation with Science of Reading foundations, evidence-based intervention programs, and systematic approaches to differentiated small group literacy instruction. Specialized training for teachers and Instructional Aides in English Learner instructional strategies will ensure comprehensive support for our most at-risk student populations.

Systemic Alignment and Assessment

- Beyond individual classroom support, the ELA coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels. This collaboration will help establish comprehensive assessment systems that monitor student progress in all reading components and guide the selection of evidence-based instructional materials that support systematic, explicit instruction.
- The implementation plan includes increased Instructional Aide presence in classrooms to provide targeted intervention support, enhanced support for English Learners through dedicated personnel and resources, and systematic monitoring of student response to interventions with established adjustment protocols.

Math: Needs Assessment

Vista Condor Global Academy received mixed performance levels for mathematics on the 2024 CA School Dashboard that indicate significant achievement gaps requiring immediate intervention. English Learners received a RED performance level, representing the most critical area of concern. All students, Socioeconomically Disadvantaged students, and Hispanic students all received ORANGE performance levels, demonstrating that mathematics achievement challenges affect multiple student subgroups and require comprehensive, targeted intervention strategies.

Data Analyzed (Quantitative & Qualitative)

Primary Data Sources

- Comprehensive mathematics data analysis included CAASPP Math Assessments from 2023-24, revealing that 13.19% of all students met or exceeded standard, representing a decrease from the 16.94% baseline. iReady Math Diagnostic Assessments provided detailed diagnostic data across three assessment periods, while CA Dashboard metrics showed students performing 82.8 points below standard with a decline of 7.9 points from the previous year. Weekly math comprehension checks offered ongoing formative assessment data to track student understanding of mathematical concepts and procedures.
- The iReady Math Diagnostic data indicated that 35% of VCGA students met the annual typical growth benchmark, providing insight into student progress throughout the academic year. English Learner specific data revealed this subgroup as the only group performing in the RED category for mathematics, highlighting the critical need for targeted intervention and support.

Identified Strengths & Demonstrated Growth

- **Positive Growth Indicators:** K-2nd grade students demonstrated exceptional mathematical growth, exceeding expected growth targets on iReady D3 and averaging 107% expected annual growth in mathematics. Similarly, 3rd-5th grade students surpassed expectations with 106% expected annual growth in mathematics, indicating that when students receive appropriate instruction and support, significant progress is achievable.
- The Numbers and Operations domain showed remarkable improvement throughout the school year, increasing from 9% at the beginning of year to 37% at the end of year, representing substantial growth in foundational mathematical understanding. This 28-percentage-point increase demonstrates that focused instruction in core mathematical concepts can yield significant results.
- Teachers have shown dedication to supporting students in mathematics through various approaches, including seeking additional resources, collaborating with colleagues, and implementing intervention strategies during small group instruction time.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** English Learners represent the most critical area of concern, as they are the only subgroup performing in the RED category for mathematics. These students require intensive, targeted mathematical intervention that addresses both mathematical concepts and language barriers that may impede their understanding of mathematical vocabulary and problem-solving processes.
- Mathematical conceptual understanding across all grade levels requires significant attention, particularly in building connections between concrete experiences, visual representations, and abstract mathematical thinking. Students need enhanced support in developing both procedural fluency and conceptual understanding to ensure long-term mathematical success.
- The targeted student groups requiring immediate attention include English Learners who are performing in the RED category, while All Students, Socioeconomically Disadvantaged students, and Hispanic students in the ORANGE category need continued support to prevent further decline and promote advancement to higher performance levels.

Issues Identified This Year

- **Instructional Challenges:** Mathematics curriculum implementation lacks fidelity across classrooms, resulting in inconsistent instructional delivery and student outcomes. Teachers require enhanced support in implementing research-based mathematical practices that build conceptual understanding alongside procedural fluency, particularly concrete-representational-abstract approaches that help students develop deep mathematical understanding.
- Current instructional practices show limited use of manipulatives and hands-on mathematical experiences that support diverse learners, especially among the lowest performing student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Teachers need additional support in facilitating productive mathematical discourse and integrating problem-solving strategies that engage all learners.
- Formative assessment practices require strengthening to help teachers make informed instructional decisions, identify mathematical misconceptions, and plan differentiated instruction that addresses individual student needs. The school has identified insufficient Instructional Aide time in classrooms for individualized mathematical support and intervention.

Identified Resource Inequities

- **Critical Resource Gaps:** The absence of specialized instructional coaching in mathematics represents the most significant resource inequity, particularly expertise in research-based mathematical practices and interventions for struggling learners. Teachers lack adequate support in analyzing mathematical data, identifying specific gaps in student understanding, and developing targeted interventions.
- Insufficient personnel resources prevent quality small group mathematical instruction and individualized intervention delivery. The school lacks adequate manipulatives and concrete mathematical materials necessary for implementing hands-on learning experiences that support conceptual understanding.
- Professional development opportunities in mathematics instruction remain limited, particularly training that focuses on supporting English Learners, Students with Disabilities, and other historically underperforming student groups in mathematics. Teachers need enhanced access to evidence-based mathematical instructional strategies and assessment tools.

Root Cause Analysis

- **Primary Root Causes:** Insufficient specialized mathematics instructional support has left teachers without adequate guidance in implementing research-based mathematical practices and interventions. The absence of systematic coaching in mathematics instruction prevents teachers from receiving the ongoing support necessary to improve student outcomes.
- Mathematics curriculum implementation lacks consistency and fidelity across classrooms, primarily due to inadequate professional development in mathematical content knowledge, pedagogical practices, and intervention strategies. Teachers need enhanced understanding of how to support diverse learners, particularly English Learners who face both mathematical and linguistic challenges.
- Limited coordination exists between mathematics curriculum adoption, teacher training, ongoing coaching support, and systematic progress monitoring. Without specialized mathematics coaching, teachers continue to rely on instructional practices that may not effectively address the needs of struggling learners or build the conceptual understanding necessary for long-term mathematical success.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Mathematics Instructional Leadership and Coaching

- Vista Condor Global Academy will hire a part-time Math Instructional Coach as part of the CCSPP Implementation Grant. The Math Instructional Coach will focus on addressing achievement gaps and serve as a catalyst for improving mathematics instruction through multiple strategic roles. The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions tailored to individual student needs.
- The Math Instructional Coach will conduct classroom observations with teachers through peer observation processes, lead collaborative co-planning sessions, and model effective instructional strategies with a focus on implementing research-based practices that build conceptual understanding alongside procedural fluency. This comprehensive approach includes supporting teachers in using concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage diverse learners, especially among the lowest performing student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Data-Driven Instruction and Assessment

- The Math Instructional Coach will provide extensive support to teachers in using formative assessment data to make informed instructional decisions and guide them in identifying mathematical misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. This systematic approach will ensure that interventions are targeted, effective, and responsive to individual student needs.
- Professional development will focus on evidence-based mathematical instructional practices, enhanced implementation of adopted mathematics curriculum with fidelity, and systematic approaches to differentiated small group mathematics instruction. Teachers will receive specialized training in supporting English Learners and other diverse populations in mathematics, ensuring that language barriers do not impede mathematical learning.

Professional Learning Communities and Collaboration

- The Math Instructional Coach will facilitate professional learning communities where teachers can collaborate on analyzing student work, sharing effective practices, and developing common assessments that accurately measure student understanding and progress. These

collaborative structures will enable teachers to translate research-based mathematical practices into practical classroom strategies, particularly those proven effective for students who have historically struggled in mathematics.

- Enhanced Instructional Aide support will be provided in classrooms to deliver targeted mathematical intervention, with specialized training to ensure assistants can effectively support small group instruction and individualized intervention. The implementation includes systematic monitoring of student response to mathematical interventions with clearly defined adjustment protocols.

Systemic Alignment and Program Development

- Beyond individual teacher support, the Math Coach will collaborate with the school's leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions between elementary, middle, and high school mathematics, and assist in establishing comprehensive systems for monitoring student progress and adjusting support structures based on data analysis.
- The comprehensive plan includes strategic use of manipulatives and concrete mathematical materials to support conceptual understanding, implementation of evidence-based intervention programs targeting specific mathematical skills and concepts, and establishment of assessment systems that monitor student progress in all mathematical domains.

Learning Recovery Emergency Block Grant Funds (LREBG): 2025-26 Plan

Vista Condor Global Academy will expend $142,153 in Learning Recovery Emergency Block Grant funds on evidence-based services targeting learning recovery for students most impacted by educational disruption, particularly our 51% English Learners, 97% Socioeconomically Disadvantaged students, and 9% Students with Disabilities. These investments directly address identified learning recovery needs while supporting our Community Schools framework implementation.

LREBG Investment Framework

1. Comprehensive Assessment Systems ($3,975)

Program/Service: iReady Assessments ($1,475) and Amira Reading Screener ($2,500)

LCAP Goal and Action: Goal 1, Action 1 (Assessment of Learning)

ESSA Tier of Evidence: Tier I - Strong Evidence

Rationale: Educational partners emphasized using multiple assessment data sources to identify achievement gaps, particularly for English Learners showing significant underperformance. The 2024 Dashboard RED performance levels indicate urgent need for systematic diagnostic assessment to identify learning gaps and monitor intervention effectiveness.

Research Support: iReady assessments demonstrate effectiveness through randomized controlled trials showing significantly greater student growth compared to control groups. Amira Reading Screener research shows high accuracy in identifying at-risk readers, enabling early intervention that prevents long-term academic challenges.

Monitoring Metrics: CAASPP Distance from Standard scores, iReady growth percentages, early literacy screening results, percentage meeting expected annual growth.

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2. Behavioral and Mental Health Services ($78,792)

Program/Service: Behavior Interventionist ($21,917) and School Psychologist ($56,875)

LCAP Goal and Action: Goal 1, Action 5 (Empowering SWD Academically)

ESSA Tier of Evidence: Tier II - Moderate Evidence

Rationale: Teachers reported increased behavioral challenges and declining student motivation, while Instructional Aides observed behavioral issues preventing learning access. The 2024 Dashboard shows RED chronic absenteeism levels for English Learners and Socioeconomically Disadvantaged students, indicating social-emotional barriers to school engagement.

Research Support: Quasi-experimental studies demonstrate that systematic behavioral interventions and mental health services improve academic outcomes and school engagement. Research shows trauma-informed interventions reduce chronic absenteeism by 15% while improving academic achievement for high-need populations.

Monitoring Metrics: Chronic absenteeism rates by subgroup, suspension/expulsion rates, student safety and connectedness survey results, behavioral incident data.

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3. Extended Learning Time ($49,386)

Program/Service: Extended School Year providing 180 instructional days (5 beyond state requirement)

LCAP Goal and Action: Goal 2, Action 1 (Core Instructional Staffing)

ESSA Tier of Evidence: Tier I - Strong Evidence

Rationale: Educational partners identified need for additional instructional time to address learning loss. Administrators recommended dedicated literacy and mathematics blocks based on assessment data showing significant skill gaps requiring intensive, sustained instruction for learning recovery.

Research Support: Randomized controlled trials by RAND Corporation demonstrate that extended learning time with high-quality instruction produces significant academic gains for students with learning gaps, particularly benefiting English Learners and Socioeconomically Disadvantaged students with effect sizes of 0.3 to 0.5.

Monitoring Metrics: CAASPP performance by subgroup, iReady growth percentages, state standards implementation, English Learner Progress Indicator results.

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4. Professional Development for English Learners ($10,000)

Program/Service: Kagan Cooperative Learning professional development

LCAP Goal and Action: Goal 1, Action 6 (Accelerating English Learner Success)

ESSA Tier of Evidence: Tier II - Moderate Evidence

Rationale: Teachers emphasized need for specialized English Learner strategies, while administrators recommended dedicated English Language Development programming. The 2024 Dashboard shows RED performance for English Learners with a 10.3% decline in progress indicators, requiring enhanced teacher capacity in evidence-based ELD strategies.

Research Support: Quasi-experimental studies show Kagan strategies significantly improve English Learner outcomes through enhanced academic language development and structured peer interaction. Research demonstrates improved teacher ability to scaffold instruction, resulting in accelerated language acquisition and academic achievement.

Monitoring Metrics: English Learner Progress Indicator performance, ELPAC proficiency and reclassification rates, CAASPP performance for English Learner subgroup.

Implementation Framework

Target Population: LREBG investments specifically address learning recovery for students experiencing greatest educational disruption, focusing on English Learners with RED Dashboard performance, Socioeconomically Disadvantaged students, and Students with Disabilities requiring specialized support.

Evidence-Based Approach: All investments meet ESSA evidence requirements through demonstrated effectiveness in rigorous research studies, creating a comprehensive approach that research indicates is most effective for accelerating learning recovery.

Monitoring System: Quarterly data review cycles will analyze academic and social-emotional indicators including state Dashboard metrics, local assessments, attendance patterns, and behavioral measures to ensure effective learning recovery support.

Total LREBG Investment: $142,153

This plan addresses specific learning recovery needs identified through comprehensive educational partner engagement while implementing evidence-based interventions proven effective for accelerating academic progress and improving outcomes for students most impacted by educational disruption.

Reflections: 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

Vista Condor Global Academy is not eligible for CSI.

Support for Identified Schools

Not applicable.

Monitoring and Evaluating Effectiveness

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Date(s):** April-May 2025 (Biweekly meetings) **Topics Discussed:** - LCAP (Local Control and Accountability Plan) report development and analysis - California Dashboard performance review - Assessment data analysis to identify student achievement gaps - English Learner (EL) student performance in mathematics and English Language Arts - iReady Reading and Math assessment results - Master schedule restructuring needs - Professional development requirements for curriculum implementation - Needs Assessment and LREBG Funding **Feedback Provided:** **EL Curriculum Adoption:** Recommended implementing a dedicated English Language Development (ELD) curriculum to address the significant underperformance of English Learner students in both math and ELA, ensuring high-quality instructional support for this population. **Schedule Optimization:** Advised restructuring the master schedule to establish dedicated, uninterrupted literacy and mathematics instructional blocks, based on iReady assessment data indicating need for focused instructional time. **Professional Development Enhancement:** Identified the need to expand and improve professional development opportunities for teachers to ensure effective implementation of adopted mathematics and English Language Arts curricula, emphasizing quality over quantity in training sessions.

Educational Partner(s)	Process for Engagement
	• **Data-Driven Decision Making:** Emphasized the importance of using multiple assessment data sources (LCAP, CA Dashboard, iReady) to inform instructional decisions and resource allocation priorities.
Teachers	**Date(s):** April-May 2025 (Weekly staff meetings) **Topics Discussed:** • LCAP (Local Control and Accountability Plan) review and achievement gap analysis • Instructional Aide (IA) support and capacity needs • Classroom behavior management challenges and student motivation concerns • Social-Emotional Learning (SEL) program implementation • Technology access and 1:1 device program development • English Learner and Long-Term English Learner (LTEL) student support needs • Professional development requirements for instructional improvement • Needs Assessment and LREBG Funding **Feedback Provided:** • **Enhanced TA Support:** Teachers identified the need for additional Instructional Aide hours to facilitate consistent, high-quality small group interventions. Recommended comprehensive professional development and ongoing support for IAs to maximize their effectiveness in supporting student learning. • **SEL Curriculum Adoption:** Due to increased classroom behavior issues and declining student motivation, teachers advocated for implementing a Social-Emotional Learning curriculum to address students' mental health and social-emotional development needs. • **1:1 Technology Initiative:** Teachers recognized that while students have classroom access to Chromebooks, home access is essential for continued learning. Developed implementation plan for Fall 2025 to provide take-home devices, enabling seamless school-to-home technology integration. • **EL Curriculum Implementation:** Given the high English Learner population and significant achievement gaps, teachers emphasized the critical need for adopting a specialized English Learner curriculum to better support both EL and Long-Term English Learner students. • **Professional Development Enhancement:** Teachers requested additional high-quality professional development opportunities to strengthen instructional practices and improve student outcomes across all subject areas.

