

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Global Vision Academy

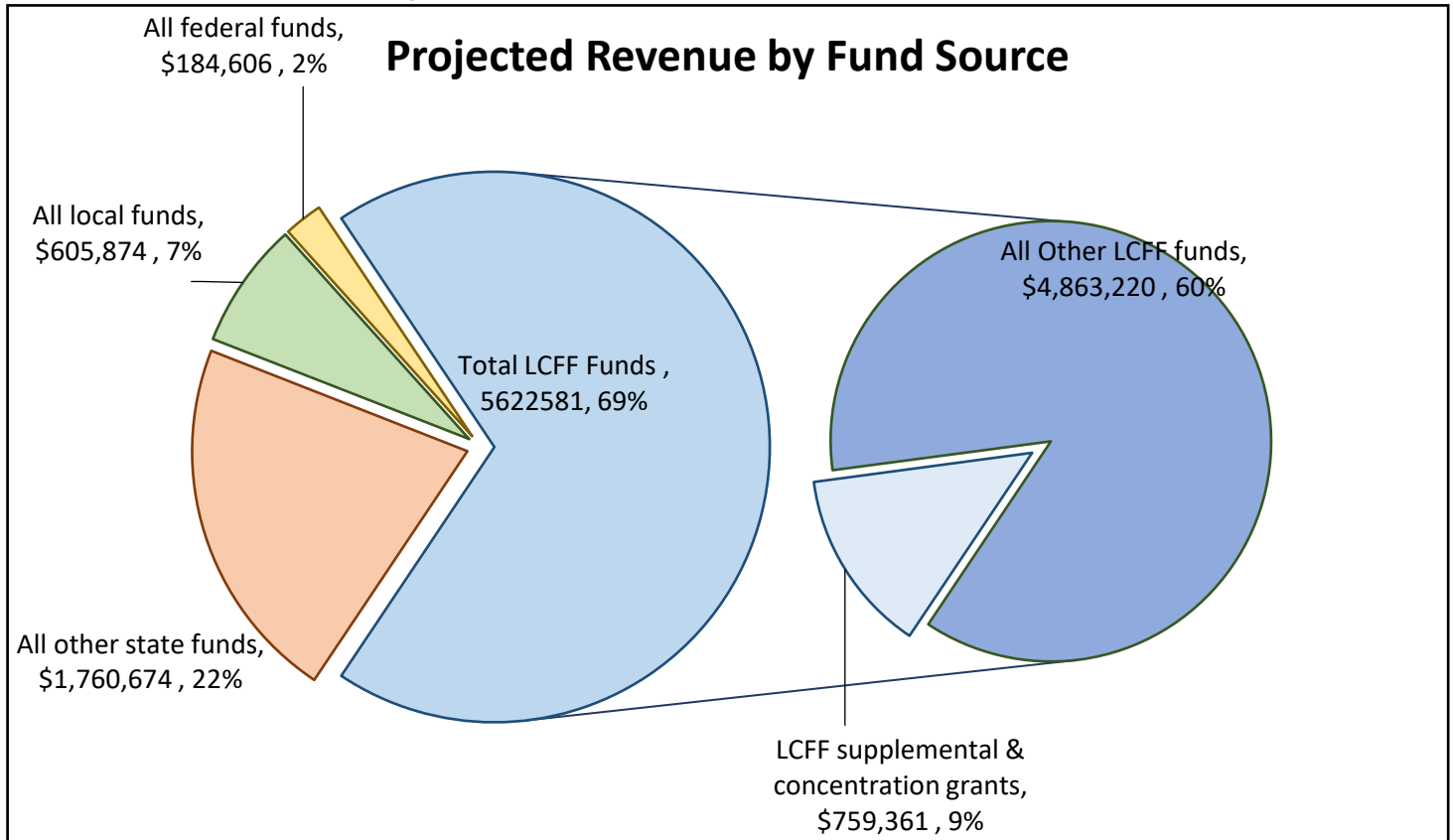
CDS Code: 37-68338-0121684

School Year: 2025-26

LEA contact information: Christine Kane, Executive Director

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

Budget Overview for the 2025-26 School Year

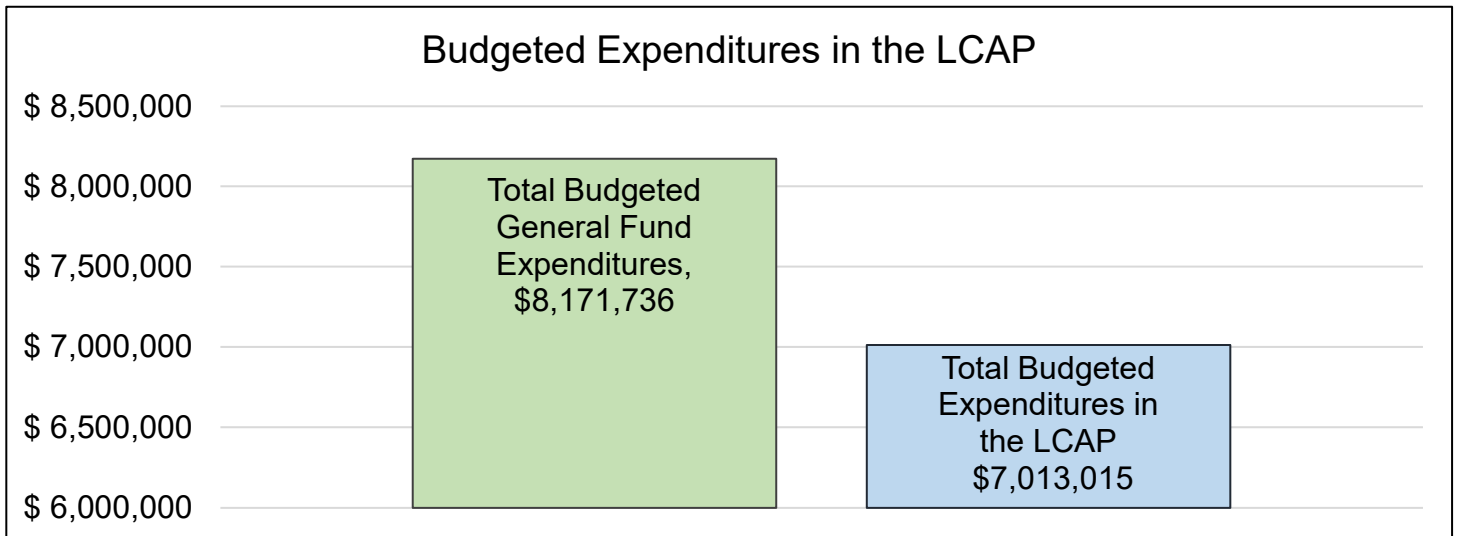


This chart shows the total general purpose revenue San Diego Global Vision Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Global Vision Academy is \$8,173,735.00, of which \$5,622,581.00 is Local Control Funding Formula (LCFF), \$1,760,674.00 is other state funds, \$605,874.00 is local funds, and \$184,606.00 is federal funds. Of the \$5,622,581.00 in LCFF Funds, \$759,361.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The 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 San Diego Global Vision Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Global Vision Academy plans to spend \$8,171,736.00 for the 2025-26 school year. Of that amount, \$7,013,015.00 is tied to actions/services in the LCAP and \$1,158,721.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

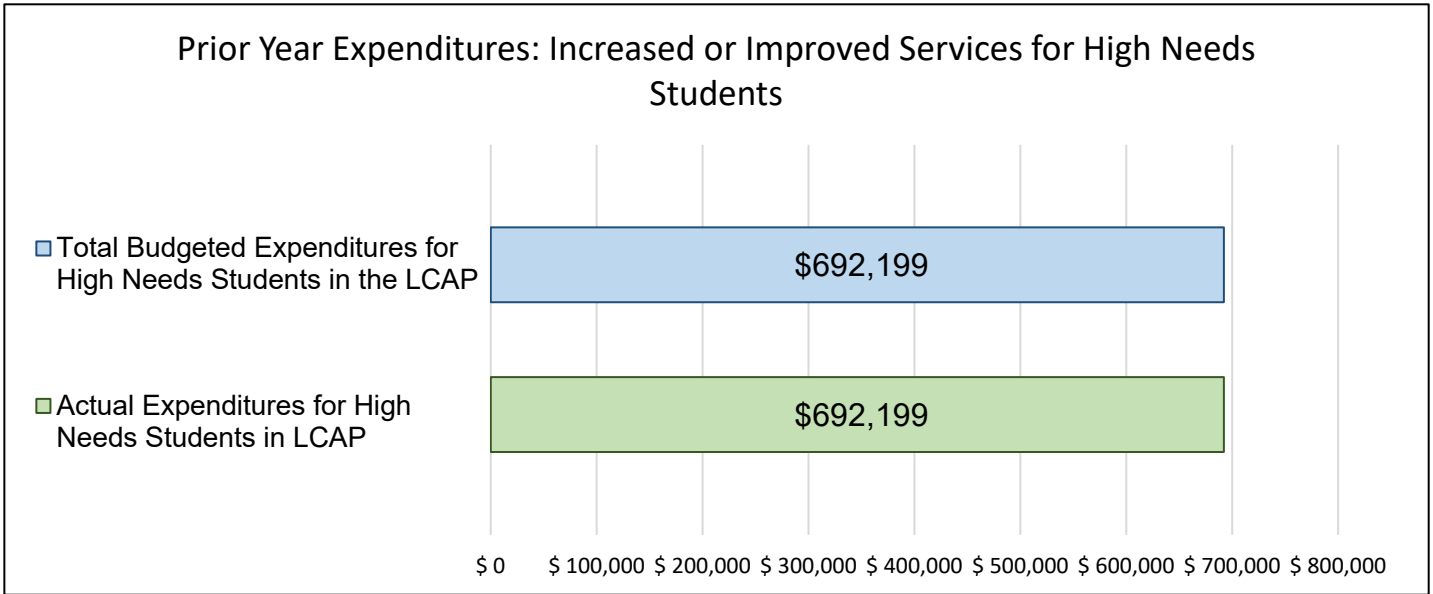
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programmatic expenses.

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

In 2025-26, San Diego Global Vision Academy is projecting it will receive \$759,361.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Global Vision Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Global Vision Academy plans to spend \$759,361.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, San Diego Global Vision Academy's LCAP budgeted \$692,199.00 for planned actions to increase or improve services for high needs students. San Diego Global Vision Academy actually spent \$692,199.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Global Vision Academy (SDGVA)	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

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.

[San Diego Global Vision Academy](#) (SDGVA) is a public charter school serving 463 students in grades TK-8. Our student population is culturally and linguistically diverse, comprising 56% Hispanic, 15% African American, 11% White, 13% Two or More Races, 1% Filipino, and 4% Asian students. Additionally, 15% of our students are Students with Disabilities (SWD), 12% are English Learners (EL), 8% are Homeless Youth (HY), 1% are Foster Youth, and 62% are Socioeconomically Disadvantaged. This past school year, SDGVA maximized student enrollment that included a waitlist of over 105 students for our middle school.

National Recognition

SDGVA was recognized as a Blue Ribbon School, acknowledging our commitment to academic excellence and educational innovation.

Mission and Vision

SDGVA's mission is to develop civic-minded leaders, accomplished writers, and resilient life-long learners. Our vision is to provide every student with an education that integrates meaningful service learning and quality writing instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. We foster inter-disciplinary thinking in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to prepare students as 21st century learners.

Educational Approach

SDGVA is a writing, STEAM, and service-learning based public school that strives to build students' academic self-efficacy to participate in the global community through a four-pronged approach:

- Access to high-quality standards-aligned educational experiences
- Implementation of the Guiding Principles of the National Writing Project
- STEAM-based instruction emphasizing critical and innovative thinking

- Integration of service-learning components

Our staff maintains a "warm-demanding" learning environment with a Culture of High Expectations for both academics and behavior while providing a safe and nurturing atmosphere for all students.

Multi-Tiered System of Supports (MTSS)

SDGVA continues to strengthen, expand, and assess its Multi-tiered System of Supports (MTSS) framework, which includes Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered approaches, and individualized student needs.

Our MTSS framework enables higher expectations for all students through intentional design of integrated services and supports. It endorses Universal Design for Learning strategies, so all students have opportunities for learning through differentiated content, processes, and products. The framework relies on data gathering through universal screening, data-driven decision making, and problem-solving teams to implement continuous improvement processes throughout our system.

Community Engagement Initiative (CEI)

SDGVA is a proud recipient of the CA [Community Engagement Initiative](#) (CEI) grant. Through this initiative, we are committed to:

- Building capacity to facilitate meaningful conversations focused on improving student outcomes
- Identifying and implementing effective models of community engagement with appropriate metrics for evaluation
- Developing peer-to-peer partnerships with other school districts and county offices of education to enhance community engagement
- Expanding successful community engagement practices across our community and beyond
- Serving as a facilitator, resource connector, capacity builder, and relationship builder in developing robust community engagement

Funding and Compliance

For the 2025-26 school year, SDGVA will utilize [Learning Recovery Emergency Block Grant](#) (LREBG) funds to address needs identified through our comprehensive needs assessment, as detailed in the "Reflections: Annual Performance" section of our 2025-26 LCAP. SDGVA is not eligible for [Equity Multiplier funds](#). SDGVA does not have a revised strategic plan.

SDGVA has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), meeting the stakeholder engagement requirements outlined in CA EC 64001(j) and fulfilling the following requirements under CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following table reflects SDGVA’s performance on the [2023 California School Dashboard](#), organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

Excerpt from SDGVA’s 2024-25 LCAP: ELPI & MATH Academic Indicators

English Learner Progress Indicator (ELPI): (See Goal 1, Action 4). The ELPI received a RED performance level on the 2023 CA School Dashboard. Upon completing a needs assessment and root cause analysis we identified that approximately a quarter of all ELs are dually identified EL/SWD; were chronically absent and were detrimentally impacted during the pandemic resulting in learning and achievement gaps.

This school year we strengthened the delivery of designated English Language Development (dELD); hired an ELD teacher to focus on dELD, at risk long-term English Learners (LTEL) and LTEL to identify language and learning gaps to improve delivery of instruction and provide appropriate and targeted support to address language proficiency needs and language gaps.

For the 2024-25 school year: SDGVA will continue to implement Benchmark education, an evidence-based supplemental intervention literacy resources for English Learners; and provide academic support with a focus on reading and writing, areas for growth as identified in the needs assessment. SDGVA will employ dELD teachers that will address the language needs of our ELs, provide tiered support, and collaborate with educators on a bimonthly basis to review plans, analyze data, discuss, and develop strategies to meet the needs of our English Learners. The additional Instructional Aide will support ELs in dELD course. SDGVA will provide professional development to address EL needs starting in the summer 2024 on language functions and how to incorporate supports to provide access to grade level content, especially in expository texts, review and plan for GLAD strategies and implementation.

