

LCFF Budget Overview for Parents

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

CDS Code: 37-68338-0121684

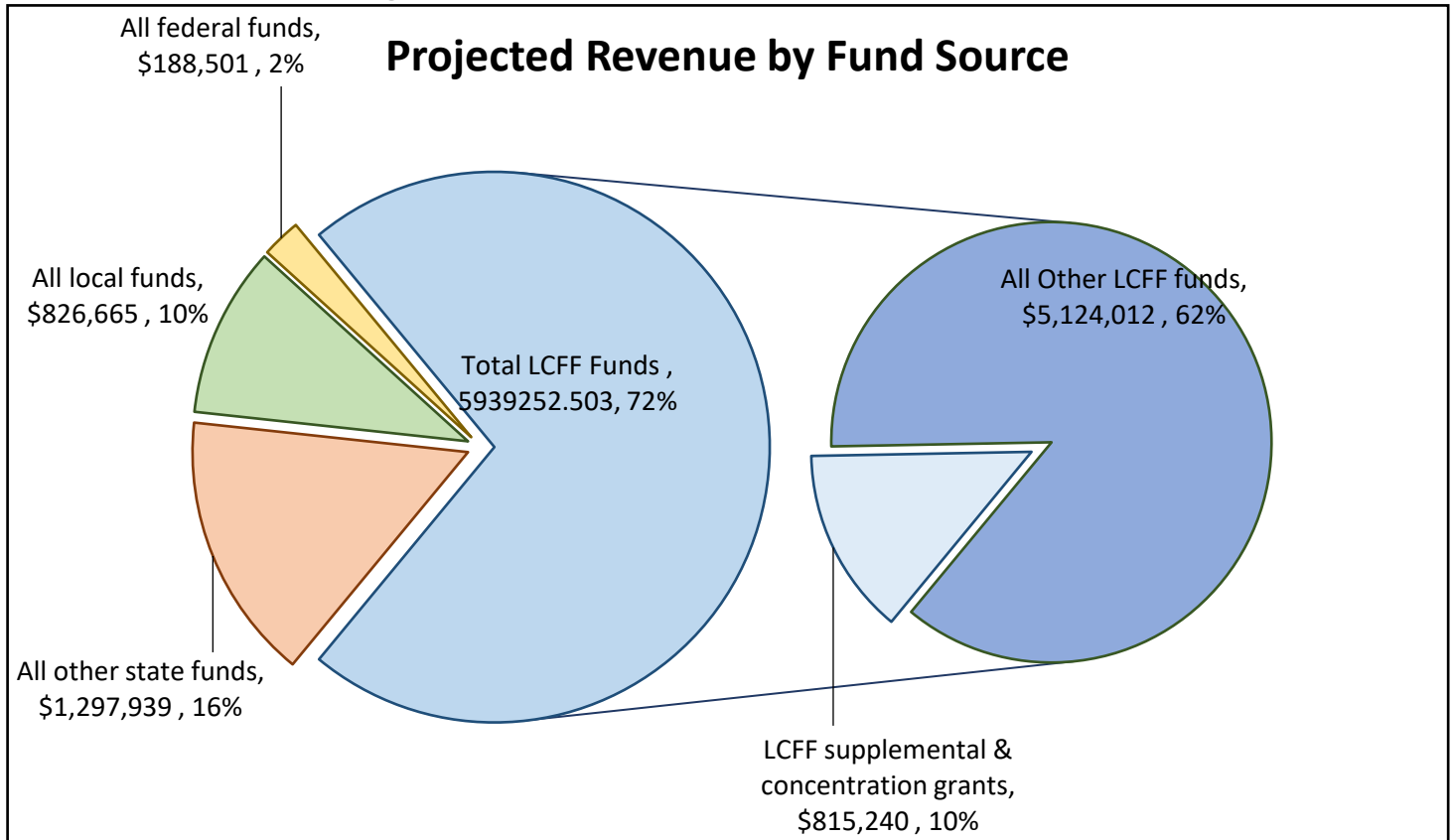
School Year: 2026-2027

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 2026-2027 School Year

Projected Revenue by Fund Source

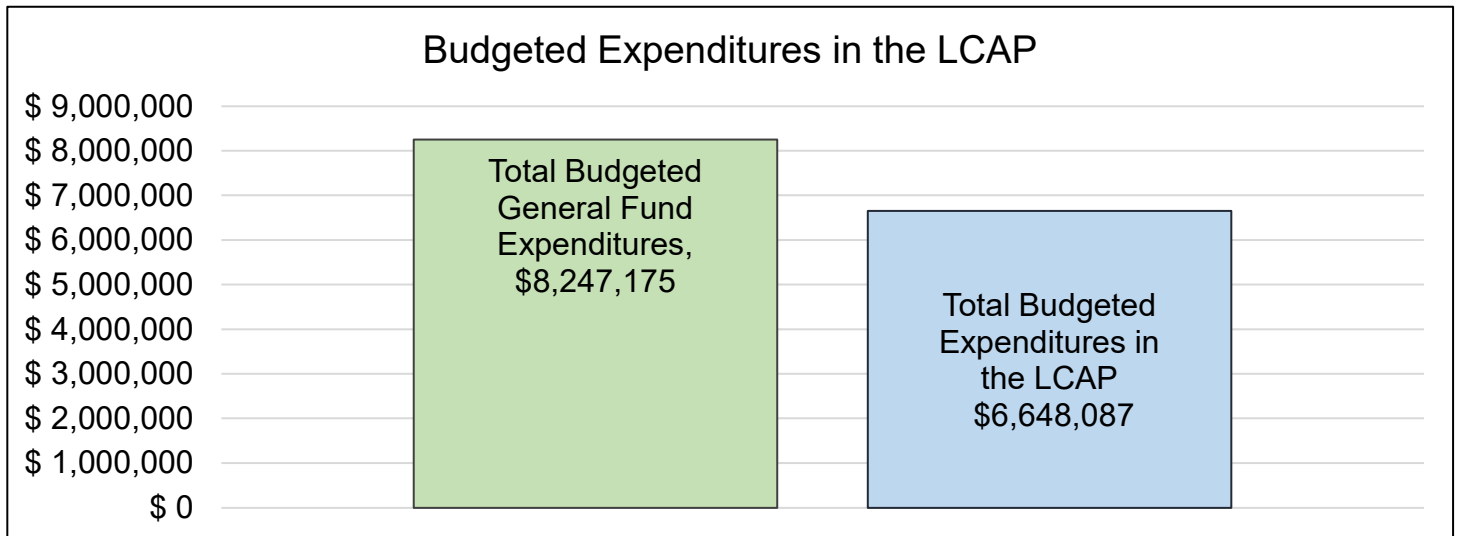


This chart shows the total general purpose revenue San Diego Global Vision Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Global Vision Academy is \$8,252,357.56, of which \$5,939,252.50 is Local Control Funding Formula (LCFF), \$1,297,938.65 is other state funds, \$826,665.40 is local funds, and \$188,501.00 is federal funds. Of the \$5,939,252.50 in LCFF Funds, \$815,240.35 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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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 2026-2027. 