Educational Partner(s)	Process for Engagement
	• **Comprehensive Support Strategy:** Teachers emphasized the interconnected nature of these needs, recognizing that addressing achievement gaps requires a multi-faceted approach including curriculum adoption, technology access, behavioral support, and enhanced professional capacity.
Other School Personnel	**Date(s):** April-May 2025 (Weekly TA meetings) **Topics Discussed:** • LCAP (Local Control and Accountability Plan) review and analysis • Instructional Aide staffing and classroom support capacity • Student behavior challenges and motivation concerns • Achievement gap contributing factors • Positive Behavioral Interventions and Supports (PBIS) program planning • English Language Development (ELD) program effectiveness • Needs Assessment and LREBG Funding **Feedback Provided:** • **Increased TA Staffing Needs:** Instructional Aides identified insufficient classroom support as a barrier to student success, recommending additional TA positions to provide more individualized assistance and small group support for struggling learners. • **Behavioral Support Concerns:** IAs observed that escalating student behavior issues and decreased motivation are directly impacting the achievement gap. They emphasized that behavioral challenges are preventing students from accessing learning opportunities effectively. • **PBIS Implementation:** Based on TA feedback regarding behavioral concerns, initiated planning for a Positive Behavioral Interventions and Supports (PBIS) program implementation for the 2025-26 school year to create a more structured, supportive learning environment. • **ELD Program Enhancement:** Instructional Aides, working directly with English Learner students, identified significant gaps in the current English Language Development program. They advocated for a more comprehensive and effective ELD curriculum to better serve the English Learner population. • **Front-Line Perspective:** IAs provided valuable ground-level insights into daily classroom challenges, offering practical observations about student needs and barriers to academic success that inform administrative decision-making and resource allocation.

Educational Partner(s)	Process for Engagement
Students	**Date(s):** Spring 2025 (LCAP survey administration period) **Topics Discussed:** - Student experiences and perceptions of school climate through LCAP survey - Extracurricular and enrichment activity preferences - Field trip and educational excursion opportunities - School-wide event planning and student engagement - After-school programming evaluation and feedback **Feedback Provided:** - **LCAP Survey Participation:** 3rd-5th grade students completed the Local Control and Accountability Plan (LCAP) survey, providing essential student voice data to guide school improvement planning and resource decisions. - **Field Trip Requests:** Students expressed strong interest in increased field trip opportunities, identifying hands-on, experiential learning experiences outside the classroom as valuable for their education and engagement. - **School-wide Events:** Students requested more school-wide events and activities that build community, foster school pride, and create positive shared experiences across grade levels. - **After-school Program Success:** Students provided positive feedback about current after-school programming, particularly appreciating the social enrichment components that allow them to build relationships, develop social skills, and engage in activities beyond the regular academic day. - **Student Engagement Priorities:** Student feedback highlighted the importance of experiential learning, community-building activities, and social-emotional development opportunities as key factors in their overall school satisfaction and engagement. - **Holistic Educational Approach:** Students emphasized that their educational experience extends beyond academics to include social enrichment, community connection, and real-world learning opportunities that enhance their overall development.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Monthly Coffee with the Principal Meetings** **Date Range:** September 2024 - May 2025 **Focus:** LCAP Development and Community Input **Topics Discussed:** - LCAP process explanation and importance of parent input

Educational Partner(s)	Process for Engagement
	• Student health and wellness needs assessment
	• Instructional support and classroom resources
	• Student nutrition and meal programs
	• Technology access and digital equity
	• LCAP priorities consolidation
	Parent Feedback Provided:
	• **School Nurse:** Urgent need for full-time school nurse to address health concerns and emergency response
	• **Instructional Aides:** Critical need for additional Instructional Aides to provide individualized attention, particularly for English Learners and students with disabilities
	• **Nutrition:** Improved breakfast and lunch quality with more variety and culturally appropriate options
	• **Technology:** Strong support for Chromebook rollout to ensure device access at home and school
	• **Communication:** Appreciation for transparent LCAP process and request for regular implementation updates
	Monthly School Site Council Meetings
	Date Range: March 2025 - May 2025 **Focus:** LCAP Review and 2025-26 Planning
	Topics Discussed:
	• Previous LCAP performance review and data analysis
	• 2025-26 LCAP development and stakeholder survey results
	• Final LCAP recommendations and implementation planning
	Combined Parent and Staff Feedback:
	• **Increased TA Support:** Additional classroom support, particularly in primary grades and for special populations
	• **Enhanced Programming:** More engaging before and after-school programs including expanded clubs and tutoring
	• **Campus Security:** Improved security measures, visitor management systems, and emergency protocols

29

Educational Partner(s)	Process for Engagement
	- **Budget Priorities:** Recommendation to prioritize classroom support and student programming - **Implementation:** Request for phased rollout with clear milestones and progress reporting **Key Parent Priorities for 2025-26 LCAP** 1. Full-time school nurse position 2. Additional Instructional Aides across all grade levels 3. Improved breakfast and lunch program 4. Chromebook rollout for home and school use 5. Enhanced before and after-school programming 6. Improved campus security measures

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

Based on VCGA's comprehensive engagement process with educational partners, the adopted 2025-26 LCAP and use of LREBG and Title Funds, was significantly shaped by the collective input and feedback received from administrators, teachers, support staff, students, and parents throughout the development process.

Administrative and Leadership Input: The biweekly meetings with administrators and principals during April-May 2025 provided critical strategic direction for the LCAP development. Their feedback regarding the need for dedicated English Language Development curriculum adoption directly influenced Goal 1 Action 6 (Accelerating English Learner Success), which includes hiring a part-time ELD Instructional Coach and implementing comprehensive ELD programming. The administrative recommendation for schedule optimization to establish dedicated literacy and mathematics instructional blocks shaped the instructional framework outlined in Goal 2 Action 1 (Core Instructional Staffing), which emphasizes intensive professional development and systematic instructional leadership.

Teacher and Instructional Staff Influence: The weekly staff meetings with teachers revealed urgent needs that became central to multiple LCAP actions. Teachers' advocacy for enhanced Instructional Aide support and comprehensive professional development directly influenced Goal 1 Action 2 (MTSS: Accelerating Learning), which includes an Intervention Coordinator providing instructional coaching for strategically placed instructional aides. The teachers' emphasis on Social-Emotional Learning curriculum adoption due to increasing classroom behavior issues shaped Goal 1 Action 3 (MTSS: SEL & Mental Health Supports), incorporating daily SEL implementation and comprehensive mental health services through contracted providers.

Teachers' recognition of the critical need for 1:1 technology access influenced Goal 2 Action 4 (Educational Technology & Support), ensuring all students receive individual devices for seamless school-to-home learning integration. Their emphasis on specialized English Learner curriculum implementation reinforced the comprehensive ELD programming established in Goal 1 Action 6, while their request for enhanced professional development opportunities shaped Goal 2 Action 2 (Professional Learning & Development), which provides intensive, role-specific training including Science of Reading methodologies and specialized coaching support.

Support Staff Contributions: The weekly meetings with Instructional Aides provided valuable front-line perspectives that influenced multiple aspects of the LCAP. Their identification of insufficient classroom support as a barrier to student success reinforced the need for additional TA positions and enhanced training outlined in the MTSS framework. The IAs' observations about escalating behavioral issues directly impacting achievement gaps influenced the comprehensive behavioral support systems in Goal 1 Action 3, including PBIS implementation and systematic behavioral interventions.

Instructional Aides' advocacy for enhanced English Language Development programming, based on their direct work with English Learner students, strengthened the rationale for comprehensive ELD curriculum adoption and specialized coaching support detailed in Goal 1 Action 6.

Student Voice Integration: The student feedback collected through LCAP surveys and discussions during Spring 2025 influenced several aspects of the plan's implementation. Students' requests for increased field trip opportunities and school-wide community-building events shaped the enrichment components embedded within the MTSS framework and influenced the comprehensive programming outlined in the Expanded Learning Opportunities Program. Their positive feedback about after-school programming and emphasis on experiential learning reinforced the school's commitment to holistic educational approaches that extend beyond traditional academic instruction.

Parent and Family Partnership Impact: The extensive parent engagement through monthly Coffee with the Principal meetings from September 2024 through May 2025, combined with School Site Council meetings from March through May 2025, provided critical community input that shaped multiple LCAP priorities. Parents' urgent request for a full-time school nurse position, while not directly funded through the LCAP, influenced the comprehensive health and wellness approach outlined in Goal 3 Action 3 (School-Family Partnerships), which includes partnerships with health service providers.

The consistent parent feedback regarding the need for additional Instructional Aides to provide individualized attention, particularly for English Learners and students with disabilities, directly influenced the staffing enhancements throughout Goal 1 Actions 2 and 3. Parents' strong support for technology access shaped the 1:1 device program development, while their emphasis on improved nutrition programs influenced the comprehensive family support services outlined in the school-family partnerships framework.

Parents' requests for enhanced before and after-school programming influenced the Extended Learning Opportunities Program components, while their concerns about campus security shaped the safe facilities and comprehensive support systems outlined in Goal 3 Action 1. The parent feedback regarding the importance of transparent communication and regular implementation updates influenced the comprehensive communication strategies embedded throughout the family engagement framework.

Collaborative Decision-Making Impact: The educational partners' collective emphasis on the interconnected nature of student needs shaped the LCAP's comprehensive, multi-tiered approach that addresses academic, behavioral, social-emotional, and family engagement needs simultaneously. The consistent feedback across all stakeholder groups regarding the critical importance of supporting English Learners influenced the dedicated ELD programming, specialized coaching, and integrated support systems that permeate all three LCAP goals.

The stakeholders' recognition that addressing achievement gaps requires coordinated, multi-faceted interventions influenced the systematic approach outlined throughout the LCAP, ensuring that professional development, instructional support, family engagement, and student services work collaboratively to maximize student outcomes for VCGA's diverse population of learners.

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. Guided by the California Community Schools Framework and its four pillars, 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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

VCGA developed this comprehensive goal in response to significant academic underperformance evidenced by RED performance levels on the 2024 California School Dashboard across multiple indicators. ELA performance declined with RED ratings for all students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, while Math performance showed similar concerning trends with English Learners receiving RED ratings. Additionally, chronic absenteeism reached critical levels with English Learners and Socioeconomically Disadvantaged students both receiving RED performance levels.

Serving a High-Need Student Population: With 96% Hispanic students, 51% English Learners, 97% Socioeconomically Disadvantaged students, 9% Students with Disabilities, 2% Foster Youth, and 6% Homeless Youth, VCGA 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.

Community Schools Framework Alignment: As a recipient of the prestigious California Community Schools Partnership Program Implementation Grant (Cohort IV), VCGA developed this goal to align with the Community Schools Framework and its four pillars while implementing a comprehensive Multi-Tiered System of Supports. This integrated approach recognizes that academic success is inextricably linked to student well-being, family engagement, and community involvement, requiring a whole-child approach that eliminates barriers to learning and ensures all students develop the knowledge, skills, and mindsets necessary for success in higher education, the workforce, and the global economy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -69.5 EL -90 SED -72.5 Hispanic -68.7	2023-24 ELA CAASPP DFS All Students -75.8 EL -95.7 SED -80.8 Hispanic -77.6		2024-25 ELA CAASPP DFS All Students -70 EL -90 SED -75 Hispanic -72	All Students: -6.3 EL: -5.7 SED: -8.3 Hispanic: -8.9
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -75 EL -87.1 SED -77.5 Hispanic -74.7	2023-24 Math CAASPP DFS All Students -82.8 EL -105.5 SED -87 Hispanic -84.9		2024-25 Math CAASPP DFS All Students -70 EL -90 SED -75 Hispanic -72	All Students: -7.8 EL: -18.4 SED: -9.5 Hispanic: -10.2
3	CA Science Test: Points from Standards (PFS) Source: CA School Dashboard	2022-23 CAST % All 16.67% EL 6.45% SED 15.25% Hispanic 15.62%	2023-24 CAST % All 8.34% EL 0.00% SED 7.25% Hispanic 7.35% 2023-24 CAST PFS All Students -23.6 EL -32.4 SED -24.3 Hispanic -24		2024-25 CAST PFS All Students -18 EL -28 SED -20 Hispanic -20	All Students: -8.33% EL: -6.45% SED: -8% Hispanic: -8.27% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	48.4% 2023 CA School Dashboard	38.1% 2024 CA School Dashboard		40%	-10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 9.04%	2023-24: 4.65%		2024-25: 7%	-4.39%
6	Reclassification Rate Source: Dataquest	2022-23: 12.5%	2023-24: 6.1%		2024-25: 10%	6.4%
7	Attendance Rate Source: CALPADS	2022-23: 94%	2023-24: 93.6%		2024-25: 93%	-0.4%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 19.4% EL 19.4% SED 19.1% SWD 13.0% Hispanic 20.2%	2023-24: Chronic Absenteeism Rate All Students 19.9% EL 21.9% SED 20.5% SWD 20.0% Hispanic 19.6%		2024-25 Chronic Absenteeism Rate All Students 28.5% EL 29.5% SED 22.5% SWD 18.0% Hispanic 19.5%	All Students: +0.5% EL: +2.5% SED: +1.4% SWD: +7% Hispanic: -0.6%
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2024-25: 100%	0%
12	% students participating in all 5 Components of the	2022-23: 29%	2023-24: 27% 34		2024-25: 100%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Physical Fitness Test (PFT): Grade 5 Source: SARC					

NOTE: Vista Condor Global Academy currently serves grades TK-5, therefore the following CDE required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 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.

Action 1.1: This action was fully implemented. At Vista Condor Global Academy, teacher excellence begins with our credentialing standards - every member of our teaching staff holds a full teaching credential. We support new faculty through an intensive one-week professional development program prior to the start of each school year, ensuring they are well-prepared for success in our classrooms.

Our commitment to continuous improvement is reflected in our weekly schedule, where all teachers engage in two-hour professional development sessions focused on signature instructional practices. These sessions are enhanced by weekly Professional Learning Community (PLC) meetings, where administrators guide teachers in collaborative discussions about effective teaching strategies and student support.

To strengthen our data-driven approach to education, teachers participate in three dedicated professional development days throughout the academic year. During these sessions, they delve into data analysis and refine their instructional methods to better meet student needs. This comprehensive approach to professional development ensures our teachers remain at the forefront of educational excellence.

Action 1.2: This action was partially implemented. At Vista Condor Global Academy, we are building a comprehensive arts education program that nurtures creativity and cultural appreciation in every student. Through our partnership with Maestro Music, all students receive year-round music instruction as part of their core educational experience. This dedicated music program ensures that every child has the opportunity to develop their musical talents and appreciation.

Visual arts education is a key focus through our full-time credentialed art teacher, who works with all students throughout the academic year. We enhance this foundational art instruction through our collaboration with the Meet the Master's Program, which brings additional artistic exploration and learning directly into our classrooms. We are currently in the process of expanding our visual arts resources by purchasing additional instructional materials to further enrich our program.

Our commitment to the performing arts continues to grow, as we have expanded our Global Performing Arts Assembly series, exposing students to diverse cultural expressions and artistic traditions from around the world. After school, students can participate in our dynamic Brazilian dance program, adding another dimension to their performing arts experience. As with our visual arts program, we are actively working to acquire additional performing arts instructional materials to strengthen these offerings.

This developing approach to arts education—combining music, visual arts, and dance—reflects our belief in the importance of artistic expression in developing well-rounded students who appreciate global cultures and creative expression.

Action 1.3: This action was fully implemented. At Vista Condor Global Academy, we have strengthened our student support services through the addition of an Intervention Coordinator (IC), a fully credentialed teacher who plays a vital role in improving student achievement.

The Intervention Coordinator leads our comprehensive support system by identifying students who need additional academic assistance. Beyond direct intervention support to students, she provides specialized training to our instructional assistants, enabling them to effectively deliver targeted support during small group instruction in the classroom.

As the leader of our Multi-Tiered System of Supports (MTSS) and Student Success Team (SST) process, the Intervention Coordinator ensures a coordinated approach to student intervention. She maintains current best practices through ongoing professional development, facilitates collaborative meetings with staff members, and guides the SST process to develop effective support strategies for students who need additional assistance. Through this coordinated approach to intervention, we are seeing significant improvements in student achievement across our campus.

Action 1.4: This action was fully implemented. At Vista Condor Global Academy, we have implemented a comprehensive assessment system using iReady for both Reading and Mathematics across all grade levels. This data-driven approach complements our intervention program and enhances our ability to meet individual student needs.

Teachers work in conjunction with our Intervention Coordinator to analyze iReady assessment data, identifying specific areas where students need additional support. This detailed information guides our small group instruction in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Teachers use these insights to create targeted lessons that address skill gaps and accelerate student learning during small group sessions. This systematic approach, combining iReady assessments with targeted small group instruction, ensures we provide precise, data-driven support to every student at Vista Condor Global Academy.

