



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CIELO VISTA CHARTER SCHOOL

CDS Code: 33-67173-6032411-1173

School Year: 2025-26

LEA contact information:

JUANITA PEREZCHICA

Principal

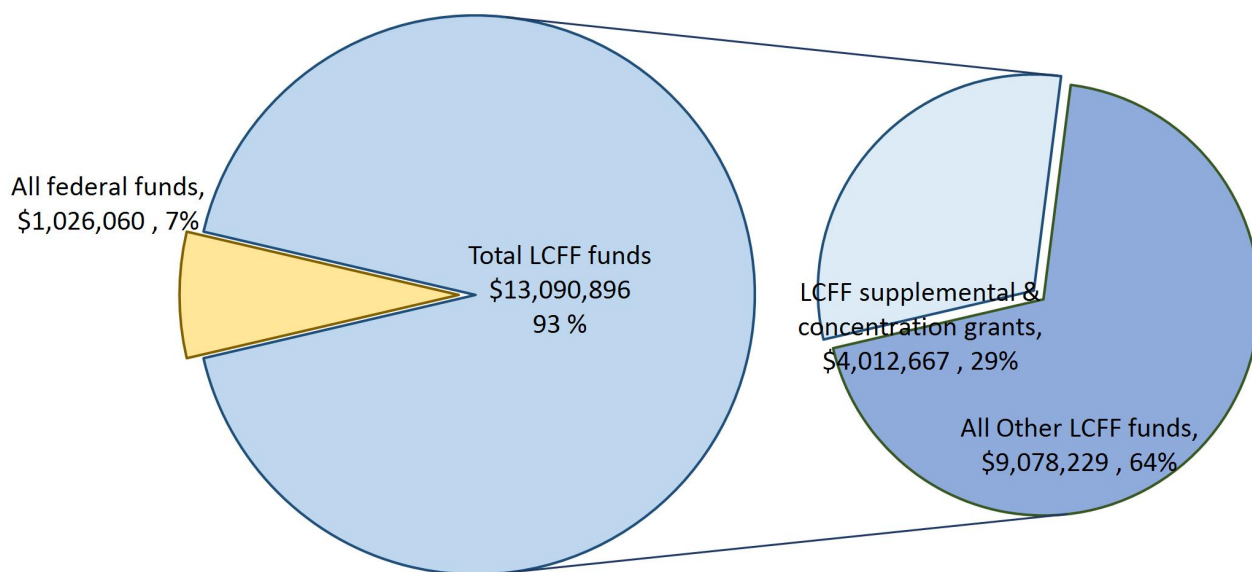
jperezchica@psusd.us

7604168250

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

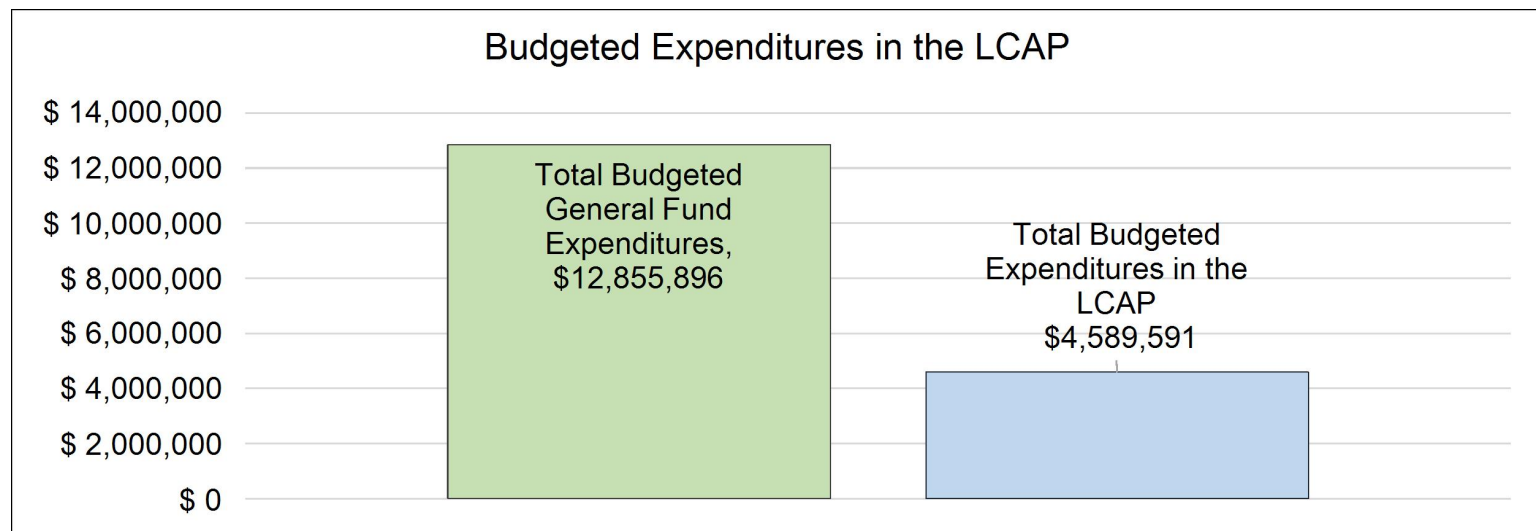


This chart shows the total general purpose revenue CIELO VISTA CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CIELO VISTA CHARTER SCHOOL is \$14,116,956, of which \$13,090,896 is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$1,026,060 is federal funds. Of the \$13,090,896 in LCFF Funds, \$4,012,667 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much CIELO VISTA CHARTER SCHOOL 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: CIELO VISTA CHARTER SCHOOL plans to spend \$12,855,896 for the 2025-26 school year. Of that amount, \$4,589,590.69 is tied to actions/services in the LCAP and \$8,266,305.31 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) includes salaries, benefits, instructional materials, program support, and operational costs to provide an exceptional K-8 educational program for the 888 students at Cielo Vista Charter.

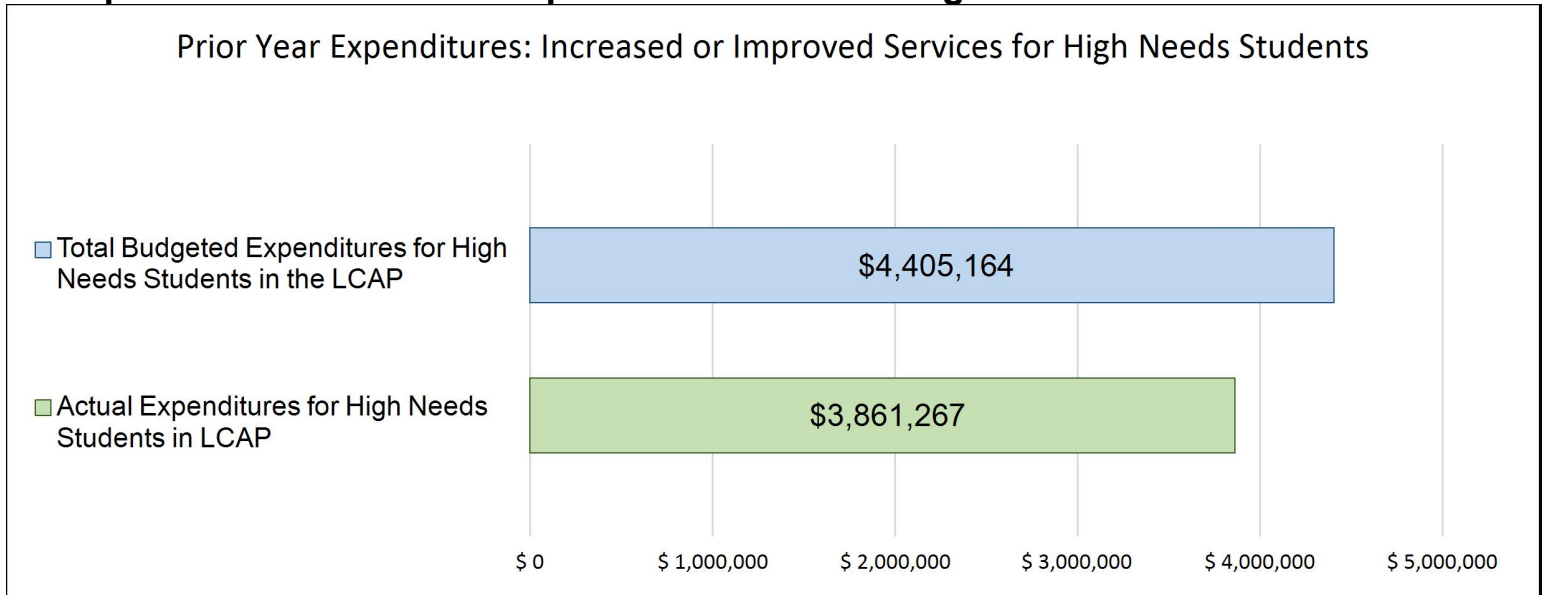
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, CIELO VISTA CHARTER SCHOOL is projecting it will receive \$4,012,667 based on the enrollment of foster youth, English learner, and low-income students. CIELO VISTA CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. CIELO VISTA CHARTER SCHOOL plans to spend \$3,798,576 towards meeting this requirement, as described in the LCAP.

Offering more tutoring services
Adding Paraprofessionals for small group instruction

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, CIELO VISTA CHARTER SCHOOL's LCAP budgeted \$4,405,164 for planned actions to increase or improve services for high needs students. CIELO VISTA CHARTER SCHOOL actually spent \$3,861,266.56 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$543,897.44 had the following impact on CIELO VISTA CHARTER SCHOOL's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services due to some of the expenditures were paid for with ESSER funds. Actions 2.1, 2.2, and 2.4 were underspent using the projected LCAP funds. These differences are attributable to the strategic use of one-time supplemental funding that required expenditure prior to year-end.

- Actions 2.1 and 2.2 were underspent in the LCAP budget due to partial or full implementation using one-time funds. These funds were specifically allocated to support student services and had a firm spend-down deadline, prompting the shift in expenditures from ongoing LCAP funding to time-sensitive resources.
- Action 2.4 reflects an overspend as the actual cost of providing the identified service exceeded the projected budget. This action also leveraged one-time funding sources to ensure full implementation and to meet urgent student needs without disruption.

All actions were fully implemented as intended, and no reductions in services to students occurred. The variance in expenditure reflects a fiscal decision to maximize available resources and comply with funding timelines, not a change in program delivery.



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
CIELO VISTA CHARTER SCHOOL	JUANITA PEREZCHICA Principal	jperezchica@psusd.us 7604168250

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.

Cielo Vista Charter School (CVC) is located in the southeastern part of Palm Springs and proudly serves approximately 848 students in grades Kindergarten through Eight. As a Title I school, CVC embraces a diverse student population: 81% Hispanic or Latino, 11% White, 3% Filipino, and 2% African American. Additionally, 97% of our students come from socioeconomically disadvantaged backgrounds.

Our school is led by a dedicated team that includes:

- 1 Principal
- 2 Assistant Principals
- 2 Academic Coaches
- 1 Reading Intervention Specialist
- 3 Math Intervention/Coaches
- 1 Elementary STEAM Teacher
- 2 Counselors
- 1 Mental Health Therapist
- 41 Highly Qualified Teachers

CVC works in close partnership with the Palm Springs Unified School District (PSUSD), aligning with district priorities and implementing goals reflected in our Local Control and Accountability Plan (LCAP). We are committed to delivering a quality, standards-based education that meets the needs of every student.

Our staff is dedicated to promoting academic excellence, student safety, self-esteem, and character development. Instruction is tailored to individual student needs, with a focus on using assessment data to inform practices. Teachers apply effective, research-based strategies and standards-aligned materials to support student learning at the highest levels.

We provide a balanced instructional model with 60% technology-based learning and 40% traditional paper-pencil and hands-on activities—ensuring students are prepared with both foundational knowledge and 21st-century skills.

At CVC, we believe that education is a shared responsibility. All stakeholders—teachers, parents, students, staff, administrators, and community members—collaborate to foster a learning environment where all students grow academically, socially, and emotionally. We prioritize inclusive practices, individual student growth, and equitable access to opportunity.

Our Vision

Lighting the love of learning for every student, every day!

Our Mission

At Cielo Vista Charter, our mission is to unite the entire school community to create an equitable, inclusive, and empathetic environment where all students reach their fullest potential. We set high academic expectations while nurturing each student's development physically, emotionally, and socially.

We are committed to fostering:

A restorative and supportive school culture

A strong sense of belonging and global citizenship

A passion for lifelong learning, growth mindset, grit, and self-efficacy

A climate that embraces diversity, promotes independent thinking, and encourages creativity

21st-century skills including collaboration, communication, problem-solving, critical thinking, and self-reflection

We believe every student deserves to feel valued, heard, and empowered through voice and choice.

As a proud member of PSUSD, Cielo Vista Charter is committed to developing a coherent Local Control and Accountability Plan (LCAP) that ensures all students have access to academic supports, enrichment opportunities, and are fully prepared for college, careers, and civic life.

Looking ahead, we are excited to continue our sustainability efforts by building capacity to become a certified Green School by the 2027–28 school year, demonstrating our commitment to environmental responsibility and innovative education.

Reflections: Annual Performance

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

Cielo Vista Charter's performance under California's Accountability System in 2024 shows varied results across different indicators. The school serves grades K-8.

In terms of Academic Performance, the school's performance in English Language Arts is rated Green up from Yellow in the previous year. All students were, on average, 14.7 points above standard, showing an increase of 5.3 points from the previous year. Looking at student groups in ELA, White students were rated Blue, Hispanic and Socioeconomically Disadvantaged students were Green, while English Learners and Long-Term English Learners were Yellow, and Students with Disabilities were Orange. Regarding ELA Growth, the All Students group showed Typical Growth. However, Recently Reclassified English Learners and English Only students demonstrated Above Typical Growth. Specific student groups like English Learners, Long-Term English Learners, Filipino, and Students with Disabilities showed typical growth), while Hispanic, Two or More Races, White, and Socioeconomically Disadvantaged students showed growth considered above typical growth).