Math Academic Indicator for Students with Disabilities – (See Goal 1, Action 6). SDGVA’s Special Education program design is an inclusion model, with approximately 15% identified as Students with Disabilities (SWD). The Students with Disabilities (SWD) student group received a RED Performance level for the Math Academic Indicator on the 2023 CA School Dashboard.

SDGVA professional development will continue to provide General Educators and Education Specialists with time and resources to engage in lesson studies that target the following elements of best practices in terms of meeting the mathematical needs of SWD’s:

- Integrating Universal Design for Learning principles in lessons.
- Utilizing the Standards of Mathematical Practice in math lessons.
- Orchestrating Productive Discourse in math conversations in the classrooms.
- Providing High Quality Mathematical Tasks for students.

SDGVA professional development will continue our ongoing work with San Diego County Office of Education’s (SDCOE) Math Department in writing more robust IEP goals that serve the math needs of SWD’s. The criteria agreed upon in our first cohort of this partnership includes all math IEP goals will meet the following criteria:

- High-Leverage
- Grade-Level Access
- Ambitious
- Measurable

SDGVA’s General Educators and Education Specialists will continue to plan instructional learning in our professional development series that addresses how SWD’s need to make progress in their math IEP goals - and - how we authentically assess and monitor these math IEP goals while making targeted adjustments based on evidence of practice.

2024 CA SCHOOL DASHBOARD

The following table reflects SDGVA's performance on the [2024 California School Dashboard](#), organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

Analysis of Math Academic Indicator Performance for Students with Disabilities (SWD)

Dashboard Performance Trends

According to the 2024 California School Dashboard data, SDGVA's Students with Disabilities (SWD) student group demonstrated measurable improvement in mathematics performance compared to the previous year. Specifically, this student group moved from a RED performance level in 2023 to an ORANGE performance level in 2024. Their Distance from Standard (DFS) improved from -103.4 points in 2023 to -98 points in 2024. While still significantly below grade level, this 5.4-point improvement indicates positive movement toward closing the achievement gap.

Current Achievement Data

The assessment data shows a clear achievement gap, but with signs of progress. Approximately 15% of SDGVA's student population is identified as SWD. The aMath data from 2024-2025 shows improvement from baseline 28% Meeting and Exceeding standards to 32% Meeting and Exceeding by winter assessment. However, a notable achievement gap remains, with SWD students performing significantly below their non-disabled peers on standardized assessments.

Identified Needs for SWD Students

The Math Needs Assessment identified several critical areas for improvement. First, SWD students demonstrate challenges with conceptual understanding and sense making, particularly in place value concepts for 2nd and 3rd grade students. There is a strong need for deeper mathematical reasoning beyond procedural skills. Second, mathematical communication presents difficulties, with limited ability to explain reasoning effectively and challenges with appropriate use of mathematical vocabulary. Third, engagement and access issues persist, including low engagement among SWD students in classroom math discussions, insufficient hands-on sensory materials and manipulatives, and a disconnect between IEP goal progress and standardized assessment performance.

Root Causes of Achievement Gap

The analysis identified multiple factors contributing to the achievement gap. Instructional factors include misalignment between daily instruction and standardized assessment expectations, limited opportunities for SWD to engage with grade-level math content due to time devoted to IEP goals, and insufficient hands-on learning experiences. Structural and systemic issues involve inadequate coordination between general education and special education services, special education interventions that sometimes remove students from core math instruction, and limited opportunities for Education Specialists to provide Specialized Academic Instruction during math blocks. Teacher capacity challenges encompass insufficient specialized professional development in cognitive guided instruction, limited teacher preparation in conceptually-based math pedagogy, and inadequate collaborative planning time for analyzing student work and adjusting instruction.

Intervention Plan for 2025-26

To address these challenges, SDGVA has developed a targeted intervention plan focusing on a specific cohort of 2nd and 3rd grade SWD students. The plan includes identifying and implementing test accommodations that align with CAASPP Designated Supports, increasing hands-on learning experiences and sensory materials, implementing focused collaboration meetings to analyze specific student data, providing instructional coaching with observation and feedback cycles, conducting targeted professional learning for 2nd and 3rd grade educators and education specialists, and engaging families through Parent University sessions on supporting mathematical understanding at home.

Measurable Outcome Targets

The school has established specific targets for improvement. These include a 5-point minimum increase from baseline to spring in aMath assessments, at least 2-3 documented opportunities for SWDs to practice CAASPP supports, a 5-point improvement in Math DFS for targeted groups, and improved attendance rates for SWD students. While the achievement gap remains significant, SDGVA's focused approach and measurable improvement from 2023 to 2024 suggest that their targeted interventions are beginning to yield positive results for Students with Disabilities in mathematics.

Analysis of ELA Academic Indicator Performance on the 2024 CA School Dashboard

Dashboard Performance Overview

The 2024 California School Dashboard reveals a complex picture of SDGVA's ELA performance. While the Students with Disabilities (SWD) subgroup improved numerically from -60.1 Distance from Standard (DFS) in 2023 to -55.4 DFS in 2024, their performance level designation declined from Yellow to Orange. This 4.7-point improvement demonstrates some progress in closing achievement gaps but suggests that relative to state expectations, SWD ELA performance remains an area of significant concern.

- **Comprehensive Data Analysis Process:** SDGVA conducted a thorough ELA needs assessment using multiple data sources including 2023 and 2024 CAASPP/SBAC results, aReading (Fastbridge) trimester assessments disaggregated by grade level, Fountas & Pinnell (F&P) reading level assessments, classroom observations by the leadership team, and student writing samples. The assessment involved key stakeholders including the Leadership Team, general education teachers, education specialists, parents (through ELAC and Coffee with Kane meetings), and the Student Advisory Committee.
- **Identified Strengths in ELA Instruction:** The assessment identified several instructional improvements that likely contributed to the slight numerical gains. These include increased implementation of integrated ELD strategies across content areas and consistent collaboration between Education Specialists, ELD educators, RTI educators, and Instructional Coaches. The school has implemented small group reading instruction schoolwide, expanded classroom libraries with leveled reading materials, and adopted research-based literacy programs including the University of Florida Literacy Initiative (UFLI) toolkit and explicit phonics instruction. Additionally, the integration of assistive technology including audio/text-to-speech supports during assignments has enhanced access for struggling readers.
- **Critical Needs and Challenges:** Despite these improvements, several critical needs emerged for SWD students in ELA. Access and engagement issues persist, including low engagement among struggling readers (particularly in content areas requiring independent reading), limited access to texts that both reflect student experiences and match instructional levels, and insufficient scaffolding to support reading comprehension across content areas. Instructional delivery challenges include reading comprehension deficits preventing access to grade-level content, insufficient differentiation in core instruction to address diverse learning needs, small group instruction that lacks connection to text and sufficient rigor, and social-emotional barriers including "shame-based emotions" associated with pullout instruction. Assessment disconnects are evident where progress on IEP goals does not consistently translate to improved performance on standardized assessments, and students have limited experience with grade-level assessment formats and content.
- **Underlying Resource Inequities:** The assessment identified several resource inequities impacting ELA performance. These include limited availability of grade-level materials appropriately designed for students reading below grade level, insufficient collaborative planning time between general education and special education staff, and inadequate professional learning opportunities, particularly for special education instructional associates. Scheduling challenges limit education specialists' ability to provide consistent push-in support, and there is limited coaching support for content-area teachers implementing reading comprehension strategies.

- **Root Causes of Performance Gaps:** The root cause analysis revealed multifaceted factors contributing to the ELA achievement gap. These include misalignment between daily instruction and standardized assessment expectations, insufficient explicit instruction in reading comprehension strategies, and limited opportunities for students to engage with complex, grade-level texts with appropriate scaffolding. Additionally, there is an overreliance on isolated skill-building without adequate focus on content knowledge development, systemic scheduling constraints limiting extended learning opportunities, accumulated learning gaps exacerbated by inconsistent attendance, and limited academic language development across content areas.
- **Strategic Intervention Plan for 2025-26:** To address these challenges, SDGVA has developed a targeted intervention plan for 2025-26 focused on intentionally embedding IEP Goals into rigorous reading instruction for SWD students in 3rd/4th grade. The plan includes targeted interventions such as implementing assessment accommodations aligned with CAASPP Designated Supports, providing 1:1, small group, and afterschool reading instruction that explicitly integrates IEP reading goals, and establishing instructional coaching cycles with observation and feedback. Professional learning initiatives focus on facilitated collaboration between Education Specialists and general educators, co-teaching partnerships to promote mentorship and instructional alignment, and review and refinement of IEP goals through the lens of guided reading instruction. Family engagement strategies include Parent University sessions on supporting reading development at home.
- **Measurable Outcome Targets:** SDGVA has established specific targets to measure the effectiveness of these interventions. These include two-level growth in F&P reading levels from baseline to spring, a 10-point minimum increase in aReading scores, documented opportunities for SWDs to practice CAASPP-aligned assessment supports, a 5-point improvement in ELA Distance from Standard on the Dashboard, and improved attendance rates for SWD students. This comprehensive approach addresses both immediate instructional needs and underlying systemic factors, demonstrating SDGVA's commitment to improving ELA outcomes for Students with Disabilities despite the complex challenges revealed in the 2024 Dashboard data.

Analysis of ELPI Performance: 2024 CA School Dashboard

Dramatic Performance Improvement

The 2024 California School Dashboard reveals a remarkable transformation in SDGVA's English Learner Progress Indicator (ELPI) performance. The school experienced extraordinary growth, moving from a RED performance level in 2023 to a BLUE performance level in 2024. This represents advancement from the lowest possible performance category to the highest possible performance category in just one academic year.

In concrete terms, the percentage of English Learners making progress toward English language proficiency more than doubled, increasing from 36.4% in 2023 to 81.5% in 2024. The school explicitly highlights this as "SIGNIFICANT GROWTH" in their needs assessment, indicating the magnitude and importance of this improvement.

- **Comprehensive Data Analysis Approach:** SDGVA's needs assessment demonstrates a thorough approach to gathering and analyzing English Learner data. The Director of Academic Achievement conducted detailed analysis of Summative ELPAC results for all English Learners tested, with particular attention to students who did not advance to the next proficiency level. This analysis identified specific domains (reading,

writing, speaking, listening) where individual students struggled, enabling targeted intervention. The assessment utilized both quantitative measures like ELPAC scores and qualitative measures such as student self-assessments. This multi-faceted approach allowed educators to understand not just performance metrics but also student confidence and engagement with language learning tasks.

- **Strategic Interventions Driving Success:** Several key interventions appear to have contributed to the dramatic improvement:
 - First, the school implemented additional designated ELD sessions specifically for English Learners who failed to make progress in previous assessments. These individually identified students were also prioritized for reading Response to Intervention (RtI) programs and small group instruction led by credentialed teachers.
 - Second, SDGVA strategically aligned their designated English Language Development (ELD) instruction with the cognitive demands, structure, and learning tasks present in the ELPAC assessment. This alignment appears to have helped students better understand and prepare for the assessment format.
 - Third, the school built stronger relationships between ELD teachers, students, and families over a two-year period. The needs assessment specifically notes that this relationship-building has "resulted in an increase in student confidence, increase in student participation, despite the increase in rigor of coursework."
- **Collaborative Stakeholder Involvement:** The improvement process engaged multiple stakeholder groups. The Leadership Team, general education teachers, education specialists, parents (through ELAC and Coffee with Kane meetings), and students (through the Student Advisory Committee) all participated in analyzing and addressing English Learner needs. Professional development was a key component, with designated ELD teachers leading sessions for general education teachers on practical applications of language acquisition principles across different content areas.
- **Ongoing Challenges and Future Focus:** Despite the significant progress, the needs assessment identifies reading as the most challenging ELPAC domain for English Learners. Additional identified challenges include students needing to attend more carefully to directions and prompts, supporting dually-identified students (both EL and SWD), and ensuring access to grade-level content. For 2025-26, SDGVA plans to focus on genre understanding, small group reading instruction, and continued professional development for teachers on writing instruction across different genres. There's also emphasis on test-taking skills and explicit alignment of classroom tasks with ELPAC assessment tasks. The school also recognizes the importance of family engagement, with plans to strengthen relationships early in the school year and create stronger connections during school events like Open House.
- **Measurement and Accountability:** SDGVA has established clear metrics for continued progress monitoring, including standardized writing rubrics and aReading assessments. Their projected outcome focuses on increasing student awareness of different text types for different audiences, indicating a sophisticated understanding that language proficiency extends beyond basic skills to include audience awareness and genre knowledge. The dramatic improvement in ELPI performance demonstrates that SDGVA's strategic, data-driven approach to English Learner instruction is highly effective. The school's continued focus on identified challenge areas suggests they are well-positioned to sustain this impressive progress in future years.

LREBG-Funded Services & Programs Based on SDGVA's School Dashboard and Needs Assessment

San Diego Global Vision Academy (SDGVA) will utilize Learning Recovery Emergency Block Grant (LREBG) funds in 2025–26 to address needs identified through a comprehensive needs assessment, Dashboard data, and educational partner input, in alignment with EC 52064.4 and EC 32526. All planned LREBG expenditures, evidence tiers, and impact metrics are detailed below:

1. Associate Director of Academic Achievement (See Goal 1, Action 2)

- **LREBG Funds:** \$113,701

- **Rationale:** Identified in the needs assessment as critical for sustaining data-driven intervention and closing achievement gaps, especially for English Learners (EL) and Students with Disabilities (SWD).

- **Evidence Tier:** Moderate Evidence (ESSA Tier 2) – Research supports data-driven leadership as effective for accelerating outcomes.

- **Metric:** ELA/Math CAASPP performance for SWD and EL.

2. Instructional Associates for SWD (See Goal 1, Action 2)

- **LREBG Funds:** \$164,139

- **Rationale:** Needs assessment highlights persistent resource inequities and achievement gaps for SWD in ELA and Math. Additional Instructional Associates will provide high-dosage tutoring, flexible small group, and individualized support.

- **Evidence Tier:** Strong Evidence (ESSA Tier 1) – High-dosage tutoring is proven to accelerate learning for at-risk students.

- **Metric:** ELA/Math CAASPP for SWD.

3. Counselor for Student Counseling Services (LCAP Goal 1, Action 3)

- **LREBG Funds:** \$71,156

- **Rationale:** Needs assessment and stakeholder feedback identify social-emotional barriers and chronic absenteeism, particularly for SWD. Counseling addresses these barriers and supports engagement.

- **Evidence Tier:** Moderate Evidence (ESSA Tier 2) – School counseling improves attendance and social-emotional outcomes.