Action 1.5: This action was fully implemented. At Vista Condor Global Academy, we are strengthening our instructional support team by providing comprehensive professional development for our Instructional Aides (IAs). Our IAs participate alongside teachers in professional development days, where they learn evidence-based strategies for supporting small group instruction. This collaborative training ensures our IAs are equipped with effective techniques to accelerate student learning and address achievement gaps.

Further enhancing their skills, our Instructional Aides receive specialized training from the Intervention Coordinator. This focused training prepares them to deliver targeted intervention support within the classroom setting. By developing our IAs' expertise in intervention strategies, we create a more robust support system for our students. This investment in our Instructional Aides' professional growth reflects our commitment to providing high-quality support at every level of instruction at Vista Condor Global Academy.

Action 1.6: This action was fully implemented. At Vista Condor Global Academy, we have invested in comprehensive leveled classroom libraries to enhance our Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests. These differentiated libraries support our students' development as both readers and writers, ensuring they have the resources needed to grow in their literacy journey.

Action 1.7: This action was fully implemented. At Vista Condor Global Academy, we maintain instructional continuity through a comprehensive substitute teacher system. Our primary partnership with Scoot Education ensures high-quality substitute teachers are available when regular classroom teachers are absent. Additionally, we maintain an on-staff substitute teacher who can respond quickly to immediate coverage needs.

This dual approach to substitute coverage allows us to consistently provide skilled instruction, minimizing any disruption to student learning during teacher absences. Our commitment to securing qualified substitutes reflects our priority of maintaining educational excellence every day at Vista Condor Global Academy.

Action 1.8: This action was fully implemented. At Vista Condor Global Academy, we provide digital access for our students through strategically placed Chromebook carts in every classroom. Students can access these devices during the school day, and when needed, they can check out Chromebooks for home use to support their learning beyond our campus.

While we currently maintain enough devices to ensure student access throughout the school day, our long-term goal is to transition to a true one-to-one (1:1) program where each student has their own dedicated device. Currently, we share devices across classrooms to meet student needs.

Our dedicated IT staff maintains all existing devices, ensuring they are regularly updated and functioning optimally. This systematic approach to technology management ensures reliable access to digital tools for learning, both in the classroom and, when possible, at home. As we work toward our goal of individual device assignment, we continue to maximize the effectiveness of our current shared device model.

Action 1.9: This action was partially implemented. At Vista Condor Global Academy, we enrich our students' learning experiences through a comprehensive field trip program. The school fully covers transportation costs for all grade-level field trips throughout the academic year, ensuring every student has the opportunity to participate in these valuable educational experiences.

Our funded field trip destinations include engaging visits to the Nature Center, where students explore and learn about local ecosystems and wildlife. Students also experience interactive learning at Pretend City, which offers hands-on activities in a child-sized city environment. During the fall season, classes visit the Pumpkin Patch, combining seasonal fun with educational opportunities. These school-funded excursions, complete with transportation, ensure that all students have access to enriching experiences beyond the classroom, regardless of their family's financial circumstances.

Action 1.10: This action was fully implemented. At Vista Condor Global Academy, we ensure all students have access to standards-aligned curriculum and instructional materials that support their academic success. We maintain current licenses for essential standards-based digital curriculum platforms to enhance student learning.

Our comprehensive digital resources include Heggerty, which supports foundational literacy skills development. We also utilize Seesaw as an interactive learning platform that enables students to create, engage, and demonstrate their understanding of core content. ClassDojo serves as a communication and classroom management tool that helps build a positive learning environment. These digital platforms complement our core instructional materials, ensuring every student has the resources they need to master grade-level standards. Through consistent access to high-quality, standards-aligned curriculum and materials, we support equitable learning opportunities for all students at Vista Condor Global Academy.

Action 1.11: This action was fully implemented. At Vista Condor Global Academy, we maintain comprehensive student records through PowerSchool, our integrated Student Information System. This secure platform allows us to efficiently manage essential student data, including daily attendance records, ensuring accurate and reliable record-keeping for all our students.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1

Action 1: Assessment of Learning - Lower Than Budgeted Expenditures

Vista Condor Global Academy experienced lower than anticipated expenditures in Goal 1, Action 1 due primarily to variations in newly hired teacher salaries. The budgeted expenditures were calculated based on projected salary ranges for fully credentialed teachers with anticipated experience levels. However, the actual teachers hired during the 2024-25 school year possessed salary placements that were lower than the budgeted projections, resulting in reduced estimated actual expenditures.

This variance occurred because many of the new teaching positions were filled by educators who were either new to the profession or had fewer years of experience than originally anticipated when developing the budget projections. Additionally, some positions were filled later in the hiring cycle, resulting in partial-year salary costs rather than full-year expenditures as originally budgeted. While this created cost savings, the

school ensured that all hired teachers met credentialing requirements and received appropriate support through the comprehensive professional development and coaching systems outlined in the action.

The lower salary expenditures allowed the school to redirect resources toward enhanced professional development opportunities and additional instructional materials that supported the implementation of assessment systems and data-driven instruction, ultimately maintaining the action's effectiveness while operating under budget.

Action 2: MTSS: Accelerating Learning - Higher Than Budgeted Expenditures

Vista Condor Global Academy experienced significantly higher than anticipated costs for the Maestro Music Program component of Goal 1, Action 2. The budgeted expenditures for this program were based on initial contract negotiations and projected enrollment figures that proved to be underestimated when the program was fully implemented.

Several factors contributed to the higher than expected costs for the Maestro Music Program. The program's popularity among students resulted in higher participation rates than originally projected, leading to increased per-student costs and the need for additional instructional sessions to accommodate demand. Additionally, the comprehensive nature of the music instruction required more specialized equipment, instruments, and materials than initially anticipated in the budget planning process.

The Maestro Music Program also expanded its offerings during the school year to include additional performance opportunities and advanced instruction options that enhanced the overall educational experience but resulted in cost increases beyond the original contract scope. Furthermore, inflationary pressures on educational services and materials contributed to higher than projected costs for program implementation.

Despite the higher costs, the school determined that the enhanced music education programming directly supported the goal's objective of providing rigorous, engaging instruction that promotes student achievement. The investment in comprehensive arts education aligns with research demonstrating the positive impact of music education on overall academic performance and student engagement.

Action 5: Empowering SWD Academically - Lower Than Budgeted Expenditures

The costs for instructional aides in Goal 1, Action 5 were significantly lower than budgeted due to several factors affecting staffing levels and deployment strategies. The school experienced challenges in recruiting qualified instructional aides at the beginning of the school year, resulting in delayed hiring and partial-year salary costs rather than the full-year expenditures originally projected in the budget.

Additionally, some instructional aide positions were filled by candidates whose salary placements were lower on the pay scale than anticipated, contributing to reduced personnel costs. The school also implemented more efficient deployment strategies that maximized the impact of existing instructional aide support while operating with fewer full-time equivalent positions than originally budgeted.

The cost savings in instructional aide expenditures allowed the school to enhance professional development opportunities for the aides who were hired, ensuring they received comprehensive training to effectively support students with disabilities in achieving academic success.

Action 6: Accelerating English Learner Success - Lower Than Budgeted Expenditures

Goal 1, Action 6 experienced minimal expenditures for textbooks during the 2024-25 school year because comprehensive textbook purchases were completed at the end of the previous academic year. This strategic purchasing decision resulted in significantly lower than budgeted

expenditures for instructional materials, as the bulk of curriculum resources needed for English Learner support were already acquired and available for implementation.

The timing of the previous year's textbook purchases ensured that teachers had access to appropriate materials from the beginning of the school year while creating substantial cost savings in the current budget cycle. These savings allowed the school to redirect resources toward enhanced professional development and supplemental materials that further supported English Learner success.

Action 7: Accelerating Long-Term English Learner Success - Higher Than Budgeted Expenditures

Vista Condor Global Academy experienced a significant increase in substitute teacher costs as a result of multiple teachers taking Family and Medical Leave Act (FMLA) leave during the school year. The original budget projections for substitute coverage were based on typical absence patterns and did not anticipate the extended leave requirements that occurred.

The FMLA-related absences required long-term substitute coverage that was both more expensive and more challenging to secure than typical short-term substitute needs. The school prioritized maintaining instructional continuity for Long-Term English Learner students by securing qualified substitutes who could effectively implement the specialized instructional strategies needed for this population, resulting in higher than anticipated costs.

Despite the increased expenses, the school's commitment to providing consistent, high-quality instruction for Long-Term English Learners remained intact through strategic substitute placement and enhanced support systems.

Action 8: Educational Technology & Support - Lower Than Budgeted Expenditures

Goal 1, Action 8 experienced significantly lower expenditures than budgeted due to two primary factors. First, the total costs for Chromebooks were substantially less than budgeted because the school was able to negotiate better pricing through bulk purchasing agreements and take advantage of educational discounts that were more favorable than initially projected.

Second, the Chief Information Officer (CIO) position remained vacant for the entire school year, resulting in substantial salary and benefit savings. While this created budget savings, the school ensured that essential technology support services were maintained through alternative staffing arrangements and contracted services that provided necessary technical support at reduced costs.

The combination of lower technology hardware costs and the vacant CIO position created significant cost savings that allowed the school to enhance other technology-related services and invest in additional educational software and digital resources to support student learning.

Action 10: Broad Course of Study - Lower Than Budgeted Expenditures

The costs for consumable materials in Goal 1, Action 10 were significantly lower than budgeted due to more efficient inventory management and strategic purchasing decisions. The school implemented enhanced tracking systems that reduced waste and over-ordering of consumable supplies, while also taking advantage of bulk purchasing opportunities and educational discounts that were more favorable than originally projected.

Additionally, some planned consumable purchases were delayed or reduced based on actual usage patterns that proved to be lower than anticipated, particularly in areas where digital alternatives could effectively replace traditional consumable materials. The cost savings in consumables allowed the school to enhance other aspects of the broad course of study programming while maintaining the quality and

comprehensiveness of educational offerings.

Overall Budget Management and Resource Reallocation

The combination of various cost savings in Actions 1, 5, 6, 8, and 10, along with higher costs in Actions 2 and 7, required careful budget management and resource reallocation within Goal 1 to maintain fiscal responsibility while preserving program quality and effectiveness. The school's administration worked collaboratively to ensure that these variances did not compromise the overall implementation of Goal 1's comprehensive approach to accelerating student learning. The net effect of these budget variances was managed through strategic resource reallocation that maintained the integrity of all planned services while demonstrating flexibility in responding to both cost-saving opportunities and necessary program enhancements that arose during the school year.

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

Action 1.1: Action 1.1 is ineffective. Despite strong structural implementation and teacher development investment, declining student achievement outcomes indicate the current approach requires fundamental strategic adjustments to translate professional development into improved student learning. While Action 1.1 demonstrates strong implementation of professional development structures, it is ultimately ineffective in achieving improved student academic outcomes.

Declining Academic Performance: Despite strong implementation, student achievement has deteriorated significantly. ELA performance declined from 24.72% to 20.33% of students meeting standards, moving away from the 35% target. Math performance dropped more dramatically from 16.94% to 13.19%, substantially below the 26% target. Both iReady Reading (44%) and Math (35%) growth metrics fall short of the 50% target.

Critical Implementation Gap: The most concerning finding is the disconnect between substantial professional development investment and declining student outcomes. Current trajectories suggest 3-year targets may be unrealistic. While comprehensive data analysis occurs during professional development, these efforts are not translating into improved classroom results, indicating a significant gap between professional learning and student achievement.

Action 1.2: is effective in its implementation and approach to comprehensive arts education. The strong funding utilization, strategic partnerships, and diverse programming demonstrate successful execution of the visual and performing arts program, though additional outcome metrics would strengthen the assessment of student impact. Action 1.2 demonstrates strong implementation and appears effective in providing comprehensive arts education, though limited outcome data makes full assessment challenging.

Program Expansion and Enrichment: The action demonstrates effectiveness through program growth and diversification. The school has expanded its Global Performing Arts Assembly series, exposing students to diverse cultural expressions and artistic traditions from around the world. An after-school Brazilian dance program adds another dimension to performing arts experiences. The school is actively acquiring additional instructional materials for both visual and performing arts programs, showing commitment to continuous improvement.

Comprehensive Arts Integration: The program effectively combines music, visual arts, and dance, reflecting a holistic approach to arts education. This multi-faceted strategy aligns with the school's belief in the importance of artistic expression for developing well-rounded students who appreciate global cultures and creative expression. The integration of various art forms provides students with diverse opportunities to explore their creativity and cultural appreciation.

41

Assessment Limitations: While implementation appears strong, the document lacks specific outcome metrics for arts education effectiveness, such as student participation rates, skill development measures, or arts-related achievement data. This limits the ability to fully assess the action's impact on student learning and engagement in the arts.

Action 1.3: 3 is effective in establishing comprehensive intervention services through the Intervention Coordinator position. The systematic approach to identifying student needs, training staff, and coordinating support services demonstrates successful implementation that reportedly contributes to improved student achievement outcomes. Action 1.3 demonstrates solid implementation and appears effective in establishing comprehensive student support services through the Intervention Coordinator role.

Implementation Success: The Intervention Coordinator action shows strong implementation with substantial mid-year funding utilization, indicating the position is fully operational. The school has successfully established a comprehensive support system led by a fully credentialed teacher who serves as the Intervention Coordinator. This role represents a strategic addition to the school's student support infrastructure, focusing specifically on improving student achievement through targeted interventions.

Comprehensive Support Framework: The action effectively addresses multiple layers of student support through the Intervention Coordinator's diverse responsibilities. The coordinator identifies students needing additional academic assistance and provides specialized training to instructional assistants, enabling them to deliver targeted support during small group instruction. As leader of the Multi-Tiered System of Supports and Student Success Team process, the coordinator ensures a coordinated approach to student intervention while maintaining current best practices through ongoing professional development.

Collaborative Impact: The Intervention Coordinator effectively facilitates collaborative meetings with staff members and guides the Student Success Team process to develop effective support strategies for students requiring additional assistance. This systematic approach to intervention demonstrates the action's effectiveness in creating a more robust support system for students across the campus. The school reports seeing significant improvements in student achievement as a result of this coordinated intervention approach.

Action 1.4: is partially effective. The comprehensive assessment and intervention framework demonstrates strong implementation, but declining student achievement outcomes suggest that current intervention strategies require refinement to more effectively address identified learning gaps and accelerate student progress. Action 1.4 demonstrates strong implementation of intervention systems but shows mixed effectiveness in achieving targeted student outcomes.

Implementation Success: The ELA/MATH/ELD Intervention action shows robust implementation with comprehensive assessment systems in place. The school has successfully implemented iReady for both Reading and Mathematics across all grade levels, creating a data-driven foundation for intervention services. Teachers work effectively in conjunction with the Intervention Coordinator to analyze assessment data and identify specific areas where students need additional support. This systematic approach guides small group instruction in English Language Arts, Mathematics, and English Language Development.

Data-Driven Framework: The action effectively establishes a comprehensive data analysis process where teachers use iReady assessment insights to create targeted lessons that address skill gaps and accelerate student learning during small group sessions. This systematic approach, combining iReady assessments with targeted small group instruction, ensures precise, data-driven support for every student. The integration with the Intervention Coordinator role creates a coordinated support system that leverages both assessment data and specialized expertise.

Achievement Outcomes: However, the action's effectiveness is limited by actual student performance results. While the intervention framework is well-designed and implemented, student achievement data from Goal 1 metrics shows concerning trends. ELA performance declined from baseline levels, and mathematics achievement also decreased rather than improved. The iReady growth indicators for both reading and math fall short of established targets, suggesting that despite comprehensive intervention systems, student outcomes are not meeting expectations.

Action 1.5: is effective in strengthening instructional support through comprehensive Teacher Assistant professional development. The investment in building Teacher Assistant expertise in intervention strategies successfully expands the school's capacity to provide targeted, high-quality support for student learning across all classrooms. Action 1.5 demonstrates strong implementation and appears effective in building instructional capacity through comprehensive teacher assistant development.

Implementation Success: The Instructional Aides action shows robust implementation with substantial mid-year progress in funding utilization. The school has successfully established a comprehensive professional development system for Instructional Aides, ensuring they participate alongside teachers in professional development days where they learn evidence-based strategies for supporting small group instruction. This collaborative training approach ensures Instructional Aides are equipped with effective techniques to accelerate student learning and address achievement gaps.