For Mathematics, the school's performance is rated Yellow. All students were, on average, 27.2 points below standard, although this represents an increase of 6.1 points. The All Students group in Mathematics was rated Yellow. Student group performance varied, with White students rated Green, English Learners, Hispanic, and Socioeconomically Disadvantaged students rated Yellow, and Long-Term English Learners and Students with Disabilities rated Orange. In terms of Mathematics Growth, the All Students group showed Below Typical Growth. Current English Learners, Recently Reclassified English Learners, and English Only students all showed Below Typical Growth. Specific student groups like English Learners, Filipino, Hispanic, and Socioeconomically Disadvantaged students showed Below Typical Growth, while Long-Term English Learners, Two or More Races, White, and Students with Disabilities showed typical growth or above typical growth).

For Science, there was No Performance Color in 2024. All students were 9.1 points below standard, with a 2.9 point increase. Data for various student groups is also provided, but without performance colors. This data is presented for informational purposes only and is not used for accountability determinations.

In the area of Academic Engagement, Chronic Absenteeism is rated Yellow. The rate for all students was 12.1% chronically absent, which represents a decline of 4.4% from the previous year. Historically, the rate has fluctuated from 0.4% in 2019 to a high of 16.5% in 2023, before declining to 12.1% in 2024. Among student groups, Long-Term English Learners had the highest chronic absenteeism rate at 25% (rated Red, showing a slight increase), followed by Students with Disabilities at 17.5% (rated Orange, maintained). English Learners, Hispanic, and Socioeconomically Disadvantaged students were all in the Yellow category with rates between 12% and 14.4%, showing declines in chronic absenteeism. White students were in the Green category at 4.1% chronically absent, showing a significant decline.

Under Conditions & Climate, the Suspension Rate is rated Green. The rate for all students was 2.8% suspended at least one day, a decline

of 0.9%. The suspension rate has varied over time, from 2.2% in 2019 to a low of 0.6% in 2022 and a high of 3.7% in 2023, before declining to 2.8% in 2024. Among student groups, Long-Term English Learners (9.4%) and White students (3.9%) were rated Orange. English Learners were rated Yellow (4.4%). Hispanic (2.8%), Socioeconomically Disadvantaged (3%), and Students with Disabilities (1.3%) were all rated Green.

The school met the standard for several Local Indicators which are also under Conditions & Climate. For Basics: Teachers, Instructional Materials, Facilities, the standard was met. The school reported that 86.6% of teaching full-time equivalent (FTE) had clear credentials, which is above the statewide average (83.2%). There were no students without access to standards-aligned instructional materials and no instances where facilities did not meet the "Good Repair" standard.

Parent and Family Engagement also met the standard. The school rates its progress as Full Implementation or Full Implementation and Sustainability in building relationships with families, creating welcoming environments, supporting staff to learn about families, developing two-way communication, providing professional learning for staff on partnering with families, providing resources to families, implementing policies for staff-family meetings, supporting families to understand their rights, building capacity of staff and families for engagement in advisory groups and decision-making, providing opportunities for family input, and facilitating collaboration in planning family engagement activities. Strengths include a thriving Class Dojo community (95% connected), regular communication through various platforms, a Parent Engagement Specialist, and hosting family nights and cultural festivals. Areas for improvement include building a more robust website and increasing family involvement methods, specifically building capacity for Leader In Me and the new House System. The focus for engaging underrepresented families is to highlight their assets, cultures, and goals, provide leadership opportunities, identify barriers, build trust, and improve outreach and communication, including using the House System to build an inclusive community. They also plan to broaden the focus of meetings where input is sought to include more student data, especially for underrepresented families, and ensure the advisory board is representative.

The Local Climate Survey also met the standard. Data from the survey, administered every other year, reveals that 76% of students across both elementary and middle school report feeling safe up 10% from the 2023-24 school year. School connectedness varies significantly by grade level, with 77% of elementary students feeling connected compared to 70% of middle school students up 7% from the 2023-24 school year. Student group data for middle school connectedness showed Students with Disabilities at 80% significantly up from 59%, English Learners, Hispanic, and White students at 69%, Filipino and non-SWD students at 69%, and Two or More Races at 78%. Key learnings identified the higher connectedness for the Two or More Races group and lower connectedness for EL, Hispanic, White, and SWD groups, highlighting a need for more inclusive strategies. Planned actions based on this data include creating culturally responsive curricula, implementing the Ron Clark Academy House system for mentoring and community building, providing targeted support for SWD and EL students, promoting a welcoming culture, involving families, offering professional development on cultural competency, and regularly assessing these initiatives. The goal is for 100% of K-8 students to feel seen, heard, and valued.

The school also met the standard for the Implementation of Academic Standards. The school reports Full Implementation and Sustainability for most state academic standards including English Language Arts, English Language Development, Mathematics, History-Social Science, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, and World Language. They report Full Implementation for the Next Generation Science Standards and Initial Implementation for Career Technical Education (CTE). Engagement of school leadership in supporting professional learning for staff on standards is rated Full Implementation and Sustainability. For Access to a Broad Course of Study, the standard was met. The school uses tools like the master schedule, synergy reports, and

Panorama Education data to track access. They have implemented an 8-period day for middle school students to provide access to two electives. The school reports consistently monitoring and improving access through schedule adjustments, increased staffing, additional electives, and increased school clubs. Future plans include hiring a CTE Dance Teacher and continuing to offer Spanish as an elective for middle schoolers.

Overall, Cielo Vista Charter shows strengths in areas like Suspension Rate (Green), English Language Arts performance (Green), Basics (Standard Met), Implementation of Academic Standards (Standard Met), Access to a Broad Course of Study (Standard Met), and Parent and Family Engagement (Standard Met), with significant positive trends in ELA performance and declining suspension/chronic absenteeism rates overall. Areas showing challenges include English Learner Progress (Orange), Mathematics performance (Yellow), and Chronic Absenteeism (Yellow), particularly for certain student groups. The Local Climate Survey data highlights a disparity in school connectedness between elementary and middle school students and specific student groups, which the school plans to address through targeted initiatives like culturally responsive strategies and the House system.

Safety: An Area for Continued Focus Despite Improvement:

Secondary: Moderate 69% favorable rating, a 5% increase and matching the district average.

73% feel "Very Safe" or "Safe" at school, a 5% increase.

Physical aggression is low (71% reported 0 incidents).

Area of Concern: Rumors and lies are more prevalent than physical aggression. 41% of students reported experiencing mean rumors or lies 1 or more times (59% favorable).

Being made fun of is a concern for a significant minority (38% reported 1 or more times, 62% favorable).

Sexual harassment incidents are relatively low (80% reported 0 incidents).

Elementary: Significant improvement with a 75% favorable rating, a substantial 9% increase and significantly higher than the district average (64%).

Reduced experiences of physical (74% reported never being hit/pushed, a 17% increase) and social aggression (68% reported never having mean rumors spread, a 13% increase; 71% reported never being teased about looks, a 7% increase).

78% feel "Very Safe" or "Safe" at school.

Low incidence of theft/damage (83% favorable).

Key Takeaway: While overall safety feelings have improved, particularly at the elementary level with a significant positive shift, the prevalence of social aggression (rumors, being made fun of) at the secondary level requires continued attention and targeted interventions.

Strong Sense of Belonging (School Connectedness):

Secondary: High 70% favorable rating, a substantial 7% increase and significantly exceeding the district average (54%).

"feel close to people at this school" - 72% favorable, a 6% increase.

"happy to be at this school" - 67% favorable, a 6% increase.

"feel like I am part of this school" - 70% favorable, the largest increase in this category (12%).

"The teachers at this school treat students fairly" - 71% favorable, a 6% increase.

Elementary: 77% favorable rating, a 3% increase and higher than the district average (72%).

"Are you happy to be at this school?" - 81% favorable.

"Do you feel like you are part of this school?" - 77% favorable.

While majority, favorable ratings for feeling close to people (71%) and perceiving fair treatment from teachers (79%) are slightly lower than other belonging metrics.

Suspension Goals

1. All Students

Goal: By June 2026, the overall suspension rate for all students will decrease by 3% compared to the 2024–2025 school year baseline, through consistent implementation of restorative practices and tiered behavioral interventions.

2. English Learners (EL)

Goal: By June 2026, reduce the suspension rate among English Learners by 3%, supported by culturally responsive discipline approaches, increased language-accessible supports, and targeted SEL (Social-Emotional Learning) programs.

3. Socioeconomically Disadvantaged (SED)

Goal: By June 2026, reduce suspensions for SED students by 3% through early intervention strategies, mentorship opportunities, and access to school-based behavioral support teams.

4. Hispanic Students

Goal: By June 2026, decrease the suspension rate for Hispanic students by 3% through staff training in equity-based discipline policies and student leadership involvement.

Chronic Absenteeism Goals

1. All Students

Goal: By the end of the 2025–2026 school year, reduce chronic absenteeism for all students by 9% from the 2024–2025 baseline by expanding attendance incentives, improving family engagement, and providing access to basic needs.

2. English Learners (EL)

Goal: Reduce chronic absenteeism among English Learners by 8% by June 2026 through bilingual parent outreach, home visits, and academic support that addresses language-based challenges.

3. Socioeconomically Disadvantaged (SED)

Goal: By June 2026, lower chronic absenteeism for SED students by 10%, using a combination of attendance monitoring systems, community partnerships, and wraparound services.

4. Hispanic Students

Goal: Decrease chronic absenteeism among Hispanic students by 10% by the end of the 2025–2026 academic year through culturally relevant attendance campaigns and family engagement events.

LREBG Funded Actions

(2e.2i.A) Goal and Action Numbers

- Goal 1 – Instructional Coaches: Action 1.2

LREBG funds will partially support the implementation of instructional coaching to enhance teaching and learning across content areas, particularly in English Language Arts and Mathematics.

- Goal 1 – Paraprofessionals and Instructional Materials: Action 1.3

LREBG funds will support the employment of seven (7) paraprofessionals who provide targeted small group instruction and the purchase of supplemental instructional materials to accelerate academic progress and English language proficiency for identified student groups.

(2e.2ii.B) Rationale for Selection of Funded Actions

The selection of these actions is grounded in student performance data and the comprehensive needs assessment, which identified significant achievement gaps among English Learners, socioeconomically disadvantaged students, and students not meeting grade-level standards in literacy and numeracy. Both actions support strategies to mitigate learning loss and enhance language acquisition.

(2e.2iii.C) Alignment with Allowable Use of Funds

- Goal 1 – Instructional Coaches: Action 1.2

This action aligns with allowable uses of LREBG funds by strengthening standards-aligned instruction and increasing teacher effectiveness through coaching and professional learning. Instructional coaches provide ongoing support to educators in implementing high-leverage strategies that support all learners, especially those performing below standard.

- Goal 1 – Paraprofessionals and Instructional Materials: Action 1.3

This action is aligned with allowable use of funds by providing supplemental instructional support staff to deliver additional academic and language development support. The materials acquired further ensure access to differentiated resources needed to close achievement and language gaps.

(2e.2iii.D) Addressing Identified Student Needs

- Goal 1 – Instructional Coaches:

Instructional coaching addresses areas of need related to instructional consistency, equitable access to high-quality teaching, and data-driven intervention. Coaches support site-based efforts to strengthen Tier 1 and Tier 2 instruction as part of a Multi-Tiered System of Supports (MTSS).

- Goal 1 – Paraprofessionals and Instructional Materials:

Small-group instruction and access to focused materials directly respond to student needs identified through assessment data. These supports are essential for English Learners and other students at risk of not meeting academic benchmarks, ensuring they receive timely, targeted interventions to improve outcomes in both core content and language development.

Goal for All English Learners

Goal: By June 2026, increase the percentage of English Learners making progress toward English language proficiency (as measured by the Summative ELPAC and Alternate ELPAC) from 46.6% to at least 60%, effectively moving from an Orange to a Yellow or higher performance level on the California School Dashboard.

Rationale & Focus Areas:

This target reflects a 13.4 percentage point increase, aligning with the California Dashboard's expectations for year-over-year improvement.

Improvements will be supported by:

Targeted ELD instruction (Designated and Integrated)

Data-driven ELPAC preparation and progress monitoring
Increased instructional minutes for literacy and academic vocabulary
Ongoing professional development for teachers on ELD strategies

Supporting Objectives:

Reduce chronic absenteeism among ELs from 14.4% to below 10% through family engagement and attendance campaigns.
Increase school connectedness from 62% to at least 75% by implementing culturally responsive curricula and student leadership opportunities.

Goal for Long-Term English Learners (LTELs) Goal:

By June 2026, reduce the number of Long-Term English Learners (students classified as ELs for 6+ years) by at least 20%, by reclassifying eligible students through focused language intervention, individualized reclassification plans, and enhanced monitoring of progress using ELPI levels and local assessments.

Rationale & Focus Areas:

LTELs typically face unique challenges such as limited academic vocabulary, literacy gaps, and disengagement.

Targeted strategies will include:

Personalized academic and language goals reviewed each trimester
After-school or small group intervention focusing on academic discourse and writing
Regular review of reclassification criteria with students, parents, and support teams
Prioritized access to mentoring and culturally affirming extracurricular programs

Supporting Academic Targets:

Increase LTEL performance in ELA from 23.6 points below standard to less than 10 points below.
Narrow the math achievement gap for LTELs from 50.1 points below standard to under 30 points below.

Implementation Recommendations

Data Cycles & Monitoring: Set quarterly checkpoints to evaluate progress using ELPI growth, internal benchmark assessments, and engagement surveys.

Family & Community Engagement: Launch family workshops on reclassification criteria and strategies to support language learning at home.