- **Metric:** Chronic absenteeism rate.

4. Instructional Coach (LCAP Goal 2, Action 2)

- **LREBG Funds:** \$138,063

- **Rationale:** Assessment and partner input indicate a need for coaching to build teacher capacity in evidence-based literacy and math strategies, supporting both general and special education staff.
- **Evidence Tier:** Strong Evidence (ESSA Tier 1) – Instructional coaching is linked to improved teacher practice and student achievement.
- **Metric:** ELA/Math CAASPP for all students and SWD.

Summary:

Each LREBG-funded action is directly tied to areas of greatest need as identified in SDGVA’s needs assessment and is supported by evidence-based research per ESSA criteria. Metrics for each action are specified in the LCAP to monitor impact and ensure accountability. SDGVA will annually review progress and adjust strategies to maximize the effectiveness of LREBG-funded actions

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

San Diego Global Vision Academy is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Administrators/Principal</p>	<p>Bimonthly meetings took place in-person/onsite from January – May 2025, to discuss the 2024-25 LCAP Midyear Update, internal data on the following areas, indicators, and schoolwide initiatives, including the development of a comprehensive needs assessment, and analysis of multiple types of student data, to identify areas of strength and areas for growth. The consultation engagement process included discussions on the use of LCFF S&C, Title I and LREBG funds, with the development of the 2025-26 LCAP.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to continue with Instructional Associates • Continue with Rtl (Math & ELA) • Need to continue the next phase of our work with EL and SWD (focal point) • Continue to implement strategies to reduce chronic absenteeism rates • Need to revise LCAP goal since SDGVA was not a competitive candidate for the CCSPP Implementation Grant. • Develop a plan to further strengthen family engagement with the support of the CEI grant.
<p>Teachers</p>	<p>Consultation with teachers has been an ongoing process throughout the school year (August 2024 – May 2025) through monthly professional development. Initially with the 2024-25 LCAP Midyear Update; then with the development of the comprehensive needs assessment, which included an analysis and deep dive on multiple types of student/school data to monitor and measure program effectiveness and identify areas for growth. These discussions were essential for the development of the 2025-26 LCAP, including the use of LCFF S&C, Title I, and LREBG funds.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Discussions on “how can we continue to keep a quality program that is sustainable financially?” – Sustainability of current educational comprehensive programs – with one-time funds ending.

	<ul style="list-style-type: none"> • To ensure staff satisfaction and retention: Need to develop a work-life balance; while working towards increasing family engagement while preventing staff burnout. • Continue with collaborative Fridays with some revisions for the 2025-26SY • Continue with Instructional Associates (IA) including additional IAs for EL and SWD • Continue employing designated ELD teachers, and PD for teachers • Continue with Director of Academic Achievement – disaggregation and analysis of data, instructional coaching, and professional development. • Continue providing SEL counseling services for students. <p>Teachers were also surveyed on April 15, 2025.</p> <p>Feedback on school strengths:</p> <ul style="list-style-type: none"> • Strong caring adult relationships with students • High expectations maintained by adults in the school • Positive student learning environment • Effective anti-bullying climate at SDGVA <p>Feedback on areas for growth:</p> <ul style="list-style-type: none"> • Increasing meaningful student participation in school activities • Enhancing counseling and support services • Improving student motivation to complete schoolwork • Creating a more welcoming environment for parent participation • Providing teachers with professional development focused on supporting student well-being and development
<p>Other School Personnel</p>	<p>Consultation with classified staff has been an ongoing process throughout the school year (August 2024 – May 2025). Initially with the 2024-25 LCAP Midyear Update; then with the development of the comprehensive needs assessment, which included an analysis and deep dive on multiple types of student/school data to monitor and measure program effectiveness and identify areas for growth. These discussions were essential for the development of the 2025-26 LCAP, including the use of LCFF S&C, Title I, and LREBG funds.</p> <p>Staff were also surveyed on April 15, 2025.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Continue with Instructional Associates • Concerned with the viability and sustainability of our SPED Program.

	<ul style="list-style-type: none"> • Concerned with budget – specifically one-time funds
<p style="text-align: center;">Students</p>	<p>Consultation with students took place via a survey administered on April 15, 2025 – to solicit input with the development of the 2025-26 LCAP, including the use of LCFF S&C, Title I, and LREBG funds.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested STEAM engineering hands-on courses • Requested that the Art Program continue to be provided. • Requested that Tae Kwon Do continue to be provided because it helps students to learn how to self-regulate.
<p style="text-align: center;">Student Advisory Committee</p>	<p>Consultation with the newly developed Student Advisory Committee took place over a series of meetings that discussed the 2024-25 LCAP Midyear Update (March 11, 2025); then participated in the consultation process to solicit input in the development of the 2025-26 LCAP, on April 25, 2025, including the use of LCFF S&C, Title I, and LREBG funds.</p> <p>Feedback provided:</p> <p>School Culture and Safety: Students expressed that SDGVA is an amazing school with teachers they can trust and build relationships with. They highlighted that the school promotes a positive culture with high expectations and prioritizes safety - noting this was not the typical experience reported by their peers who attend other public schools.</p> <p>When asked to elaborate on what "safe" meant to them, students explained that SDGVA has trusted adults who understand and effectively address conflict resolution, staff who actively teach these skills to students, and fair consequences through restorative practices that provide appropriate ways to atone for mistakes.</p> <p>Academic Environment and Programs: Students provided positive feedback on several aspects of the academic environment, including high-quality teachers who create a nurturing learning atmosphere, a safe, small learning environment that supports their educational needs, and specialized programs like Tae Kwon Do that build confidence and resilience.</p> <p>School Policies: Students shared perspectives on specific school policies. They favor the uniform policy because it reduces morning stress about choosing outfits, eliminates peer pressure to wear expensive clothing, and removes potential stigma for students from low-income families who cannot afford costly clothing. Regarding the cell phone policy, while students acknowledged they don't like the no-cell-phones-on-campus rule, they recognized they learn more in class compared to peers at schools where phones are permitted.</p>

	<p>On May 5th, the SAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C and LREBG funding; and approved the 2025-26 LCAP for submission to SDGVA’s governing board.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>The Parent Advisory Committee participated in the consultation process to provide input for the development of the 2025-26 Local Control Accountability Plan (LCAP), including recommendations for the allocation of LCFF Supplemental & Concentration, Title I, and Learning Recovery Emergency Block Grant funds.</p> <p>The PAC expressed strong support for maintaining current professional development initiatives and preserving the high academic rigor that characterizes SDGVA's educational program. Committee members recommended that the school consider adding foreign language instruction to enhance the curriculum offerings for students.</p> <p>Parents emphasized the importance of continuing to allocate funds toward fostering a positive school culture and strengthening parent engagement and connection opportunities. The committee specifically noted the value of the one-year advance planning calendar provided by the school, recommending this practice be maintained as it significantly helps families with scheduling and participation in school activities.</p> <p>On May 19th, the PAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C and LREBG funding; and approved the 2025-26 LCAP for submission to SDGVA’s governing board.</p>
<p>English Learner Parent Advisory Committee (EL-PAC)</p>	<p>Consultation with the newly developed Student Advisory Committee took place over a series of meetings that discussed the 2024-25 LCAP Midyear Update (Fall 2024 and Winter 2025); then participated in the consultation process to solicit input in the development of the 2025-26 LCAP, including the use of LCFF S&C, Title I, and LREBG funds.</p> <p>Feedback provided: School Strengths</p> <ul style="list-style-type: none"> • TKD program • Weekend family events • Book Fair • STEAM Night • Learning Showcase & Awards Ceremony • Engaged and confident students making academic progress

	<p>Feedback provided: Areas for Growth</p> <ul style="list-style-type: none"> • Introduce more sports and physical activities for elementary students • Consider hosting both learning showcase and awards ceremony within the same school year • Develop programs to build student confidence in public speaking • Create additional opportunities for parents to chaperone field trips <p>On April 21, 2025: The EL-PAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C and LREBG funding; and approved the 2025-26 LCAP for submission to SDGVA’s governing board.</p>
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Feedback Timeline</p> <ul style="list-style-type: none"> • March 6, 2025: Mid-Year Feedback collected at Parent Advisory Committee (Coffee with Kane) • April 15, 2025: Parent Survey distributed • May 5, 2025: SDGVA/Healthy Kids Survey conducted <p>Feedback provided: Program Enhancement Suggestions</p> <ul style="list-style-type: none"> • Add instruments to the music program • Introduce Spanish language instruction • Increase field trip opportunities • Continue school mixers while developing additional ways for families to connect outside school hours <p>Feedback provided: Parent Involvement Recommendations</p> <ul style="list-style-type: none"> • Create more opportunities for parents/guardians to participate in school activities • Improve communication channels for seeking parent input <p>CA Healthy Kids Survey Results</p> <p>Feedback provided: Strengths</p>

	<ul style="list-style-type: none"> • Parents consider the school a safe environment for their children • Teachers are responsive to children's social and emotional needs • School treats all students with respect and promotes respect for diverse cultural beliefs and practices <p>Feedback provided: Areas for Growth</p> <ul style="list-style-type: none"> • Increasing meaningful parental involvement in school activities • School actively seeking parent input on important decisions • Creating a more welcoming environment for parent participation
<p>SELPA Administrator</p>	<p>SELPA Consultation Feedback for 2025-26 LCAP</p> <p>Ongoing Communication Areas with SELPA Program Specialists</p> <ul style="list-style-type: none"> • Prompting and prompt fading support strategies • Techniques for facilitating student independence • Assistive technology implementation • AI support options for students with extensive needs • Procedural guide and SELPA recommendations • IDEA policy interpretation and compliance <p>SELPA Feedback on LCAP Goals (May 15, 2025)</p> <p>Recommendations for Supporting Students with Disabilities (SWDs)</p> <ul style="list-style-type: none"> • Implement targeted trainings for staff working with SWDs who are dually identified EL/SWD. • Incorporate SELPA Lead resources into planned staff professional development • Utilize available SELPA professional learning opportunities as valuable resources <p>Recommended Professional Learning Resources</p> <ul style="list-style-type: none"> • East County SELPA and Santa Clara County SELPAs: High Quality IEPs • El Dorado County SELPA and Riverside County SELPA: System Improvement Leads (continuing) • Imperial County SELPA: Multilingual Students with Exceptional Needs (continuing) • Placer County SELPA: Open Access Project on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication (continuing)

- **Ventura County SELPA and Tehama County SELPA:** Pathways to Partnership on Alternate Dispute Prevention and Resolution

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these educational partners to ensure their perspectives were incorporated as follows:

- Instructional Associates: Goal 1, Action 2
- Director of Academic Achievement & Associate Director of Academic Achievement (new position): Goal 1, Action 2
- ELA & Math RtI: Goal 1, Action 2
- Counselor/Counseling services: Goal 1, Action 3
- Designated ELD teacher/PD: Goal 1, Action 4
- Tae Kwon Do: Goal 1, Action 5
- STEAM Courses: Goal 1, Action 5
- SPED Programming: Goal 1, Action 6
- Instructional Coaching: Goal 2, Action 2
- Strengthen family engagement & participation in alignment with CEI grant: Goal 3, Action 3

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS), using multiple types of assessments (local and state), and data (local and dashboard), to identify and address the academic, social-emotional, behavioral, and mental health needs of our students especially among English Learners (EL) and Students with Disabilities (SWD) student groups.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

The goal was developed to address significant achievement gaps identified through comprehensive data analysis and needs assessments. The school's California Dashboard data revealed critical areas requiring targeted intervention, particularly for Students with Disabilities (SWD) and English Learners (EL). Specifically, SWD received a RED performance level in Mathematics on the 2023 Dashboard (improving to ORANGE in 2024), while the English Learner Progress Indicator moved dramatically from RED to BLUE between 2023-2024, demonstrating both challenges and the effectiveness of strategic interventions.

The goal directly responds to SDGVA's diverse student population needs, where 15% are Students with Disabilities, 16% are English Learners, and 63% are Socioeconomically Disadvantaged. Detailed needs assessments identified specific challenges including mathematical reasoning difficulties for SWD and reading comprehension barriers for ELs.

By focusing on strengthening the Multi-Tiered System of Supports (MTSS), SDGVA aims to create a comprehensive framework that addresses the "whole child" – incorporating academic, social-emotional, behavioral, and mental health supports. This integrated approach allows the school to systematically identify student needs through multiple assessment types, implement evidence-based interventions across tiers of support, and continuously monitor progress to ensure all students, especially vulnerable populations, receive the appropriate resources and services needed for academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +34 African American +8.5 Hispanic +25.1 White +87.4 EL +6.9 SED +13.5 SWD -60.1	2023-24 ELA CAASPP DFS All Students +28.5 African American +3.2 Hispanic +19.5 White +77.6 EL -2.7 SED +8 SWD -55.4		2024-25 ELA CAASPP DFS All Students +29 African American +4 Hispanic +20 White +78 EL -1.7 SED +9 SWD -54.4	All: -5.5 African American: -5.3 Hispanic: -5.6 White: -9.8 EL: -9.6 SED: -5.5 SWD: -4.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -17 African American -60.2 Hispanic -22.4 White +52.6 EL -50.4 SED -36.1 SWD -103.4	2023-24 Math CAASPP DFS All Students -8.7 African American -30.4 Hispanic -18.4 White +55.3 EL -37.2 SED -28.4 SWD -98		2024-25 Math CAASPP DFS All Students -7.7 African American -29.4 Hispanic -17.4 White +56 EL -36.2 SED -27.4 SWD -97	All: +8.3 African American: -29.8 Hispanic: +4 White: +2.7 EL: -13.2 SED: +7.7 SWD: +5.4
3	CA Science Test % met/exceeded Source: CAASPP	2022-23 CAST % All Students 37.2% Hispanic 37.5% SED 27.8%	2023-24 CAST % All Students 40.4% Hispanic 43.9% SED 26.2%		2024-25 CAST % All Students 41.4% Hispanic 44.9% SED 27.2%	All: +3.2% Hispanic: +6.4% SED: -1.6%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	36.4% Source: 2023 Dashboard	81.5% Source: 2024 Dashboard		>70%	+45.1%
5	% students English Language	2022-23: 15.25% Proficient	2023-24: 49.28% Proficient		2024-25: 51%	+34.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Proficiency for Summative ELPAC Source: ELPAC website					
6	Reclassification Rate Source: Dataquest	2022-23: 16%	2023-24: 42%		2024-25: 45%	+26%
7	Attendance Rate Source: CALPADS	2022-23: 93%	2023-24: 93.7%		2024-25: 94%	+0.7%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 21.0% African American 20.0% Hispanic 25.0% White 19.6% Two or More Races 4.7% EL 30.2% SED 27.8% SWD 29.9%	2023-24: Chronic Absenteeism Rate All Students 14.7% African American 13.0% Hispanic 18.6% White 6.5% Two or More Races 8.0% EL 19.7% SED 18.9% SWD 20.0%		2024-25 Chronic Absenteeism Rate All Students 10.0% African American 11.0% Hispanic 12.0% White 7.5% Two or More Races 7.5% EL 12.0% SED 13.0% SWD 9.0%	All: -6.3 African American: -7 Hispanic: -6.4 White: -13.1 Two or More Races: +4.7 EL: -10.5 SED: -8.9 SWD: -9.9
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	No difference
10	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: Suspension Rate All Students 0.2% African American 1.3%		2024-25: 0%	All: +0.2% African American: +1.3%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	No difference
12	% students participating in elective course or enrichment.	2023-24: 100%	2023-24: 100%		2024-25: 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Master Schedule CALPADS					
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%		2024-25: 100%	No difference

NOTE: San Diego Global Vision Academy (SDGVA) currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

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

Goal Analysis for 2024-25

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

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

Action 1: This action has been fully implemented with no substantive differences.