Strategic Professional Development: The action effectively provides Instructional Aides with specialized training from the Intervention Coordinator, preparing them to deliver targeted intervention support within classroom settings. This focused training creates a more robust support system by developing Teacher Assistant expertise in intervention strategies rather than relying solely on general classroom support. The dual approach of general professional development alongside specialized intervention training demonstrates a comprehensive strategy for building instructional capacity.

Systemic Capacity Building: The action successfully extends instructional support beyond certified teachers by investing in Teacher Assistant professional growth. This investment reflects the school's commitment to providing high-quality support at every level of instruction. By developing Teacher Assistant expertise in intervention strategies, the school creates a multiplier effect that expands the reach and consistency of targeted student support throughout classrooms.

Integration with Broader Goals: The Teacher Assistant development aligns effectively with other intervention actions, particularly working in conjunction with the Intervention Coordinator and data-driven instruction approaches. This integrated approach ensures that Instructional Aides are not operating in isolation but as part of a coordinated support system focused on student achievement.

Action 1.6: is effective in providing essential literacy resources through comprehensive leveled classroom libraries. The strategic investment in differentiated reading materials successfully supports the Readers and Writers Workshop program and ensures students have consistent access to appropriate books that support their individual literacy growth throughout the school year. Action 1.6 demonstrates successful implementation and appears effective in supporting literacy development through comprehensive classroom libraries.

Implementation Success: The Books and Reference Materials action shows strong implementation with solid mid-year funding utilization. The school has successfully invested in comprehensive leveled classroom libraries to enhance the Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests.

Strategic Resource Allocation: The action effectively addresses the critical need for differentiated reading materials by providing leveled libraries in every classroom. This approach ensures that students across all ability levels have consistent access to books that support their literacy development journey. The careful curation and organization by reading levels demonstrates a thoughtful approach to supporting individual student reading growth rather than a one-size-fits-all solution.

Literacy Program Integration: The action successfully integrates with the broader Readers and Writers Workshop instructional framework, providing the necessary resources to support this pedagogical approach. The differentiated libraries directly support students' development as both readers and writers by ensuring they have access to appropriate materials throughout the school year. This resource foundation is essential for effective implementation of workshop-based literacy instruction.

Action 1.7: is effective in maintaining instructional continuity through comprehensive substitute teacher coverage. The dual approach combining external partnerships with internal capacity successfully ensures qualified instruction during teacher absences, supporting the school's commitment to consistent educational excellence and minimizing disruption to student learning. Action 1.7 demonstrates strong implementation and appears effective in maintaining instructional continuity through comprehensive substitute teacher coverage.

Implementation Success: The Substitute Coverage action shows robust implementation with significant mid-year funding utilization. The school has successfully established a dual approach to substitute coverage through a primary partnership with Scoot Education, ensuring high-quality substitute teachers are available when regular classroom teachers are absent. Additionally, the school maintains an on-staff substitute teacher who can respond quickly to immediate coverage needs, providing flexibility and reliability in staffing.

Comprehensive Coverage Strategy: The action effectively addresses the critical challenge of maintaining instructional quality during teacher absences through strategic partnerships and internal resources. The dual approach allows the school to consistently provide skilled instruction while minimizing disruption to student learning. The primary partnership with Scoot Education ensures access to qualified substitutes, while the on-staff substitute provides immediate response capability for unexpected absences.

Instructional Continuity: The action successfully maintains educational excellence by ensuring qualified substitutes can deliver meaningful instruction rather than merely supervising students. This commitment to securing qualified substitutes reflects the school's priority of maintaining educational standards every day. The comprehensive approach helps preserve learning momentum and prevents gaps in instruction that could impact student achievement.

Action 1.8: is partially effective in providing technology access through shared classroom devices and maintenance support. However, the failure to achieve one-to-one device access limits its effectiveness in supporting personalized digital learning experiences and consistent technology integration across the curriculum. Action 1.8 demonstrates reasonable implementation but shows limited effectiveness in achieving true one-to-one technology access for students.

Implementation Progress: The Instructional Technology action shows substantial mid-year funding utilization, indicating active investment in technology infrastructure. The school has strategically placed Chromebook carts in every classroom, allowing students to access devices during the school day. When needed, students can check out Chromebooks for home use to support learning beyond campus, demonstrating some flexibility in technology access.

Current System Limitations: While the school maintains enough devices to ensure student access throughout the school day, the action falls short of its stated goal to provide true one-to-one Chromebook access. The current shared device model across classrooms requires coordination and limits seamless technology integration into daily instruction. Students do not have dedicated individual devices, which constrains personalized learning opportunities and consistent technology skill development.

Infrastructure and Support: The action effectively maintains existing technology through dedicated IT staff who ensure devices are regularly updated and functioning optimally. This systematic approach to technology management provides reliable access to digital tools for learning in both classroom and home settings when possible. The maintenance system supports consistent device availability within the constraints of the shared model.

Action 1.9: is effective in providing comprehensive educational field trip experiences that enrich student learning beyond the classroom. The school-funded approach ensures equitable access while diverse destinations support varied learning objectives, successfully extending educational opportunities through meaningful experiential learning. Action 1.9 demonstrates strong implementation and appears effective in providing enriching educational experiences through comprehensive field trip programming.

Implementation Success: The Educational Field Trips action shows solid implementation with meaningful mid-year funding utilization. The school successfully covers transportation costs for all grade-level field trips throughout the academic year, ensuring every student has the opportunity to participate in valuable educational experiences regardless of their family's financial circumstances. This comprehensive funding approach eliminates barriers to participation and supports equitable access to enriching learning opportunities.

Diverse Educational Experiences: The action effectively provides students with engaging visits to multiple educational destinations that complement classroom learning. Field trip destinations include the Nature Center for ecosystem and wildlife exploration, Pretend City for interactive hands-on learning activities, and seasonal visits to the Pumpkin Patch that combine educational opportunities with seasonal engagement. These varied experiences expose students to different learning environments and real-world applications of academic concepts.

Equity and Access: The action successfully addresses potential equity issues by ensuring all students can participate in field trips through school-funded transportation and activities. This approach removes financial barriers that might otherwise prevent some students from accessing these enriching experiences, supporting the school's commitment to equitable educational opportunities for all students regardless of family economic circumstances.

Action 1.10: is effective in providing comprehensive standards-based curriculum resources through strategic digital platform licensing. The systematic approach to maintaining current, high-quality curriculum tools successfully supports equitable access to rigorous, standards-aligned instruction for all students. Action 1.10 demonstrates strong implementation and appears effective in establishing comprehensive digital curriculum resources for standards-aligned instruction.

Implementation Success The Rigorous, Standards-Based Curriculum action shows substantial mid-year funding utilization, indicating active investment in curriculum platforms. The school successfully maintains current licenses for essential standards-based digital curriculum resources that enhance student learning. This systematic approach ensures all students have consistent access to high-quality, standards-aligned curriculum and instructional materials that support their academic success.

Comprehensive Digital Platform Integration: The action effectively integrates multiple digital resources to support different aspects of student learning. The curriculum includes Heggerty for foundational literacy skills development, Seesaw as an interactive learning platform enabling students to create and demonstrate understanding of core content, and ClassDojo serving as a communication and classroom management tool that helps build positive learning environments. This multi-platform approach addresses various educational needs comprehensively.

Standards Alignment and Quality: The action successfully ensures that digital platforms complement core instructional materials while maintaining alignment with grade-level standards. The combination of literacy support, interactive learning tools, and classroom management resources creates a cohesive digital learning environment. This systematic approach to curriculum resources supports equitable learning opportunities for all students by providing consistent access to high-quality, standards-aligned materials.

Action 1.11: is effective in providing essential student information management through the PowerSchool system. The comprehensive platform successfully supports accurate record-keeping, attendance monitoring, and data management needs that are fundamental to school operations and student support services. Action 1.11 demonstrates strong implementation and appears effective in maintaining comprehensive student records and attendance monitoring through the PowerSchool system.

Implementation Success: The Student Information System action shows substantial mid-year funding utilization, indicating active maintenance of the comprehensive student data management platform. The school successfully maintains PowerSchool as its integrated Student Information System, providing a secure platform for efficiently managing essential student data including daily attendance records. This systematic approach ensures accurate and reliable record-keeping for all students.

Comprehensive Data Management: The action effectively addresses critical administrative needs through PowerSchool's integrated capabilities. The system successfully manages student attendance tracking, which is essential for compliance and monitoring student engagement patterns. The secure platform design ensures that sensitive student information is properly protected while remaining accessible to authorized staff members who need access for educational and administrative purposes.

Operational Efficiency: The Student Information System effectively streamlines administrative processes by centralizing student data management in a single, integrated platform. This approach reduces administrative burden on staff while improving data accuracy and accessibility. The system's attendance monitoring capabilities support the school's efforts to track and improve student engagement through reliable daily attendance records.

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

Based on reflections of prior practice and feedback from educational partners, VCGA has made significant adjustments to Goal #1 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	Assessment of Learning	**Universal Screening and Progress Monitoring:** Vista Condor Global Academy (VCGA) will administer iReady Diagnostic Assessments for ELA and Mathematics (Title I funded: $12,129; LREBG Funded: $1,475) three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by EC Section 53008 to ensure early identification and intervention support (LREBG Funded: $2,500). Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments. **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. **Data Analysis and Inquiry Cycle Process:** VCGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The principal and instructional leadership team 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	$16,104	N

Action #	Title	Description	Total Funds	Contributing
		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 intervention adjustments. This ongoing analysis will drive flexible grouping strategies, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps.		
		Standards-Mastery Approach Implementation:		
		VCGA 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.		
		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.		
		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 Public Schools Central Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.		

Action #	Title	Description	Total Funds	Contributing
2	MTSS: Accelerating Learning	**2023 Dashboard Results - ELA:** Vista Condor Global Academy (VCGA) received a RED performance level (lowest rating) for the English Language Arts (ELA) Academic Indicator on the 2023 California School Dashboard specifically for the English Learner (EL) student group. **2024 Dashboard Results - ELA:** For the 2024 California School Dashboard, VCGA's performance in ELA declined, receiving a RED performance level (lowest rating) for all students, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students. Vista Condor Global Academy (VCGA) is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses the following intervention framework: **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. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement. All students in grades TK-5 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. VCGA will implement the Heggerty Phonemic Awareness curriculum to strengthen foundational reading skills for all students in grades TK-2. This systematic, explicit phonics instruction program will build essential pre-reading and early reading skills including phoneme isolation, blending, segmentation, and manipulation. Daily Heggerty lessons will be delivered by classroom teachers to ensure all students develop the phonemic awareness foundation necessary for successful reading development and literacy achievement. **Tier 2 - Targeted Group Interventions:** The Intervention Coordinator will provide reading and math tier 2 interventions and deliver instructional coaching for the Instructional Aides strategically placed with students	$1,502,031	Y

Action #	Title	Description	Total Funds	Contributing
		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 phonemic awareness, reading fluency, 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.		
		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 during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. **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 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.		
		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		

Action #	Title	Description	Total Funds	Contributing
		Disabilities, tutors will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement. 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. **Expanded Learning Opportunities Program (ELOP)** Our students will have access to comprehensive academic and social enrichment through ELOP programming, which provides support daily after school, before school, during intervention periods, and through summer school programming. Students below grade level will be prioritized for additional academic tutoring through our ELOP programming to ensure accelerated learning and gap closure. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating student achievement across all student populations and learning needs.		
3	MTSS: SEL & Mental Health Supports	**2023 Dashboard Results - Chronic Absenteeism:** Vista Condor Global Academy (VCGA) received a RED performance level (lowest rating) for the Hispanic student group on the Chronic Absenteeism Indicator on the 2023 California School Dashboard. **2024 Dashboard Results - Chronic Absenteeism:** For the 2024 California School Dashboard, VCGA received a RED performance level (lowest rating) for both the English Learner (EL) and Socioeconomically Disadvantaged (SED) student groups on the Chronic Absenteeism Indicator. However, the Hispanic student group showed improvement, with chronic absenteeism rates decreasing and resulting in a YELLOW performance level (middle rating) on the 2024 Dashboard.	$436,297	Y

Action #	Title	Description	Total Funds	Contributing
		Holistic Approach to Student and Family Wellness: VCGA 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.		
		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 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.		
		Monthly Character Trait Recognition Program: Every month, VCGA celebrates a specific SEL topic based on desired character traits such as respect, kindness, perseverance, responsibility, and empathy. This systematic approach reinforces social-emotional learning concepts through schoolwide recognition and celebration.		
		Positive Behavior Recognition System: Students who demonstrate these monthly character traits are awarded tickets that recognize the desired behavior. These tickets serve as tangible acknowledgment of positive choices and character development. Students can trade in their tickets weekly for prizes, creating an incentive system that encourages consistent demonstration of positive behaviors and character traits.		
		Monthly Awards Assembly and Class Presentations: Each month, one class presents the character trait of the month during our awards assembly to teach the rest of the school about the desired behavior. These student-led presentations reinforce learning while building leadership skills and school community connections. Students receive awards for demonstrating monthly character traits, celebrating their growth in social-emotional development.		
		Weekly Hall of Fame Recognition: Two students are chosen from each class every week as Hall of Fame winners, recognizing their consistent		

Action #	Title	Description	Total Funds	Contributing
		demonstration of positive character traits and behaviors. Their pictures are prominently posted outside their classroom and displayed on screens throughout the school, including hallways, cafeteria, and front office. This visible recognition system creates a culture of celebration and motivates students to continue demonstrating positive behaviors while building school pride and community connection. **Targeted Attendance Support:** VCGA's PBIS Team is comprised of the Assistant Principal (Title I Funded: $145,196), teachers, contracted counselors from Turning Point, and Behavior Interventionists. This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism. The PBIS team will continue to participate in OCDE's PBIS Community of Practice (CoP) to access research-based strategies and ongoing professional development. **Transportation Support:** VCGA will provide transportation services (costs identified in Goal 1, Action 2) for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism. **Comprehensive Mental Health and Wellness Support Services:** VCGA will provide multi-layered mental health support through strategic partnerships and staffing enhancements. VCGA will contract counseling services from Turning Point that provide group counseling for students during the instructional day, ensuring immediate access to mental health support without disrupting academic learning time. **Contracted Group Counseling Services:** Through our partnership with Turning Point, students will receive group counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These group interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in a supportive peer environment.		