Collaboration: Establish site-based LTEL teams to track individual progress and create student profiles with interventions and supports.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents Students Former CVC students Teachers Staff members Assistant Principals Principal Community members Local business members Local organization members	<p>Cielo Vista Charter School's Process for Engaging Educational Partners in LCAP Development</p> <p>At Cielo Vista Charter School (CVC), the development of the Local Control and Accountability Plan (LCAP) is a collaborative and inclusive process designed to gather meaningful input from a wide range of educational partners. This engagement is guided by our commitment to equity, transparency, and continuous improvement.</p> <p>The process begins with the identification of key stakeholders, including students, families, teachers, school staff, community members, and representatives from local businesses and organizations. Special attention is given to ensuring that the voices of underrepresented and historically marginalized groups are included in every stage of the process.</p> <p>To ensure equitable outreach, CVC employs multiple channels of communication, such as newsletters, emails, social media, individual meetings with the principal, and school-wide meetings. These efforts help ensure that families and stakeholders are well-informed and encouraged to actively participate.</p> <p>Stakeholder engagement takes many forms throughout the year, including:</p>

Educational Partner(s)	Process for Engagement
	<p>Surveys and questionnaires Focus groups and workshops Public meetings and hearings CVC Advisory Board meetings Parent and staff advisory committees</p> <p>These forums offer opportunities for stakeholders to provide input on school needs, priorities, and proposed actions.</p> <p>A critical component of the LCAP development is data collection and analysis. CVC uses both quantitative data (such as student performance metrics) and qualitative input (such as stakeholder feedback) to identify needs and inform the development of goals and actions. These goals directly reflect the priorities and concerns raised by our educational partners.</p> <p>Once a draft of the LCAP is created, it is shared publicly to allow for additional feedback and refinements. The revised draft is then presented to the school board for approval, following a period for public review and comment.</p> <p>After board approval, the plan moves into the implementation and progress monitoring phase. Throughout the year, CVC provides stakeholders with regular updates on progress toward goals, maintaining transparency and accountability. At the end of each cycle, the effectiveness of the plan is evaluated, and necessary adjustments are made based on outcomes and further stakeholder input.</p> <p>This ongoing, inclusive process ensures that our LCAP remains responsive to the needs of our community and reflective of the shared vision for student success at Cielo Vista Charter School.</p>

Educational Partner(s)	Process for Engagement

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

We create ample opportunities for our teachers, staff, students, and parents to provide us feedback as we develop our LCAP each year. This year's additions to the plans were directly reflected from feedback from our stakeholders include:

- Hire a wellness coach to help families in the wellness center
- Continue Grades 5-8 college trips each year (Action 4.2)
- Add a college trip for parents to join their child (Action 4.1)
- Hire an intervention/reading specialist for ELL small group instruction (Action 2.6)
- Allow students to attend Ron Clack Academy Leadership training in Atlanta (Action 4.2)
- Continue Multicultural Festivals (Action 4.2)
- Continue Coffee Chats (Action 4.1)
- Create a new goal for School Maintenance/Upgrades (Action 4.2)
- Create an outdoor learning space for lunch activities (Action 4.2)
- Continue sending teachers to Ron Clark Academy for PD (Action 1.1)
- Continue Edu Protocols PD/Classroom visits each month (Action 1.1 & Action 4.2)
- Create more field trip experiences that tie to college career readiness for all grades (Action 4.2)
- Field trips tied to academic learning goals (4.2)
- Providing career fairs and guest speaker series(4.2)
- Supporting student leadership programs and clubs (4.2)
- Expanding opportunities for student voice and choice(4.2)
- Support the 4 Houses with organizing 3 festivals yearly, and the CVC Talent Show (4.1) and (4.2)
- Improving school security systems or equipment (3.1)

Our school, as described through parent and stakeholder feedback, stands as a beacon of educational excellence and community engagement. Parents commend our commitment to fostering a nurturing environment where their children thrive academically, socially, and emotionally. They appreciate the personalized attention given to each student, ensuring that their individual needs are met. Stakeholders highlight our dedication to inclusivity and diversity, creating a welcoming space for all learners. Through collaborative efforts, we have developed a Local Control and Accountability Plan (LCAP) that reflects our collective aspirations and priorities. It outlines strategies to further enhance student achievement, promote equity, and strengthen family and community partnerships. Our school's LCAP embodies our shared vision of empowering every student to reach their fullest potential while fostering a sense of belonging and unity within our school community.

CVC is inclusive and welcoming of input from staff, students, parents, and the community to build a strong LCAP plan for student success. Parent and staff groups meet regularly, and input is collected regarding school programs within meetings and through surveys with our Leadership Team, School Site Council, ELAC, PTG, LCAP Surveys, School Climate Survey, and the College and Career Survey. These events are calendared and sent out to families via various communication platforms. CVC Coffee Chats (held on every last Thursday and CVC notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan) CVC ELAC Meetings (held 5-6 times each year) CVC PTG Meetings (held monthly) LIM Parent MRA (Measurement Results Assessment) Given in March of each year LIM Student MRA (Measurement Results Assessment) Given in March of each year Panorama Survey Given in January/February of each year PSUSD Thought Exchange CVC LCAP Survey Given from December-April of each year At each of our Coffee Chats and ELAC meetings, our stakeholders have the opportunity to share feedback regarding our instructional program. We also have students present to the community the diverse programs/activities that students lead here at CVC. Parents were also given the ability to complete the survey via paper/pencil for those that do not have access to technology or may not be comfortable with it.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas. All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas. This goal has been developed to ensure all students at Cielo Vista Charter School have access to the curriculum and are provided with multiple opportunities to succeed academically. The actions in this goal address the following state priorities: Priority 1- Basic (Conditions of Learning) Priority 4 - Pupil Achievement Priority 5- Pupil Engagement Priority 8 - Other Pupil Outcomes

The combined actions included in this goal are centered on academic performance as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

In terms of Academic Performance, the school's performance in English Language Arts is rated Green up from Yellow in the previous year. All students were, on average, 14.7 points above standard, showing an increase of 5.3 points from the previous year. Looking at student groups in ELA, White students were rated Blue, Hispanic and Socioeconomically Disadvantaged students were Green, while English Learners and Long-Term English Learners were Yellow, and Students with Disabilities were Orange. Regarding ELA Growth, the All Students group showed Typical Growth. However, Recently Reclassified English Learners and English Only students demonstrated Above Typical Growth. Specific student groups like English Learners, Long-Term English Learners, Filipino, and Students with Disabilities showed typical growth), while Hispanic, Two or More Races, White, and Socioeconomically Disadvantaged students showed growth considered above typical growth).

For Mathematics, the school's performance is rated Yellow. All students were, on average, 27.2 points below standard, although this represents an increase of 6.1 points. The All Students group in Mathematics was rated Yellow. Student group performance varied, with White students rated Green, English Learners, Hispanic, and Socioeconomically Disadvantaged students rated Yellow, and Long-Term English Learners and Students with Disabilities rated Orange. In terms of Mathematics Growth, the All Students group showed Below Typical Growth. Current English Learners, Recently Reclassified English Learners, and English Only students all showed Below Typical Growth.

Specific student groups like English Learners, Filipino, Hispanic, and Socioeconomically Disadvantaged students showed Below Typical Growth, while Long-Term English Learners, Two or More Races, White, and Students with Disabilities showed typical growth or above typical growth).

The actions and metrics grouped together will help achieve this goal by closely monitoring student outcomes and providing professional development to teachers, ensuring access to instructional coaches throughout the day, and adhering to a Multi-Tiered System of Supports (MTSS) framework significantly enhance student outcomes. This approach is further strengthened by incorporating math intervention specialists and supporting small groups, ensuring that every student receives tailored instruction to address their specific needs. Additionally, providing substitute coverage for data analysis days allows teachers to collaboratively analyze student performance data, identify areas for improvement, and adjust their instructional strategies accordingly. This comprehensive support system ensures that all students benefit from rigorous instruction aligned with California state standards, delivered by highly qualified and credentialed staff, ultimately leading to measurable growth in grade-level skills and content knowledge across all core content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CALSAS report	Highly Qualified teachers 100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization	90% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching		100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching	-10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Credential with appropriate English Learner authorization		Credential with appropriate English Learner authorization	
1.2	Williams Report	Access to aligned instructional materials 100% of students access to textbooks and instructional materials	100% of students access to textbooks and instructional materials		100% of students access to textbooks and instructional materials	no change
1.3	ELA SBAC aligned assessment Renaissance STAR assessment Teacher created	ELA STAR & SBAC aligned assessment 51.22 % of students in K-8 met or exceeded standards	ELA STAR & SBAC aligned assessment 55.89 % of students in K-8 met or exceeded standards		ELA STAR & SBAC aligned assessment 61.22 % of students in K-8 met or exceeded standards	+4.67%
1.4	Math SBAC aligned assessment Renaissance STAR assessment Teacher created	Math STAR & SBAC aligned assessment 61.63% of students in 1-8 met or exceeded standards	Math STAR & SBAC aligned assessment 63.98% of students in 1-8 met or exceeded standards		Math STAR & SBAC aligned assessment 71.63% of students in 1-8 met or exceeded standards	+2.35
1.5	English Learner Progress Indicator ELPI levels Ca Dashboard	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress 51.8% of students progressed at least ONE ELPI level	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress		English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress	-5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.4% who maintained at their current ELPI level 19.9% of students decreased one ELPI level	45.9% of students progressed at least ONE ELPI level 27.1% who maintained at their current ELPI level 26.3% of students decreased one ELPI level		75% of students progressed at least ONE ELPI level 25% who maintained at their current ELPI level 0% of students decreased one ELPI level	
1.6	English Language Proficiency Data Quest	English Language Proficiency for Summative ELPAC Level 4: 16.50% (well developed) Level 3: 33.77% (moderately developed) Level 2: 29.40% (Somewhat developed) Level 1: 20.33 (Beginning to develop)	English Language Proficiency for Summative ELPAC Level 4: 17.45% (well developed) Level 3: 51.01% (moderately developed) Level 2: 28.86% (Somewhat developed) Level 1: 2.68 (Beginning to develop)		English Language Proficiency for Summative ELPAC Level 4: 36.50% (well developed) Level 3: 53.77% (moderately developed) Level 2: 9.77% (Somewhat developed)	+18.19% growth in Level 3 and 4
1.7	School Attendance Rate	95% of daily attendance rate	96.8 daily attendance rate		98% of daily attendance rate	+1.8
1.8	Chronic absenteeism Ca dashboard	16.5% chronically absent	12.1% chronically absent		5% chronically absent	declined 4.4% in a positive direction
1.9	English Language Arts Performance levels Ca Dashboard	Orange Performance Band: EL's 32.5 points below standard	57.26% met or exceeded		All students including student groups will perform	White: +6.7 All Students: +5.3 SWD: -19.5 ELL: +8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Yellow Performance Band: All students 9.4 points above standard Hispanic 0.7 points above standard Socioeconomically Disadvantaged 8.9 points above standard Students with Disabilities 45.5 points below</p> <p>Blue Performance Band: White 48.4 above standard</p>	<p>Blue Performance Band: White 55.1 above standard</p> <p>Green Performance Band: All students 14.7 points above standard Hispanic 5.5 points above standard Socioeconomically Disadvantaged 12.9 points above standard</p> <p>Yellow EL's 23.6 points below standard Long-Term English Learners 54.8 below the standard</p> <p>Orange Performance Band: Students with Disabilities 64 points below</p>		in the GREEN performance band.	Hispanic: +4.8
1.10	Mathematics Performance levels Ca Dashboard	Orange Performance Band: EL's 68 points below standard AND Students with	38.73% met or exceeded Green White 8.5 above standard		All students including student groups will perform in the GREEN performance band.	<p>White: +10.9</p> <p>All Students: +6.1</p> <p>SWD: -20.3</p> <p>ELL: +17.9</p> <p>Hispanic: +7.4</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disabilities 65.2 points below Yellow Performance Band: Hispanic 41.1 points below All students: 33.3 below standard Socioeconomically Disadvantaged 33.9 points below Green Performance Band: White 2.4 below standard	Yellow Performance Band: All students 27.2 points below standard Hispanic 33.7 points below standard Socioeconomically Disadvantaged 27.7 points below standard EL's 50.1 points below standard Orange Performance Band: Students with Disabilities 85.5 points below Long-Term English Learners 117 below the standard			

Goal Analysis [2024-25]

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

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

The vast majority of the actions and services laid out for this goal were carried out. CVC expanded homework club offerings and added significant after school support through homework clubs which included targeted assistance for English learners, low socioeconomic students, and homeless and foster youth as well as the academic support offered through many other after school offering through ELOP. The biggest challenge for the implementation of additional homework club and after school programs was maintaining consistent staffing

throughout the year. Professional development in the area of English Language Development included staff training on Powers of Wonder and power of Patterns. These were both highly successful.

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.

Instructional coaches have played a critical role in implementing key initiatives that support student achievement, including targeted professional development (1.1), MTSS implementation (1.2), instructional intervention support (1.3), and sub coverage to allow for focused data analysis (1.4). Each of these actions has directly contributed to measurable growth in student performance in both mathematics and English Language Arts. The intentional alignment between our professional development offerings and MTSS framework has been a major factor in our students' progress, as evidenced by the school-wide shift from yellow to green status. If we continue this trajectory and gain just 10 more points, we will reach the blue category the highest level of academic achievement in reading. The professional development provided to teachers is both diverse and impactful, featuring programs such as Building Thinking Classrooms, Powers of Wonder, Patterns of Power, and instruction aligned with the Ron Clark Academy's house system. These strategies empower teachers with innovative tools and structures, ensuring sustained growth and continued success for all students.

Actions 1.1-1.5 in Goal #1 were underspent using the projected LCAP funds. These differences are attributable to the strategic use of one-time supplemental funding that required expenditure prior to year-end. These funds were specifically allocated to support student services and had a firm spend-down deadline, prompting the shift in expenditures from ongoing LCAP funding to time-sensitive resources. All actions were fully implemented as intended, and no reductions in services to students occurred. The variance in expenditure reflects a fiscal decision to maximize available resources and comply with funding timelines, not a change in program delivery.

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

To date, the specific actions implemented professional development, MTSS, targeted interventions, and sub coverage for data analysis have proven to be highly effective in making measurable progress toward our goal of improved student achievement in mathematics and English Language Arts. The evidence of this effectiveness is reflected in our school's movement from the yellow to the green performance category, indicating significant academic growth. The professional development provided has equipped teachers with research-based instructional strategies, such as Building Thinking Classrooms, Powers of Wonder, and Patterns of Power, all of which have enhanced classroom instruction and student engagement. The MTSS framework has enabled timely identification and support for students who need additional academic help, while sub coverage has allowed educators the time and space to deeply analyze data and make informed instructional decisions. If the current momentum continues, the goal of moving into the blue category the highest level of achievement is well within reach.