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 \$8,247,174.57 for the 2026-2027 school year. Of that amount, \$6,648,086.59 is tied to actions/services in the LCAP and \$1,599,087.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

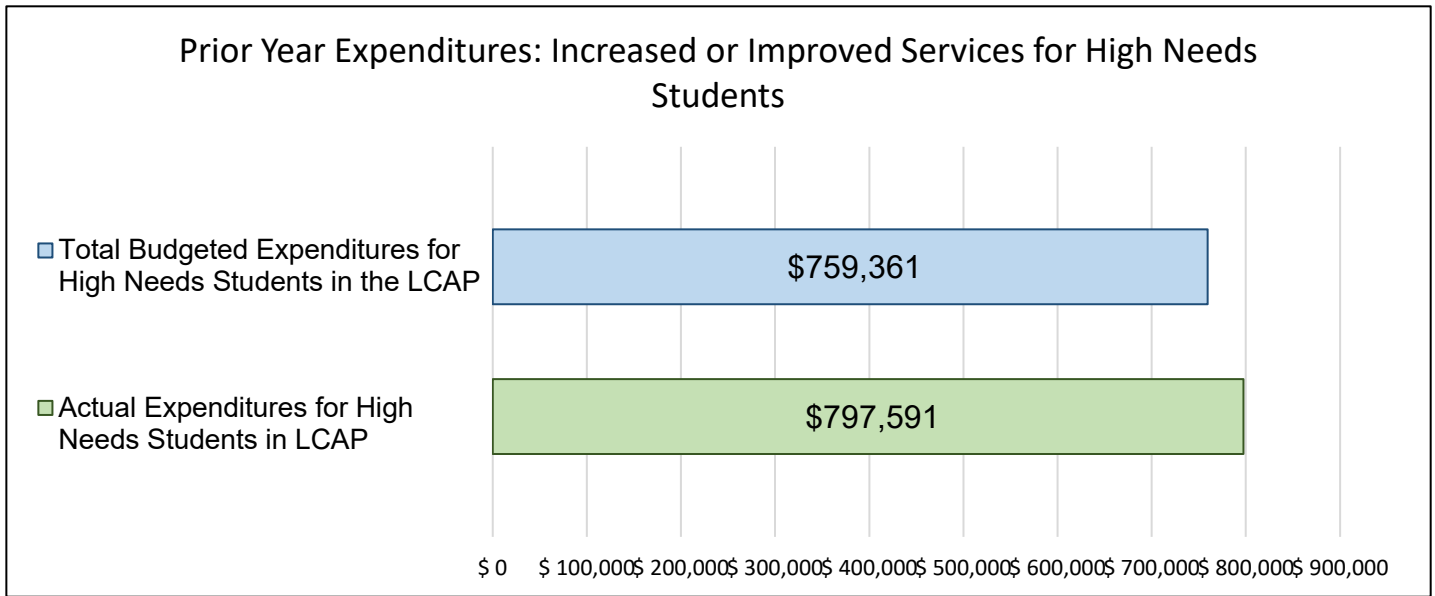
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programatic expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, San Diego Global Vision Academy is projecting it will receive \$815,240.35 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 \$867,915.12 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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 2025-2026, San Diego Global Vision Academy's LCAP budgeted \$759,361.00 for planned actions to increase or improve services for high needs students. San Diego Global Vision Academy actually spent \$797,590.78 for actions to increase or improve services for high needs students in 2025-2026.