Action #	Title	Description	Total Funds	Contributing
		Working collaboratively with teachers, families, and community mental health partners, the Assistant Principal will coordinate with Turning Point counselors to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Turning Point counselors will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges. **Trauma-Informed School Environment:** The contracted counseling services from Turning Point play 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 the school community. Through early identification and intervention strategies, the Turning Point counselors will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance. Additionally, the Assistant Principal will work collaboratively with the school psychologist, Turning Point counselors, and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families. **Behavioral Support and Intervention** The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially. This comprehensive approach will implement restorative practices and utilize systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement		

Action #	Title	Description	Total Funds	Contributing
		while increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences. **Additional Support Systems:** VCGA will employ supervision aides trained in PBIS and restorative practices that will provide additional supervision throughout the school day to ensure a safe and welcoming learning environment. Students will be administered the CA Healthy Kids Survey to measure school climate, student connectedness, and measure the school's progress with SEL implementation.		
4	Broad Course of Study	Vista Condor Global Academy provides all students with enrichment opportunities beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) through the following arts programs: ● **Music Education**: Sequential, standards-aligned instruction in vocal and instrumental music ● **Art Instruction**: Hands-on learning experiences in diverse artistic mediums and techniques Research demonstrates that arts education significantly enhances student development across multiple domains. Longitudinal research from the National Endowment for the Arts demonstrates that students involved in arts programs display greater academic achievement, increased graduation rates, and higher college enrollment compared to their non-participating counterparts. Multiple neuroscience studies confirm that music education promotes adolescent brain development, particularly in areas linked to language processing, executive function, and memory. Research published in the Journal of Neuroscience suggests that musical instruction during adolescence is associated with increased brain development and greater academic performance across several courses. Art education fosters critical thinking, visual literacy, and imaginative problem-solving skills. Studies demonstrate that adolescents engaged in	$105,100	N

Action #	Title	Description	Total Funds	Contributing
		regular art education have enhanced observational skills, more endurance in challenging tasks, and an improved ability to express complex ideas—competencies relevant across multiple academic fields. This arts-centric methodology corresponds with California's educational goals for developing well-rounded students prepared for further education, career pursuits, and civic involvement in the 21st century.		
5	Empowering SWD Academically	Vista Condor's school site administrators along with the Special Education Coordinator and Director of Special Education will meet on a bi-weekly basis to address and strengthen the special education program for students with disabilities. The meetings will focus on the following: • 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) **IEPs at a Glance and Special Education Updates** Special Education teacher (RST) will provide all general education teachers with a copy of the IEPs at a Glance for their students with IEPs. RST 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. Director of Special Education and/or Special Education Coordinator will attend the El Dorado Charter SELPA: Professional Learning Network Meetings and provide pertinent updates to school site administrators, general education staff and/or parents **Professional Development** Director of Special Education, Special Education Coordinator, RST, school psychologist (Partially funded LREBG: $56,875), and/or school site administrators will provide PD that focus on strengthening our special education program for our students with disabilities. These PDs will	$623,957	N

Action #	Title	Description	Total Funds	Contributing
		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: • 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) (Partially LREBG Funded: $21,917) • De-escalation Strategies • Collaboration time between special education and general education teachers **PLC Time** During allotted time at weekly PD, special education and general education teachers will be provided with collaboration time in order to plan for instruction in and out of the general education setting. During this PLC time, staff will plan for instruction in the general education classroom, focus on appropriate strategies to make the general education curriculum accessible to students with disabilities, discuss and select appropriate accommodations. RST will plan for instruction in the smaller setting with collaboration from general education teachers. Special Education Oversight by Director of Special Education and Special Education Coordinator: • During the summer break and throughout the school year, CALPADS is monitored to ensure no students with IEPs have been missed by the Director of Special Education/Special Education Coordinator • Upon enrollment at VCGA, students are transferred into SEIS in order to ensure compliance and begin services as needed right away once the school year begins • Director of SPED, Special Education Coordinator, RST and DIS Providers meet on a bi-weekly basis in order to highlight best practices • SEIS is monitored on a weekly basis to catch any discrepancies by Director of Special Education		

Action #	Title	Description	Total Funds	Contributing
		• If and when discrepancies are noted, DIS Provider is notified and supported to correct any discrepancies by the Director of Special Education or Special Education Coordinator • IEP Master Calendar created and is ready before the beginning of the school year • IEP meetings scheduled a month ahead of time in order to maintain compliance • IEP meetings are held in person or via zoom, per parents preference in order to ensure parent participation **El Dorado Charter SELPA Resources and Support** Vista Condor will continue to attend and be an active participant at all PLN meetings. Vista Condor will continue to work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by them. Vista Condor 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 Vista Condor maintains compliance for our students with disabilities and allows us to benefit from SELPA services and best practices.		
6	Accelerating English learner Success	**2023 Dashboard Results ELA:** Vista Condor Global Academy (VCGA) received a RED performance level (lowest rating) for the English Language Arts (ELA) Academic Indicator on the 2023 California School Dashboard specifically for the English Learner (EL) student group. **2024 Dashboard Results -ELA:** For the 2024 California School Dashboard, VCGA's performance in ELA declined, receiving a RED performance level (lowest rating) for all students, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students. **2024 Dashboard Results - English Learner Progress Indicator (ELPI):** VCGA received a RED performance level (lowest rating) on the 2024 Dashboard for the English Learner Performance Indicator (ELPI) for the English Learner student group, representing a 10.3% decline from the previous year.	$31,763	N

58

Action #	Title	Description	Total Funds	Contributing
		Specialized ELD Instructional Support		
		VCGA will hire a part-time 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.		
		The ELD 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.		
		Technology-Enhanced EL Support		
		VCGA will implement the Ellevation Platform (Title III Funded: $3,203) 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.		
		Comprehensive English Language Development Framework		
		• **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 for grades 1-6. This consistent, systematic approach will provide English Learners with explicit language instruction that		

Action #	Title	Description	Total Funds	Contributing
		builds foundational skills necessary for academic success across all content areas. • **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. • **Authentic Language Exposure:** All students will receive monthly issues of Time Magazine through a year-long subscription for the 2025-26 school year, providing opportunities to engage with real-world texts and authentic language use. This exposure to current events and varied text structures will enhance academic vocabulary development and cultural knowledge essential for academic success. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (LREBG Funded $10,000), 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. **Instructional Enhancement and Resource Integration** The adoption of new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English		

Action #	Title	Description	Total Funds	Contributing
		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.		
		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.		
		Trimester Intervention Planning		
		At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.		
		Through this comprehensive approach to accelerating English Learner success, VCGA anticipates significant improvement in ELPI performance levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for English Learners as measured by both ELPAC assessments and academic indicators.		

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

VCGA developed this goal because despite substantial investment in professional development, student achievement outcomes continued to decline across multiple indicators. The analysis revealed that current professional development approaches were "ineffective" in translating professional learning into improved classroom instruction, with ELA performance declining from 24.72% to 20.33% and Math performance dropping from 16.94% to 13.19% of students meeting standards.

Critical Need for Specialized Instructional Expertise: The school identified significant gaps in teacher preparation to effectively serve its high-need population, particularly the 51% English Learners, 97% Socioeconomically Disadvantaged students, and 9% Students with Disabilities. Teachers required enhanced expertise in Science of Reading methodologies, English Language Development strategies, differentiated instruction, and evidence-based practices for supporting diverse learners, but lacked systematic coaching and support in these critical areas.

Building Sustainable Systems for Continuous Improvement: As a recipient of the California Community Schools Partnership Program Implementation Grant, VCGA recognized the need to cultivate collaborative leadership structures and build collective expertise that would create sustainable improvements. The goal addresses the requirement for systematic instructional leadership, coordinated professional development, and distributed leadership capacity that empowers educators to implement effective practices consistently across all classrooms.

Ensuring Effective Implementation of MTSS Framework: Goal 2 supports the successful implementation of the Multi-Tiered System of Supports by building teacher and administrator capacity to deliver evidence-based instruction, analyze data effectively, and provide targeted interventions. This comprehensive approach to professional growth ensures that all staff members have the knowledge, skills, and ongoing support necessary to maximize student achievement and well-being for the school's diverse population of learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 76%	2022-23: 84.6%		2023-24: 100%	+8.6%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	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 Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 2 Math: 4 Social Science: 3 Science: 2 CTE: NA Health: 4 PE: 4 VAPA: 3 World Language: NA	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA		2025-26: ELA: 4 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: 0 ELD: +2 Math: 0 Social Science: +1 Science: +2 CTE: NA Health: 0 PE: 0 VAPA: +1 World Language: NA

Goal Analysis for 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.

Action 2.1: This action was partially implemented. Vista Condor Global Academy (VCGA) supports English Learners (ELs) through multiple strategies and employs a Instructional Aide to provide targeted academic intervention for English Learners (EL). Additionally, all EL students receive both designated and integrated English Language Development (ELD) instruction.

Vista Condor Global Academy is actively evaluating new English Language Development (ELD) curricula for adoption. Once selected, the school will purchase the curriculum and provide comprehensive teacher training, with implementation planned for the 2025-26 school year.

Action 2.2: This action was fully implemented. At Vista Condor Global Academy, we maintain a dedicated Multi-Tiered System of Supports (MTSS) team of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs.

Our Special Education team includes one full-time and one part-time Education Specialist, providing comprehensive support across all grade levels. A full-time Speech and Language Pathologist delivers specialized services to students requiring communication support. Additionally, our part-time School Psychologist contributes expertise in assessment, evaluation, and intervention planning.

This experienced team of certificated professionals works collaboratively to ensure students receive appropriate accommodations and supports tailored to their individual learning needs, fostering an inclusive educational environment at Vista Condor Global Academy.

Action 2.3: This action was fully implemented. At Vista Condor Global Academy, we prioritize classroom readiness by providing all teachers with adequate supplies and materials needed for effective instruction in ELD. By ensuring each classroom is fully stocked, teachers can focus on delivering high-quality ELD instruction without concerns about resource availability.

Action 2.5: This action was fully implemented. At Vista Condor Global Academy, we partner with specialized education providers to deliver comprehensive support services for our students with special needs. These contracted professionals complement our in-house special education team, ensuring all students receive their required accommodations and services. Through these partnerships, we maintain access to specialized resources and expertise that help us fully support the diverse learning needs of our students.

Action 2.6: This action was fully implemented. At Vista Condor Global Academy, Board Certified Behavior Analysts (BCBAs) provide direct support to our special education students within their regular classroom settings. These specialists work alongside teachers to implement behavioral strategies and interventions that support student success in their learning environment.

Action 2.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation

Action 2.8: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.9: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2

Action 1: Core Instructional Staffing - Lower Than Budgeted Expenditures

Vista Condor Global Academy experienced lower than anticipated expenditures in Goal 2, Action 1 due to two primary factors. First, the planned English Language Development (ELD) software was not purchased during the 2024-25 school year. The school determined that existing technology platforms and instructional materials were sufficient to meet immediate ELD needs while comprehensive curriculum adoption planning was underway. This decision resulted in significant cost savings that were redirected toward enhanced professional development and instructional support systems.

Second, the Instructional Aide position was filled at a salary level lower than originally budgeted. The hired candidate's placement on the salary schedule was below the projected range due to their experience level and qualifications, resulting in reduced personnel costs. Despite the lower salary expenditure, the school ensured that the instructional aide received comprehensive training and support to effectively contribute to the core instructional program and support student achievement goals.

The combined savings from the ELD software deferral and lower instructional aide salary allowed the school to enhance other components of the core instructional staffing framework while maintaining fiscal responsibility.

Action 2: Professional Learning & Development - Lower Than Budgeted Expenditures

Goal 2, Action 2 experienced significantly lower expenditures than budgeted due to teacher salary costs that were substantially less than projected. The actual salaries for teachers participating in professional development activities were lower than budgeted because many positions were filled by educators with fewer years of experience than originally anticipated, resulting in lower salary placements on the schedule.

Additionally, the school identified duplication of costs that were captured in other actions throughout the LCAP, leading to adjustments in how professional development expenses were allocated and tracked. This careful review of budget allocations ensured that professional development costs were not double-counted across multiple actions while maintaining the comprehensive nature of the training programs.

The budget variance analysis revealed that some professional development activities funded through this action were also supported through other funding sources or actions, requiring reallocation to prevent duplication and ensure accurate fiscal reporting. The lower teacher salary

costs and elimination of duplicated expenses created opportunities to enhance the quality and scope of professional development offerings while operating within a more efficient budget framework.

Action 5: Empowering SWD Academically - Higher Than Budgeted Expenditures

Vista Condor Global Academy experienced higher than anticipated costs in Goal 2, Action 5 due to an increased need for additional Special Education support staff during the school year. The original budget projections were based on anticipated special education enrollment and service needs, but actual student requirements exceeded these projections.

Several factors contributed to the need for additional Special Education support staff. The school experienced higher than expected enrollment of students with disabilities requiring intensive support services, including students with complex needs that required one-on-one aide support and specialized intervention services. Additionally, some students' Individual Education Program (IEP) requirements were modified during the year to include additional support hours, necessitating expanded staffing.

The school also identified gaps in existing special education service delivery that required additional personnel to ensure compliance with federal and state requirements while providing appropriate educational services. The increased costs reflected the school's commitment to providing comprehensive support for students with disabilities and ensuring they receive the specialized instruction and related services necessary for academic success.

Despite the higher costs, the enhanced special education staffing directly supported the action's objective of empowering students with disabilities academically by providing the intensive, individualized support these students require to access grade-level curriculum and achieve meaningful educational outcomes.

Action 6: Supporting All Students - Higher Than Budgeted Expenditures

Goal 2, Action 6 experienced increased costs for both Instructional Aides and Behavioral Interventionist positions that exceeded original budget projections. The higher costs for Instructional Aides resulted from the need to fill additional positions beyond what was initially planned, as well as salary placements that were higher than anticipated due to the qualifications and experience levels of the candidates hired.

The increased need for Instructional Aide support became apparent as teachers and administrators observed higher levels of student need for individualized assistance and small group interventions throughout the school year. The school prioritized hiring qualified aides who could effectively support diverse learners, including English Learners, students with disabilities, and socioeconomically disadvantaged students.

The Behavioral Interventionist costs also exceeded budget projections due to increased demand for behavioral support services and the need for more intensive intervention strategies than originally anticipated. The school experienced higher rates of students requiring behavioral intervention support, necessitating expanded services and potentially additional staffing hours to address the comprehensive social-emotional and behavioral needs of the student population.

These increased expenditures reflected the school's responsive approach to meeting actual student needs as they emerged during the school year, ensuring that both academic and behavioral support services were adequately staffed to promote student success and maintain positive learning environments.

Overall Budget Management and Resource Reallocation 66

The combination of cost savings in Actions 1 and 2, along with higher costs in Actions 5 and 6, required strategic budget management and resource reallocation within Goal 2 to maintain fiscal responsibility while ensuring comprehensive support for professional growth and student services. The school's administration carefully monitored expenditures throughout the year and made adjustments to ensure that increased costs in critical areas such as special education and behavioral support were balanced by savings in other areas.

The net effect of these budget variances was managed through careful reallocation of resources within Goal 2, ensuring that the overall objective of cultivating collaborative leadership and continuous improvement processes was maintained while responding to actual student and staff needs as they emerged during implementation. The school demonstrated flexibility in adapting budget allocations to support the most critical areas of need while maintaining the integrity of the comprehensive professional development and support systems outlined in Goal 2.

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

Action 2.1: is partially effective in providing ELD instruction services but shows limited success in improving English Learner outcomes. While the school demonstrates commitment through comprehensive service delivery and curriculum planning, declining reclassification rates and progress indicators suggest that current strategies require substantial refinement to effectively accelerate English Learner academic achievement. Action 2.1 demonstrates reasonable implementation but shows limited effectiveness in achieving improved outcomes for English Learners based on available performance data.

Implementation Progress: The ELD Instruction action shows modest mid-year funding utilization, indicating ongoing development of English Language Development services. The school provides targeted academic intervention for English Learners through a dedicated Instructional Aide and ensures all English Learner students receive both designated and integrated English Language Development instruction. This dual approach addresses language development through specialized instruction while integrating language support across subject areas.

Curriculum Development Initiatives: The action demonstrates forward-thinking planning through active evaluation of new English Language Development curricula for adoption. The school's commitment to purchasing new curriculum and providing comprehensive teacher training, with implementation planned for the following school year, shows strategic investment in improving ELD instruction quality. This systematic approach to curriculum improvement reflects recognition that current resources may need enhancement.

Performance Outcomes Concerns: Despite implementation efforts, English Learner performance data reveals concerning trends that limit the action's effectiveness. The English Learner reclassification rate declined significantly from 13.69% to 6.1%, moving away from the 20% target. Additionally, English Learner progress toward proficiency decreased from 48.3% to 38.1%, falling short of the 55% target. These declining outcomes suggest that current intervention strategies are not effectively accelerating English Learner academic progress.

Achievement Gap Persistence: The CAASPP performance data shows substantial achievement gaps for English Learners, with both ELA and Math scores significantly below standard. While the school provides comprehensive ELD services, the persistent achievement gaps and declining performance indicators suggest that current instructional approaches may require significant adjustment to better serve English Learner needs.

Action 2.2: is effective in providing comprehensive multi-tiered support services through a well-structured team of specialized professionals. The collaborative approach successfully ensures students with identified needs receive appropriate accommodations and targeted support, fostering an inclusive educational environment that addresses diverse learning requirements systematically. Action 2.2 demonstrates strong implementation and appears effective in establishing comprehensive support services for students with identified needs through a well-structured MTSS team.

Implementation Success: The Multi-Tiered Systems of Support action shows substantial mid-year funding utilization, indicating robust operation of specialized support services. The school has successfully maintained a dedicated MTSS team of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs. This comprehensive approach ensures systematic identification and support of students requiring additional assistance.

Comprehensive Staffing Framework: The action effectively establishes a multi-disciplinary support team including one full-time and one part-time Education Specialist providing comprehensive support across all grade levels. A full-time Speech and Language Pathologist delivers specialized services to students requiring communication support, while a part-time School Psychologist contributes expertise in assessment, evaluation, and intervention planning. This diverse team composition addresses various student support needs comprehensively.