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.

As a result of reflecting on prior practice and analyzing this year's outcomes, several adjustments have been made to our planned goals, metrics, and actions for the coming year. While the overall goal of increasing student achievement in mathematics and English Language Arts remains the same, we are refining our target outcomes to be more specific and aligned with grade-level expectations and subgroup performance. For example, we will now disaggregate data to set growth targets for English Learners and students receiving Tier 2 and Tier 3 interventions. In terms of actions, we will deepen our focus on data-driven instruction by increasing the frequency of data meetings and providing more targeted professional development based on teacher and student needs identified through formative assessments. Additionally, sub coverage will be strategically scheduled around benchmark assessments to maximize the impact of data analysis. Finally, we will incorporate coaching cycles with more consistent follow-up and support to ensure the transfer of professional development into daily instructional practice. These changes aim to build on our current momentum and accelerate progress toward reaching the blue achievement category. Although we have moved one of our academic coaches out of our elk out plan, they will still be focusing on the actions listed above. They will now be funded through another source which needs to be spent by 2028.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>Provide professional development to enhance the delivery of California State Standards, ensuring they meet the specific learning needs of all student groups.</p> <p>Encourage attendance at conferences and professional development events that support the implementation of CCSS, NGSS, standards-based instruction, ELD, GATE, technology, and PBL instructional strategies. Offer stipends and cover travel expenses for participating teachers.</p> <p>Offer professional development to all teaching staff on integrated and designated ELD strategies and scaffolds, improving access to core content for all learners.</p> <p>Provide training on Tier 1 and 2 interventions, including small group instruction, shared reading groups, one-on-one conferencing, and other necessary intervention strategies.</p>	\$99,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain two full-time Literacy Coaches to support instruction and reading interventions, focusing on developing early literacy skills and provide professional development to our teachers and paraprofessionals</p> <p>Contract with outside consultants to deliver staff development on aligning research-based instructional and learning strategies: Building Thinking Classrooms, Eduprotocols, Powers of Wonder, Ron Clark Academy House PD, and ELD training with Dr. Kate Kinsella.</p> <p>Maintain additional assistant principal to work on data analysis and professional development coordination for our teachers.</p>		
1.2	Instructional Coaches	<p>Enhance classroom support through Academic Coaches, particularly in implementing Building Thinking Classrooms and facilitating its integration into ELA. Strengthen instructional support capacity via Instructional Coaches, aiding teachers and administrators in content, pedagogy, and reflective practice. Maintain two Literacy Coaches dedicated to early literacy skill development through instructional support and reading intervention.</p> <p>Based on our needs assessment, continue to revise and implement a coherent, aligned professional learning structure with a multi-tiered approach to support the following:</p> <p>Professional learning communities Site-embedded coaching and observations Opportunities for feedback Subject matter expert professional learning design and implementation Ensure curriculum and supplemental materials are aligned with the rigor of the CCSS. Provide standards-based, data-driven instruction to all students. Engage outside consultants for staff development focused on aligning research-based instructional and learning strategies.</p>	\$392,142.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	<p>Grade-level and vertical teams will collaborate to identify best practices and align instructional materials, curriculum, and research-based strategies appropriately. Instruction will target growth areas identified through the collaborative analysis of SBAC-aligned SMART goals, Benchmark assessments, and CAASSP assessments. Students will create personal WIGs based on their progress, which will be stored in their leadership notebooks.</p> <p>Provide additional instructional aides to support tier 2 interventions for all TK-3 grade students. All classrooms will implement Tier 1 interventions based on checks for understanding in the gradual release of responsibility instructional method. Additionally, all classrooms will offer Tier 2 interventions to address individual student needs in all academic areas. All paraprofessionals will be utilized for the SOAR reading hour in grades K-2, with a 45-minute block in kindergarten, four days a week.</p> <p>Provide Tier 3 reading intervention classes during school hours for students who lack the foundational skills necessary to progress in reading comprehension.</p>	\$890,806.00	Yes
1.4	Math Intervention	<p>Continue Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards. Maintain a second teacher in MS math sections with high numbers of unduplicated students to offer support in the classroom.</p> <p>Freckle Math subscription</p> <p>Dream box subscription to provide practice of grade level skills in game format</p> <p>99 Math subscription</p> <p>Blooket subscription</p>	\$510,421.69	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Sub Coverage for Data Analysis days	<p>Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments</p> <p>Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies.</p> <p>School business subs will be utilized to cover the classrooms providing each teacher release time throughout the year.</p>	\$5,000.00	Yes
1.6	Paraprofessional small group instruction with SOAR and Math small groups	<p>Grade-level and vertical teams will collaborate to identify best practices and align instructional materials, curriculum, and research-based strategies appropriately. Instruction will target growth areas identified through the collaborative analysis of SBAC-aligned SMART goals, Benchmark assessments, and CAASSP assessments. Students will create personal WIGs based on their progress, which will be stored in their leadership notebooks.</p> <p>Provide additional instructional aides to support tier 2 interventions for all TK-3 grade students. All classrooms will implement Tier 1 interventions based on checks for understanding in the gradual release of responsibility instructional method. Additionally, all classrooms will offer Tier 2 interventions to address individual student needs in all academic areas. All paraprofessionals will be utilized for the SOAR reading hour in grades K-2, with a 45-minute block in kindergarten, four days a week.</p> <p>Provide Tier 3 reading intervention classes during school hours for students who lack the foundational skills necessary to progress in reading comprehension.</p>	\$645,585.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	College and Career Readiness:	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills and increases school connectedness for each child. Research underscores that school connectedness is a critical factor influencing student outcomes. To ensure that all CVC Eagles are well-prepared for lifelong, sustainable passion in their educational journey at CVC we must maintain the rigor and relevance of our curriculum and instructional strategies.

Studies support the importance of a high-quality, culturally responsive curriculum in enhancing programming and student engagement. Diverse opportunities are essential for keeping students connected to school, as this connection significantly impacts their academic and personal development.

We recognize that academic barriers often hinder students from setting and achieving goals. Removing these barriers is crucial to increasing attendance, retention, and graduation rates, particularly as our students transition to local PSUSD high schools. Additionally, CVC acknowledges the evolving digital landscape and the importance of staying current with instructional technology. This approach not only boosts student achievement but also prepares them for future career opportunities by equipping them with 21st-century skills and a strong academic foundation. Being well-rounded, including competencies in public speaking and proficient writing for various occasions, is essential.

The development of the school came about from looking closely at student achievement levels, and school connected Ness levels. At CBC we know the more we offer to our students at a young age can open their mind to many new opportunities. After carefully reviewing student data, it was evident that our students wanted more hands on opportunity when learning and engaging with STEM standards in relation to 21st century skills. 85% of our students felt that it was important to continue funding hands-on science with many new lab opportunities. Also, they felt it was important to offer an A-G course at the middle school level as well. Research shows that if a child takes one AP course they are more likely to take additional AP courses in the future.

Our rationale is supported by data from Panorama, which highlights the need for 100% of our students to feel connected to our school. Personalized educational experiences are key to increasing school connectedness rates. Research consistently shows that students must feel connected to their school and its adults to reach their full potential.

Elementary

Sense of Belonging (School Connectedness):

High Level of Belonging: Students generally feel a strong sense of belonging at the school, with an average favorable rating of 77%.

Happiness and Feeling Part of the School: A large percentage of students are happy to be at the school and feel like they are part of the community.

Quote: "Are you happy to be at this school? Yes, all of the time 57%... Yes, most of the time 24%." (Favorable: 81%)

Quote: "Do you feel like you are part of this school? Yes, all of the time 44%... Yes, most of the time 33%." (Favorable: 77%)

Feeling Close to People and Fair Treatment: While the majority feel close to people at school and that teachers treat students fairly, there is some room for improvement in these areas compared to other metrics.

Quote: "Do you feel close to people at school? Yes, all of the time 35%... Yes, most of the time 36%." (Favorable: 71%)

Quote: "Do teachers treat students fairly at school? Yes, all of the time 49%... Yes, most of the time 30%." (Favorable: 79%)

Key Takeaways:

Cielo Vista Charter School demonstrates strong performance across key areas of the student experience as reported in this survey, consistently exceeding the district average. The significant improvement in safety perceptions is a particularly positive finding. The high levels of support for academic learning and sense of belonging suggest a positive school climate. While overall results are positive, continued attention to ensuring all students feel close to others and perceive consistent fairness from teachers could further enhance the school environment.

Strong Sense of Belonging (School Connectedness):

High Favorable Rating: 70% of students reported a favorable sense of belonging, representing a substantial 7% increase since the last survey.

Feeling Close to People: 72% of students feel "close to people at this school," a 6% increase since the last survey.

Happiness at School: 67% of students are "happy to be at this school," also a 6% increase since the last survey.

Feeling Part of the School: 70% of students feel "like I am part of this school," the largest increase in favorable response within this category, up by 12% since the last survey.

Teachers Treat Students Fairly: 71% of students believe that "The teachers at this school treat students fairly," a 6% increase since the last survey.

Key Takeaway: Cielo Vista Charter School is successfully fostering a strong sense of community and belonging among its secondary students, with notable improvements in students feeling connected and feeling like a part of the school. The perception of fair treatment by teachers contributes to this positive environment.

Overall Conclusion:

The Winter 2025 Secondary Student Survey results indicate that Cielo Vista Charter School is performing well in key areas related to academic support, discipline, and student belonging. The significant increases in favorable responses and the school's performance above the district average in multiple categories are positive indicators. However, the safety data, particularly concerning the incidence of rumors and being made fun of, highlights areas where further effort may be needed to ensure all students feel completely safe and supported within the school environment. These results provide a valuable baseline for identifying strengths and areas for targeted improvement initiatives.