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 2026-27

General Information

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

San Diego Global Vision Academy (SDGVA) is a public charter school serving 460 students in grades TK-8. Our student population is culturally and linguistically diverse: 57% Hispanic, 15% African American, 13% Two or More Races, 10% White, 4% Asian, and 1% Filipino. Within our enrollment, 59% of students are Socioeconomically Disadvantaged, 15% are Students with Disabilities (SWD), 8% are English Learners (EL), and 4% are Homeless Youth. In the 2024-25 school year, SDGVA reached maximum enrollment capacity, with a middle school waitlist of more than 40 students.

State Recognition

In 2025, SDGVA was nominated as a National Blue Ribbon School and, following the U.S. Department of Education's discontinuation of the National Blue Ribbon Schools Program, was honored by State Superintendent Tony Thurmond as a 2025 California Blue Ribbon School. This recognition affirms our academic performance and our progress in closing opportunity gaps among student groups.

Mission and Vision

SDGVA's mission is to develop civic-minded leaders, accomplished writers, and resilient lifelong 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 interdisciplinary 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 builds 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 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 integrates Response to Intervention (Rtl) and Positive Behavioral Interventions and Supports (PBIS). Rtl focuses on individual students who are struggling academically, drawing on resources from the LEA, school, and community to promote student success before they fall behind. It is systematic and data-driven, with tiered levels of intervention designed to benefit every student. The framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered approaches, and individualized student needs.

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

Community Engagement Initiative (CEI)

SDGVA is a proud recipient of the California 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 evaluation metrics
- 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

LCAP Compliance and Educational Partner Engagement

San Diego Global Vision Academy has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), consistent with California Education Code Section 64001(j), which allows a charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, to meet School Plan for Student Achievement requirements provided that the LCAP meets the educational partner engagement requirements in EC Section 52062(a).

SDGVA has fulfilled the EC 52062(a) educational partner engagement requirements applicable to charter schools using the LCAP as the SPSA, as well as the Student Advisory Committee requirement applicable to schools serving middle and high school grades.

The school presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per EC 52062(a)(1), presented the LCAP to the English Learner Parent Advisory Committee (ELPAC) for review and comment per EC 52062(a)(2), and consulted with the Special Education Local Plan Area (SELPA) to ensure that specific actions for Students with Disabilities are included in the plan per EC 52062(a)(5). Written responses to each committee regarding their comments and recommendations have been provided.

Because SDGVA serves students in middle school grades, the school has also engaged students through a Student Advisory Committee in accordance with the requirement added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), which applies to local educational agencies operating one or more middle schools or high schools and is effective for the 2024-25 LCAP and subsequent LCAPs. The Student Advisory Committee provides students with the opportunity to review and comment on the LCAP prior to adoption by the governing body. The school has documented the Student Advisory Committee's review of the 2026-27 LCAP and has incorporated student input alongside the input received from the PAC, ELPAC, and SELPA. As with the PAC and ELPAC, a written response to Student Advisory Committee comments and recommendations has been provided.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, SDGVA has \$302,194.25 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

SDGVA is not eligible for Equity Multiplier funds.