Collaborative Service Delivery: The MTSS team successfully works collaboratively to ensure students receive appropriate accommodations and supports tailored to their individual learning needs. This experienced team of certificated professionals creates an inclusive educational environment by systematically addressing diverse student needs through coordinated service delivery. The collaborative approach ensures that support services are integrated rather than fragmented.

Action 2.3: is effective in supporting English Language Development instruction through comprehensive provision of supplementary instructional materials. The systematic approach to ensuring classroom readiness successfully removes resource barriers and enables teachers to focus on delivering high-quality ELD instruction to support student language development needs. Action 2.3 demonstrates strong implementation and appears effective in supporting English Language Development instruction through comprehensive classroom resources.

Implementation Success: The Supplementary Instructional Materials action shows substantial mid-year funding utilization, indicating active investment in classroom readiness for ELD instruction. The school successfully prioritizes classroom preparation by providing all teachers with adequate supplies and materials needed for effective English Language Development instruction. This systematic approach ensures that resource availability does not become a barrier to quality instruction delivery.

Comprehensive Resource Provision: The action effectively addresses the fundamental need for instructional materials by ensuring each classroom is fully stocked with necessary supplies for ELD instruction. This comprehensive approach allows teachers to focus on delivering high-quality English Language Development instruction without concerns about resource availability. The systematic provisioning of materials supports consistent instructional quality across all classrooms serving English Learners.

Teacher Support Framework: The action successfully removes potential obstacles to effective instruction by providing teachers with the tools and materials they need to support English Learners effectively. By ensuring adequate supplies are available, the school demonstrates commitment to supporting both teachers and students in the English Language Development process. This foundational support enables teachers to implement varied instructional strategies without resource constraints.

Action 2.5: is effective in expanding special education services through strategic partnerships with specialized providers. The contracted services successfully complement internal staff capabilities, ensuring comprehensive support for students with diverse special needs while maintaining access to specialized expertise and resources necessary for individualized accommodation and service delivery. Action 2.5 demonstrates strong implementation and appears effective in providing comprehensive special education services through strategic partnerships with specialized providers.

Implementation Success: The Special Education Providers action shows substantial mid-year funding utilization, indicating active partnerships with specialized education service providers. The school successfully contracts with specialized education professionals to deliver comprehensive support services for students with special needs. These contracted professionals complement the in-house special education team, ensuring all students receive their required accommodations and services.

Comprehensive Service Delivery: The action effectively expands the school's capacity to serve students with diverse special needs through strategic partnerships with external providers. By contracting specialized education services, the school maintains access to expertise and resources that extend beyond internal staff capabilities. This approach ensures that students with varying disabilities and accommodation requirements receive appropriate specialized support tailored to their individual needs.

Resource and Expertise Access: The partnerships successfully provide access to specialized resources and expertise that help the school fully support diverse learning needs. These contracted services complement existing internal special education staff, creating a comprehensive support network that can address various disabilities and accommodation requirements. The external partnerships ensure that specialized expertise is available when internal resources may not fully meet specific student needs.

Integrated Support System: The action effectively integrates contracted services with internal special education staff to create a cohesive support system for students with special needs. Rather than operating in isolation, the contracted providers work within the school's broader special education framework to ensure seamless service delivery. This integrated approach supports the school's commitment to providing comprehensive, individualized support for all students with disabilities.

Action 2.6: is effective in providing specialized behavioral support through Board Certified Behavior Analysts working in push-in service models. The use of highly qualified specialists successfully supports special education students within inclusive classroom settings while implementing evidence-based behavioral interventions that promote student success in their learning environment. Action 2.6 demonstrates strong implementation and appears effective in providing specialized behavioral support for special education students through Board Certified Behavior Analysts.

Implementation Success: The Instructional Aides action shows substantial mid-year funding utilization, indicating active deployment of specialized support staff. The school successfully employs Board Certified Behavior Analysts who provide direct support to special education students within their regular classroom settings. This push-in service model ensures students receive specialized behavioral interventions while remaining integrated in their general education environment.

Specialized Professional Expertise: The action effectively utilizes highly qualified professionals by employing Board Certified Behavior Analysts rather than traditional Instructional Aides. This strategic staffing decision provides students with access to specialized behavioral expertise that can address complex needs through evidence-based interventions. The BCBAs bring advanced training in behavioral analysis and intervention strategies that exceed typical Instructional Aide capabilities.

Inclusive Service Delivery Model: The push-in service approach successfully supports special education students within their regular classroom settings rather than removing them for separate services. BCBAs work alongside teachers to implement behavioral strategies and interventions that support student success in their learning environment. This collaborative model promotes inclusion while ensuring students receive specialized support when needed.

Action 2.7: has been appropriately eliminated as a duplicate entry. This administrative decision demonstrates effective oversight and ensures that ELD coordination services are properly documented and funded through their appropriate action items without redundancy or confusion in the accountability plan. Action 2.7 represents a duplicate entry that has been eliminated to avoid duplication of services and associated costs.

Action 2.8: has been appropriately eliminated as a duplicate entry. This administrative decision demonstrates effective oversight while ensuring that homeless and foster youth services continue to be properly documented and funded through their designated action items without redundancy in the accountability plan. Action 2.8 represents a duplicate entry that has been eliminated to avoid duplication of services and associated costs.

Action 2.9: has been appropriately eliminated as a duplicate entry. This administrative decision demonstrates effective oversight while ensuring that chronic absenteeism interventions for students with special needs and English Learners continue to be properly documented and funded through their designated action items without redundancy in the accountability plan. Action 2.9 represents a duplicate entry that has been eliminated to avoid duplication of services and associated costs.

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

Based on reflections of prior practice and feedback from educational partners, VCGA has made significant adjustments to Goal #2 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	Core Instructional Staffing	**Staffing Structure:** 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).70	$1,965,021	Y

Action #	Title	Description	Total Funds	Contributing
		VCGA 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). Additionally, the school will maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent and/or participating in professional learning. **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. Professional development will be led by the Instructional Leadership Team. **Instructional Calendar** VCGA provides its students with a longer school day and longer school year that includes 180 instructional days, exceeding California State requirement for charter schools of 175 instructional days. (Additional instructional days: LREBG Funded: $49,386)		
2	Professional Learning & Development	VCGA will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes. 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. **Role-Specific Professional Development**	$210,582	Y

Action #	Title	Description	Total Funds	Contributing
		• **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 Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership. • **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. • **Instructional Aides/Paraprofessionals:** Instructional Aides and paraprofessionals will receive training on supporting math and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies. **Special Training Programs and Retreats** • **Summer Retreat -** All certificated staff will attend a three-day retreat in late August focused on restorative practices (Ways of Council) and global competence development. • **MTSS:** To strengthen our Multi-Tiered System of Supports (MTSS), we will partner with OCDE for coaching to systematize our schoolwide approach. 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. • **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		

Action #	Title	Description	Total Funds	Contributing
		English learners as they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. (Costs included in Goal 1, Action 5) • **Science of Reading Professional Development:** VCGA 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. 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. **Leadership Development -** VCGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff, complemented by monthly principal professional development meetings and coaching led by Assistant Superintendent of Instruction. **Support and Implementation** **Instructional Coaching**		

Action #	Title	Description	Total Funds	Contributing
		ELA, ELD, and Math Instructional coaches, funded through the CCSPP Grant, and Assistant Principal of Academics (Instructional Coach) will support teachers in multiple key areas: implementing the new ELA curriculum adoption using the Science of Reading (SoR), developing differentiation strategies to address the diverse learning needs of students, and providing content-specific coaching to deliver rigorous, engaging lessons that are aligned to standards. Instructional coaches will collaborate with the principal to ensure strategies taught are implemented with fidelity and to build leadership capacity. The Associate Director of Instruction (CCSPP Grant funded) will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. **ELA Instructional Coach - Science of Reading Specialist:** The part-time ELA Instructional Coach will specialize in Science of Reading (SoR) and serve as a critical change agent to address low literacy performance on the CA School Dashboard and SBAC assessments. The Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles, ensuring systematic, explicit instruction in all components of skilled reading. The Coach will support teachers in transitioning from practices not aligned with reading science—such as three-cueing or relying solely on leveled texts—toward evidence-based approaches including systematic phonics instruction, explicit morphology teaching, vocabulary development, and background knowledge building. Teachers will learn to select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary. Through professional learning sessions, the Coach will help teachers understand both the rationale and implementation of science-based reading instruction. The Coach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including recognizing and addressing characteristics of dyslexia and other reading challenges that may have gone unidentified. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels, establish assessment systems that monitor student		

Action #	Title	Description	Total Funds	Contributing
		progress in all reading components, and guide selection of evidence-based instructional materials that support systematic, explicit instruction. **Math Instructional Coach:** The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. Through classroom observations, co-planning sessions, and instructional modeling, the Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency. This includes concrete-representational-abstract approaches, productive mathematical discourse, and problem-solving strategies that engage diverse learners. In addition, will guide teachers in using formative assessment data to make instructional decisions, identify misconceptions, plan differentiated instruction, and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate professional learning communities where teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments. Beyond individual teacher support, the Math Coach will collaborate with school leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions, and establish systems for monitoring student progress and adjusting support structures based on data analysis. **Conference Opportunities -** 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		

Action #	Title	Description	Total Funds	Contributing
		portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VCGA 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. For the 2025-26 school year, the school will implement a new ELA curriculum adoption of My Perspectives (SAAVAS), ensuring teachers receive appropriate training and support for effective implementation. The school 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.	$68,805	N
4	Educational Technology & Support	VCGA 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. A dedicated IT Support position will be maintained 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. 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.	$52,888	N

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

VCGA developed this goal in response to alarming declines in parent perceptions of safety and school connectedness, both dropping from 94% to 73%, representing a 21-percentage point decrease. This substantial deterioration in family satisfaction indicated that parents were becoming less engaged with the school and feeling disconnected from the school community, requiring immediate intervention to rebuild trust and strengthen partnerships.

Addressing Barriers for High-Need Families: With 96% Hispanic students, 51% English Learners, 97% Socioeconomically Disadvantaged students, 2% Foster Youth, and 6% Homeless Youth, VCGA serves families who face significant barriers to meaningful school engagement. These include language barriers, cultural differences, transportation challenges, work schedule conflicts, and basic needs that prevent active participation in their children's education. The goal recognizes that effective family partnerships are essential for supporting student success among these vulnerable populations.

Community Schools Framework Implementation: As a recipient of the California Community Schools Partnership Program Implementation Grant, VCGA developed this goal to align with the Community Schools Framework, which identifies family and community engagement as a fundamental pillar for student success. The goal supports the school's vision of serving as both an educational institution and community hub where families access resources, engage meaningfully in their children's education, and collaborate with community partners to address barriers to learning.

Connection Between Family Engagement and Student Outcomes: VCGA recognized that family engagement directly impacts critical student outcomes, particularly chronic absenteeism concerns affecting English Learners and Socioeconomically Disadvantaged students who received RED performance levels on the Dashboard. The goal acknowledges that strong school-family partnerships are essential for improving attendance, academic achievement, and overall student well-being through culturally responsive approaches that rebuild trust and create collaborative support networks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability Source: Score – CDE Priority 3 Self-reflection tool.	2023-24: 9. 5 10. 4 11. 4 12. 4	2024-25: 9. 3 10. 3 11. 4 12. 4		2025-26: 9. 3 10. 4 11. 4 12. 4	9. -2 10. -1 11. 0 12. 0
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full	2023-24: 1. 4 2. 5 3. 5 4. 4	2024-25: 1. 4 2. 5 3. 4 4. 4		2025-26: 1. 4 2. 5 3. 4 4. 5	1. 0 2. 0 3. -1 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool](#)					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 54% Sense of Safety 78% School Connectedness	2024-25: 95% Sense of Safety 91% School Connectedness		2025-26: >90% Sense of Safety >90% School Connectedness	+41% Sense of Safety +13% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 94% Sense of Safety 94% School Connectedness	2024-25: 73% Sense of Safety 73% School Connectedness		2025-26: 75% Sense of Safety 75% School Connectedness	-21% Sense of Safety -21% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 86% Sense of Safety 86% School Connectedness	2024-25: 70% Sense of Safety 70% School Connectedness		2025-26: 72% Sense of Safety 7% School Connectedness	-16% Sense of Safety -16% School Connectedness

Goal Analysis for 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.

Action 3.1: This action was fully implemented. At Vista Condor Global Academy, we have established a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. Our leadership framework consists of several interconnected networks: The Instructional Leadership Team; The Council Teacher Leader Network; The Global Teacher Leadership Network; and The Workshop Teacher Leader Network.

Each of these networks plays a vital role in shaping our educational practices and professional development. Teachers who take on these leadership responsibilities receive stipends in recognition of their additional contributions to our school community.

Through this distributed leadership model, we create opportunities for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This collaborative approach strengthens our instructional program and creates pathways for teacher growth and development, ultimately benefiting student learning at Vista Condor Global Academy.

Action 3.2: This action was fully implemented. At Vista Condor Global Academy, we dedicate weekly time for comprehensive professional collaboration among our entire instructional team. During these sessions, teachers, Instructional Aides, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies.

This collaborative approach ensures coordinated support for all students and promotes continuous improvement in our instructional practices. The investment in this weekly collaboration time, which accounts for 15% of staff salaries, reflects our commitment to data-driven decision-making and excellence in education at Vista Condor Global Academy.

Action 3.3: This action was fully implemented. At Vista Condor Global Academy, we implement and monitor a structured professional growth model for all staff members. Teachers and support staff engage in goal-setting at the beginning of each year, followed by regular progress monitoring meetings to track their professional development. Through ongoing reflection and feedback sessions, staff members evaluate their growth and adjust their professional learning goals as needed. This comprehensive approach to professional development, representing 5% of our salary expenses, strengthens teaching practices and student support at Vista Condor Global Academy.

Action 3.4: This action was fully implemented. At Vista Condor Global Academy, school administrators provide individualized coaching support to every teacher. The Principal and Assistant Principals conduct focused one-on-one coaching sessions throughout the year, working with teachers to set meaningful goals and monitor their professional progress. These personalized coaching conversations ensure teachers receive targeted support to enhance their instructional practice.

Action 3.5: This action was fully implemented. Teachers advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills.

Action 3.6: This action was fully implemented. Our school has strengthened teacher expertise by providing teachers with instructional coaching from vendors: Ways of Council Coaching; Readers/Writers Workshop Coaching; and Kagan Coaching.

Action 3.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2

Action 5: Professional Development Conferences - Lower Than Budgeted Expenditures

Vista Condor Global Academy experienced lower than anticipated expenditures for conference costs in Goal 2, Action 5 due to several factors that reduced the overall expense of professional development opportunities. Many conferences that were originally planned as in-person events transitioned to virtual or hybrid formats, significantly reducing travel, lodging, and meal expenses that were included in the original budget projections.

Additionally, the school was able to negotiate group registration discounts and take advantage of early-bird pricing that was more favorable than initially anticipated. Some conferences offered educational pricing tiers that were lower than the standard rates used for budget planning. The school also strategically selected conferences that provided maximum value while operating at lower cost points, ensuring that professional development objectives were met while maintaining fiscal efficiency.

Furthermore, some planned conference attendance was rescheduled or consolidated, allowing multiple staff members to attend single events rather than attending separate conferences, resulting in economies of scale and shared learning experiences. The cost savings from reduced conference expenses allowed the school to redirect resources toward other professional development activities and materials that enhanced the overall capacity-building efforts outlined in Goal 2.

Action 6: Enhanced Administrative Professional Development - Higher Than Budgeted Expenditures

Goal 2, Action 6 experienced higher than budgeted expenditures due to additional professional development training for administrators and leadership that emerged as critical needs during the school year but were not included in the original budget planning. These additional training opportunities became necessary as the school implemented new initiatives and responded to evolving educational challenges that required enhanced leadership capacity.

The additional administrative professional development included specialized training in Multi-Tiered System of Supports (MTSS) leadership, data-driven decision making, and instructional coaching techniques that were identified as essential for supporting the school's comprehensive improvement efforts. As administrators worked to address the persistent academic performance challenges and implement evidence-based interventions, the need for enhanced leadership skills and specialized knowledge became apparent.