Our English Learners will receive 150 minutes a week of designated English Language Development. In grades K-3 Wonders for English Learners is utilized. In grades 4-8 Language Launch 2.0/English 3D is utilized. Supplemental curriculum will also be utilized to enhance the core instructional program. These programs include Listen Wise and Writable. With these actions being executed, and with us closely monitoring the metrics surrounding these actions, we will achieve the goal proposed for our students. The goal is for our kids to be college and career ready and feeling connected to their educational experience. Action 2.6 will provide close reading support and apply it to the writing process. Our unduplicated ELL students will also work with our paraprofessional three Wednesdays each month from 1:20-3:20 on their individual learning plan surrounding the 4 domains of language acquisition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate Data Quest	2023 16.5% of students chronically absent	2023 12.1 % of students chronically absent Decreased 4.4%		5% of students chronically absent	decreased 4.4 in a positive direction
2.2	Panorama Survey	2023 100% of our student were not feeling connected at school.	74% of our students are feeling connected to school.		100% of students are connected to CVC	26% to get to 100%
2.3	Renaissance STAR assessment ELA and Teacher created ELA SBAC aligned assessment	2023 ELA STAR & SBAC aligned assessment project that 61% of students met or exceeded standards on CAASPP aligned assessments. 28% of students nearly meet standards on these assessments.	2023 ELA STAR & SBAC aligned assessment project that 64% of students met or exceeded standards on CAASPP aligned assessments. 35% of students nearly meet standards on these assessments.		2027 ELA STAR & SBAC aligned assessment project that 81% of students met or exceeded standards on CAASPP aligned assessments. 19% of students nearly meet standards on these assessments.	3% growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Renaissance STAR assessment Math and Teacher created Math SBAC aligned assessment	2024 ELA STAR & SBAC aligned assessment project that 42% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments. 26% of students did not meet standards on these assessments.	2024 ELA STAR & SBAC aligned assessment project that 48% of students met or exceeded standards on CAASPP aligned assessments. 36% of students nearly meet standards on these assessments. 35% of students did not meet standards on these assessments.		2027 ELA STAR & SBAC aligned assessment project that 65% of students met or exceeded standards on CAASPP aligned assessments. 22% of students nearly meet standards on these assessments. 13% of students did not meet the standards on these assessments.	6% growth
2.5	Panorama Survey	<p>School Safety 2024</p> <p>Elementary Overall 69% SED 63%, Non SED 70% EL Level Initial 76%, Level 2 62%, Level 3 78%, RFEP 75% Non EL 65% Filipino 62% , Hisp 70%, White 65% SWD 81% Non SWD 81%</p> <p>Secondary Overall 66%</p>	<p>School Safety 2024</p> <p>Elementary: Significant Improvement in Safety Perceptions: This area shows the most significant positive change, with an average favorable rating of 75%, a substantial increase of 9% since the last survey and significantly higher than the district average of 64%.</p>		<p>School Safety 2027</p> <p>Elementary Overall 78% SED 72%, Non SED 79% EL Level Initial 85%, Level 2 71%, Level 3 87%, RFEP 84% Non EL 74% Filipino 71% , Hisp 79%, White 74% SWD 90% Non SWD 90%</p> <p>Secondary</p>	9% increase feeling safer at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Level 2 65%, Level 3 72%, Level 4 68%, RFEP 70% Non EL 61% AA 61%, Filipino 67% Hisp 69%, White 57% SED 66%, Non SED 54% SWD 63 % Non SWD 60 %	<p>Reduced Experiences of Physical and Social Aggression: Fewer students report being hit, pushed, subjected to mean rumors, or teased about their appearance compared to the previous survey.</p> <p>Quote: "Do other kids hit or push you at school when they are not just playing around? No, never 74%." (Favorable: 74%, a 17% increase)</p> <p>Quote: "Do other kids at school spread mean rumors or lies about you? No, never 68%." (Favorable: 68%, a 13% increase)</p> <p>Quote: "Do other kids at this school ever tease you about what your body looks like? No, never 71%."</p>		Overall 75% EL Level 2 74%, Level 3 81%, Level 4 77%, RFEP 79% Non EL 70% AA 70%, Filipino 76% Hisp 78%, White 66% SED 75%, Non SED 63% SWD 72% Non SWD 69%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>(Favorable: 71%, a 7% increase)</p> <p>Increased Feeling of Safety: The majority of students report feeling safe at school. Quote: "How safe do you feel when you are at school? Very Safe 38%... Safe 40%." (Favorable: 78%)</p> <p>Low Incidence of Theft/Damage: Students report a very low incidence of their belongings being stolen or damaged. Quote: "Do other kids steal or damage your things, like your clothing or your books? No, never 83%." (Favorable: 83%) Secondary: Moderate Favorable Rating: 69% of students reported favorably on safety, and</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>showing a 5% increase since the last survey.</p> <p>Majority Feel Safe: 73% of students reported feeling "Very Safe" or "Safe" when at school, a 5% increase since the last survey.</p> <p>Incidence of Physical Aggression is Low: 71% of students reported being pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around 0 times, a 6% increase in this favorable response.</p> <p>Rumors and Lies are More Prevalent than Physical Aggression: While improving (11% increase in the "0 Times" response), 41% of students reported having</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>mean rumors or lies spread about them 1 or more times. This area, with a 59% favorable rating, is the lowest scoring question within the safety category.</p> <p>Sexual Harassment Incidents are Relatively Low: 80% of students reported experiencing sexual jokes, comments, or gestures 0 times, with this favorable rating remaining unchanged since the last survey.</p> <p>Being Made Fun of is a Concern for a Significant Minority: 38% of students reported being made fun of because of their looks or the way they talk 1 or more times. The 62% favorable rating</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>represents a 5% increase in students reporting "0 times".</p> <p>Key Takeaway: While overall feelings of safety have improved and physical aggression is relatively low, addressing the prevalence of rumors, lies, and being made fun of due to appearance or speech warrants continued attention and targeted interventions.</p>			
2.6	Panorama Survey	<p>School Connectedness Elementary Overall 80% (up from 78%)</p> <p>EL Initial 94%, Level 2 85%, Level 3 75%, RFEP 82% Non EL 78% Filipino 82% Hisp 79% Wh 89% SWD 74%, Non SWD 74%</p>	<p>Elementary: Sense of Belonging (School Connectedness):</p> <p>High Level of Belonging: Students generally feel a strong sense of belonging at the school, with an average favorable rating of 77%.</p>		<p>School Connectedness 2027</p> <p>Elementary Overall 100% EL Level Initial 100%, Level 2 95%, Level 3 85%, RFEP 92% Non EL 88% Filipino 92% , Hisp 89%,</p>	<p>Elementary decreased 3 to 77% feel connected Middle School Increased 7% to 70%. feel connected</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Female 81% Male 78%</p> <p>School Connectedness Secondary Overall 63% (Down from 66%) EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59% Non SWD 63%</p>	<p>Happiness and Feeling Part of the School: A large percentage of students are happy to be at the school and feel like they are part of the community. Quote: "Are you happy to be at this school? Yes, all of the time 57%... Yes, most of the time 24%." (Favorable: 81%)</p> <p>Quote: "Do you feel like you are part of this school? Yes, all of the time 44%... Yes, most of the time 33%." (Favorable: 77%)</p> <p>Feeling Close to People and Fair Treatment: While the majority feel close to people at school and that teachers treat students fairly, there is some room for improvement in these areas</p>		<p>White 99% SWD 84% Non SWD 84%</p> <p>Secondary Overall 63% EL Level 2 85%, Level3 76%, Level 4 95%, RFEP 70% Non EL 72% Filipino 73% Hisp 72%, White 72% SWD 69% Non SWD 73%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>compared to other metrics. Quote: "Do you feel close to people at school? Yes, all of the time 35%... Yes, most of the time 36%." (Favorable: 71%)</p> <p>Quote: "Do teachers treat students fairly at school? Yes, all of the time 49%... Yes, most of the time 30%." (Favorable: 79%)</p> <p>Key Takeaways: Cielo Vista Charter School demonstrates strong performance across key areas of the student experience as reported in this survey, consistently exceeding the district average. The significant improvement in safety perceptions</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>is a particularly positive finding.</p> <p>The high levels of support for academic learning and sense of belonging suggest a positive school climate. While overall results are positive, continued attention to ensuring all students feel close to others and perceive consistent fairness from teachers could further enhance the school environment.</p> <p>Secondary Strong Sense of Belonging (School Connectedness): High Favorable Rating: 70% of students reported a favorable sense of belonging, representing a substantial 7% increase since the last survey.</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Feeling Close to People: 72% of students feel "close to people at this school," a 6% increase since the last survey.</p> <p>Happiness at School: 67% of students are "happy to be at this school," also a 6% increase since the last survey.</p> <p>Feeling Part of the School: 70% of students feel "like I am part of this school," the largest increase in favorable response within this category, up by 12% since the last survey.</p> <p>Teachers Treat Students Fairly: 71% of students believe that "The teachers at this school treat students fairly," a 6% increase since the last survey.</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Key Takeaway: Cielo Vista Charter School is successfully fostering a strong sense of community and belonging among its secondary students, with notable improvements in students feeling connected and feeling like a part of the school. The perception of fair treatment by teachers contributes to this positive environment.			
2.7	Expulsion rates Data Quest	2023 Expulsion Rate 0.00	0.00		2027 Expulsion Rate 0.00	0.00
2.8	Suspension rates Data Quest	2023-24 Suspension rate 3.7%	2.5%		2027 suspension rate 1%	decreased 1.2%
2.9	Language Acquisition 8th grade assessment	2023 81% of students demonstrate language proficiency	2023 83% of students demonstrate language proficiency		2027 85% of students demonstrate language proficiency	Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Panorama Survey	2024 56% of students in grades 3-8 view self-efficacy as a strength	61% of students in grades 3-8 view self-efficacy as a strength		2027 65% of students in grades 3-8 view self-efficacy as a strength	5% increase

Goal Analysis [2024-25]

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

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

All planned actions were successfully implemented, including Action 2.1. The program also fully incorporated initiatives across multiple areas such as world languages, fine arts, music appreciation, technology, and English Language Learner (ELL) support. There were no substantive deviations from the original implementation plan.

Challenges:

Minor challenges were encountered in coordinating schedules across the various enrichment areas; however, these were resolved through collaborative planning and flexibility from staff.

Successes:

A major success was the seamless integration of enrichment subjects (world language, fine arts, music appreciation, and technology) alongside core academic and ELL support initiatives. These efforts contributed to a well-rounded learning experience and supported diverse student needs.

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.

Actions 2.1-2.5 in Goal #2 were underspent using the projected LCAP funds. These differences are attributable to the strategic use of one-time supplemental funding that required expenditure prior to year-end.

These funds were specifically allocated to support student services and had a firm spend-down deadline, prompting the shift in expenditures from ongoing LCAP funding to time-sensitive resources.

All actions were fully implemented as intended, and no reductions in services to students occurred. The variance in expenditure reflects a fiscal decision to maximize available resources and comply with funding timelines, not a change in program delivery.

Action 2.6 reflects an overspend as the actual cost of providing the identified service exceeded the projected budget. This action also leveraged one-time funding sources to ensure full implementation and to meet urgent student needs without disruption.

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

The specific actions implemented to date have been effective in making measurable progress toward our goal of increasing student achievement in mathematics and English Language Arts. The strategic use of professional development, MTSS structures, targeted interventions, and sub coverage for data analysis has contributed directly to the improvement in student performance, as reflected in the school’s movement from the yellow to the green performance category. Professional development has been particularly impactful, equipping teachers with high-leverage instructional strategies such as Building Thinking Classrooms, Powers of Wonder, and Patterns of Power, which have been effectively applied in classrooms. The MTSS framework has allowed for more timely and targeted support for students in need, while the sub coverage has enabled teachers to engage in meaningful data analysis and collaborative planning. Overall, these actions have created a more focused, responsive instructional environment, resulting in clear academic gains and positioning the school to reach the highest achievement category in the coming year.

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 the analysis of student outcome data, several key changes have been made to the planned goals, metrics, target outcomes, and actions for the coming year. While the overarching goal of improving student achievement remains unchanged, the metrics have been refined to include more specific, measurable indicators such as Lexile and Quantile growth, proficiency rates by subgroup, and MTSS tier movement. Target outcomes have been adjusted to include not only overall school improvement but also focused growth goals for English Learners and students receiving Tier 2 and Tier 3 interventions. In terms of actions, we plan to increase the frequency and consistency of instructional coaching cycles, implement more responsive professional development aligned with identified needs, and schedule data meetings immediately following key assessments to enhance timeliness and impact. Additionally, sub coverage will be prioritized during periods of strategic planning and intervention design. These changes aim to build on our successes while addressing gaps in equity, instructional follow-through, and data responsiveness—ultimately supporting our continued progress toward achieving the blue performance category.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CVC Green School Middle School Science related/ Robotics	Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study: Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering	\$2,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and analysis of data and integration of real-world connections and skills/experience that are cross-content related. Reduce environmental impact and costsHealth and Wellness focus for all stakeholders Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.</p> <p>Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.</p> <p>Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.</p> <p>2024: Maintain Elementary STEAM teacher to provide STEAM lessons to all students in grades TK-5.</p> <p>Our English language learners have STEAM opportunities each week throughout the school day, and after school. We most recently added e-sports to the elementary levels to establish a connectedness to school.</p>		
2.2	World Language	<p>At CVC we will provide cultural and linguistic development that is developmentally appropriate and prepares students for college readiness. Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective.</p> <p>Grade 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.</p>	\$170,867.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Fine Arts	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas. Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. Purchase of art materials for student visual arts 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.	\$125,672.00	Yes
2.4	Music Appreciation	At CVC we will provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them or future vocal or instrumental skill development. Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area. Grades 6-8 will be provided an afterschool club that will focus on beginning and intermediate levels of vocal and instrumental skill development. Provide PD for music teachers to continue the development of the music program.	\$152,993.00	Yes
2.5	Technology	Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction. Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.	\$135,013.00	Yes
2.6	ELL support	Hire an intervention/reading specialist to work with ELL students only. Provide Listen Wise and Writable to all ELL students. Plan a celebration for our reclassified students each year. This reading specialist will work with	\$246,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>teachers in supporting the delivery of our language acquisition curriculum and the coordination of professional development for teachers. Dr. Kinsella will come in as a follow up this year and model lessons and team teach with our teachers. For LTELs, they will be provided support from our reading intervention specialists and have access to after school tutoring as well. LTELs will utilize Listen Wise and Writable from home as well. DreamBox/IReady/K12 Summit Goal for All English Learners</p> <p>Goal: By June 2026, increase the percentage of English Learners making progress toward English language proficiency (as measured by the Summative ELPAC and Alternate ELPAC) from 46.6% to at least 60%, effectively moving from an Orange to a Yellow or higher performance level on the California School Dashboard.</p> <p>Rationale & Focus Areas: This target reflects a 13.4 percentage point increase, aligning with the California Dashboard's expectations for year-over-year improvement.</p> <p>Improvements will be supported by: Targeted ELD instruction (Designated and Integrated) Data-driven ELPAC preparation and progress monitoring Increased instructional minutes for literacy and academic vocabulary Ongoing professional development for teachers on ELD strategies</p> <p>Supporting Objectives: Reduce chronic absenteeism among ELs from 14.4% to below 10% through family engagement and attendance campaigns. Increase school connectedness from 62% to at least 75% by implementing culturally responsive curricula and student leadership opportunities.</p> <p>Goal for Long-Term English Learners (LTELs) Goal: By June 2026, reduce the number of Long-Term English Learners (students classified as ELs for 6+ years) by at least 20%, by reclassifying eligible students through focused language intervention, individualized</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>reclassification plans, and enhanced monitoring of progress using ELPI levels and local assessments.</p> <p>Rationale & Focus Areas: LTELs typically face unique challenges such as limited academic vocabulary, literacy gaps, and disengagement.</p> <p>Targeted strategies will include: Personalized academic and language goals reviewed each trimester After-school or small group intervention focusing on academic discourse and writing Regular review of reclassification criteria with students, parents, and support teams Prioritized access to mentoring and culturally affirming extracurricular programs</p> <p>Supporting Academic Targets: Increase LTEL performance in ELA from 23.6 points below standard to less than 10 points below. Narrow the math achievement gap for LTELs from 50.1 points below standard to under 30 points below.</p> <p>Implementation Recommendations Data Cycles & Monitoring: Set quarterly checkpoints to evaluate progress using ELPI growth, internal benchmark assessments, and engagement surveys. Family & Community Engagement: Launch family workshops on reclassification criteria and strategies to support language learning at home. Collaboration: Establish site-based LTEL teams to track individual progress and create student profiles with interventions and supports.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Connectedness and School Safety	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on our student outcomes data and our panorama survey data that showed that our most vulnerable students were not feeling connected to school and performing at lower levels than their peer groups. In Elementary the sense of belonging rates were 79% of our Hispanic student group, 78% of our SED student group, and 85% of our ELL student group felt connected to our school. In the middle school grades the sense of belonging rates were 62% of our Hispanic student group, 63% of our SED student group, and 67% of our ELL student group felt connected to our school. We know there is a strong correlation with student outcomes, and the connectedness that the student feels towards their school. We work hard at CVC to create learning experiences that will connect them to the people in our building and prepare them for college and career.

This goal's development was also influenced by the results of our student's sense of safety on campus. In the Elementary grades the sense of safety rates were 66% of our Hispanic student group, 66% of our SED student group, and 62% of our ELL student group felt connected to our school. In the middle school grades the sense of safety rates were 64% of our Hispanic student group, 63% of our SED student group, and 61% of our ELL student group felt connected to our school.

At CVC we value a strong focus on ensuring safe school spaces and maintaining a positive culture. We strive to consistently model a solution focused approach. We value our students and know that they need us as adults to be our very best each day. This is a strength of CVC and we will continue to be intentional in building positive experiences throughout the day. Each classroom will demonstrate a growth mindset philosophy, a safe space will be ensured for students to work on skills acceleration in meeting their individual pathways to success. We are committed to removing any societal barriers that have been placed on our students as a great majority are unduplicated. We will continue to support our students to build CASEL competencies so that they can serve their communities in a multiple of ways.