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 San Diego Global Vision Academy's (SDGVA) performance on the **2025 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. The State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard.

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

2025 California School Dashboard Performance and High-Tier Renewal Designation:

San Diego Global Vision Academy (SDGVA) has been identified as a High-Tier Performance Category charter school for renewal based on the 2025 California School Dashboard. This designation reflects strong performance across multiple indicators, driven by the school's comprehensive implementation of LCAP actions spanning academic intervention, social-emotional support, English Learner services, professional development, and family engagement.

Suspension Rate Indicator: SDGVA received a **Blue** performance level on the Suspension Rate indicator for all students and eight student groups: English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and Two or More Races. The school maintained a 0% suspension rate in 2024–25.

This outcome reflects the school’s fully implemented MTSS addressing social-emotional, behavioral, and mental health needs. SDGVA employs a school counselor who provides one-on-one and small group counseling, delivers grade-specific prevention curricula, and co-leads Hope Squad. Evidence-based practices including mindfulness techniques, restorative practices, and executive functioning skills development are embedded across the school. Tiered SEL instruction and the Every Day Matters attendance program address the conditions that underpin academic success.

English Language Arts Academic Indicator: SDGVA received a **Green** performance level for all students, English Learners, African American, and Hispanic student groups. The Socioeconomically Disadvantaged student group received a **Blue** performance level.

Mathematics Academic Indicator: SDGVA received a **Blue** performance level for all students and the Hispanic student group. English Learners, Socioeconomically Disadvantaged, and African American student groups each received a **Green** performance level.

Science Academic Indicator: On the newly reported Science indicator, SDGVA received a **Blue** performance level for the Socioeconomically Disadvantaged student group and a **Green** performance level for all students and the Hispanic student group.

Academic Programs Supporting These Outcomes: SDGVA implements a comprehensive assessment system within its MTSS framework to monitor academic progress, identify student needs, and provide targeted interventions. The Rtl ELA program enrolls 76 students and the Rtl Math program enrolls 92 students in grades K–8, with each student participating in two weekly small group sessions using push-in and pull-out models. An extensive tutoring program operates during the school day, through the after-school expanded learning program, and during summer programming.

For English Learners, two credentialed ELD specialists utilize Benchmark Education and Amplify ELD curriculum, adapting lessons to student needs and supplementing with culturally relevant materials. The EL Coordinator participates in the SDCOE Multilingual Learner Network. SDGVA reclassified 44% of ELs (25 students) last year, and RFEP students scored 32.5 points above standard in ELA on the 2025 Dashboard.

Chronic Absenteeism Indicator” SDGVA received a **Green** performance level for all students, English Learners, Students with Disabilities, African American, and Two or More Races student groups. The chronic absenteeism rate declined from 14.7% in 2023–24 to 8.4% in 2024–25, a 6.3 percentage point reduction. The school currently maintains an overall attendance rate of approximately 95%.

SDGVA’s 2025 Dashboard results reflect the cumulative impact of fully implemented LCAP actions. The school earned Blue performance levels in Suspension Rate (all students and eight student groups), Mathematics (all students and Hispanic), ELA (Socioeconomically Disadvantaged), and Science (Socioeconomically Disadvantaged), with Green performance levels across additional indicators and student groups. Chronic absenteeism declined 6.3 percentage points in one year, and the school maintained a 0% suspension rate. These outcomes have resulted in SDGVA’s identification as a High-Tier Performance Category charter school for renewal.

English Learner Progress Indicator (ELPI) Needs Assessment (2025 Dashboard)

On the 2025 California School Dashboard, San Diego Global Vision Academy received an Orange performance level on the **English Learner Progress Indicator (ELPI)**, with 63.2%, an 18.3% decline from the prior year. The ELPI measures the percentage of English Learners making expected progress toward English language proficiency as measured using the Summative ELPAC assessment. This decline was identified as the school's primary area of instructional focus for the 2025-26 school year and the development of the 2026-27 LCAP.

The decline is particularly notable because it occurred alongside continued growth in the school's reclassification rate, which increased from 42% in 2023-24 to 44% in 2024-25. This pattern, in which students closest to reclassification continued to exit English Learner status while overall ELPI Status fell sharply, indicates that the decline was concentrated among English Learners at lower ELPAC levels (Levels 1, 2L, 2H, and 3L) rather than among students near the reclassification threshold. In other words, the school continued to graduate its highest-performing English Learners out of EL status, but the students remaining behind, including Long-Term English Learners and dual-identified EL/Special Education students, did not advance ELPAC levels at the same rate as in prior years.