The school also invested in crisis management and trauma-informed leadership training that was not originally budgeted but became necessary to address emerging student and staff needs. Additionally, compliance training related to new state and federal requirements required immediate attention and investment in administrative capacity building.

The increased expenditures for administrative professional development reflected the school's commitment to ensuring that leadership staff had the knowledge and skills necessary to effectively guide the comprehensive improvement efforts outlined throughout the LCAP. These investments in leadership capacity were viewed as essential for supporting the distributed leadership model and continuous improvement processes that are central to Goal 2's objectives.

Overall Budget Management and Strategic Resource Allocation   81

The combination of cost savings from reduced conference expenses in Action 5 and increased costs for administrative professional development in Action 6 required careful budget management within Goal 2 to maintain fiscal responsibility while ensuring comprehensive professional growth opportunities. The school's administration strategically reallocated resources to balance these variances while preserving the integrity of the professional development framework.

The cost savings from conference expenses provided flexibility to invest in the additional administrative training that emerged as a critical need during implementation. This reallocation demonstrated the school's responsive approach to professional development, ensuring that resources were directed toward the most impactful training opportunities based on actual needs rather than rigid adherence to original budget categories.

The net effect of these budget variances supported Goal 2's objective of cultivating collaborative leadership and continuous improvement by ensuring that both general professional development and specialized administrative training were adequately funded. The school's ability to adapt budget allocations based on emerging needs while maintaining overall fiscal responsibility exemplified the flexible, data-driven approach to professional growth that is central to Goal 2's implementation strategy.

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

Action 3.1: is effective in establishing comprehensive teacher leadership opportunities through multiple interconnected networks. The distributed leadership model successfully empowers teachers to guide professional learning and contribute to school-wide decisions while providing recognition and support for their additional contributions to school improvement and student success.

Action 3.1 demonstrates strong implementation and appears effective in establishing comprehensive teacher leadership structures that support professional growth and collaborative decision-making.

Implementation Success: The Teacher Leadership Opportunities action shows solid mid-year funding utilization, indicating active investment in distributed leadership structures. The school has successfully established a comprehensive teacher leadership framework consisting of four interconnected networks: the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leadership Network, and Workshop Teacher Leader Network. Each network plays a vital role in shaping educational practices and professional development throughout the school.

Comprehensive Leadership Framework: The action effectively creates multiple pathways for teacher leadership that address different aspects of school improvement and professional growth. Teachers who take on leadership responsibilities receive stipends in recognition of their additional contributions to the school community, demonstrating the school's commitment to valuing and supporting teacher leadership. This multi-network approach ensures that leadership opportunities are distributed across various areas of expertise and interest.

Collaborative Decision-Making: The distributed leadership model successfully creates opportunities for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This collaborative approach strengthens the instructional program by leveraging teacher expertise and creating pathways for professional growth and development. The leadership networks facilitate meaningful teacher input into educational decisions and program development.

Action 3.2: is effective in establishing comprehensive staff collaboration time that supports data-driven decision-making and instructional planning. The systematic investment in weekly professional collaboration successfully promotes coordinated support for students while fostering continuous improvement in instructional practices through shared expertise and evidence-based planning. Action 3.2 demonstrates strong

implementation and appears effective in establishing comprehensive professional collaboration structures that support data-driven decision-making and instructional planning.

Implementation Success: The Staff Collaboration Time action shows substantial mid-year funding utilization, indicating significant investment in professional collaboration infrastructure. The school successfully dedicates weekly time for comprehensive professional collaboration among the entire instructional team, including teachers, Instructional Aides, and special education staff. This systematic approach ensures that all staff members participate in coordinated professional learning and planning activities.

Comprehensive Collaboration Framework: The action effectively brings together diverse instructional staff to analyze student data, plan instruction, and share effective teaching strategies during dedicated weekly sessions. Teachers, Instructional Aides, and special education staff work collaboratively to ensure coordinated support for all students while promoting continuous improvement in instructional practices. This inclusive approach ensures that all staff members contribute to student success through shared expertise and coordinated efforts.

Data-Driven Decision Making: The collaboration time successfully focuses on analyzing student data to inform instructional decisions and planning. This systematic approach ensures that instructional practices are grounded in evidence of student learning and needs rather than operating on assumptions. The dedicated time for data analysis enables staff to make informed adjustments to instruction and support strategies based on actual student performance and progress.

Action 3.3: is effective in providing comprehensive professional growth opportunities through systematic goal-setting, monitoring, and reflection processes. The structured approach successfully supports individualized staff development while fostering a culture of continuous improvement that strengthens teaching practices and student support throughout the school. Action 3.3 demonstrates strong implementation and appears effective in establishing a comprehensive professional growth framework that supports systematic staff development through goal-setting and reflection.

Implementation Success: The Professional Growth Opportunities action shows substantial mid-year funding utilization, indicating active implementation of structured professional development systems. The school successfully implements and monitors a comprehensive professional growth model for all staff members, ensuring systematic approaches to professional development across the organization. Teachers and support staff engage in structured goal-setting at the beginning of each year, establishing clear targets for professional growth.

Systematic Growth Framework: The action effectively establishes a structured process that includes goal-setting, progress monitoring, and reflection components. Staff members participate in regular progress monitoring meetings to track their professional development, followed by ongoing reflection and feedback sessions where they evaluate their growth and adjust professional learning goals as needed. This systematic approach ensures that professional development is intentional and responsive to individual staff needs.

Individualized Development Support: The professional growth model successfully provides personalized support for staff development through individualized goal-setting and monitoring processes. Rather than implementing a one-size-fits-all approach, the system allows staff members to identify their specific professional learning needs and track progress toward meaningful goals. The reflection component enables staff to evaluate their development and make adjustments based on their experiences and changing needs.

Action 3.4: is effective in providing comprehensive instructional coaching through systematic administrative support for all teachers. The individualized coaching approach successfully combines goal-setting with ongoing progress monitoring, creating supportive professional

relationships that enhance instructional practice and promote continuous teacher development throughout the school. Action 3.4 demonstrates strong implementation and appears effective in providing individualized professional support through comprehensive instructional coaching for all teachers.

Implementation Success: The Instructional Coaching action shows substantial mid-year funding utilization, indicating active deployment of administrative coaching support. The school successfully provides individualized coaching support to every teacher through school administrators, including the Principal and Assistant Principals. This systematic approach ensures that all teachers receive personalized professional development support throughout the academic year.

Personalized Professional Development: The action effectively delivers focused one-on-one coaching sessions that emphasize goal-setting and progress monitoring for individual teachers. Administrators conduct regular coaching conversations with teachers to set meaningful professional goals and monitor their development over time. These personalized coaching sessions ensure that teachers receive targeted support to enhance their instructional practice based on their individual needs and growth areas.

Administrative Leadership Integration: The coaching program successfully integrates instructional leadership responsibilities into administrative roles, ensuring that principals actively support teacher development through direct coaching relationships. This approach leverages administrative expertise in curriculum and instruction to provide meaningful professional growth opportunities for teachers. The systematic coaching approach demonstrates administrative commitment to supporting teacher excellence through ongoing professional relationships.

Action 3.5: is effective in supporting teacher professional growth through strategic conference attendance opportunities. The investment in external professional development successfully exposes teachers to innovative instructional practices and pedagogical approaches that enhance their expertise and contribute to improved educational practices throughout the school. Action 3.5 demonstrates strong implementation and appears effective in providing teachers with meaningful professional development opportunities through conference participation.

Implementation Success: The Conference Attendance action shows solid mid-year funding utilization, indicating active investment in external professional development opportunities. The school successfully provides teachers with opportunities to attend conferences focused on improving instruction and educational pedagogy. This investment in external professional learning demonstrates the school's commitment to exposing teachers to cutting-edge educational practices and research beyond internal professional development offerings.

Professional Expertise Development: The action effectively enables teachers to advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills. These external learning opportunities expose teachers to innovative teaching strategies, current educational research, and best practices from other educational settings. The conference experiences provide teachers with fresh perspectives and new approaches that can enhance their classroom instruction.

Strategic Professional Investment: The school successfully prioritizes teacher growth by funding conference attendance that directly supports instructional improvement goals. Rather than limiting professional development to internal resources, the action demonstrates strategic investment in external learning opportunities that can bring new ideas and practices into the school. This approach ensures that teachers have access to broader professional learning networks and current educational innovations.

Action 3.6: is effective in providing comprehensive professional development through strategic partnerships with specialized coaching providers. The multi-vendor approach successfully delivers targeted instructional support in key areas while leveraging external expertise to enhance

teacher capacity and improve classroom practices throughout the school. Action 3.6 demonstrates strong implementation and appears effective in providing comprehensive professional development through strategic partnerships with specialized educational service providers.

Implementation Success: The Professional Development action shows substantial mid-year funding utilization, indicating active engagement with multiple professional development vendors. The school successfully strengthens teacher expertise by providing instructional coaching from specialized providers including Ways of Council Coaching, Readers/Writers Workshop Coaching, and Kagan Coaching. This multi-vendor approach ensures teachers receive targeted support in key instructional areas that align with school priorities.

Comprehensive Coaching Framework: The action effectively addresses diverse professional development needs through partnerships with specialized coaching organizations. Each vendor brings specific expertise that supports different aspects of instructional practice, from literacy instruction through Readers/Writers Workshop to collaborative learning strategies through Kagan methodologies. The Ways of Council coaching supports social-emotional learning and classroom community building, creating a well-rounded professional development program.

Strategic Vendor Partnerships: The school successfully leverages external expertise to enhance internal professional development capacity through carefully selected coaching partnerships. Rather than relying solely on internal resources, the action demonstrates strategic investment in proven professional development providers who bring specialized knowledge and evidence-based practices. This approach ensures teachers receive high-quality professional learning from recognized experts in their respective fields.

Action 3.7: has been appropriately eliminated as a duplicate entry. This administrative decision demonstrates effective oversight while ensuring that staff committee participation in school-wide initiatives continues to be properly documented and supported through designated action items without redundancy in the accountability plan. Action 3.7 represents a duplicate entry that has been eliminated to avoid duplication of services and associated costs.

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

Based on reflections of prior practice and feedback from educational partners, VCGA has made significant adjustments to Goal #3 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

Note: Goals 4-5 were eliminated including the goals and actions to avoid duplication of actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	VCGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. This includes: • **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. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **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 FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • **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. VCGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.	$1,483,792	N
2	Parents as Decision-makers	VCGA 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. • English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC),	$2,000	N

Action #	Title	Description	Total Funds	Contributing
		- 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 The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework. **Training and Capacity Building** VCGA 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 processes.		
3	School-Family Partnerships	Vista Condor Global Academy will implement a multi-faceted approach to school-family partnerships coordinated jointly by the Principal and Community Schools Coordinator. The Community Schools Coordinator will implement the California Community Schools Partnership Program, overseeing integrated student support services, assessing schoolwide needs, chairing the Community Schools Leadership Team, and serving as the primary liaison to community partners. Working collaboratively with the Principal, the Community Schools Coordinator will host parent education workshops and ensure ongoing communication between the school and families to strengthen the home-school partnership. **Communication and Cultural Support:** VCGA 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 VCGA 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,	$271,557	Y

Action #	Title	Description	Total Funds	Contributing
		ensuring all families can fully participate in digital communication and stay informed about their children's education and school activities. **Monthly Coffee with the Principal:** VCGA 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. **Parent Education Workshops:** The Community Schools Coordinator will collaborate with the Principal 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 Ways of Council sessions that teach conflict resolution and communication strategies for families. **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. **Community Partnerships and Support Services:** VCGA has established strategic partnerships to provide essential health and wellness services for students and families. Through our partnership with Healthy Smiles, students receive weekly dental exams provided onsite to ensure optimal		

Action #	Title	Description	Total Funds	Contributing
		oral health. Our collaboration with Ultra-Med provides vision exams for students to identify and address any visual barriers to learning. VCGA operates a weekly onsite food pantry in partnership with Templo Calvario to assist families facing food insecurity and provide essential nutritional support. This partnership recognizes that addressing basic needs is fundamental to student success and family stability. **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.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,512,030	$176,465

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.795%	%0	$0	37.795%

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

Required Descriptions

<table>
<tr><td colspan="4">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).</td></tr>
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Goal and Action #(s)	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
Goal 1, Action 2	The 2023 Dashboard Results showed that VCGA received a RED performance level, for the English Language Arts Academic Indicator specifically for the English Learner student group. This concerning performance deteriorated further in 2024, when VCGA's ELA performance declined across multiple student populations, resulting in RED performance levels for all students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. **Root Cause Analysis:** The identified need stems from significant achievement gaps in ELA performance across multiple student subgroups,	This action will be provided on a schoolwide basis because English Learners and Socioeconomically Disadvantaged students represent the lowest performing student groups, requiring intensive, systematic support to address their significant academic needs. However, all other student groups would also benefit from the added intervention and tiered supports, creating a comprehensive learning environment that elevates achievement across the entire school community. The schoolwide approach ensures that all students have access to enhanced supports including the Intervention Coordinator who provides reading	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 #(s)	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
	with English Learners demonstrating the most critical concerns. The decline from 2023 to 2024 indicates that current instructional approaches require immediate, comprehensive intervention to accelerate student learning and close these persistent achievement gaps that are affecting the school's most vulnerable populations.	and math tier 2 interventions and instructional coaching for strategically placed Instructional Aides working with students performing below grade level. Additionally, students benefit from iReady manipulatives and tools that provide hands-on, concrete learning experiences during intervention sessions. The action also includes transportation services to address barriers to learning and barriers to daily attendance, recognizing that consistent school attendance is directly linked to academic learning and student success. **Systemic Response:** This identified need drives VCGA's commitment to implementing a comprehensive Multi-Tiered System of Supports framework that addresses academic underperformance through three levels of intervention. The system provides universal core instruction enhancement at Tier 1, targeted group interventions at Tier 2, and intensive individual support at Tier 3. The action specifically targets the academic underperformance evidenced by the RED Dashboard ratings by providing systematic, data-driven interventions designed to accelerate learning for all students. The framework places particular emphasis on supporting the struggling subgroups that demonstrated the most significant performance concerns, ensuring that English Learners, Socioeconomically Disadvantaged students, and Hispanic students receive the intensive, coordinated support necessary to achieve academic success.	
Goal 1, Action 3	The 2023 Dashboard Results revealed that VCGA received a RED performance level, representing the lowest rating, for the Hispanic student group	While English Learners and Socioeconomically Disadvantaged students demonstrate the highest chronic absenteeism rates with RED performance	The metrics being used to monitor effectiveness: • #7 Attendance Rate

91

Goal and Action #(s)	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
	on the Chronic Absenteeism Indicator. The situation became more complex in 2024, when VCGA received RED performance levels for both the English Learner and Socioeconomically Disadvantaged student groups on the Chronic Absenteeism Indicator. While the Hispanic student group showed improvement with chronic absenteeism rates decreasing and resulting in a YELLOW performance level, the emergence of RED ratings for English Learners and Socioeconomically Disadvantaged students indicates that chronic absenteeism remains a critical concern affecting the school's most vulnerable populations. **Root Cause Analysis:** The identified need stems from persistent attendance challenges that disproportionately affect English Learners and Socioeconomically Disadvantaged students. Chronic absenteeism creates significant barriers to academic learning, as students who are frequently absent miss crucial instructional time and fall behind in their academic progress. The data indicates that social-emotional factors, mental health challenges, and various family and community barriers contribute to attendance problems that require comprehensive intervention.	levels on the Dashboard, this action will be provided schoolwide because all student groups benefit from comprehensive social-emotional learning and mental health supports. The schoolwide approach creates a positive, supportive school climate that elevates outcomes for all students while providing intensive support for the most vulnerable populations. **Systemic Approach to School Culture:** The action recognizes that effective social-emotional learning and behavioral interventions require consistent implementation across the entire school environment. A schoolwide approach ensures that all students receive the same foundational supports, creating a cohesive school culture that reinforces positive behaviors, emotional regulation skills, and consistent expectations throughout all classrooms and school settings. **Specific Schoolwide Components:** The contracted counseling services from Turning Point provide group counseling during the instructional day, ensuring that all students have access to mental health support when needed, not just those currently identified as at-risk. Supervision aides trained in PBIS, and restorative practices provide additional supervision throughout the school day to ensure a safe and welcoming learning environment for everyone. The PBIS Team, comprised of the Assistant Principal, teachers, contracted counselors, and Behavior Interventionists, leads schoolwide attendance initiatives and implements tiered approaches that benefit all students while providing intensive support for those with chronic absenteeism. **Early Intervention and Prevention:**	- #8: Chronic Absenteeism Rate - #9: Suspension Rate - #10: Expulsion Rate