Panorama data, student feedback, teacher surveys, all conclude that maintaining a positive learning environment is crucial; in the development of students.

We ensure that school facilities are in good repair through preventative maintenance, which includes annual inspections aligned with the Facilities Inspection tool. Consequently, we invest in necessary repairs and upgrades to maintain a clean, safe, and welcoming environment

for students, families, and staff. CVC will invest in new furniture to replace aging items, enhancing the cleanliness and safety of the classrooms. Additionally, we will continue updating and upgrading instructional technology. Teachers will also be provided with a budget for decorating their rooms and acquiring additional materials not covered under the instructional supply budget, further contributing to the clean and inviting atmosphere of CVC.

CVC prides itself on being a clean and well-maintained campus. The grounds are meticulously cared for, with lush green lawns and well-kept gardens creating a welcoming environment. The commitment to cleanliness is evident in the pristine facilities, which are regularly cleaned and maintained to the highest standards. This dedication ensures that students, faculty, and visitors alike can enjoy a pleasant and hygienic atmosphere throughout the campus.

As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness. Also, maintain a safe and clean school site at all times.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Survey	64% of ALL student group responded favorably Safety Middle School	Elementary: 75% Up 9% from last year Middle School: 69% Up 5% from last year's survey		73% of students responded favorably Safety Middle School	Elementary: 75% Up 9% from last year Middle School: 69% Up 5% from last year's survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School-wide safety plan	Schoolwide safety plan in place along with an active committee that meets 3-4 times a year.	Schoolwide safety plan in place along with an active committee that meets 3-4 times a year.		Schoolwide safety plan in place along with an active committee that meets 4 times a year.	no change
3.3	Status of site safety plans and maintenance of physical campus	Restrooms need improvements	Leveled the playing field and have 60% less injuries from falls from Feb- now		Improvements to school facility will be made periodically	significant drop in injuries on the field 70% drop
3.4	Safety drills	Each month a monthly drill will be held	Each month a monthly drill will be held		We will be in 100% compliance with our mandated monthly drills.	Held monthly
3.5	Panorama Survey	Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 90% Knowledge and Fairness of Discipline, Rules, and Norms: 89% Safety: 76% Sense of Belonging(School Connectedness): 85% Elementary Student Survey (Social Emotional Learning) Grit:73% Growth mindset: 80% Self-Efficacy: 69%	Connectedness): 85% Elementary Student Survey (Climate) Climate of Support for Academic Learning: 85% Knowledge and Fairness of Discipline, Rules, and Norms: 80% Safety: 75% Sense of Belonging(School Connectedness): 77%		Climate of Support for Academic Learning Elementary Overall 88% (Down from 89%) SED 94%, Non SED 87% EL Level Initial 97%, Level 2 82%, Level 3 83%, RFEP 91% Non EL 75% Filipino 88% , Hisp 87%, White 97% SWD 87% Non SWD 76%	Elementary down 5% to 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self-Management: 76% Social Awareness: 78% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 80% Knowledge and Fairness of Discipline, Rules, and Norms: 81% Safety: 57% Sense of Belonging(School Connectedness): 63% Secondary Student Survey (Social Emotional Learning) Grit:62% Growth mindset: 69% Self-Efficacy: 50% Self-Management: 64% Social Awareness: 64%	Elementary (Social Emotional Learning) Grit:59% Growth mindset: 74% Self-Efficacy: 65% Self-Management: 66% Social Awareness: 63% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 77% Knowledge and Fairness of Discipline, Rules, and Norms: 82% Safety: 69% Sense of Belonging(School Connectedness): 70% Secondary Student Survey (Social Emotional Learning) Grit:59% Growth mindset: 71% Self-Efficacy: 61%		Climate of Support for Academic Learning Secondary SED 94%, Non SED 87% EL Level Initial 97%, Level 2 82%, Level 3 83%, RFEP 91% Non EL 87% Filipino 79% , Hisp 87%, White 61% SWD 81% Non SWD 76%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Self-Management: 70% Social Awareness: 66%			
3.6	Panorama Survey	80% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary	77% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary		89% of students responded favorably Sense of Belonging (School Connectedness) Elementary	77% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary decreased 3% 70% of ALL student group responded favorably Sense of Belonging (School Connectedness) Middle up 7%
3.7	Panorama Survey	66% of ALL student group responded favorably School Safety Elementary	75% of ALL student group responded favorably School Safety Elementary		75% of students responded favorably Safety Elementary	Elementary increased 9% to 75% Middle school increased 5% to 69%
3.8	Panorama Survey	67% of ALL student group responded favorably (School Connectedness) Middle School	70% of ALL student group responded favorably (School Connectedness) Middle School		72% of students responded favorably (School Connectedness) Middle School	74% of our school-wide population feel connected to school

Goal Analysis [2024-25]

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

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

All planned actions were fully implemented, including Action 3.1. Two security guards were successfully hired to provide consistent supervision, positively impacting campus safety and student relationships. These individuals have built meaningful connections with students, fostering a sense of security and trust. This effort contributed to a 14-point increase in our campus safety rating over the past year. In support of student health and wellness, three full-time PE teachers and one PlayWorks coach were retained, providing structured physical education and many intramural sports opportunities. This initiative has helped students engage in healthy lifestyles and develop strong relationships with coaches both during and outside of class time. Additionally, three counselors and one on-campus mental health therapist have allowed us to respond effectively to a wide range of social-emotional needs. These services have supported students in crisis, promoted overall well-being, and aligned with the goals of Action 3.3. Action 3.4 has also been highly successful with the expansion of campus supervision. Two dedicated mentors work closely with approximately 30–35 boys during lunch periods. Under the guidance of Coach J. and Coach B., these students receive mentoring, life coaching, and consistent adult support. As a result, behavioral referrals among these students have significantly decreased, and they are now making better choices throughout the day.

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

There were minimal material differences between the budgeted expenditures and the estimated actual expenditures. All key actions, including the hiring of two security guards, three PE teachers, a PlayWorks coach, additional campus supervision, and mental health support staff, were implemented as planned. Minor adjustments in spending occurred due to variations in staffing costs and benefits, but these were within acceptable thresholds and did not impact the overall delivery of services.

The planned percentage of improved services for unduplicated students was closely aligned with the estimated actual percentage. The implementation of mentorship programs, increased mental health support, and expanded physical education access contributed to measurable improvements in student well-being and campus climate. These outcomes indicate that the services were effectively delivered and aligned with the intent to provide increased support for students most in need.

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

The specific actions implemented to date have been effective in making measurable progress toward our goal of improving school safety, student well-being, and overall campus climate.

- Hiring of Two Security Guards (Action 3.1):

This action has significantly contributed to a safer school environment, as evidenced by a 14-point increase in the school's safety rating. The presence of consistent security staff has fostered stronger relationships with students, creating a sense of trust and security throughout the campus.

- Physical Education and PlayWorks Support:

The inclusion of three PE teachers and a PlayWorks coach has enhanced student engagement in structured physical activity. These efforts have promoted healthy habits, built teamwork skills, and strengthened student-coach relationships, both during and outside of class. The implementation of many intramural sports has been particularly effective in encouraging positive peer interactions.

- Mental Health and Counseling Support (Action 3.3):

With three counselors and one full-time mental health therapist on campus, we have expanded our capacity to address the social-emotional needs of students. This has led to quicker response times, more individualized support, and improved outcomes for students experiencing emotional challenges.

- Expanded Supervision and Mentorship (Action 3.4):

The addition of campus mentors has been highly successful. Two male mentors work daily with a group of 30–35 boys, providing consistent guidance and support during lunch periods. These mentoring sessions have led to a notable decrease in disciplinary referrals and have helped students make more positive choices throughout the day.

Overall, these actions have collectively strengthened student safety, social-emotional support, and engagement, indicating strong progress toward the goal. Continued monitoring and adjustments will ensure sustainability and further growth in these areas.

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 reflection of prior implementation and outcomes, several adjustments have been made to strengthen the effectiveness of our actions and ensure continued progress toward our goals.

- Refinement of Metrics:

While the original metrics were effective in capturing general trends, we will now include more targeted, student-level data (e.g., disaggregated discipline referrals, attendance by subgroup, and student perception surveys by grade level) to better monitor the impact of mentoring, supervision, and mental health supports.

- Expanded Mentorship Program:

Given the demonstrated success of the lunchtime mentorship initiative, the program will expand to serve more students, including a pilot group for girls. Additional part-time volunteers will be utilized to provide consistent support across grade levels and lunch periods.

- Enhanced SEL and Mental Health Services:

Building on the success of our counseling and mental health services, we will implement small group SEL sessions focused on conflict resolution, emotional regulation, and coping strategies. These sessions will be integrated into the regular school day to increase accessibility.

- Updated Target Outcomes:

In response to the progress made, target outcomes have been adjusted to reflect more ambitious goals. For example, we aim to increase the school safety rating by an additional 10 points and reduce office discipline referrals by another 20% among mentored students.

- Increased Collaboration Across Roles:

Action plans will now include more structured collaboration between security staff, PE/play staff, and mental health providers to ensure cohesive support for students and alignment of expectations across settings. These changes reflect a commitment to continuous improvement and data-informed decision-making, ensuring that our actions remain relevant, responsive, and impactful.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe School Environment	Maintain 2 full time security officers at CVC to continue building positive relationships with our students. While the primary role of security guards on campus is to ensure physical safety and security, their presence can also contribute to improved student outcomes for unduplicated students by creating a safe and supportive learning environment, promoting positive school climate, preventing truancy and disruption, supporting conflict resolution and intervention, and fostering collaboration with school staff and community partners. By addressing safety concerns and promoting student well-being, security guards play a vital role in supporting the academic success and holistic development of unduplicated students.	\$181,426.00	Yes
3.2	PE/Nutrition	Our PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. Grades TK-5 participate in weekly nutrition lessons that focus on healthier food options that impact overall health. Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks Maintenance and replacement of PE equipment to enhance the educational program and accessibility Provide release time for track meet duties, grant writing and award applications. School-wide implementation of the Game On structured recess K-8 including full-time recess coach, program development assistance and equipment necessary for the program.	\$555,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.		
3.3	School Counselors and a Mental Health Therapist	<p>Develop identified social/emotional needs of target students</p> <p>Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</p> <p>Educate the school community on A-G requirements and pathway programs to promote college and career readiness</p> <p>Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</p> <p>Facilitate SST meeting and serve as the SST coordinator</p> <p>Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.</p> <p>We will continue our mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full-time counselor through PSUSD mental health.</p>	\$448,092.00	Yes
3.4	Supervision Aides	We will continue to employ 5 supervision aides to ensure the safety of our students during their recess and lunch times.	\$177,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parent and Community Partnerships enhanced	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parent and Community Partnerships will increase each year creating inclusive environments that support personal and academic growth of each child. We will increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of students, parents, staff and other stakeholders within our school.

This goal has been developed to ensure all students at Cielo Vista Charter School and their families are engaged in learning.

The actions in this goal address the following state priorities:

Priority 3 - Parental Involvement
 Priority 5 - Pupil Engagement
 Priority 6 - School Climate

The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

This goal was influenced and developed by the feedback we received from a wide variety of stakeholders. Parents want to feel the same connection they have felt to the school prior to Covid. We are working diligently to get families back in the building and participating in the wide variety of activities as they did prior to the closure of schools. Our Face specialist connects with both our GATE students' families on an on-going basis to gain feedback and offer a wide array of educational enrichments for our students with exceptional needs. She also does this with our special needs students. She helps coordinate tutoring services and extra curricular activities that will

The goal was also influenced by the sense of belonging rates in both elementary and middle school. In Elementary the sense of belonging rates were 79% of our Hispanic student group, 78% of our SED student group, and 85% of our ELL student group felt connected to our school. In the middle school grades the sense of belonging rates were 62% of our Hispanic student group, 63% of our SED student group, and 67% of our ELL student group felt connected to our school. If students fewel connected to their school, their engagement will influence their student achievement outcomes. Both students and families all reported strongly that they would like to continue visiting 2 college campuses in grades 5-8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Panorama Survey Parent Participation	2024-25 100% of district governance groups are compliant and solicit parent input	100% of district governance groups are compliant and solicit parent input		2024-25 100% of district governance groups are compliant and solicit parent input	100% of district governance groups are compliant and solicit parent input
4.2	Panorama Survey Parent Participation	Baseline 2024-25 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 46% EL - 38% FY - 2% SED - 83% AA - 1% LAT - 70% Homeless - 1%	Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 54% EL - 44% FY - 2% SED - 88% AA - 11% LAT - 72% Homeless - 1%		Baseline 2024-25 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 55% EL - 47% FY - 12% SED - 92% AA - 10% LAT - 79% Homeless - 10%	Overall +10% EL - +6% FY = no change SED - +5% AA - +10% LAT - +2% Homeless - no change

Goal Analysis [2024-25]

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

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

All planned actions under Goal 4 were successfully implemented, with a strong emphasis on family engagement and student engagement, as outlined in Actions 4.1 and 4.2.

Family Engagement (Action 4.1):

Parents and families were welcomed onto campus in a variety of capacities, including volunteering in classrooms and school-wide events, and participating in leadership opportunities such as the LCAP Forums. The monthly Principal Chats have provided a consistent platform for families to voice concerns, ask questions, and seek support for their children, fostering transparency and collaboration.

Three multicultural festivals were held throughout the year, each serving as a powerful opportunity for families to come together, celebrate diversity, and build a sense of community. These events have helped create a supportive and inclusive campus culture where families feel connected and empowered to help one another.

Additional family engagement efforts included:

- Latino Literacy workshops, empowering families to engage in their children's education.
- Opportunities for parents to join college field trips, allowing them to be active partners in their child's college and career journey.

Student Engagement (Action 4.2):

Significant strides were made in promoting student engagement through culturally responsive practices and college and career readiness opportunities.