Identifying the specific student groups whose stagnation drove the ELPI decline and developing a coherent set of evidence-based actions to accelerate their language progress in 2026-27, is the central purpose of this needs assessment.

Data Analyzed: SDGVA examined three sources of data to develop this needs assessment: the 2024 and 2025 California School Dashboard ELPI results, two years of local reclassification rate data, and trimester-based local literacy data from Fountas & Pinnell benchmark assessments (TK-5) and Fastbridge ELA screeners (Grade 6). Each source addresses a different question. The Dashboard ELPI tells the school whether English Learners are advancing in ELPAC levels at the rate the state expects. The reclassification rate tells the school how many English Learners are exiting EL status each year. The local literacy data tells the school which grade levels are producing the conditions that either support or constrain ELPAC growth.

Local literacy data from the 2025-26 school year (Baseline through Spring 2026) reveals a consistent pattern of upper-elementary stagnation that is consequential for ELPI. Transitional Kindergarten and Kindergarten students sustained 100% Meeting or Exceeding levels through the year, indicating that early literacy foundations are intact at school entry. First-grade results showed a concerning pattern in which students initially in the Approaching tier moved into the Not Yet Meeting tier by spring (the Not Yet group grew from 20% to 50%). Second graders showed positive movement, with the Not Yet group dropping from 75% at baseline to 25% by spring as students moved into Approaching. Third grade was stagnant, with 33% Meeting at both baseline and spring. Fourth grade showed mixed movement, with overall growth in the Approaching tier but a slight decline at the Meeting tier. Fifth grade was flat at 25% Meeting throughout the year. Sixth-grade Fastbridge data showed a clear decline, with the Approaching group shrinking from 67% at baseline to 33% by spring, and the Not Yet group expanding from 33% to 67%.

ELPI (Dashboard)	EL	LTEL
2023 Dashboard	36.4%	NA
2024 Dashboard	81.5%	NA
2025 Dashboard	63.2%	<11

Read together, these data sources tell a consistent story. The youngest students are well-supported. The middle elementary grades are stagnant for an unacceptably high share of students. The upper elementary and middle grades are losing ground, particularly for students who entered the year in the Approaching tier without crossing into Meeting. Because ELPAC growth depends heavily on grade-level English literacy progress, this pattern of upper-grade stagnation provides a structural explanation for why ELPI Status fell sharply between the 2024 and 2025 Dashboards.

Educational Partners Engaged: SDGVA engaged five educational partner groups in the analysis of the 2025 ELPI results and in the development of this needs assessment. The Leadership Team conducted multiple working sessions to interpret the Dashboard decline alongside local data and to draft initial root cause hypotheses. Classroom teachers and the ELD Coordinator analyzed EL student progress at staff meetings, professional development sessions, and Collaborative Friday meetings dedicated to ongoing EL data review. The English Learner Advisory Committee (ELAC) and the Parent Advisory Committee, which the school convenes as Coffee with Kane, reviewed the ELPI results, discussed program strengths and areas of concern, and provided input on family engagement priorities. SDGVA's Student Advisory Council (SAC) participated in listening sessions in which students described their classroom language experiences and offered perspectives on instructional practices that they find supportive or unsupportive. The school will also consult its SELPA on services for dual-identified EL/Special Education students, whose progress is among the central concerns of this assessment.

Strengths and Demonstrated Growth: Continued professional development in Guided Language Acquisition Design (GLAD) has built a shared instructional language across grade levels, and the increased use of integrated ELD strategies across content areas means that English language development is no longer treated as a discrete period disconnected from core instruction. Beginning-of-year Inclusion Meetings, in which receiving teachers review each EL student's prior-year ELPAC results and identified growth areas before the school year begins, ensure that no student arrives in a new classroom as an unknown. A schoolwide book study of *Teaching Math to Multilingual Students, Grades K-8: Positioning English Learners for Success* by Kathryn B. Chval has extended ELD attention into mathematics, a domain in which language demands are often unrecognized.

SDGVA's staffing structure includes two credentialed designated ELD educators, one of whom is a San Diego Area Writing Project (SDAWP) fellow and one of whom is bilingual. The broader instructional team is experienced, with many teachers having worked with the same students across multiple years. This continuity allows for differentiation that is responsive to individual student language needs and learning preferences. The school's adopted core curriculum, which combines Benchmark and Amplify materials, provides a consistent grade-level instructional anchor across classrooms. Collaborative Friday meetings provide a recurring rhythm for educators to review EL student data and adjust instruction throughout the year rather than at isolated benchmarks.