In the late summer months of August and September, we started with a comprehensive approach to understanding our students' needs. We launched the Universal Screener assessment for every student from kindergarten through eighth grade. Working closely with our educators, we conducted a deep dive of the assessment results, using these insights to thoughtfully craft small instructional groups that would best serve our

diverse learners. This initial assessment also helped us identify students who would benefit from targeted intervention programs in English Language Arts, Math, and Social-Emotional Learning.

In early November, we conducted our second round of assessments. This allowed us to track how our students were progressing and make informed decisions about the second phase of intervention services. Beyond supporting our students directly, these valuable insights have shaped our professional development programs for both educators and instructional associates.

This spring, SDGVA proactively took steps to prepare our entire school community—educators, students, and families alike—for the state assessments: ELPAC, CAASPP, CAST, and PFT.

Our educators are enhancing their expertise through professional learning sessions focused on interim assessments, and they're putting this knowledge into practice by administering two rounds of standardized CAASPP interim assessment blocks with their students.

Action 2: This action has been fully implemented with substantive differences as described below.

At SDGVA, we've launched a comprehensive Response to Intervention (RtI) program, beginning with specialized training for our ELA and Math RtI interventionists who work with students across all grades from kindergarten through eighth grade. Our approach to student support has been methodical and collaborative, with MTSS meetings conducted with every grade level team to analyze current data and discuss students across all three tiers of support.

These collaborative meetings serve as crucial decision-making forums where we determine which students would benefit most from ELA and Math RtI services, as well as our supplemental after-school tutoring program.

To ensure cohesive instruction, our instructional coaches regularly meet with the RtI interventionists, aligning their small group lessons with the general education classroom curriculum. The interventionists provide valuable feedback about student performance in these small group settings through detailed forms and regular check-ins with the instructional coaches.

Our program's effectiveness is carefully monitored through a grade-appropriate assessment system. For our youngest learners in kindergarten through second grade, we track their progress using Universal Screener assessments.

Students in grades 3-5 participated in Fastbridge Assessments, specifically Comprehension Efficiency (COMPefficiency), and Math Concepts and Applications (CBMmath CAP), which we administered as pre and post assessments during RtI rounds.

Following a thorough analysis of our Universal Screener data, including the 2023-24 CAASPP results, we identified students for Tier 3 Intervention services. These services are delivered by a team consisting of one credentialed educator and one instructional associate. Our evaluation process is comprehensive, examining multiple data points from Fastbridge, F&P assessments, unit assessments, RtI progress monitoring, previous CAASPP scores, and teacher observations of classroom learning behaviors. We track this data from Baseline to Trimester 1 to ensure we're capturing both progress and areas needing additional support.

To maintain transparency and engagement with our school community, we've shared student achievement data with our staff, SDGVA governance board, ELAC, and PAC teams. Our commitment to professional development continues with monthly learning sessions for Instructional Associates, led by our Executive Director and Special Education Team. These sessions focus on evidence-based intervention strategies designed to narrow the achievement gap, with particular attention to English Learners and Students with Disabilities.

We've also embraced technology-based solutions, implementing online intervention programs including Imagine Learning, Dreambox, and IXL. Our Expanded Learning Opportunities Program (ELOP) extends learning beyond the regular school day through after-school and summer programming, providing additional pathways to enhance and accelerate student learning.

Action 3: The SEL screener implementation has been delayed as the program undergoes structural changes, specifically the transfer of SEL oversight from counselors to instructional coaches. As a result, this action was only partially completed during the transition period.

SDGVA implements a comprehensive approach to student social-emotional and wellness support through multiple initiatives. At the core of our SEL program, the school counselor provides individualized and small group counseling services for TK-8 grade students. For middle school students specifically, the counselor leads the Hope Squad initiative - a peer-based mental health program where student representatives, selected by their classmates, receive training to recognize signs of distress in their peers and facilitate connections to mental health resources.

To ensure consistent SEL implementation, our instructional coaches and counselor collaborate regularly with grade-level teams to develop and deliver evidence-based SEL instruction across multiple formats: whole class, small group, and individual sessions. While the SEL program is currently transitioning from counselor oversight to instructional coach leadership, the team continues to provide responsive support for behavioral and social-emotional needs throughout the school year.

To address chronic absenteeism, SDGVA has implemented several strategic initiatives, including:

- Participation in SDCOE's ICAN (Improving Chronic Absenteeism Network)
- Implementation of the SDCOE Attendance Toolkit
- Recognition of strong attendance through individual and classroom awards
- Regular communication with families through bimonthly nudge letters, trimester attendance letters, and daily ParentSquare notifications
- Personal phone follow-ups for attendance concerns
- Attendance tracking through Aeries analytics and custom reports
- Professional development through ParentSquare's family engagement webinar series

Additionally, SDGVA supports student access to education by providing uniforms to families in need and connecting students with community resources for vision care.

Action 4: SDGVA has implemented a comprehensive approach to support language acquisition through targeted reading and writing instruction. Our professional development strategy began with focused training sessions before the school year, covering small group reading instruction, phonics, and writing methodologies. In August, all educators participated in training on "Writing Effective Language Objectives Across Content Areas," developing skills to create and implement language goals across subject areas.

To strengthen our multilingual learner support, our Special Education and English Language Development teams enhanced their expertise through specialized training. This included attending "An Equity and Systems Improvement Approach for Multilingual Students with Exceptional Needs" through the Imperial County SELPA & SDCOE Collaboration. Additionally, an ELD educator completed the four-day WRITE Long-term English Learner Institute, focusing on culturally and linguistically responsive writing instruction.

Our staffing structure includes a dedicated ELD educator and an ELD Instructional Associate who provide targeted support for English Learners and Long-term English Learners. The ELD team collaborates weekly with general educators to align learning goals, monitor student progress, and co-plan instruction. They also provide additional small group reading sessions for multilingual learners who are reading below grade level.

Mathematics instruction has also been enhanced to better serve our multilingual learners. Administration reviewed all Math IEPs against established criteria for high leverage, accessibility, ambition, and measurability, incorporating Standards for Mathematical Practice. This analysis informed grade-level planning for differentiated small group instruction. Additionally, educators are engaged in a book study of "Teaching Mathematics to Multilingual Learners: Positioning MLLs for Success," implementing and sharing strategies from their reading.

Student support is further strengthened through our MTSS framework, where multilingual learners receive priority access to intervention services and after-school tutoring. The 2024 Summative ELPAC results were analyzed during summer professional development and shared with families, leading to a targeted learning plan focusing on reading improvement.

Looking ahead, we are planning spring lesson studies and will send an educator to formal GLAD training through SDCOE. Currently, all elementary teachers receive GLAD theory and strategy instruction from SDGVA teachers who implement these practices in their classrooms.

Action 5: SDGVA enriches students' educational experience by offering a diverse range of courses beyond core academic subjects. Since August, students have participated in art instruction across all grade levels (TK-8th), and Taekwondo for grades (TK-5th). Additionally, music education was introduced in September for lower elementary students (TK-4th).

Action 6: SDGVA implements a comprehensive inclusion model for Students with Disabilities (SWD) that emphasizes collaboration between Education Specialists and General Education teachers to ensure students access grade-level content with appropriate supports and accommodations as outlined in their Individualized Education Plans (IEPs).

Our professional development strategy prioritizes equity through differentiation, beginning with intensive summer training sessions and continuing throughout the year. Education Specialists have enhanced their expertise through targeted professional learning in UFLI phonics and guided reading essentials, with specific attention to reviewing and implementing reading and writing IEP goals. The October sessions focused on small group reading instruction, with additional literacy training planned for spring 2025.

To strengthen mathematics instruction, SDGVA partners with SDCOE's Math Department to develop robust IEP goals and inclusive teaching strategies. The Director of Academic Achievement participates in SDCOE's Math Leaders Network Improvement Collaborative, piloting professional learning sessions where general educators, education specialists, and administrators collaborate on IEP math goals using Universal Design for Learning principles. A planned TK-2nd Grade lesson study will focus on math routines and student discourse, allowing teachers to develop, implement, and reflect on lessons as a cohort.

The Learning Center provides additional services including Speech, Occupational Therapy, and Counseling as specified in students' IEPs. Education specialists regularly collaborate with general educators and instructional coaches during planning meetings to develop small group instruction, create differentiated materials, and monitor student progress. To ensure consistency for students requiring one-on-one support, a Google Site houses IEP goals, accommodations, preferences, and behavior management tools for Instructional Associates.

Our Multi-Tiered Systems of Support (MTSS) model has expanded to include Education Specialists and Counselor input, providing comprehensive analysis of student academic, behavioral, and social-emotional data. This analysis, combined with demographic factors, ensures equitable access to Response to Intervention (RTI) and after-school tutoring programs for at-risk students.

Education Specialists play a crucial role in assessment, participating in both September baseline and November fall universal assessments for students on their caseload. They measure progress in phonics, sight words, fluency, and comprehension development. This collaborative approach between General Education and Special Education teams strengthens targeted literacy interventions, helping students meet and exceed grade-level standards.

Looking ahead, SDGVA plans to conduct a mid-year survey of SWD families to assess current needs and identify areas for growth and improvement.

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.

The following actions had material differences with estimated actuals exceeding budgeted expenditures for the following reasons:

Goal 1, Action 2: There was a material difference between the budgeted expenditures and the estimated actuals for this action. The actual expenditures exceeded the budgeted amount due to the following reasons:

- After a comprehensive review of our Universal Screener data, including the 2023–24 CAASPP results, we identified a greater number of students in need of Tier 3 Intervention services than originally anticipated. To address these needs, we expanded our use of technology-based intervention programs such as Imagine Learning, Dreambox, and IXL.
- Additionally, our Expanded Learning Opportunities Program (ELOP) provided more after-school and summer programming than initially planned. These programs offered students additional opportunities to enhance and accelerate their learning outside the regular school day. The increased participation in these interventions and expanded programming resulted in higher-than-expected costs, leading to the material difference between the budgeted and actual expenditures for this action.

Goal 1, Action 5: There was a material difference for this action, with estimated actual expenditures exceeding the budgeted amount.

- This occurred because SDGVA expanded its enrichment offerings beyond what was originally planned. Beginning in August, the school provided art instruction to all students in grades TK–8 and Taekwondo for grades TK–5. In September, music education was also introduced for lower elementary students (TK–4).
- The increased participation and expansion of these enrichment programs resulted in higher costs for instructional materials, specialized staff, and program implementation than initially budgeted. As a result, actual expenditures surpassed the original budget for this action, reflecting the school’s commitment to offering a broader and more diverse range of educational experiences to students.

Action 1: Assessment and Data Implementation (Effective): SDGVA achieved 100% completion rate of Fastbridge assessments, indicating strong systems and staff commitment. Teachers successfully translated assessment data into targeted RTI groupings across multiple domains (ELA, Math, SEL) and effectively communicated results with families through Report Card Conferences.

Action 2: MTSS Structure Development (Effective): The school successfully executed their first round of MTSS meetings with clear follow-up scheduled for December. SDGVA has established a functioning intervention program serving 78 students total (39 in ELA, 39 in Math) with structured twice-weekly small group learning sessions demonstrating consistent intervention delivery.

Staffing and Capacity Building (Effective): Strategic hiring of 22 instructional associates with specific training for supporting SWDs and ELs has strengthened the school's capacity. Cross-role professional development ensures alignment between interventionists, general educators, and specialists, while regular collaborative meetings facilitate ongoing discussions about tiered supports.

Extended Learning Opportunities (Effective): The after-school program effectively integrates academic support with enrichment activities like art and chess. All ELOP participants receive tutoring and/or homework support facilitated by educators, including classroom teachers, education specialists, and RTI interventionists. Additionally, the program incorporates service-learning components for grades 1-6.

Special Education Support Enhancement (Promising): The instructional associate team has developed an online resource aligning behavioral support strategies for students receiving 1:1 support. This resource documents student strengths, accommodations required by IEPs, and best practices for supporting students with disabilities. While these implementations demonstrate effective systems building, the ultimate effectiveness in terms of student outcome improvement cannot yet be determined without growth data from subsequent assessment cycles.

Action 3: Attendance Improvement (Effective): SDGVA has achieved significant improvement in student attendance metrics. The Average Daily Attendance has increased to 95.65% for August through December 2024, compared to 93.06% during the same period last year, representing a meaningful improvement of over 2.5 percentage points. Concurrently, chronic absenteeism has decreased to 15.6% from 19.2% at the same point last year, demonstrating a substantial reduction of over 3.5 percentage points. These metrics provide concrete evidence that attendance interventions within the MTSS framework are yielding positive results.

SEL Implementation Structure (Effective): The school has established a differentiated approach to social-emotional learning that considers developmental needs across grade levels. Instructional Coaches and the Counselor have successfully implemented whole group and small group SEL lessons for TK-2 students, while providing more targeted small group and individual support for students in grades 3-8. This tailored approach demonstrates an understanding of varying student needs across developmental stages. The integration of regular collaboration meetings between coaches, counselors, and the broader MTSS team ensures ongoing communication about intervention effectiveness and needed adjustments.

Classroom Impact (Effective): Teacher-reported outcomes provide evidence of the SEL program's effectiveness in the classroom environment. Educators have observed a decrease in disruptive behaviors directly attributed to the consistent preventative SEL sessions. This reduction in behavioral disruptions has translated to increased instructional time, as teachers spend less time addressing peer conflicts through conferences and interventions. These reports suggest the SEL component of MTSS is effectively supporting the primary goal of creating conducive learning environments.

The data demonstrates that SDGVA's implementation of MTSS for addressing SEL and student needs is making effective progress toward attendance goals and creating more productive classroom environments, though continued monitoring will be essential to ensure sustained improvement.