- The school library continues to evolve into a culturally responsive resource, offering diverse literature where students can see themselves represented and celebrated.
- Students were recognized not only for academic achievement but also for effort, leadership, and contributions to the school community, helping to foster a more inclusive definition of success.
- Collaborative furniture was purchased to promote teamwork and develop essential social skills through peer interaction and group projects.
- All students in grades 5 through 8 participated in college visits, ensuring that by the time they enter high school, they have already experienced multiple college campuses.
- Continuous investments were made in maker spaces and STEAM labs, equipping students with hands-on learning opportunities and essential 21st-century skills aligned with college and career readiness.

Challenges and Successes:

While there were no substantive deviations from the original plan, ongoing challenges included coordinating large-scale events and ensuring transportation for college visits. However, these were successfully addressed through community partnerships and thoughtful logistical planning.

The overall success of implementation was evident in high family turnout at events, increased student enthusiasm around reading and

STEAM activities, and strong student participation in enrichment and college-prep initiatives.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for Goal 4. All planned funds were used to support the full implementation of family engagement activities, student engagement initiatives, culturally responsive resources, and college and career readiness experiences.

All expenditures were aligned with the original budget, including costs related to family workshops (such as Latina Literacy), multicultural festivals, principal chats, collaborative furniture purchases, culturally relevant books for the library, college trips, and ongoing development of maker spaces and STEAM labs.

Similarly, the estimated actual percentage of improved services for unduplicated students closely matched the planned percentage. Services provided were fully aligned with the intent to increase access, engagement, and support for these student groups. Activities such as inclusive college visits, expanded access to culturally responsive materials, and family engagement opportunities were successfully delivered and positively impacted student participation and family-school partnerships.

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

The specific actions implemented under Goal 4 have proven to be highly effective in advancing both family and student engagement.

- Family Engagement (Action 4.1):

The variety of opportunities offered for parent involvement—such as volunteering, participating in LCAP Forums, attending monthly Principal Chats, and joining college field trips—have strengthened the home-school connection. Attendance at multicultural festivals has been consistently high, reflecting the success of efforts to create an inclusive and welcoming school community. The Latina Literacy program empowered families to support their children's academic journeys, increasing both parent confidence and student outcomes.

- Student Engagement (Action 4.2):

Investments in culturally responsive library materials allowed students to see themselves represented in literature, fostering a stronger sense of belonging and increasing student interest in reading. Recognizing students for qualities beyond academics encouraged broader participation and fostered a positive school culture.

The purchase of collaborative furniture has promoted peer interaction, teamwork, and communication—key social-emotional skills that support long-term success.

Annual college visits for students in grades 5–8 have been a cornerstone of the school's college and career readiness efforts. These experiences have demystified the college pathway and built early awareness, motivation, and aspiration. The continued development of maker spaces and STEAM labs has further engaged students in hands-on, inquiry-based learning aligned with 21st-century skills.

Overall Impact:

These actions have contributed to a more engaged student body, stronger family partnerships, and a school environment that values diversity, inclusion, and future readiness. The consistent implementation and strong participation levels indicate that these actions have been

effective in meeting the goals outlined.

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 reflection of prior implementation and feedback from families, staff, and students, several thoughtful adjustments will be made to improve the impact and reach of Goal 4 in the coming year.

- Expanded Family Engagement Opportunities:
While family participation in events was strong, there is a need to diversify engagement formats to accommodate varied schedules and preferences. In the coming year, we will introduce virtual options for Principal Chats, offer evening workshops, and provide translation services to increase accessibility for all families.
- Refinement of Metrics:
To more accurately measure impact, we will begin tracking family participation data across all events and workshops, and include pre/post surveys to assess perceived value and areas for improvement. Additionally, we will implement student engagement surveys to gather student voice around the effectiveness of STEAM labs, library offerings, and college exposure opportunities.
- Enhanced College and Career Readiness Activities:
Building on the success of college visits, we will increase the frequency of career exploration opportunities, including guest speakers, career days, and partnerships with local businesses. These additions will strengthen the connection between current learning and future aspirations.
- Broadened Recognition Systems:
To further promote student engagement, we will expand recognition systems to include categories such as creativity, collaboration, kindness, and leadership. This inclusive approach will encourage more students to feel valued and celebrated for diverse contributions.
- Target Outcome Adjustments:
Target outcomes for family engagement will be adjusted to aim for a 15–20% increase in participation across workshops and forums. Student engagement goals will now include specific benchmarks tied to survey results and participation rates in enrichment activities.

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
4.1	Parent engagement, involvement, and leadership	We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition: *Offer parent education to enhance home and school partnerships as well as cater to parental interests	\$59,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)</p> <p>*Provide translation as needed for all events</p> <p>Leader in Me Book Club</p> <p>Health habits of Successful Families Participation</p> <p>Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families</p> <p>HOST 3 festivals that are culturally responsive</p>		
4.2	Student engagement/College and career Readiness	<p>Build a Culturally Responsive Library</p> <p>Provide many opportunities for students to be recognized (beyond academics)</p> <p>Classroom furniture that lends itself to student collaboration (desks/chairs and small group tables)</p> <p>Whiteboards that can be anchored around the classrooms to align with a thinking classroom</p> <p>UC/CSU college exposure field trips</p> <p>PBIS rewards</p> <p>Field trips that connect to college and career</p> <p>Steam materials</p> <p>Makerspace materials</p>	\$525,979.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,012,667	\$531,893

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
45.938%	2.176%	\$85,897.44	48.114%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: EI's Yellow performance band and scoring 23.6 points below standard in comparison to their white peer group that scored in the BLUE (highest performance level) with 55.1 points ABOVE standard identifies the need for this goal. Cielo Vista UPP which included EL, FY</p>	Best first instruction and high teacher efficacy will produce positive student outcomes in close alignment to that of their peers. In order to meet the academic need of our UPP teachers will be trained in Best, First Instruction in order to provide the best tier 1 instruction for UPP students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and LI are performing below the standard in ELA and Math.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Instructional Coaches</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard</p>	<p>Instructional coaches help create an environment where teachers are well-equipped to meet the diverse needs of unduplicated students, ultimately leading to improved academic outcomes and overall student success. Our coaches will develop personalized Professional Development for Teachers while including a PD on the Implementation of Evidence-Based Practices and utilizing Data-Driven Decision Making when making instructional choices. These actions: Building Relationships with Students and Families and Resource Allocation and Utilization will close the opportunity gaps that exist amongst ALL students and UPP students. The following actions will also be utilized on a school-wide basis due to the importance on the impact on student outcomes.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and increasing 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 El's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p>	<p>Our UPP students will benefit from an MTSS system to increase their skill set in all academic areas. The system creates a supportive, responsive, and equitable educational environment that addresses the unique challenges faced by unduplicated students, leading to improved academic and behavioral outcomes.</p> <p>Tiered Support Levels:</p> <p>Tier 1: High-quality, inclusive instruction for all students. Tier 2: Targeted interventions for students needing extra help. Tier 3: Intensive, individualized support for those with the greatest needs.</p> <p>UPP students benefit from Early Identification and Intervention, Holistic and Comprehensive Support, Culturally Responsive Practices, and Equity and Resource Allocation. These actions also benefit all students and will be utilized on a school-wide basis.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10) Running Records Jen Jones assessments Word Knowledge assessment STAR reading IAB's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	Action: Math Intervention Need: CVC UPP students are performing below standard in Math. Math 159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year. Scope: LEA-wide	In order to meet the academic needs of of UPP students the following actions will be executed.Targeted interventions help close the achievement gap, leading to better performance on math assessments and standardized tests. When students understand the content being taught it will lead to an Increased Engagement and Attendance: Engaging and relevant math instruction can improve student engagement and reduce absenteeism.By addressing the unique challenges faced by unduplicated students through targeted math interventions, we can help these students build the skills and confidence needed to succeed in math and beyond. This action will also be provided on a school-wide basis, because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10) Math running record Freckle data STAR math
1.5	Action: Sub Coverage for Data Analysis days	Utilizing Data Analysis Teams and Grade/Vertical teams to discuss data from our UPP students will allow teachers to customize instructional paths	ELA and Math CAASPP (Metric #1.9 and 1.10) Panorama Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>	<p>that will serve their needs. Once they get instruction tailored to their individualized needs, our UPP students will build more confidence in their academics.</p>	<p>Vertical alignment and articulation Grade levels using the same academic registry</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Paraprofessional small group instruction with SOAR and Math small groups</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p>	<p>Our UPP students will benefit from an MTSS system to increase their skill set in all academic areas. The system creates a supportive, responsive, and equitable educational environment that addresses the unique challenges faced by unduplicated students, leading to improved academic and behavioral outcomes.</p> <p>Tiered Support Levels:</p> <p>Tier 1: High-quality, inclusive instruction for all students. Tier 2: Targeted interventions for students needing extra help. Tier 3: Intensive, individualized support for those with the greatest needs.</p> <p>UPP students benefit from Early Identification and Intervention, Holistic and Comprehensive Support, Culturally Responsive Practices, and Equity and Resource Allocation. These actions also benefit all students and will be utilized on a school-wide basis.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10) Running Records Jen Jones assessments Word Knowledge assessment STAR reading IAB's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	<p>Action: CVC Green School Middle School Science related/ Robotics</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 El's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 El's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p>	As we read the results of our student surveys our UPP students wanted more STEM Career Awareness and Exposure to STEM Fields. This included more Hands-on science activities when introducing students to various material aligned to the Science standards. These actions will equip our students with the skill set of Future Innovators in the field of STEM. In summary, hands-on science activities in middle school provide unduplicated students with engaging, equitable, and effective learning experiences that support their academic and personal development. By catering to diverse learning styles, enhancing motivation, and building critical skills, these activities help bridge gaps and promote success for all students and this is why this action will be utilized as a school-wide basis.	CAASPP CAST scores Panorama Survey data Individual Student Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: World Language Need: Equitable Access to Advanced Courses Support for English Learners English Language Proficiency Data Quest English Language Proficiency for Summative ELPAC Level 4: 16.50% (well developed) Level 3: 33.77% (moderately developed) Level 2: 29.40% (Somewhat developed) Level 1: 20.33 (Beginning to develop) ELPAC assessment ELL progress 51.8% of students progressed at least ONE ELPI level 28.4% who maintained at their current ELPI level 19.9% of students decreased one ELPI level Scope: LEA-wide	Teaching a world language to middle school students, especially through a high school-level course, offers significant advantages for unduplicated students. It promotes academic advancement, enhances cognitive and social skills, and provides practical benefits that extend into future educational and career opportunities. By providing equitable access to advanced coursework and fostering a more inclusive and culturally aware learning environment, these programs can play a crucial role in supporting the success of unduplicated students. This action will build their home language and help them with attaining their Seal of Bi-literacy in high school. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	English Language Proficiency/Data Quest English Learner Progress Indicator /ELPI levels World language proficiency test AP course access as a freshman
2.3	Action: Fine Arts	Art education offers a multitude of benefits that can significantly enhance the educational	AP art courses in high school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Our UPP students data showed high of stress on their student surveys and Panorama Surveys. This stress was bleeding into their academic results and social emotional learning. This action will provide students in the fin arts that will enhance their experiences in school and also increase creativity and problem-solving. This is also a support for trauma and mental health</p> <p>Scope: LEA-wide</p>	<p>experience and outcomes for unduplicated students. By supporting cognitive, social, emotional, and practical development, art provides an inclusive, enriching environment that helps these students thrive both academically and personally. Through equitable access to art education, schools can help unduplicated students unlock their potential and achieve greater success.</p>	<p>Panorama survey results in the area of mental health</p>
2.4	<p>Action: Music Appreciation</p> <p>Need: CVC's UPP students in the primary grades showed a difficulty with mastering the foundational skills to reading as seen on the Jen Jones early phonics assessment. The older students struggles in ELA as well according to their CAASPP results.</p> <p>CVC UPP students are performing below standard in ELA.</p> <p>Reading</p> <p>159 EI's scored 23.6 points below standard increasing 8.9 points from the previous testing year.</p>	<p>Music education provides unduplicated students with a rich, engaging, and supportive learning environment that enhances cognitive, social, and emotional development. By fostering critical academic and life skills, promoting equity, and preparing students for future opportunities, music education helps unduplicated students overcome challenges and achieve greater academic and personal success. With the results of our early phonics assessments and our ELA results in reading this action was created. We feel confident with this action being executed, and monitoring it with the metrics mentioned that the school will be accomplished. Our UPP students will experience an improvement in literacy and language skills and build confidence and self-esteem. Through the music appreciation program for UPP students can be part of our musical cast. This action is also serving as a school-wide basis, because it will benefit all students.</p>	<p>Panorama survey results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Technology</p> <p>Need: At CVC, our UPP students were achieving below the standards in both ELA and mathematics.</p> <p>CVC UPP students are performing below standard in Math.</p> <p>Math 159 EL's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year.</p>	<p>Our ELL can utilize technology programs to build their mathematical foundational skills. We have provided Freckle to our UPP students. they spend 120 minutes each week practicing at their own individualized learning path. Our ELL' scan also benefit from the language learning tools such as translation and language Apps.</p> <p>Speech-to-Text and Text-to-Speech also provides access to all UPP students. This action is also serving as a school-wide basis, because it will benefit all students.</p>	CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: ELL support</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EL's scored 23.6 points below standard increasing 8.9 points from the previous testing year.</p> <p>466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 EL's scored 58.7 points below standard declining 6.2 points from the previous testing year.</p>	<p>Adding our additional reading intervention specialist that will focus on providing services to our English language learners will increase performance outcomes for our EL students. Our reading specialist will focus on the four domains of language acquisition. She will spend a great majority of time working on close reading skills and the transfer to applying it to writing. We will build an ELD intervention program using Kate Kinsella's research and strategies and Thinking Maps Write from the Beginning, as the core writing intervention tool. This will be supplemented with Patterns of Power for grammar, along with Morphine Magic and Mrs. Word Smith for building vocabulary. With the emphasis on writing, our EL students will learn to organize, structure, and produce quality writing. This in turn would improve their classroom proficiency as writers as well as their ELPAC and SBAC scores. With improved proficiency as writers, many more of our students will be able to reclassify as RFEP'd.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Safe School Environment</p> <p>Need: Safety and school belongingFostering Positive School ClimateCreating a Sense of Security and Well-Being</p> <p>Scope: LEA-wide</p>	<p>Our unduplicated students need to have a stronger sense of security while on campus. While the primary role of security guards on campus is to ensure physical safety and security, their presence can also contribute to improved student outcomes for unduplicated students by creating a safe and supportive learning environment, promoting positive school climate, preventing truancy and disruption, supporting conflict resolution and intervention, and fostering collaboration with school staff and community partners. By addressing safety concerns and promoting student well-being, security guards play a vital role in supporting the academic success and holistic development of unduplicated students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.</p>	Panorama Survey School Safety
3.2	<p>Action: PE/Nutrition</p> <p>Need:</p>	<p>Having PE teachers who offer intramural sports after school and circuit training on campus benefits unduplicated students by promoting physical health and fitness, enhancing mental and</p>	<p>Chronic Absenteeism Rates</p> <p>School connectedness Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our English learner student group has a chronic absenteeism rate of 14.4%. This is higher than the all students rate of 12.1%. With implementing more school connectedness activities this will decrease the absenteeism rate noted above.</p> <p>Elementary: Sense of Belonging (School Connectedness):</p> <p>High Level of Belonging: Students generally feel a strong sense of belonging at the school, with an average favorable rating of 77%.</p> <p>Happiness and Feeling Part of the School: A large percentage of students are happy to be at the school and feel like they are part of the community. Quote: "Are you happy to be at this school? Yes, all of the time 57%... Yes, most of the time 24%." (Favorable: 81%)</p> <p>Quote: "Do you feel like you are part of this school? Yes, all of the time 44%... Yes, most of the time 33%." (Favorable: 77%)</p> <p>Feeling Close to People and Fair Treatment: While the majority feel close to people at school and that teachers treat students fairly, there is some room for improvement in these areas compared to other metrics. Quote: "Do you feel close to people at school? Yes, all of the time 35%... Yes, most of the time 36%." (Favorable: 71%)</p>	<p>emotional well-being, fostering social connections and support networks, teaching lifelong fitness habits, improving academic performance, and addressing equity and inclusion. By providing opportunities for physical activity and promoting holistic well-being, PE programs play a vital role in supporting the academic success and overall development of unduplicated students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Quote: "Do teachers treat students fairly at school? Yes, all of the time 49%... Yes, most of the time 30%." (Favorable: 79%)</p> <p>Key Takeaways: Cielo Vista Charter School demonstrates strong performance across key areas of the student experience as reported in this survey, consistently exceeding the district average. The significant improvement in safety perceptions is a particularly positive finding.</p> <p>The high levels of support for academic learning and sense of belonging suggest a positive school climate. While overall results are positive, continued attention to ensuring all students feel close to others and perceive consistent fairness from teachers could further enhance the school environment.</p> <p>Secondary Strong Sense of Belonging (School Connectedness): High Favorable Rating: 70% of students reported a favorable sense of belonging, representing a substantial 7% increase since the last survey.</p> <p>Feeling Close to People: 72% of students feel "close to people at this school," a 6% increase since the last survey. Happiness at School: 67% of students are "happy to be at this school," also a 6% increase since the last survey.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feeling Part of the School: 70% of students feel "like I am part of this school," the largest increase in favorable response within this category, up by 12% since the last survey.</p> <p>Teachers Treat Students Fairly: 71% of students believe that "The teachers at this school treat students fairly," a 6% increase since the last survey.</p> <p>Key Takeaway: Cielo Vista Charter School is successfully fostering a strong sense of community and belonging among its secondary students, with notable improvements in students feeling connected and feeling like a part of the school. The perception of fair treatment by teachers contributes to this positive environment.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: School Counselors and a Mental Health Therapist</p> <p>Need: When reading student individual a survey about their mental health and stress that they are experiencing, our UPP students had 55% higher rates of stress they were experiencing. This was alarming and prompted us to provide</p>	<p>Having two full-time counselors and one full-time mental health therapist on campus significantly improves student outcomes for unduplicated students by enhancing access to mental health support, promoting social-emotional well-being, supporting academic success, providing crisis intervention and prevention, engaging families and communities, implementing culturally responsive practices, and addressing equity and inclusion. By prioritizing the mental health and well-being of</p>	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>enhanced access to mental health support throughout the school day. Also, school connectedness rates on panorama survey showed that there were high numbers of UPP students not feeling connected to school.</p> <p>Scope: LEA-wide</p>	<p>unduplicated students, schools create a supportive and inclusive environment where all students can thrive academically and personally.</p>	
3.4	<p>Action: Supervision Aides</p> <p>Need: Student feedback surveys showed an increase of 75% of students felt there needed to be and enhanced need of safety and security during unstructured times especially during recess. The students data reported that they would like more Positive Role Modeling and Opportunities for Mentorship. 25% of our ELL students felt like they did not have an adult that they connect to at school. This data led to the hiring of two additional supervision needs during unstructured times.</p> <p>Scope: LEA-wide</p>	<p>Having more supervision on a school campus is essential for improving student outcomes for unduplicated students by enhancing safety and security, promoting positive behavior and discipline, supporting social-emotional development, fostering academic engagement and success, cultivating a positive school climate, and preventing truancy and delinquency. By providing a supportive and inclusive environment where all students feel safe, valued, and supported, schools can help unduplicated students reach their full potential academically and personally.</p>	<p>behavior referrals data Panorama data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	<p>Action: Parent engagement, involvement, and leadership</p> <p>Need: Our Feedback during our stakeholder meetings, and parent surveys it showed that there was a need to bridge the homeschool gap that was created after Covid. Parents also expressed the desire for the school to help facilitate trainings, so that the two can build social emotional skills in their children. The data showed that a high percentage of UPP parents felt disconnected from the school after the pandemic. The parents also shared the desire for their children to attend leadership training opportunities to build their social, emotional competencies, such as growth, mindset, grit, and resilience.</p> <p>Scope: Schoolwide</p>	<p>Parental involvement is a critical factor in improving student outcomes for unduplicated students by providing academic support and reinforcement, fostering positive attitudes towards education, facilitating communication and advocacy, building social-emotional skills, encouraging involvement in school activities, and bridging the home-school gap. By actively engaging with their child's education and partnering with schools and communities, parents can empower unduplicated students to succeed academically and thrive personally. Here at Cielo Vista. We are excited to hold several opportunities that allow the parents to grow and gain new skill sets to enhance their child's educational experiences. We will continue providing college trips to all fifth grade through eighth grade students each year. We have also added an opportunity for this year for our UPP parents to join their children on our college tours.</p>	Panorama data
4.2	<p>Action: Student engagement/College and career Readiness</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 23.6 points below standard increasing 8.9 points from the previous testing year.</p>	<p>Providing unduplicated students with engaging opportunities, such as college visits, positively impacts their academic outcomes by increasing aspirations and motivation, expanding knowledge and awareness, building confidence and self-efficacy, strengthening college readiness, improving college access and persistence, and fostering community and peer support. By exposing unduplicated students to the possibilities of higher education and equipping them with the resources and support needed to pursue their college aspirations, schools empower them to</p>	Data on Ca Dashboard Panorama Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year.</p> <p>Math</p> <p>159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year.</p> <p>466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>	<p>achieve academic success and realize their full potential.</p>	