These strengths represent the foundation on which the 2026-27 Action Plan will build. They are not, by themselves, sufficient to reverse the ELPI decline, but they reduce the lift required to do so.

Greatest Needs: The greatest needs identified through this analysis center on three student groups whose stagnation disproportionately affected the 2025 ELPI Status: Long-Term English Learners (LTELs), dual-identified EL and Students with Disabilities (EL/SWD), and English Learners with patterns of chronic absenteeism. The needs span both student-facing instructional practices and the adult capacity required to deliver them.

On the student-facing side, English Learners need explicit and scaffolded instruction in reading comprehension strategies that bridge the gap between decoding and the comprehension of complex grade-level texts. They need authentic listening materials, including podcasts, TED Talks, and recorded interviews used at ELA centers, with intentional strategies that distinguish gist-level from detail-level listening. They need structured speaking practice through discussion protocols that build fluency in tone, syntax, and sentence construction. They need cohesive academic writing instruction that addresses grammar, syntax, vocabulary, and paragraph development tied to grade-level writing genres. Across all of these areas, students need continued access to grade-level content with appropriate scaffolds rather than simplified curriculum that would limit academic growth and contribute to long-term English learner status.

On the adult-facing side, the school needs to build classroom teacher capacity in evidence-based practices for language acquisition and literacy development. The majority of English Learners' instructional minutes are delivered by general education teachers whose preparation in language acquisition methodology varies, and that variance is the single largest lever the school can pull to influence ELPI in the coming year. Increased collaborative planning time between classroom and ELD teachers, ELD-Coordinator-led grade-level walkthroughs of ELPAC tasks so that general education teachers understand the specific linguistic demands of the assessment, and continued investment in culturally responsive teaching practices will strengthen the Tier 1 instructional environment for all English Learners. Family engagement strategies that affirm home language development while building English literacy skills will support these adult-facing needs by extending language practice into the home.

Issues Identified This Year: Five issues surfaced through the 2025-26 analysis cycle. First, and most prominently, the ELPI decline from Blue (81.5%) to Orange (63.2%) is significant in magnitude and visible to authorizers under the Education Code Section 47607 renewal criteria. Second, dual-identified EL/SWD students show patterns of multiple years with minimal ELPAC gains. These same students often present with chronic absenteeism, documented social-emotional needs requiring family intervention, or active Student Success Team processes, indicating that their language stagnation is rarely an isolated phenomenon. Third, classroom educators have identified the need to deepen their understanding of ELPAC task design so that the scaffolds and supports they provide throughout the school day align with what students must demonstrate on the summative assessment. Fourth, three sixth-grade Long-Term English

Learners (N=3) transferred into SDGVA from outside the school: one entered as a fifth grader and two entered as sixth graders. These students arrived with multi-year language acquisition gaps that the existing schedule and staffing model has not been resourced to address at scale. Fifth, the tension between rising reclassification rates and falling ELPI Status confirms that the decline is not a generalized phenomenon affecting all English Learners equally; it is concentrated among students at lower ELPAC levels, and any Action Plan must focus there.

Resource Inequities: SDGVA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and identified three resource inequities, framed using the Education Resource Equity diagnostic categories, directly affect EL and LTEL student outcomes at SDGVA. The first is a teaching quality and instructional support gap. English Learners often have less access to teachers with specialized training in language acquisition. SDGVA employs two credentialed ELD educators, but the majority of EL instructional minutes are delivered by general education teachers whose preparation in language methodology varies. The 2026-27 Action Plan will increase EL access to teachers who are adept at integrating high-quality, linguistically appropriate curriculum materials that build both language proficiency and content knowledge.

The second is an instructional time and attention inequity. English Learners often receive insufficient instructional attention in small-group, language-rich settings. SDGVA will provide high-quality small-group instruction from ELD instructors, with priority access for LTELs and dual-identified EL/SWD students. The third is a school climate inequity. English Learners often experience systemic and personal barriers to family engagement in schools. SDGVA will continue to address chronic absenteeism, embed social-emotional lessons in the MTSS Framework, and provide counselor access to respond meaningfully to family stressors that interact with language progress.

Root Cause Analysis: Three root causes account for the ELPI decline as evidenced in the 2025 CA School Dashboard. The first is an instructional capacity gap. Most general education teachers have limited specialized training in language acquisition methodology and sheltered instruction techniques. This produces approaches that struggle to simultaneously develop English proficiency and maintain grade-level content rigor, leaving LTELs and dual-identified students underserved during the bulk of their instructional day. Because most EL instructional minutes occur in general education classrooms, this single root cause has a disproportionate effect on ELPI Status.