Action 4: Effectiveness of English Learners (EL) Action Plan: Reclassification Outcomes (Highly Effective): SDGVA demonstrated substantial effectiveness in EL reclassification efforts during the 2023-24 school year, successfully reclassifying 42% of English Learners. This high reclassification rate indicates that EL instructional strategies and interventions have been particularly effective in helping students meet language proficiency standards. The continued success of these interventions is further evidenced by three additional students from the reading support group qualifying for reclassification in November 2024, showing that targeted literacy support is producing meaningful results even within the current academic year.

Academic Achievement Growth (Effective): The assessment data from August to November reveals significant academic progress among students:

- English Language Arts: A 10-percentage point increase (from 33% to 43%) in students Meeting and Exceeding standards according to aReading represents substantial growth in a short three-month timeframe. This accelerated improvement suggests that EL-focused instructional strategies are effectively addressing language development needs and supporting overall literacy achievement.
- Mathematics: The increase from 67% to 70% in mathematics performance, while more modest, still demonstrates positive progress in a subject area that often presents language-based challenges for English Learners. The higher baseline performance in mathematics (67%) compared to ELA (33%) suggests that students may have stronger foundational skills in mathematics, making dramatic growth less likely in this short timeframe.

The combined evidence of significant reclassification rates and meaningful academic growth, particularly in ELA, indicates that SDGVA's English Learner action plan is effectively supporting student progress toward language proficiency and academic achievement goals.

Action 5: Effectiveness of Broad Course of Study Implementation: Program Development and Implementation (Effective): SDGVA has successfully expanded its curriculum beyond core academic content, providing students with a comprehensive broad course of study. The school has implemented a structured enrichment program that includes music instruction for TK-4th grade students (since September), art education for all grade levels TK-8th, and Tae Kwon Do (TKD) instruction for TK-5th grade students (both since August). This multi-disciplinary approach effectively addresses diverse developmental needs and interests, offering students exposure to arts, music, and physical disciplines that complement their core academic learning.

Resource Allocation and Staffing (Effective): The school has demonstrated effective financial planning by successfully allocating funds to secure qualified art and music educators. This strategic investment in specialized instructional staff shows commitment to quality implementation rather than relying on general education teachers to cover these specialized domains. The successful hiring of these educators has ensured proper implementation of the enrichment curriculum across all targeted grade levels.

Program Consistency and Reliability (Highly Effective): SDGVA has achieved exceptional consistency in program delivery, implementing 100% of the planned weekly lessons across all enrichment areas. This perfect implementation rate is particularly noteworthy given the complexity of scheduling specialized instruction across multiple grade levels. The school's commitment to making up any cancelled lessons demonstrates exceptional dedication to ensuring all students receive the full intended enrichment experience without gaps or interruptions in their learning.

The comprehensive implementation, strategic staffing, and consistent delivery of these enrichment programs collectively indicate that SDGVA has made highly effective progress toward the goal of providing students with a broad course of study that extends beyond core academic content.

Action 6: Effectiveness of Services for Students with Disabilities (SWD): Inclusive Educational Model Implementation (Effective): SDGVA has successfully implemented an inclusion model that mainstreams Students with Disabilities into general education settings to the greatest extent possible. The school employs Universal Design for Learning principles to differentiate instruction based on individual learner needs. This approach demonstrates a commitment to providing SWDs with access to the general education curriculum while still addressing their specific learning requirements.

IEP Quality and Alignment (Highly Effective): The school has established clear criteria for developing high-quality IEP goals that are High-Leverage, provide Grade-Level Access, are Ambitious, and Measurable. Analysis of the 45 Math IEPs across K-8th grade reveals that 91% meet all established criteria, indicating exceptional effectiveness in developing appropriate and challenging goals for SWDs. This high level of quality suggests that education specialists have a strong understanding of both content standards and individual student needs.

Academic Achievement Growth (Effective): SWDs have shown significant academic progress across multiple measures:

In mathematics, multiple grade levels demonstrated substantial increases in students Meeting and Exceeding standards according to aMath assessments from Baseline to Fall:

- 3rd grade doubled from 20% to 40%
- 4th grade improved from 0% to 17%
- 6th grade increased from 17% to 33%
- 7th grade grew from 14% to 29%

In reading, schoolwide aReading data revealed an increase from 16% to 27% of SWDs Meeting and Exceeding standards, representing an 11-percentage point improvement in a short timeframe.

Collaborative Systems Development (Effective): SDGVA has established robust collaborative structures to support SWDs. IEP team collaboration between Education Specialists and Instructional Associates during professional development days has focused on reviewing current goals, accommodations, and behavior support. The implementation of MTSS meetings and regular collaboration between general educators and education specialists ensures coordinated delivery of universal, targeted, and intensified supports based on student needs.

Professional Learning Integration (Effective): The alignment of assessment and data analysis practices between general educators and education specialists has enhanced professional learning for the special education team. This collaborative approach to administering and analyzing Universal Screener data has strengthened the connection between assessment data, IEP goals, and Specially Designed Academic Instruction, ensuring interventions are anchored in best practices.

The significant academic growth across multiple grade levels and subject areas, combined with high-quality IEP development and strong collaborative systems, demonstrates that SDGVA's actions to support Students with Disabilities have been notably effective in making progress toward inclusion and achievement goals.

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, SDGVA has made the following adjustments to Goal #1 for the 2025-26 school year:
 SDGVA has revised Goal #1 to remove references to the California Community Schools Framework while maintaining its commitment to strengthening the Multi-Tiered System of Supports (MTSS). The school will not establish the Community Schools components as previously outlined in this goal area. This modification stems from SDGVA's decision not to pursue California Community Schools Partnership Program (CCSPP) Grant funding after determining the school did not meet the additional competitive preferences required for eligibility.
 All other aspects of Goal #1, including target outcomes related to MTSS implementation, will remain in place. SDGVA will continue to develop a one-year LCAP to maintain flexibility in responding to evolving student needs and organizational priorities.

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of the Multi-Tiered System of Supports (MTSS) process, SDGVA will implement a comprehensive assessment system to monitor student academic progress, identify strengths and needs, modify instruction, provide targeted interventions, and ensure appropriate academic challenges for all students. The assessment system includes:</p> <p>Universal Screeners and Diagnostic Assessments:</p> <ul style="list-style-type: none"> Fastbridge aReading & aMath assessments (Grades K-8): Administered three times per year (Fall, Winter, Spring) Fountas & Pinnell Benchmark Assessment System (Grades TK-6): Administered according to district assessment calendar <p>Local Formative and Summative Assessments:</p> <ul style="list-style-type: none"> Illuminate Education assessment platform: Used for ongoing formative assessments and data analysis <p>State-Mandated Assessments:</p> <ul style="list-style-type: none"> California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) 	\$4,300	N

		<ul style="list-style-type: none"> English Language Proficiency Assessments for California (ELPAC) Physical Fitness Test (PFT) Screening for Risk of Reading Difficulties (K-2) as required by EC Section 53008 <p>Assessment data will be processed through a structured review system. Initial analysis will be conducted by the Director and Associate Director of Academic Achievement, who will review, disaggregate, and analyze all assessment data. Results and findings will then be discussed with the Instructional Leadership Team and Instructional Coach. Following this leadership review, the analysis will be presented to educators during professional development sessions and grade level/content area team meetings. For intervention planning, the Director and Associate Director of Academic Achievement will collaborate with the Response to Intervention (RtI) specialist to ensure identified students receive appropriate targeted services. Regular monitoring, application of interventions, and discussion of student progress will occur during scheduled Multi-Tiered System of Supports (MTSS) meetings.</p>		
2	<p>MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>SDGVA will continue to implement a comprehensive Multi-Tiered System of Supports (MTSS) to address academic needs and accelerate learning for all students, with particular focus on closing achievement gaps.</p> <p>SDGVA will provide targeted interventions and support services to ensure students' progress toward grade level mastery. The ELA & Math RtI Interventionists (Title I funded: \$102,500) will deliver Tier 3 support for identified students in grades K-8. Additionally, SDGVA will increase the number of Instructional Associates (Funded with LREBG: \$164,139; S&C: \$60,046) to provide push-in and small group instruction, with emphasis on supporting English Learners (EL) and Students with Disabilities (SWD) in ELA and Math.</p> <p>The Director of Academic Achievement and Associate Director of Academic Achievement (Funded with LREBG \$113,701; LCFF Base \$18,151) will lead efforts to collect, disaggregate, review, and analyze student achievement data. This data will be presented during Instructional Leadership Team meetings and staff development sessions to identify</p>	\$1,606,750	Y

		<p>students requiring tiered supports, develop targeted intervention plans, and communicate progress to educational partners.</p> <p>The Executive Director will provide direct instructional coaching and supervision for all Instructional Associates to ensure the implementation of evidence-based tiered interventions designed to close achievement gaps, especially among ELs and SWD. Building on the collaborative approach established in prior years, Education Specialists and Instructional Associates (Funded with LREBG: \$71,156) will participate in joint professional development sessions, with Education Specialists offering ongoing implementation support.</p> <p>To enhance and accelerate student learning, SDGVA will provide supplemental online intervention programs and instructional materials. Students will utilize and have access to supplemental online intervention programs and instructional materials including iXL ELA, Math and Science; Raz Kids, Brain Pop, and News ELA. Students will also have access to expanded learning opportunities through afterschool programming and summer sessions.</p> <p>Assessment data will be processed through a structured review system. Initial analysis will be conducted by the Director and the newly created position of Associate Director of Academic Achievement, who will review, disaggregate, and analyze all assessment data. Results and findings will then be discussed with the Instructional Leadership Team and Instructional Coach. Following this leadership review, the analysis will be presented to educators during professional development sessions and grade level/content area team meetings. For intervention planning, the Director and Associate Director of Academic Achievement will collaborate with the Response to Intervention (Rtl) specialist to ensure identified students receive appropriate targeted services. Regular monitoring, application of interventions, and discussion of student progress will occur during scheduled MTSS meetings.</p>		
3	<p>MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>SDGVA recognizes that many students continue to experience social-emotional challenges stemming from the global pandemic, including stress, anxiety, and the effects of isolation. Through our comprehensive Multi-Tiered System of Supports (MTSS), we will implement the following strategies to address these needs:</p> <p>SDGVA will employ a dedicated counselor (Funded with LREBG \$71,156 & Title I: \$17,146) to provide targeted small group and one-on-one</p>	\$90,752	N

		<p>counseling services for students requiring Tier 2 and Tier 3 interventions. The counselor will work collaboratively with Instructional Coaches to ensure students' social-emotional learning (SEL) needs are addressed through evidence-based practices, including mindfulness techniques, restorative practices, executive functioning skills development, and social thinking strategies.</p> <p>Throughout the academic year, educators and Instructional Coaches will meet regularly to assess and monitor students' social-emotional and behavioral needs. Instructional Coaches will utilize student self-assessments as screening tools to identify students requiring additional SEL support and to measure progress.</p> <p>To address attendance concerns, SDGVA will continue implementing strategies and practices modeled on San Diego County Office of Education (SDCOE) frameworks to reduce chronic absenteeism and truancy across all student groups. Our team will develop specialized intervention measures utilizing both internal and community resources to meet each family's unique needs. This approach includes monitoring absences in real time and incorporating practices that communicate safety and openness to build productive alliances with families. SDGVA will sustain engagement with families and refine our tiered support system based on ongoing data analysis.</p> <p>The "Everyday Matters" student initiative will continue, highlighting the importance of daily attendance through kid-friendly messaging connected to both academic learning and leadership development. This program includes positive incentives for students and acknowledgment of growth and progress at the classroom level.</p>		
4	<p>STRENGTHENING EL PROGRAM & SERVICES</p>	<p>SDGVA received a RED performance level for the English Learner Progress Indicator (ELPI) on the 2023 CA School Dashboard. Upon analysis of EL achievement data, we identified the need to focus on reading and writing to support language acquisition.</p> <p>SDGVA earned a BLUE performance level for the ELPI indicator on the 2024 Dashboard, with 81.5% of English learners making progress towards English Language proficiency—a significant improvement from 36.4% in the 2023 CA School Dashboard. Despite this remarkable progress,</p>	\$187,574	N

SDGVA remains committed to further strengthening its EL program and services to maintain and build upon these positive outcomes.

Targeted Support for Dually-Identified Students Recognizing that approximately 25% of our English Learners are also Students with Disabilities (SWD), SDGVA will increase guided reading frequency as outlined in the CA Practitioners Guide for educating SWD. We will ensure IEP goals identify both language needs and disability-related supports while continuing collaboration with SDCOE and El Dorado County Charter SELPA through their institute on supporting dually-identified EL/SWD. Additionally, educators will participate in at least one lesson study focused on meeting the needs of EL/SWD in mathematics.

Staffing and Curriculum Resources SDGVA will employ a dedicated English Language Development (ELD) teacher and an Instructional Associate specifically for designated English Language Development (dELD). The school will implement the newly adopted Amplify ELD curriculum and utilize Benchmark Education resources as evidence-based supplemental intervention literacy materials for English Learners, providing targeted academic support with emphasis on reading and writing skills.

Integration with MTSS ELs will be prioritized during MTSS data meetings when referring for Response to Intervention (Rtl) services and will receive priority placement in after-school tutoring programs.

Professional Development Focus Areas All teachers will receive professional development in language functions and incorporating supports for access to grade-level content, especially with expository texts; Guided Language Acquisition Development (GLAD); Literacy Instruction; Integrated ELD; classroom environment and culture; small group instruction for differentiation; and meeting the needs of dually identified EL/SWD through Math IEP goals and instruction.

Collaborative Learning and Planning All educators will engage in a yearlong book study of "Teaching Math to Multilingual Students: Positioning English Learners for Success." Bi-monthly collaboration between classroom educators and dELD teachers will increase to review and revise instructional plans, analyze student data, and discuss effective strategies.