Goal and Action #(s)	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
		Providing these supports schoolwide allows for early identification and intervention before students develop chronic attendance or behavioral issues. The comprehensive approach includes daily social-emotional learning implementation, monthly character trait recognition programs, and systematic behavioral supports that create conditions supporting consistent school attendance and positive school experiences for all students, while addressing the specific barriers that disproportionately affect English Learners and Socioeconomically Disadvantaged students.	
Goal 2, Action 1	Despite substantial professional development investment, declining student achievement outcomes across multiple subgroups indicate that current approaches are ineffective in translating professional learning into improved classroom instruction. ELA performance declined from 24.72% to 20.33% of students meeting standards, while Math performance dropped from 16.94% to 13.19%, demonstrating that existing professional development structures are insufficient to build teacher capacity for implementing evidence-based practices. **Critical Need for Enhanced Instructional Leadership:** Teachers require systematic instructional coaching, data analysis support, and coordinated professional development leadership to effectively serve English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The Principal must function as an instructional leader who provides direct coaching, analyzes data with teachers, facilitates professional development, directs the Instructional Leadership Team, and leads the	This action must be provided schoolwide because English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are present in every classroom at VCGA. With 51% English Learners, 97% Socioeconomically Disadvantaged students, and 9% Students with Disabilities, all teachers require the intensive professional development and instructional coaching to effectively serve these populations. Limiting professional development to only certain teachers would create inconsistent instructional quality and leave gaps in support for unduplicated students. • **Systematic Instructional Leadership Required:** The Principal must serve as instructional leader across the entire school to ensure coherent implementation of evidence-based practices. Instructional coaching, data analysis, and professional development facilitation cannot be effectively delivered in isolated classrooms but must be systematically coordinated across all grade levels and content areas.	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	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
	Multi-Tiered System of Supports to ensure professional learning drives classroom improvement. **Intensive Professional Development Structure Required:** Current professional development systems are inadequate to address complex instructional challenges. Teachers need robust training including five summer professional development days, five non-instructional days focused on data analysis and instructional planning, plus weekly professional development during the academic year. This intensive structure is essential to build teacher expertise in evidence-based practices that accelerate learning for unduplicated student populations.	The Instructional Leadership Team, directed by the Principal, must work with all teachers to create consistent, high-quality instruction that supports unduplicated student populations. • **Coordinated Professional Development for Maximum Impact:** The intensive professional development structure, including five summer days, five non-instructional days, and weekly sessions, must involve all teachers to create a collaborative learning environment where staff can share effective practices and support implementation. When all teachers participate in analyzing student data and instructional planning together, it builds collective capacity to address achievement gaps and ensures that unduplicated students receive consistent, evidence-based instruction regardless of their classroom placement. • **Coherent School Culture and Practices:** Providing this action schoolwide creates a coherent instructional program where all teachers understand and implement the same evidence-based practices, use consistent data analysis protocols, and maintain high expectations for unduplicated students. This systematic approach ensures that professional learning translates into improved outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students through coordinated, school-wide implementation of effective teaching practices.	

Goal and Action #(s)	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
Goal 2, Action 2	Despite strong structural implementation and teacher development investment, declining student achievement outcomes indicate that current professional development approaches require fundamental strategic adjustments to translate professional learning into improved student learning. ELA performance declined from 24.72% to 20.33% of students meeting standards, moving away from the 35% target, while Math performance dropped more dramatically from 16.94% to 13.19%, substantially below the 26% target. **Critical Implementation Gaps in Teacher Expertise:** The needs assessment reveals significant gaps in teacher preparation across multiple instructional areas. For English Language Development, insufficient professional development in ELD methodologies has left teachers inadequately prepared to address the complex linguistic and academic needs of English Learners. Teachers lack understanding of how to integrate language objectives with content objectives, how to scaffold instruction appropriately, and how to support students at various proficiency levels simultaneously. **Science of Reading and Evidence-Based Practices:** Teachers require support in moving away from practices not aligned with reading science, such as three-cueing strategies or relying solely on leveled texts, toward evidence-based approaches grounded in cognitive science and structured literacy principles. Current instructional practices lack sufficient focus on systematic phonics instruction, explicit morphology teaching, and structured vocabulary development, indicating a need for comprehensive professional	While English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities demonstrate the most significant achievement gaps, this action must be provided schoolwide because all teachers require enhanced professional development to effectively serve these unduplicated student populations. Every classroom at VCGA contains English Learners and Socioeconomically Disadvantaged students, making it essential that all teachers possess the skills and knowledge necessary to implement evidence-based instructional practices that support these learners. **Systemic Coherence and Consistency:** Professional development must be provided schoolwide to ensure consistent implementation of evidence-based practices across all classrooms and grade levels. When all teachers receive training in Science of Reading methodologies, ELD strategies, data-driven instruction, and differentiated teaching approaches, it creates a coherent instructional program where students experience consistent, high-quality teaching regardless of their classroom placement. This systematic approach prevents gaps in instruction that can occur when only some teachers receive specialized training. **Integrated Support for Diverse Learners:** The schoolwide approach recognizes that unduplicated students benefit from consistent support across all educational settings. Teachers in art, music, physical education, and other specialized areas also work with English Learners and Students with Disabilities, requiring professional development in scaffolding strategies, language development techniques, and inclusive instructional practices. Additionally, instructional	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 #(s)	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
	development in Science of Reading methodologies. **Systemic Professional Development Needs:** The identified need encompasses the absence of specialized instructional coaching in multiple areas, leaving teachers without expert guidance in implementing effective strategies and interventions. Teachers need enhanced support in data-driven instructional practices, differentiated instruction for diverse learners, and systematic approaches to intervention delivery. The gap between substantial professional development investment and declining student outcomes suggests that current training approaches are not effectively building teacher capacity to implement evidence-based practices that accelerate student learning. **Coordinated Capacity Building:** This comprehensive need drives VCGA's commitment to implementing a robust professional learning and development program that provides role-specific training, specialized coaching support, and systematic capacity building to ensure that all staff members have the knowledge, skills, and ongoing support necessary to implement effective, evidence-based instructional practices that improve outcomes for all students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.	aides and paraprofessionals working throughout the school need aligned training to provide consistent support during pull-out and push-in intervention strategies.	
Goal 3, Action 3	The local parent survey data reveals a concerning decline in parent engagement and satisfaction with the school environment. Parent perceptions of safety dropped dramatically from 94% to 73%, representing a 21-percentage point decrease, while parent perceptions of school connectedness similarly declined from 94% to 73%. This substantial deterioration in parent satisfaction	This action must be provided schoolwide because 96% of students are Hispanic and 51% are English Learners, meaning virtually every family requires 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	The metrics being used to monitor effectiveness: • #20: Parent participation in programs • #22: Parent Survey: Sense of safety & school connectedness.

Goal and Action #(s)	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
	indicates that families are becoming less engaged with the school and feeling less connected to the school community. **Barriers to Family Engagement for Unduplicated Students:** With 96% Hispanic students, 51% English Learners, 97% Socioeconomically Disadvantaged students, 2% Foster Youth, and 6% Homeless Youth, VCGA serves a predominantly linguistically and culturally diverse, low-income population that faces significant barriers to meaningful school engagement. These families require comprehensive support to overcome language barriers, cultural differences, transportation challenges, work schedule conflicts, and other obstacles that prevent active participation in their children's education. **Need for Culturally 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. **Comprehensive Partnership Infrastructure Required:** The need reflects the requirement for systematic family engagement that goes beyond	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. **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 who received RED performance levels on the Dashboard. 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 students across all grade levels and classrooms. The culturally relevant approaches help re-engage families who have become disconnected, as evidenced by the dramatic decline in parent perceptions of safety and school connectedness from 94% to 73%. **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 97% Socioeconomically	

Goal and Action #(s)	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
	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.	Disadvantaged families, along with Foster Youth and Homeless Youth, receive coordinated support that addresses barriers to both attendance and academic achievement.	

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
N/A	Not applicable	Not applicable	N/A

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.

Not 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 Condor 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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,359,489.00	$5,899,209.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High-Quality Instruction	No	$1,699,215.00	$1,462,686
1	1.2	Visual and Performing Arts Program	Yes	$68,576.00	$86,446
1	1.3	Intervention Coordinator	Yes	$132,427.00	$132,747
1	1.4	ELA/MATH/ELD Intervention	Yes	$11,655.00	$10,265
1	1.5	Teacher Assistants	Yes	$339,314.00	$288,258
1	1.6	Books and Reference Materials	Yes	$20,750.00	$1,000
1	1.7	Substitute Coverage	No	$37,796.00	$84,105
1	1.8	Instructional Technology	Yes	$106,985.00	$65,801
1	1.9	Educational Field Trips	Yes	$13,000.00	$10,000
1	1.10	Rigorous, Standards-Based Curriculum	No	$50,383.00	$30,199
1	1.11	Student Information System (SIS)	No	$8,302.00	$10,010

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	ELD Instruction	Yes	$35,169.00	$15,273
2	2.2	Multi-Tiered Systems of Support	No	$648,803.00	$315,516
2	2.3	Supplementary Instructional Materials	Yes	$25,000.00	$25,000
2	2.5	Special Education Providers	No	$105,442.00	$148,252
2	2.6	Teaching Assistants	No	$68,982.00	$100,251
2	2.7	ELD Coordinator Services	Yes		
2	2.8	Homeless/Foster Liaison Services	Yes		
2	2.9	Chronic Absenteeism for Students with Special Needs and English Learners	Yes		
3	3.1	Teacher Leadership Opportunities	Yes	$9,021.00	$8,250
3	3.2	Staff Collaboration Time	Yes	$202,511.00	$206,550
3	3.3	Professional Growth Opportunities	Yes	$112,188.00	$114,750
3	3.4	Instructional Coaching	Yes	$114,482.00	$113,112
3	3.5	Conference Attendance	Yes	$33,218.00	$25,003

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Professional Development	Yes	$61,830.00	$88,982
3	3.7	Staff Committees	No		
4	4.1	Counseling	Yes	$127,924.00	$126,972
4	4.2	Supervision Aides	No	$111,302.00	$106,857
4	4.3	Uniforms for Low-Income Students	Yes	$19,879.00	$17,584
4	4.4	Student Activities and Celebrations	Yes	$12,341.00	$4,576
4	4.5	Clean and Safe Facilities	No	$1,366,781.00	$1,463,350
4	4.6	Furniture	No	$15,512.00	$19,821
4	4.7	Custodial Services	No	$192,811.00	$144,610
4	4.8	School Meals	No	$346,930.00	$320,490
4	4.9	Pupil Service Attendance Counselor	Yes		
4	4.10	School Transportation	Yes	$256,460.00	$347,888
5	5.1	Parent Meetings and Events	Yes	$2,000.00	$2,000
5	5.2	Parent Communication	Yes	$2,000.00	$2,105

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)
5	5.3	Parent Workshop and Learning	Yes	$500.00	$500

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)
1,432,580	$1,173,395.00	$1,173,654.00	($259.00)	7.140%	7.660%	0.520%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Visual and Performing Arts Program	Yes	$9,368.00	20,945		
1	1.3	Intervention Coordinator	Yes				
1	1.4	ELA/MATH/ELD Intervention	Yes	$11,655.00	10,265		
1	1.5	Teacher Assistants	Yes	$185,514.00	130,739		
1	1.6	Books and Reference Materials	Yes	$15,750.00	1,000		
1	1.8	Instructional Technology	Yes	$106,985.00	65,801		
1	1.9	Educational Field Trips	Yes	$13,000.00	10,000		
2	2.1	ELD Instruction	Yes	$14,362.00	1,687		
2	2.3	Supplementary Instructional Materials	Yes	$25,000.00	25,000		
2	2.7	ELD Coordinator Services	Yes			2.51	2.69
2	2.8	Homeless/Foster Liaison Services	Yes			2.14	2.30
2	2.9	Chronic Absenteeism for Students with Special Needs and English Learners	Yes				
3	3.1	Teacher Leadership Opportunities	Yes	$9,021.00	8,250		

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)
3	3.2	Staff Collaboration Time	Yes	$202,511.00	214,200		
3	3.3	Professional Growth Opportunities	Yes	$112,188.00	122,400		
3	3.4	Instructional Coaching	Yes	$114,482.00	118,469		
3	3.5	Conference Attendance	Yes	$33,218.00	25,003		
3	3.6	Professional Development	Yes	$47,866.00	54,178		
4	4.1	Counseling	Yes	$56,913.00	55,535		
4	4.3	Uniforms for Low-Income Students	Yes	$10,000.00	16,584		
4	4.4	Student Activities and Celebrations	Yes	$9,841.00	4,576		
4	4.9	Pupil Service Attendance Counselor	Yes			2.49	2.67
4	4.10	School Transportation	Yes	$191,221.00	284,417		
5	5.1	Parent Meetings and Events	Yes	$2,000.00	2,000		
5	5.2	Parent Communication	Yes	$2,000.00	2,105		
5	5.3	Parent Workshop and Learning	Yes	$500.00	500		

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)
3,629,403	1,432,580		39.472%	$1,173,654.00	7.660%	39.997%	$0.00	0.000%

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	$ 4,000,597	$ 1,512,030	37.795%	0.000%	37.795%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,048,818	$ 2,366,633	$ -	$ 354,446	$ 6,769,897.00	$ 4,093,656	$ 2,676,241

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					$ -	$ 16,104	$ -	$ -	$ -	$ 16,104	$ 16,104	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Vista Condor	2025-26	$ 584,121	$ 917,910	$ 593,576	$ 908,455	$ -	$ -	$ 1,502,031	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Vista Condor	2025-26	$ 408,297	$ 28,000	$ 268,648	$ 22,453	$ -	$ 145,196	$ 436,297	0.000%
1	4	Broad Course of Study	All	No					$ 50,100	$ 55,000	$ 46,330	$ 58,770	$ -	$ -	$ 105,100	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 480,142	$ 143,815	$ 153,411	$ 339,989	$ -	$ 130,557	$ 623,957	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 18,560	$ 13,203	$ -	$ 18,560	$ -	$ 13,203	$ 31,763	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 1,545,572	$ -	$ 1,293,599	$ 202,587	$ -	$ 49,386	$ 1,545,572	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Vista Condor	2025-26	$ 366,291	$ 53,158	$ 419,449	$ -	$ -	$ -	$ 419,449	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	Vista Condor	2025-26	$ 138,191	$ 72,391	$ 58,997	$ 151,585	$ -	$ -	$ 210,582	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 68,805	$ 23,191	$ 45,614	$ -	$ -	$ 68,805	0.000%
2	4	Educational Technology & Support	All	No					$ 35,988	$ 16,900	$ 35,988	$ 16,900	$ -	$ -	$ 52,888	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ 194,837	$ 1,288,955	$ 979,769	$ 504,023	$ -	$ -	$ 1,483,792	0.000%
3	2	Parents as Decision-makers	All	No					$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
3	3	School-Family Partnerships	All	No					$ 100,197	$ -	$ 2,500	$ 97,697	$ -	$ -	$ 100,197	0.000%
3	3	School-Family Partnerships	All	Yes	Schoolwide	All	Vista Condor	2025-26	$ 171,360	$ -	$ 171,360	$ -	$ -	$ -	$ 171,360	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	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
$ 4,000,597	$ 1,512,030	37.795%	0.000%	37.795%	$ 1,512,030	0.000%	37.795%	Total:	$	1,512,030
								LEA-wide Total:	$	-
								Limited Total:	$	-
								Schoolwide Total:	$	1,512,030

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 Condor	$ 593,576	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Vista Condor	$ 268,648	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Vista Condor	$ 419,449	0.000%
2	2	Professional Learning & Development	Yes	Schoolwide	All	Vista Condor	$ 58,997	0.000%
3	3	School-Family Partnerships	Yes	Schoolwide	All	Vista Condor	$ 171,360	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see _Education Code_ Section 52062;

  o **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.

    o   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.

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.

  o 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,

  o 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:

    o 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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.

  o 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.

  o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff. 131

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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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.

  o 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%).

  o 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)**

- o 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)**

  - o 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)**

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

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