The second is structural program incoherence. EL programming at SDGVA, like at many schools, has historically been implemented unevenly across grade levels, with inconsistent delivery of designated and integrated ELD and scheduling conflicts that force students to choose between language support and core academic content. The absence of an integrated EL services schedule that protects both designated ELD time and grade-level core content access contributes to the year-over-year ELPAC level stagnation evident in the data.

The third is the presence of systemic barriers to rigorous learning. Chronic absenteeism among a subset of EL students, growing need for long-term emotional support via counseling, and limited family engagement create cumulative disadvantages that intensify as students progress through school. These barriers compound the instructional capacity and program coherence root causes, particularly for the dual-identified EL/SWD student group whose performance was a primary driver of the ELPI decline.

2026-27 Action Plan: SDGVA's 2026-27 Action Plan targets each of the three identified root causes through a corresponding priority strategy. The plan reflects evidence-based instructional practices specifically selected for the EL and LTEL student groups and is designed to produce measurable improvement in ELPI Status on the 2027 California School Dashboard since the Dashboard is a lagging indicator.

- **Priority 1: Strengthen the Instructional Core for Language Learners**

This priority targets the instructional capacity gap. SDGVA will implement targeted professional development for all teachers on integrated ELD strategies across content areas, beginning with summer 2026 training led by the ELD Coordinator. Throughout the 2026-27 school year, classroom observations will focus on language-rich small-group instruction modeled by the EL Team, and collaborative coaching cycles will provide grade-level feedback. Collaborative planning between content and EL teachers will continue as a structured weekly practice, with at least one grade-level meeting per cycle attended by Administration and the Leadership Team to calibrate implementation across classrooms. Success will be measured by walkthrough evidence of language scaffolding in 90% of classrooms, a 15% increase in EL/LTEL participation rates in academic discussions, and growth in ELPAC sub-domain scores in Reading, Listening, and Speaking.

- **Priority 2: Revise Collaboration Schedules and Program Structures**

This priority targets structural program incoherence. SDGVA will establish dedicated time during Collaborative Fridays for teachers to analyze EL student data and adjust instruction based on what the data reveals. The school will also establish dedicated time for Instructional Coaches to work with the ELD Coordinator on English Learners who have made minimal growth, building targeted instructional plans in reading, listening, and speaking. A small pilot tracking system, launched in August 2026 and maintained through May 2027, will monitor a focused group of English Learners through the year. Success will be measured by completion of the tracking system across the full school year and by growth in at least two of the three monitored areas (reading, listening, speaking) for pilot students.

- **Priority 3: Enhance Family and Community Partnerships**

This priority targets the systemic barriers to rigorous learning. The Director of Information Technology and Data Analysis will provide the ELD Coordinator and Instructional Coach with data on English Learners with prior years of chronic absenteeism, enabling preventive outreach before patterns establish in 2026-27. The School Counselor will provide the ELD Coordinator and Instructional Coach with information on English Learners currently enrolled in counseling or RTI counseling, ensuring that social-emotional and language progress are monitored together rather than in parallel silos. A calendar of check-ins, set twice per trimester, will create a recurring rhythm of cross-functional review. Quarterly updates to the Leadership Team will surface patterns and inform any mid-year adjustments.

Implementation Support Structures: Implementation will be overseen by the ELD Coordinator, with Instructional Coaches responsible for ensuring ELD standards are embedded in daily lesson plans. Funding will be reallocated to prioritize evidence-based instructional resources, with continued investment in Tier 1 language strategies through 2026-27 professional development. Monthly implementation team meetings will review progress metrics, with triannual reports to the school board on key indicators and a mid-year comprehensive program review that incorporates educational partner input.

Chronic Absenteeism Indicator – Needs Assessment

On the 2025 California School Dashboard, San Diego Global Vision Academy received an **Orange performance level on the Chronic Absenteeism Indicator for the Homeless student group**, identifying this student group as the school's primary area of focus for chronic absenteeism in the 2025-26 LCAP and 2026-27 LCAP cycle. The Orange designation for Homeless students stands in deliberate contrast to the school's broader chronic absenteeism trajectory, which has shown sustained, year-over-year improvement since the 2021-22 school year. This needs assessment foregrounds both stories: the substantial schoolwide success in reducing chronic absenteeism from 35.2% to 6% over four years, and the remaining concentrated gap that affects the Homeless student group and demands a targeted Action Plan.