Assessment and Family Engagement SDGVA will increase alignment of daily instructional plans to meet the cognitive demands, structure, and

		<p>learning tasks in the Summative ELPAC assessment. Teachers will discuss 2024 Summative ELPAC results with students and families, and individualized learning plans for academic success will be developed with student and family input.</p> <p>These comprehensive efforts aim to sustain and further improve academic outcomes for ELs, increase reclassification rates, reduce the number of Long-term ELs, and maintain strong EL performance on the Summative ELPAC as measured by the ELPI (Dashboard) annually.</p>		
5	BROAD COURSE OF STUDY	<p>SDGVA is committed to providing all students with a comprehensive educational experience that extends beyond core academic subjects. Research consistently demonstrates that a well-rounded education supports cognitive development, enhances student engagement, and contributes to improved academic outcomes across all subject areas.</p> <p>In addition to core subjects (English Language Arts, Mathematics, Science, Social Studies, and Physical Education), SDGVA will offer:</p> <ul style="list-style-type: none"> • Music instruction for students in grades TK-4 • Visual Arts education for all students in grades TK-8 • Tae Kwon Do instruction for students in grades TK-5 <p>These enrichment programs are strategically integrated into our curriculum to support whole-child development. Music instruction has been shown to improve students' communication skills, attention span, and memory retention—all critical components for closing achievement gaps. The program enhances students' ability to think critically about connections between different subjects and provides alternative learning strategies that support concept retention.</p> <p>Similarly, our Arts and Tae Kwon Do programs develop students' creativity, self-discipline, physical coordination, and social-emotional skills. Together, these enrichment offerings create multiple pathways for student success, ensuring all learners have opportunities to develop their unique talents and abilities while reinforcing core academic concepts.</p>	\$200,000	N
6	SERVICES TO SUPPORT SWD	<p>SDGVA operates an inclusion model for Special Education, with approximately 15% of students identified as Students with Disabilities</p>	\$937,743	N

(SWD). The SWD student group received a RED Performance level for the Math Academic Indicator on the 2023 CA School Dashboard. Notably, the SWD student group demonstrated improvement in the 2024 Dashboard, earning an ORANGE performance level for the Math academic indicator.

Mathematics Support Plan

SDGVA will provide General Educators and Education Specialists with dedicated time and resources to implement best practices in mathematics instruction for SWD. This includes integrating Universal Design for Learning principles, utilizing the Standards of Mathematical Practice, facilitating productive mathematical discourse, providing high-quality mathematical tasks, and ensuring students have access to mathematical tools as specified in their IEPs.

Math IEP Goal Enhancement

The Special Education Coordinator will build on foundational work with San Diego County Office of Education's Math Department to develop more robust IEP goals. All math IEP goals will meet these criteria: high-leverage, grade-level access, ambitious, and measurable.

Collaborative Implementation

General Educators and Education Specialists will plan instruction collaboratively to support progress on math IEP goals, implement authentic assessment strategies, monitor progress regularly, and make targeted adjustments based on evidence.

Literacy Support Plan

To address the YELLOW Performance level in ELA, SDGVA has designed a professional development series for Education Specialists focusing on key literacy areas: environmental print, phonemic awareness, phonics, fluency, and comprehension (implicit & explicit).

Additionally, Education Specialists will assist General Educators in collecting Universal Assessment data, track literacy metrics (phonics, sight words, fluency, comprehension), and coordinate targeted literacy interventions to improve grade-level text access.

Ongoing Professional Development

		<p>Education Specialists will participate in professional development opportunities offered by El Dorado Charter SELPA to maintain and enhance quality support services.</p> <p>Family Engagement</p> <p>SDGVA consistently receives positive feedback when families are surveyed about program quality and support. The school maintains high parent participation rates in annual IEP meetings.</p>		
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Goal

Goal #	Description	Type of Goal
2	Continue to provide robust professional learning opportunities and instructional coaching for all teachers and support staff on CA Academic Content Standards, and evidence-based pedagogical strategies, that focuses on the diverse learning needs of our students especially EL and SWD, to prepare students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>

An explanation of why the LEA has developed this goal.

This goal was developed in response to a critical need to strengthen teacher capacity in implementing standards-aligned instruction that meets diverse student needs. The goal addresses the challenge of declining teacher credentialing rates (from 89.6% to 76.8%) while focusing on building instructional expertise to serve their diverse student population, particularly English Learners (16%) and Students with Disabilities (15%).

Analysis of student performance data revealed achievement gaps requiring enhanced instructional approaches across content areas. The school recognized that robust professional learning and coaching are essential for implementing evidence-based strategies that support critical thinking and problem-solving. This is particularly important for SDGVA as it implements a full-inclusion model for Students with Disabilities and works to maintain the significant progress achieved with English Learners (who improved from RED to BLUE performance level on the Dashboard).

The goal aligns with state priorities regarding basic services and implementation of state standards while supporting SDGVA's mission to develop civic-minded leaders, accomplished writers, and resilient life-long learners prepared for an ever-changing global landscape. By investing in teacher professional growth, the school aims to ensure high-quality, differentiated instruction that enables all students to access rigorous content regardless of learning needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.6%	2022-23: 76.8%		2023-24: 80%	-12.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	No Difference
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 5 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 3 VAPA: 3 World Language: NA	<u>2024-25</u> ELA: 5 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 3 World Language: NA		<u>2025-26</u> ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: No difference ELD: +1 Math: No difference Social Science: No difference Science: No difference CTE: NA Health: +1 PE: +1 VAPA: No difference World Language: NA

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. SDGVA maintains high academic standards through strategic staffing and professional development. For the 2024-2025 academic year, the school is led by an Executive Director and staffed with fully credentialed teachers across all grade levels (TK-8). These educators deliver comprehensive instruction in core subjects including English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of the school's foundational program over 176 instructional days.

The school's commitment to educational excellence is reflected in its robust professional development program. Teachers participated in ten days of intensive summer training before the academic year began. This is supplemented by seven additional non-instructional development days and ongoing weekly collaboration sessions throughout the school year. All professional development is tailored to address both school-wide priorities and specific educator needs.

Action 2: This action was fully implemented. SDGVA implemented a comprehensive professional development program for all educators, including both General Education and Special Education staff. The program consists of ten days of intensive summer learning, seven non-instructional development days throughout the year, and weekly professional learning sessions during the academic year.

Our Instructional Coaches worked closely with educators and education specialists to enhance instructional practices through the Effective Educator Practice System. This system includes classroom observations and targeted feedback cycles. Beginning-of-year reflections and goal-setting meetings have been completed, along with coaching cycles and targeted feedback sessions. Mid-year reflections are scheduled for the January Professional Development Day.

Professional development focused on key educational priorities through various initiatives including: a book study on teaching mathematics to multilingual learners, student engagement strategies under our Effective Education Practice System, differentiation techniques, ensuring rigorous instruction for all student groups, and literacy development with emphasis on Students with Disabilities. Additionally, select educators have attended CGI Math training through SDSU.

To support our comprehensive approach, Instructional Associates received monthly professional development, with specific focus on supporting Students with Disabilities and implementing behavior tracking data analysis and management. The school continues to support teacher growth by funding induction expenses as planned.

Action 3: This action was fully implemented. SDGVA ensures all students have access to standards-aligned curriculum and instructional materials through systematic planning and procurement. SDGVA has successfully acquired and implemented all planned curricular and instructional materials for the academic year.

Action 4: This action was fully implemented. SDGVA maintains a one-to-one device program for students, with ongoing monitoring and support to ensure all technology remains fully operational and ready for student use.

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.

The following action had material differences with estimated actuals exceeding budgeted expenditures for the following reasons:

Goal 2, Action 4

- There was a material difference for this action, with estimated actual expenditures exceeding the budgeted amount. This variance was primarily due to the unanticipated need to purchase additional Chromebooks to replace older devices that were no longer functional.
- SDGVA is committed to maintaining a one-to-one device program, ensuring that every student has access to a fully operational Chromebook. To uphold this standard, the school regularly monitors device inventory and provides ongoing technical support. During the year, it became necessary to replace more Chromebooks than originally planned to guarantee all students had reliable technology for learning. As a result, actual expenditures were higher than budgeted for this action.

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

Action 1: Effectiveness of Core Program - Director and Credentialed Teachers: Staffing and Leadership (Effective): SDGVA has demonstrated excellent effectiveness in meeting its core staffing requirements. The school has successfully recruited and retained credentialed teachers for all grade levels from TK through 8th grade, ensuring that every classroom has a properly qualified educator. This full staffing achievement is particularly notable given the ongoing teacher shortages affecting many schools nationwide. Additionally, SDGVA has secured executive leadership by successfully employing an Executive Director to provide organizational guidance and oversight. This complete staffing picture indicates effective recruitment, hiring processes, and possibly positive workplace conditions that attract and retain qualified professionals.

Professional Development Implementation (Effective): The school has shown thoughtful, strategic planning and execution of its professional development program. SDGVA successfully designed and implemented an intensive 10-day summer professional development series, demonstrating commitment to comprehensive teacher preparation before the academic year. This extended summer PD program reflects significant investment in teacher readiness and skill development. The school has maintained this commitment throughout the year by planning and executing three additional professional development days, indicating ongoing support for teacher growth and instructional improvement.

Professional Learning Community Development (Effective): SDGVA has fostered an effective professional learning culture as evidenced by the 100% participation rate in the Educator Survey reflecting on the summer PD experience. This complete response rate suggests high levels of staff engagement and a culture that values feedback for continuous improvement. The survey process has facilitated personalized professional growth, with educators articulating individual goals aligned with the school's theme of "Meeting the Needs of all Learners through an Equity Lens." This alignment between individual teacher goals and the institutional equity focus demonstrates cohesion in the school's approach to serving diverse student needs.

The comprehensive staffing achievements, structured professional development implementation, and strong professional learning community development collectively indicate effective progress toward core program goals related to leadership and teaching staff.

Action 2: Effectiveness of Professional Development Actions: Comprehensive PD Calendar Implementation (Effective): SDGVA has successfully planned and executed a robust professional development calendar, including an intensive 10-day summer preparation period followed by three monthly professional development days during the school year. The perfect attendance record for all professional development sessions demonstrates effective scheduling, clear expectations, and possibly strong staff commitment to professional growth. This consistent implementation ensures all educators receive the intended professional learning experiences without gaps or inconsistencies.

Data-Driven Design Process (Effective): The school has implemented an evidence-based approach to professional development design by systematically gathering and applying feedback data. SDGVA administers surveys to collect staff input and reviews this data when designing subsequent professional development sessions. This feedback loop creates responsiveness to staff needs and ensures professional learning is "designed with our team and students in mind." The customization of professional development content based on actual school context and specific educator needs represents a significant improvement over generic, one-size-fits-all approaches to professional learning.

Evaluation and Growth System (Effective): SDGVA has successfully implemented the Effective Educator Practice System for 100% of general educators and education specialists. This comprehensive implementation indicates effective systems for teacher observation, feedback, and professional growth planning. The universal application across all instructional staff ensures consistency in expectations and support for professional improvement, creating a coherent approach to educator development throughout the school.

New Teacher Support (Effective): The school has demonstrated commitment to supporting early-career educators by funding induction expenses for six teachers during the current year. This financial support removes barriers to completing required induction programs and obtaining clear credentials, potentially contributing to teacher retention and long-term stability. The investment in formal induction processes indicates a strategic approach to developing a sustainable teaching staff with appropriate credentials and professional preparation.

Inclusive Professional Learning (Effective): SDGVA has extended professional development beyond credentialed staff by planning and executing three professional development sessions specifically designed for Instructional Associates (IAs). This inclusion of support staff in the professional learning community recognizes their critical role in student success, particularly for special populations. Providing targeted professional development for IAs likely enhances classroom support implementation and creates more coherent instructional approaches across all adults working with students.

The comprehensive calendar implementation, data-driven design, universal evaluation system, new teacher support, and inclusive approach to professional learning collectively demonstrate that SDGVA's professional development actions have been effective in supporting educator growth and instructional improvement.

Action 3: Effectiveness of Actions for Curricular and Instructional Materials Access: Needs Assessment Process (Effective): SDGVA has implemented a collaborative approach to curriculum evaluation by establishing a structured process where the leadership team consults directly with educators. This educator-informed assessment method represents an effective practice for curriculum decision-making, as it incorporates the perspectives of those who directly implement the materials. By checking in with teachers about both "the purpose and effectiveness of curricula," the leadership team gained insight into not just whether materials functioned as intended, but also their alignment with instructional goals.

Strategic Resource Allocation (Effective): The information-gathering process has directly informed purchasing decisions for the current academic year. This connection between educator feedback and resource allocation demonstrates an effective approach to curriculum management that prioritizes instructional needs rather than arbitrary replacement cycles or administrative preferences. By basing purchasing decisions on educator

assessment of current materials, SDGVA has likely improved the relevance and utility of instructional resources while potentially avoiding unnecessary expenditures.

Action 4: Effectiveness of Technology Access Actions: Device Availability and Distribution (Effective): SDGVA has successfully implemented a one-to-one device program, ensuring that every student has access to their own dedicated technology device. This equitable distribution represents a fundamental effectiveness in technology access, eliminating barriers that might otherwise exist when students must share limited resources. The one-to-one model provides consistent access both for classroom activities and potentially for extended learning opportunities.

Technology Maintenance Systems (Effective): The school has established "ongoing monitoring and support" systems to ensure all technology remains fully operational and ready for student use. This proactive maintenance approach demonstrates effectiveness in sustaining the technology infrastructure beyond initial implementation. Rather than allowing devices to fall into disrepair or become outdated, this ongoing support system ensures consistent availability of functional technology resources for learning.

Educational Platform Integration (Effective): Students and staff are reported to "utilize a plethora of educational platforms with ease," indicating successful digital literacy development and software implementation. The ability to navigate multiple platforms suggests effective training and support for technology use. The description of platform use as occurring "with ease" indicates that potential barriers to technology utilization have been effectively addressed, allowing the focus to remain on learning rather than troubleshooting.

The combination of universal device access, sustained maintenance systems, and successful platform integration demonstrates that SDGVA has effectively implemented core components necessary for equitable student access to technology. The one-to-one device program particularly represents a significant commitment to ensuring all students have comparable technology opportunities.

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.

Following careful analysis of our implementation efforts, student outcome data, and feedback from educational partners regarding Goal #2, SDGVA has determined that no modifications will be made to the existing LCAP goal, actions, target outcomes, or metrics for the 2025-26 school year. The current framework continues to appropriately address the identified needs and strategic priorities for this goal area. SDGVA will continue to develop a one-year LCAP to maintain flexibility in responding to evolving needs and priorities.