Limited Actions

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

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

N/A

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.

CVC will continue to fund the Elementary STEAM teacher Action 4.2, continue the number of days that our mental health therapist is on campus which is five days Action 3.3. We will also maintain our two additional math intervention teachers Action 1.4, a reading specialist teacher for our English learners Action 2.6, continue funding a paraprofessional in every K-3 classroom all day long Action 1.3. These paraprofessionals will provide pre-teaching to our unduplicated students focusing on our ELL students. An additional school administrator will be hired to work directly with our ELL student population and families Action 4.2. This administrator will ensure best first instruction is happening bell to bell in all classrooms. We will continue to employ 2 full-time security guard Action 3.1 to increase the sense of security on campus at all times. Also, this person will serve as a mentor to our foster youth and ELL student groups.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 16:1 Middle 4:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 29:1 Middle 21:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,734,996	4,012,667	45.938%	2.176%	48.114%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,798,576.00	\$0.00	\$0.00	\$1,525,399.69	\$5,323,975.69	\$4,722,391.69	\$601,584.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$0.00	\$99,198.00	\$99,198.00				\$99,198.00	
1	1.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$387,142.00	\$5,000.00	\$198,571.00			\$193,571.00	\$392,142.00	
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$875,806.00	\$15,000.00	\$349,992.00			\$540,814.00	\$890,806.00	
1	1.4	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$495,421.69	\$15,000.00	\$349,992.00			\$160,429.69	\$510,421.69	
1	1.5	Sub Coverage for Data Analysis days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.6	Paraprofessional small group instruction with SOAR and Math small groups	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On going	\$630,585.00	\$15,000.00	\$15,000.00			\$630,585.00	\$645,585.00	
2	2.1	CVC Green School Middle School Science related/ Robotics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$0.00	\$2,125.00	\$2,125.00				\$2,125.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	World Language	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$165,867.00	\$5,000.00	\$170,867.00				\$170,867.00	
2	2.3	Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$120,672.00	\$5,000.00	\$125,672.00				\$125,672.00	
2	2.4	Music Appreciation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$147,993.00	\$5,000.00	\$152,993.00				\$152,993.00	
2	2.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$0.00	\$135,013.00	\$135,013.00				\$135,013.00	
2	2.6	ELL support	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	\$198,571.00	\$47,713.00	\$246,284.00				\$246,284.00	
3	3.1	Safe School Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$181,426.00	\$0.00	\$181,426.00				\$181,426.00	
3	3.2	PE/Nutrition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$546,391.00	\$9,010.00	\$555,401.00				\$555,401.00	
3	3.3	School Counselors and a Mental Health Therapist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$440,092.00	\$8,000.00	\$448,092.00				\$448,092.00	
3	3.4	Supervision Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$177,000.00	\$0.00	\$177,000.00				\$177,000.00	
4	4.1	Parent engagement, involvement, and leadership	English Learners	Yes	School wide	English Learners	All Schools	No change	\$29,971.00	\$30,000.00	\$59,971.00				\$59,971.00	
4	4.2	Student engagement/College and career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	no change	\$320,454.00	\$205,525.00	\$525,979.00				\$525,979.00	

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
8,734,996	4,012,667	45.938%	2.176%	48.114%	\$3,798,576.00	0.000%	43.487 %	Total:	\$3,798,576.00
								LEA-wide Total:	\$3,723,605.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$74,971.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,198.00	
1	1.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,571.00	
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349,992.00	
1	1.4	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349,992.00	
1	1.5	Sub Coverage for Data Analysis days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Paraprofessional small group instruction with SOAR and Math small groups	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.1	CVC Green School Middle School Science related/ Robotics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,125.00	
2	2.2	World Language	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,867.00	
2	2.3	Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,672.00	
2	2.4	Music Appreciation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,993.00	
2	2.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,013.00	
2	2.6	ELL support	Yes	LEA-wide	English Learners	All Schools	\$246,284.00	
3	3.1	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,426.00	
3	3.2	PE/Nutrition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,401.00	
3	3.3	School Counselors and a Mental Health Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,092.00	
3	3.4	Supervision Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,000.00	
4	4.1	Parent engagement, involvement, and leadership	Yes	Schoolwide	English Learners	All Schools	\$59,971.00	
4	4.2	Student engagement/College and career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,979.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,594,494.00	\$3,841,266.56

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	Professional Development	Yes	138,623.00	135,293
1	1.2	Instructional Coaches	Yes	377,170.00	376,670
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	757,518.00	451,410
1	1.4	Math Intervention	Yes	523,441.00	443,714
1	1.5	Sub Coverage for Data Analysis days	Yes	90,000.00	0
2	2.1	CVC Green School Middle School Science related	Yes	\$24,000.00	2,125
2	2.2	World Language	Yes	\$170,131.00	163,131
2	2.3	Fine Arts	Yes	\$120,409.00	110,409
2	2.4	Music Appreciation	Yes	\$146,104.00	295,955
2	2.5	Technology	Yes	\$140,000.00	133,556

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	2.6	ELL support	Yes	\$246,085.00	232,085
3	3.1	Safe School Environment	Yes	\$171,137.00	171,759
3	3.2	PE/Nutrition	Yes	\$547,616.00	513,877
3	3.3	School Counselors and a Mental Health Therapist	Yes	\$443,369.00	431,369
3	3.4	Supervision Aides	Yes	\$141,047.00	170,344
4	4.1	Parent engagement, involvement, and leadership	Yes	\$69,894.00	55,547.00
4	4.2	Student engagement/College and career Readiness	Yes	\$487,950.00	154,022.56

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)
3,947,164.00	\$4,405,164.00	\$3,861,266.56	\$543,897.44	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$135,293.00	\$135,293		
1	1.2	Instructional Coaches	Yes	\$377,170.00	\$396,670		
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	\$757,518.00	\$451,410		
1	1.4	Math Intervention	Yes	\$337,441.00	\$443,714		
1	1.5	Sub Coverage for Data Analysis days	Yes	\$90,000.00	0		
2	2.1	CVC Green School Middle School Science related	Yes	\$24,000.00	\$2125		
2	2.2	World Language	Yes	\$170,131.00	\$163,131		
2	2.3	Fine Arts	Yes	\$120,409.00	\$110,409		
2	2.4	Music Appreciation	Yes	\$146,104.00	\$295,955		
2	2.5	Technology	Yes	\$140,000.00	\$133,556		
2	2.6	ELL support	Yes	\$246,085.00	\$232,085		

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	3.1	Safe School Environment	Yes	\$171,137.00	\$171,759		
3	3.2	PE/Nutrition	Yes	\$547,616.00	\$513,877		
3	3.3	School Counselors and a Mental Health Therapist	Yes	\$443,369.00	\$431,369		
3	3.4	Supervision Aides	Yes	\$141,047.00	\$170,344		
4	4.1	Parent engagement, involvement, and leadership	Yes	\$69,894.00	\$55,547		
4	4.2	Student engagement/College and career Readiness	Yes	\$487,950.00	\$154,022.56		

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)
3,947,164	3,947,164.00		100.000%	\$3,861,266.56	0.000%	97.824%	\$85,897.44	2.176%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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