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>SDGVA will maintain highly qualified leadership and teaching staff to deliver a comprehensive TK-8 educational program. The school will employ an Executive Director to oversee all aspects of the educational program and operations, along with appropriately credentialed classroom teachers for all grade levels from Transitional Kindergarten through eighth grade.</p> <p>All classroom teachers will provide instruction in core subject areas including English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of the school's base program. SDGVA will provide students with 176 instructional days during the 2025-26 academic year.</p> <p>To ensure instructional excellence and ongoing professional growth, all teachers will participate in:</p> <ul style="list-style-type: none"> • 10 days of intensive Summer Professional Development before the academic year begins • 7 additional non-instructional professional development days throughout the school year • Weekly scheduled collaboration and/or staff development sessions during the academic year <p>This robust professional development structure will focus on enhancing instructional strategies, analyzing student data, and refining curriculum implementation to support student achievement across all content areas.</p>	\$2,448,809	N
2	PROFESSIONAL DEVELOPMENT	<p>Professional Development</p> <p>SDGVA is committed to building educator capacity through comprehensive, evidence-based professional development that directly supports student achievement. This professional growth model includes 10 days of Summer Professional Learning, 7 non-instructional days throughout the school year, and weekly professional development sessions during the academic year for all educators, including both General Education and Special Education staff.</p>	\$293,916	N

Instructional Coaching Support

Instructional Coaches (One funded with LREBG \$138,063) will work collaboratively with elementary and middle school teachers to enhance instructional delivery through:

- Regular classroom observations with targeted feedback cycles
- Individualized coaching to build teacher capacity and expertise
- Support for implementing evidence-based pedagogical strategies
- Data-driven instructional planning and adjustment

2025-26 Professional Development Focus Areas

The schoolwide professional development program will address:

- English Learner support strategies and ELPAC preparation (detailed in Goal 1, Action 4)
- Effective Education Practice System Goal with emphasis on student engagement
- Differentiation techniques to meet diverse student needs
- Ensuring access to academic rigor for all student groups
- Culturally responsive teaching practices
- Literacy development with special emphasis for Students with Disabilities
- Cognitively Guided Instruction (CGI) Math in partnership with SDSU
- Guided Language Acquisition Design (GLAD) in partnership with SDCOE
- Supporting Students with Disabilities in mathematics (detailed in Goal 1, Action 6)

Educational Technology Integration

Teachers will utilize EdPuzzle, an online learning tool that allows educators to create interactive video lessons, assess student understanding, and provide differentiated instruction. Professional development will

		<p>include training on effectively implementing EdPuzzle to enhance student engagement and assess learning in both classroom and remote settings.</p> <p>Extended Professional Learning Opportunities</p> <p>The Administrative Team and Lead Educators will participate in additional professional learning through workshops and conferences aligned with SDGVA's mission and educational goals.</p> <p>Instructional Associates will engage in monthly professional learning focused on before and after school programming, STEAM integration, classroom management techniques, reading and math instructional strategies, behavior tracking and data analysis, and foundational literacy skills including phonics, fluency, and phonemic awareness.</p> <p>Teacher Credentialing Support</p> <p>To promote teacher effectiveness, support credential clearance, and improve teacher retention rates, SDGVA will fund teacher induction program expenses for eligible staff.</p>		
3	<p>CORE CURRICULAR PROGRAM NEEDS</p>	<p>SDGVA is committed to ensuring all students have access to standards-aligned curricular and instructional materials that support academic achievement across all subject areas. The school conducts annual purchasing to maintain sufficient supplies of materials, including necessary consumables for student use.</p> <p>For the upcoming academic year, SDGVA anticipates purchasing a comprehensive suite of core curriculum resources including Illustrative Mathematics and Desmos for mathematics instruction; Amplify ELA/ELD for English language arts and English language development; TCI Science curriculum for next generation science standards implementation; Scholastic News for current events and informational text; and Dreambox for supplemental adaptive mathematics learning.</p> <p>These carefully selected curricular resources align with California state standards and support SDGVA's instructional model. The curriculum materials are selected to provide engaging, rigorous learning experiences while offering appropriate scaffolding and extensions to meet the diverse needs of all students, including English Learners and Students with Disabilities.</p>	\$222,078	N

<p>4</p>	<p>CLOSING THE DIGITAL DIVIDE</p>	<p>SDGVA is committed to ensuring equitable access to technology for all students. To achieve this goal, the Director of Information Technology will maintain and oversee a comprehensive technology program designed to support digital literacy and enhance learning opportunities.</p> <p>The Director of IT will ensure continued implementation of a 1:1 student to device ratio throughout the school, purchasing Chromebooks, supplementary technology devices, and necessary supplies as needed to maintain this standard. This position will also provide ongoing technical support to students and staff, ensuring that technology resources remain functional and accessible to support teaching and learning.</p> <p>Through this technology program, students will access and utilize online learning platforms and supplemental instructional materials that enhance the core curriculum. This digital integration supports differentiated instruction, develops essential 21st century skills, and ensures all students have equitable access to educational resources regardless of socioeconomic background.</p>	<p>\$67,465</p>	<p>N</p>
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Goal

Goal #	Description	Type of Goal
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, that foster strong relationships and community. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations, and shared decision-making.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement & Family Engagement</p> <p>Priority 6: School Climate</p>
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An explanation of why the LEA has developed this goal.

This goal was developed in response to significant declines in stakeholder perceptions of school connectedness and safety, as evidenced by concerning survey data showing dramatic drops in both parent connectedness (from 96% to 59%) and staff connectedness (from 98% to 51%). These metrics indicated an urgent need to strengthen the school community and rebuild trust among all stakeholders.

As a school serving predominantly unduplicated pupils (63% socioeconomically disadvantaged, 16% English Learners), SDGVA recognized that strong family-school partnerships are essential for student success. Their designation as a Community Engagement Initiative (CEI) grant recipient further emphasized their commitment to meaningful family involvement beyond traditional approaches.

The goal strategically addresses multiple state priorities by ensuring facilities meet safety standards while creating structured opportunities for authentic parent participation in school governance. Through the development of a comprehensive parent engagement plan that incorporates both on-campus and community-based activities, SDGVA aims to rebuild the sense of community that appears to have diminished.

By focusing on fostering strong relationships, inclusive environments, and shared decision-making, SDGVA is working to create the conditions where all students can thrive academically, socially, and emotionally while rebuilding the strong school connectedness that previously characterized their learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good		2025-26: Good	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
18	Parent input in decision-making for UP & SWD. Source: Score - CDE Priority 3 Self-reflection tool.	<u>2023-24:</u> 9. 4 10. 4 11. 4 12. 4	<u>2024-25:</u> 9. 4 10. 4 11. 4 12. 4		<u>2025-26</u> 9. 5 10. 4 11. 4 12. 4	9. 0 10. 0 11. 0 12. 0
19	Parent participation in programs for UP & SWD. Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 5 2. 4 3. 5 4. 5	<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 3		<u>2025-26</u> 1. 4 2. 4 3. 4 4. 4	1. -1 2. 0 3. -1 4. 2
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	<u>2023-24:</u> 86% Sense of Safety 80% School connectedness	<u>2024-25:</u> 87% Sense of Safety 74% School Connectedness		<u>2025-26:</u> 80% Sense of Safety 80% School Connectedness	+1% Sense of Safety -6% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: CSPS	<u>2023-24:</u> 99% Sense of Safety 96% School connectedness	<u>2024-25:</u> 80% Sense of Safety 59% School Connectedness		<u>2025-26:</u> 82% Sense of Safety 65% School Connectedness	_19% Sense of Safety -37% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: CSSS	<u>2023-24:</u> 100% Sense of Safety 98% School connectedness	<u>2024-25:</u> 64% Sense of Safety 51% School Connectedness		<u>2025-26:</u> 70% Sense of Safety 70% School Connectedness	-36% Sense of Safety -47% School Connectedness

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented: SDGVA fosters a positive school climate through diverse family engagement and student activities. The school has launched intramural sports programs in volleyball and football, managed by administration and physical education staff. Student achievement is celebrated through Leadership Awards ceremonies, which welcome families to recognize student accomplishments, complemented by our ongoing Everyday Matters campaign.

Community building extends beyond campus through planned activities such as our Family Fun Days program. In September, TK-2nd grade families participated in the Balboa Park Mixer, with an upcoming Mission Bay Mixer scheduled for January for grades 3-8. Academic engagement was strengthened through grade-specific Open House events in October, with separate sessions for TK-5th and 6th- 8th grades.

Looking ahead, the school has scheduled end-of-year field trips, including overnight experiences for middle school students. While formal family surveys have not yet been conducted, ongoing feedback is gathered through Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC) meetings. The School Safety Plan received comprehensive review from PAC, EL-PAC, and the Board, culminating in its approval on November 13, 2024.

Action 2: This action was partially implemented. The Community Schools Steering Committee was not created since SDGVA was not a competitive applicant for the CCSPP Grant. However, SDGVA has implemented components of the CA Community Schools Framework into its MTSS and educational program. SDGVA actively engages families in school governance through established advisory committees. To meet LCAP requirements and ensure stakeholder input in decision-making, the school has conducted three Parent Advisory Committee (PAC) meetings and one combined English Learner Advisory Committee (ELAC/DLAC/EL-PAC) meeting this academic year.

Action 3: This action was fully implemented. SDGVA prioritizes comprehensive family support and engagement through multiple channels. The Office Clerk conducts targeted outreach to connect families with community resources for essential needs, including clothing, housing assistance, eyeglasses, and counseling services.

Family engagement is fostered through various structured events and opportunities. The school has successfully completed fall parent-teacher conferences and hosted a Saturday Family Fun Day at Mission Bay. Regular "Coffee with Kane" sessions provide an informal setting for family dialogue, while parents can actively participate in school life through volunteer opportunities in art, gardening, and classroom support.

Communication remains accessible to all families through the ParentSquare platform, which enables all staff members to maintain regular contact with families. To ensure effective communication across our diverse community, all school correspondence, including report cards and progress reports, is provided in both English and Spanish. The ParentSquare platform includes Spanish translation functionality for all posted content. Looking ahead, the school is developing a Parent University SEL series to launch in spring 2025.

Action 4: SDGVA maintains a commitment to providing safe and clean facilities for all students and staff. The annual Facility Inspection Tool (FIT) evaluation has been completed and is being incorporated into the School Accountability Report Card (SARC). This assessment, which will also be included in the Local Control Accountability Plan (LCAP) and Local Indicators Report, ensures systematic monitoring of facility conditions. Any findings from the FIT report are addressed promptly to maintain optimal learning environments.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 3. All actions were implemented as planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

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

Action 1: Effectiveness of School Climate and Student Engagement Actions: Attendance and Participation Metrics (Effective): SDGVA has achieved a strong Average Daily Attendance rate of 95.65% from August through December 2024. This high attendance percentage demonstrates effective engagement of students and indicates a learning environment where students feel comfortable and motivated to attend regularly. Open House attendance rates show strong family participation, particularly at the elementary level (75% of families), with moderate engagement at the middle school level (50% of families). The Scholastic Book Fair's substantial sales total of \$7,990 further indicates successful community engagement with literacy activities and educational resources.

Student Recognition and Achievement (Effective): The school has implemented effective systems for acknowledging student accomplishments through Leadership Awards ceremonies that include family participation. This public recognition approach creates positive reinforcement for student achievement while strengthening school-home connections. The complementary "Everyday Matters" campaign provides ongoing recognition of positive behaviors and achievements, creating a consistent climate of acknowledgment rather than limiting recognition to periodic events.

Extracurricular Engagement (Effective): SDGVA has successfully expanded student engagement opportunities through the implementation of intramural sports programs in volleyball and football. The management of these programs by administration and physical education staff ensures proper supervision and integration with the school's overall educational approach. These athletic opportunities provide students with additional avenues for school connection, physical activity, and social interaction in a structured environment.

Community Building Initiatives (Effective): The school has created a thoughtful progression of off-campus community building activities through its Family Fun Days program. The September Balboa Park Mixer for TK-2nd grade families has already been successfully implemented, with a planned Mission Bay Mixer for grades 3-8 scheduled for January. These grade-specific community events demonstrate an understanding of different developmental needs across age groups. The academic engagement focus was further supported through separate Open House events for elementary (TK-5th) and middle school (6th-8th) grades, allowing for more targeted information sharing appropriate to each level.

The diverse array of engagement strategies, strong attendance metrics, and structured community-building activities collectively demonstrate that SDGVA has implemented effective actions to promote a positive school climate, enhance student engagement, and create a safe, welcoming learning environment.

Action 2: Effectiveness of Parent Input in Decision-Making Actions

Adaptive Planning and Implementation (Effective): Despite not qualifying as a competitive applicant for the Community Schools and Community Partnerships (CCSPP) Grant, SDGVA has demonstrated effective adaptability by incorporating key components of the California Community Schools Framework into its existing Multi-Tiered System of Supports (MTSS) and educational program. This flexible approach shows responsiveness to proven frameworks even without specific grant funding, indicating a commitment to implementing best practices for community engagement regardless of external funding constraints.

Governance Structure Implementation (Effective): SDGVA has successfully established and maintained formal advisory committees that actively engage families in school governance. These structured committees create clear, official channels for parent voice in school decision-making processes. By maintaining these committees, the school ensures consistent mechanisms for family input rather than relying on irregular or informal feedback opportunities.

Meeting Frequency and Compliance (Effective): The school has demonstrated effectiveness in maintaining regular stakeholder engagement by conducting three Parent Advisory Committee (PAC) meetings within the current academic year. This regular meeting schedule allows for ongoing parent input throughout the school year rather than limiting participation to annual events. Additionally, SDGVA has conducted a combined English Learner Advisory Committee (ELAC/DELAC/EL-PAC) meeting, ensuring specialized input opportunities for families of English Learners. These actions fulfill Local Control Accountability Plan (LCAP) requirements while creating meaningful opportunities for stakeholder participation in decision-making processes.

SDGVA's adaptation of best practices despite funding limitations, maintenance of formal governance structures, and implementation of regular stakeholder meetings collectively demonstrate effective actions in promoting parent input in school decision-making.

Action 3: Effectiveness of Parent Engagement and Participation Initiatives: Community Building Events (Effective): SDGVA successfully implemented a Saturday Family Mixer at Mission Bay that attracted approximately 51 families, demonstrating effective outreach for weekend community-building events. Survey feedback revealed multiple effective strategies that enhanced the experience, particularly the use of colored lanyards and badges to help families identify others in the same grade level. Parents specifically praised this organizational approach, with one commenting, "Loved the colored lanyards, it was so easy to find other 1st grade families!" The thoughtful planning of various activity options and intentional staff efforts to facilitate introductions between families created meaningful community connections, as evidenced by parent comments noting appreciation for staff helping to connect parents/caregivers to one another.

Academic Engagement (Highly Effective): The school achieved exceptional effectiveness in academic partnership with families through November Report Card Conferences, connecting with 100% of SDGVA families via phone, in-person, or Google Meet. This perfect participation rate demonstrates remarkable success in ensuring all families received individualized communication about their child's progress. The flexible communication options (in-person, phone, virtual) likely contributed to this comprehensive reach by accommodating diverse family schedules and preferences.

Advisory Committee Participation (Developing): The English Learner Advisory Committee (ELAC) meeting attracted attendance from 4 staff members and 4 parents/guardians. While this represents meaningful engagement from those who attended, the relatively small number suggests an area where engagement effectiveness could be strengthened. The equal ratio of staff to parents indicates appropriate support for parent participants but suggests potential for expanding parent involvement in this important advisory role.

Communication Systems (Highly Effective): SDGVA has achieved complete integration of families into its digital communication system, with 100% of families connected on ParentSquare. This universal adoption of the communication platform ensures that all families have access to school information, updates, and opportunities for engagement. The complete connectivity eliminates communication gaps that might otherwise exclude certain families from important school information.

The high participation rates in report card conferences and community events, combined with universal adoption of communication systems, demonstrate effective actions in providing and supporting parent engagement opportunities, though advisory committee participation shows potential for growth.

Action 4: Effectiveness of Safe and Clean School Facilities Actions - Facility Distribution and Management Complexity: (Effective) SDGVA has effectively managed the substantial challenge of maintaining safe and clean environments across three separate school sites with varying facility types. The distribution of grade levels—K-5 in a new building (Site #1), grades 6-8 in a church facility (Site #2), and TK in a separate church location (Site #3)—creates complex logistics for facility oversight and maintenance. Despite this multi-site arrangement and the inherent challenges of adapting non-school buildings (churches) for educational purposes, SDGVA has maintained effective facility management systems across all locations.

Compliance and Monitoring Systems (Effective): SDGVA has successfully implemented required facility evaluation processes by completing the annual Facility Inspection Tool (FIT) assessment across all three campuses. This standardized evaluation provides systematic monitoring of facility safety and cleanliness at each site, creating accountability for maintaining appropriate learning environments regardless of building type or original purpose. The integration of these assessment results into multiple reporting mechanisms—the School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP), and Local Indicators Report—demonstrates effective compliance with oversight requirements while ensuring transparency about facility conditions for all stakeholders.

Documentation and Accountability (Effective): The school has established effective documentation practices by incorporating facility inspection data from all three sites into required accountability reports. This systematic approach creates a formal record of facility conditions that supports ongoing monitoring and improvement efforts across the distributed campus arrangement. By maintaining comprehensive documentation across multiple reporting systems, SDGVA ensures that facility needs at each location remain visible within the broader context of school performance and planning.

Maintenance Response Processes (Effective): SDGVA has implemented responsive maintenance protocols to address findings from facility inspections promptly across all three locations. This timely remediation approach helps prevent minor issues from developing into more significant problems that could impact student safety or learning environments, particularly important in the church facilities that may require adaptations for educational use. The commitment to addressing identified needs "promptly" indicates effective prioritization of facility maintenance within the school's operational systems, regardless of site location.

The school's implementation of required inspections, integration of findings into accountability systems, and commitment to timely maintenance across three diverse facilities collectively demonstrate effective actions toward maintaining safe and clean environments for all students, though the specific condition metrics and improvement outcomes are not detailed in the provided information.

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.

After a thorough review of our prior practices, analysis of current progress, and consideration of feedback from educational partners, SDGVA has determined the following regarding the 2025-26 LCAP:

Goal #3 will remain unchanged for the coming year. Current metrics and target outcomes will continue as established, providing continuity in our measurement of school progress. Actions will be enhanced with additional details and context to better align with the school's Dashboard results, strategic plan priorities, and educational partner feedback.

The school will not establish a Community Schools Steering Committee as previously outlined in Goal 3, Action 2. This change results from SDGVA's decision not to apply for the California Community Schools Partnership Program (CCSPP) Grant funding, as the school did not meet the additional competitive preferences required for eligibility.

SDGVA will continue to develop a one-year LCAP to maintain flexibility in responding to evolving needs and priorities.

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	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Promoting Positive School Climate, Student Engagement, and Safe Learning Environment</p> <p>SDGVA is committed to fostering a positive, engaging, and safe learning environment for all students through a comprehensive approach that extends beyond classroom instruction.</p> <p>Enriched Learning Experiences</p> <p>SDGVA will provide all students with opportunities to engage in learning experiences outside the traditional classroom setting to enhance the learning process, deepen engagement, and increase motivation. These opportunities include field trips aligned with curriculum, intramural sports programs, Leadership Assemblies, and the Everyday Matters Incentive Program designed to promote attendance and participation.</p> <p>Showcasing Student Achievement</p>	\$124,500	N

		<p>SDGVA will conduct a Learning Showcase where students will present their work and demonstrate their learning to the broader school community. This event celebrates student achievements and provides authentic audiences for student work, reinforcing the value of academic excellence and creative expression.</p> <p>STEAM Education and Family Engagement</p> <p>The school will host a STEAM Night event that combines science, technology, engineering, arts, and mathematics activities in an interactive format for students and families. This special evening will engage families in their children's education while promoting interest in STEAM fields and providing hands-on learning experiences.</p> <p>Community Building</p> <p>To create a welcoming and inclusive school community, SDGVA will host various events throughout the year including Family Fun Days and grade-level social gatherings. These events strengthen school-family partnerships and foster a sense of belonging among all stakeholders.</p> <p>Feedback and Continuous Improvement</p> <p>Annually, SDGVA will administer comprehensive school climate surveys to students, staff, and parents to gather meaningful feedback about the educational program. Surveys for families of English Learners and Students with Disabilities will include differentiated questions to assess specific aspects of support services, communication effectiveness, and program quality. This feedback will inform program adjustments and help the school better address student and family needs.</p> <p>Safety Planning</p> <p>The School Safety Team will conduct a thorough review and revision of the School Safety Plan with substantive input from educational partners, ensuring protocols remain current and responsive to emerging needs. This collaborative approach to safety planning reinforces SDGVA's commitment to maintaining a secure learning environment for all students and staff.</p>		
2	PARENT INPUT IN DECISION-MAKING	SDGVA is committed to meaningful parent participation in school governance and decision-making processes. The school will ensure that families representing Unduplicated Pupils (UP) and Students with	\$1,000	N

		<p>Disabilities (SWD) have structured opportunities to provide input through the following established committees:</p> <p>English Learner Parent Committees SDGVA will maintain active English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2). These committees provide a forum for parents of English Learners to advise on programs and services for English Learners.</p> <p>School-wide Parent Advisory: The Parent Advisory Committee (PAC), established per California Education Code 52062(a)(1), will meet regularly to review and provide feedback on school initiatives, budget priorities, and school improvement efforts.</p> <p>Student Advisory Committee will meet to discuss and monitor progress of the LCAP, use of multiple funding sources including LCFF, Title I, & LREBG funds.</p> <p>To ensure equitable access and participation, interpreter services will be provided for all committee meetings and will be available upon request for other school functions requiring parent participation.</p>		
3	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION</p>	<p>SDGVA recognizes parents and guardians as essential partners in education and is committed to creating meaningful opportunities for engagement. The school will implement a comprehensive approach to family involvement that addresses diverse needs and schedules.</p> <p>Family Outreach and Engagement Events</p> <p>The Office Clerk will serve as a key liaison for family outreach, supporting parent engagement through coordination of various opportunities including schoolwide events, Parent-Teacher Conferences, Saturday Family Fun Days hosted throughout the county to connect with geographically diverse families, Coffee with the Principal sessions, and parent volunteer opportunities throughout the year.</p> <p>Parent Education and Support</p>	\$65,937	N

		<p>The Leadership Team will host a series of Parent University sessions designed to empower parents and guardians with strategies to support their children's social-emotional development. Sessions will focus on key topics including Social-Thinking Mindset, Social Conflict & Bullying, Safety Net - Cyberbullying, and managing Stress & Anxiety.</p> <p>In response to parent feedback indicating challenges with attending in-person sessions, SDGVA launched a Web Series in May 2025 that will continue in the 2025-26 school year. This series features content organized by developmental spans (TK-2nd, 3rd-5th, and 6th-8th Grade), allowing families to access important information at times convenient to their schedules.</p> <p>Communication and Accessibility</p> <p>SDGVA staff will utilize ParentSquare as the primary platform for school-home communication. All correspondence sent to families will be provided in English and translated to Spanish, as identified by the primary language survey and in compliance with the "15% and above translation needs" requirement.</p> <p>Community Engagement Initiative</p> <p>SDGVA was the recipient of the Community Engagement Initiative (CEI) grant and has created a collaborative team consisting of classroom educators, an Instructional Coach, administrators, and parent/guardian representatives. The team collected feedback from parents/guardians and developed an Aim statement focused on increasing parent/guardian engagement from their perspective. The resulting parent involvement plan will be implemented in the 2025-26 school year, providing new and enhanced opportunities for families to participate in their children's education.</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>SDGVA is committed to providing all students and staff with safe, clean, and well-maintained school facilities that support an optimal learning environment. Proper facility maintenance is essential for student health, safety, and academic success.</p> <p>The school will implement a systematic approach to facility management that includes regular inspections, preventative maintenance, and prompt responses to identified issues. Annually, SDGVA will complete the comprehensive Facility Inspection Tool (FIT) assessment to evaluate all</p>	\$589,473	N

		<p>aspects of the physical campus including structural integrity, cleanliness, safety features, and compliance with regulations.</p> <p>Results from the FIT assessment will be formally documented and reported through multiple accountability channels including the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. Any findings or deficiencies identified through the FIT assessment will be prioritized and addressed in a timely manner to ensure all facilities meet or exceed safety and cleanliness standards.</p> <p>This proactive approach to facility management helps create a physical environment conducive to teaching and learning while demonstrating SDGVA's commitment to student and staff wellbeing.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$760,314	\$39,518

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.61%	0%	\$0	15.61%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	SDGVA will continue to implement a comprehensive Multi-Tiered System of Supports (MTSS) to address academic needs and accelerate learning for all students, with particular focus on closing achievement gaps among EL & SWD.	SDGVA will provide targeted interventions and support services to ensure students' progress toward grade level mastery. SDGVA will increase the number of Instructional Associates to provide push-in and small group instruction, with emphasis on supporting English Learners (EL) and Students with Disabilities (SWD) in ELA and Math. The Director of Academic Achievement will lead efforts to collect, disaggregate, review, and analyze student achievement data. This data will be presented during Instructional Leadership Team meetings and staff development sessions to	The metrics that will be used to monitor effectiveness are: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

2023-24 ELA CAASPP	
	DFS
All Students	+28.5
African American	+3.2
Hispanic	+19.5
White	+77.6
EL	-2.7
SED	+8
SWD	-55.4

2023-24 Math CAASPP	
Student Group	DFS
All Students	-8.7
African American	-30.4
Hispanic	-18.4
White	+55.3
EL	-37.2
SED	-28.4
SWD	-98

identify students requiring tiered supports, develop targeted intervention plans, and communicate progress to educational partners.

The Executive Director will provide direct instructional coaching and supervision for all Instructional Associates (LREBG & LCFF S&C Funded) to ensure the implementation of evidence-based tiered interventions designed to close achievement gaps, especially among ELs and SWD. Building on the collaborative approach established in prior years, Education Specialists and Instructional Associates will participate in joint professional development sessions, with Education Specialists offering ongoing implementation support.

Assessment data will be processed through a structured review system. Initial analysis will be conducted by the Director of Academic Achievement (LCFF S&C funded), who will review, disaggregate, and analyze all assessment data. Results and findings will then be discussed with the Instructional Leadership Team and Instructional Coach. Following this leadership review, the analysis will be presented to educators during professional development sessions and grade level/content area team meetings.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to fund an additional Instructional Associate to provide direct services to students (Goal 1, Action 2).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,655,815.82	\$ 6,109,934.33

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	\$ 4,300	\$ 4,300
1	2	MTSS: ADRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 975,345	\$ 1,119,827
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 80,812	\$ 87,840
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	\$ 185,079	\$ 185,079
1	5	BROAD COURSE OF STUDY	No	\$ 105,000	\$ 267,626
1	6	SERVICES TO SUPPORT SWD	No	\$ 894,158	\$ 894,158
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,215,546	\$ 2,291,688
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 281,822	\$ 303,822
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 189,195	\$ 200,750
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 50,000	\$ 65,000
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 124,500	\$ 131,500
3	2	PARENT INPUT IN DECISION MAKING	No	\$ 1,000	\$ 1,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	No	\$ 63,945	\$ 63,945
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 485,114	\$ 493,399

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 692,199	\$ 705,734	\$ 692,199	\$ 13,535	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 705,734	\$ 692,199.00	0.000%	0.000%

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)
\$ 4,724,726	\$ 692,199	0.000%	14.651%	\$ 692,199	0.000%	14.651%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 4,863,220	\$ 759,361	15.614%	0.000%	15.614%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,909,274	\$ 1,918,329	\$ -	\$ 185,413	\$ 7,013,015.37	\$ 5,235,270	\$ 1,777,745

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	All	No				Ongoing	\$ -	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	\$ 4,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				Ongoing	\$ 772,887	\$ 92,025	\$ 165,356	\$ 597,057	\$ -	\$ 102,499	\$ 864,912	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	SDGVA	Ongoing	\$ 759,361	\$ -	\$ 759,361				\$ 759,361	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				Ongoing	\$ 89,568	\$ 2,450	\$ 2,450	\$ 71,654	\$ -	\$ 17,914	\$ 92,018	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	No				Ongoing	\$ 121,724	\$ 65,850	\$ 187,574	\$ -	\$ -	\$ -	\$ 187,574	0.000%
1	5	BROAD COURSE OF STUDY	All	No				Ongoing	\$ -	\$ 200,000	\$ 150,000	\$ 50,000	\$ -	\$ -	\$ 200,000	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 488,372	\$ 456,899	\$ 488,372	\$ 391,899	\$ -	\$ 65,000	\$ 945,271	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 2,625,641	\$ 6,000	\$ 2,172,900	\$ 458,741	\$ -	\$ -	\$ 2,631,641	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 277,477	\$ 24,000	\$ 24,000	\$ 277,477	\$ -	\$ -	\$ 301,477	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 180,750	\$ 180,750	\$ -	\$ -	\$ -	\$ 180,750	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ -	\$ 67,465	\$ 67,465	\$ -	\$ -	\$ -	\$ 67,465	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	\$ -	\$ 124,500	\$ 68,000	\$ 56,500	\$ -	\$ -	\$ 124,500	0.000%
3	2	PARENT INPUT IN DECISION MAKING	All	No				Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	All	No				Ongoing	\$ 52,955	\$ 13,000	\$ 65,955	\$ -	\$ -	\$ -	\$ 65,955	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 47,285	\$ 539,506	\$ 571,791	\$ 15,000	\$ -	\$ -	\$ 586,791	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,863,220	\$ 759,361	15.614%	0.000%	15.614%	\$ 759,361	0.000%	15.614%	Total:	\$ 759,361
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 759,361

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	SDGVA	\$ 759,361	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #
<ul style="list-style-type: none"> • Enter the action number.
Title
<ul style="list-style-type: none"> • Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> • Provide a brief description of the action. <ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> • Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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