The schoolwide reduction in chronic absenteeism is one of the most significant indicators of progress on SDGVA's 2025 Dashboard. Schoolwide chronic absenteeism fell from 35.2% in 2021-22 to 21% in 2022-23, then to 14.7% in 2023-24, then to 8.4% in 2024-25, and to 6% year-to-date as of mid-April 2026. This 29.2% reduction over four years reflects the cumulative impact of SDGVA's MTSS attendance framework, which combines preventive family communication, individualized family meetings, transportation problem-solving, and tiered intervention. The fact that this work has not produced equivalent gains for the Homeless student group is the central question this needs assessment addresses.

For the Homeless student group specifically, chronic absenteeism was 16.1% in 2023-24 (N=5 students), 15.8% in 2024-25 (N=6 students), and 0% year-to-date as of April 2026 (N=0 students currently meeting both criteria). The 2024-25 figure represents an increase of one student in absolute terms while the rate held essentially flat year over year. The 2025-26 figure represents the most significant year-to-date result for this student group but should be interpreted with caution because the Dashboard rate is calculated on a full-year basis and additional days remain in the school year.

Data Analyzed: SDGVA examined four data sources to develop this needs assessment: the 2025 California School Dashboard Chronic Absenteeism Indicator results disaggregated by student group, four years of schoolwide chronic absenteeism trend data, two years of Homeless student group chronic absenteeism data including both rate and count, and qualitative information from individualized family meetings, listening sessions with parents and guardians, and Student Advisory Council discussions. Each source addresses a different question. The Dashboard tells the school whether each student group is meeting attendance expectations relative to state thresholds. The schoolwide trend data tells the school whether attendance interventions are producing population-level improvement. The Homeless student group data tells the school whether progress is reaching the students most affected by external barriers to attendance. The qualitative data tells the school why students miss school and what supports families say they need.

The following charts reflect SDGVA's 3-year Chronic absenteeism rates schoolwide, by student group and includes both the total number of students chronically absent and the rate (percentage).

2022-23: Chronic Absenteeism		
	Total #	Rate
All Students	88	21.0%
EL	19	30.2%
SED	74	27.8%
SWD	20	29.9%
African American	16	20.0%
Hispanic	59	25.0%
White	10	19.6%
Two or More Races	2	4.7%

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	64	14.7%
EL	14	19.7%
Homeless	5	16.1%
SED	53	18.9%
SWD	14	20.0%
African American	10	13.0%
Hispanic	46	18.6%
White	3	6.5%
Two or More Races	4	8.0%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	39	8.4%
EL	5	8.9%
Homeless	5	15.8%
SED	31	10.4%
SWD	4	5.3%
African American	6	8.6%
Hispanic	27	10.0%
White	3	6.1%
Two or More Races	2	3.3%

Read together, the two trends tell a clear story. SDGVA's MTSS attendance framework has driven substantial reductions in schoolwide chronic absenteeism. The framework has also begun to produce results for the Homeless student group in 2025-26, but the 2024-25 Dashboard data, which reflects when the Orange performance level was assigned, captured a year in which the Homeless rate had not meaningfully improved. The 2026-27 Action Plan focuses on sustaining the 2025-26 momentum for the Homeless student group so that the next Dashboard reporting cycle reflects the gains already underway in real

time.

Educational Partners Engaged: SDGVA engaged four educational partner groups in the analysis of chronic absenteeism data and in the development of this needs assessment. The Leadership Team, including the Executive Director, Director of Information Technology and Data Analysis, and the School Counselor, conducted recurring data review sessions to monitor weekly attendance patterns, identify students approaching chronic absenteeism thresholds, and design preventive interventions. Classroom teachers participated through the Monthly Awards Incentives program, which structures a recurring rhythm for celebrating individual and class-level attendance achievement and provides teachers with a low-burden way to reinforce attendance positively in the classroom. Parents engaged through the Parent Advisory Committee (Coffee with Kane), where attendance results, family barriers, and proposed solutions were discussed in listening-session format with the Executive Director and Administration. Students engaged through the SDGVA Student Advisory Council (SAC), offering perspectives on the school-experience factors that affect attendance from a student point of view.

Throughout the analysis, SDGVA prioritized strengthening relationships with parents and guardians so that families feel supported rather than monitored. This stance shaped both the data review process and the design of family-facing interventions described in the Action Plan.

Strengths and Demonstrated Growth: SDGVA's chronic absenteeism work is anchored in a set of program improvements that have produced measurable schoolwide gains and provide the foundation for the 2026-27 Action Plan. Schoolwide communication to families connects attendance to academic achievement, social-emotional well-being, and family connectivity, framing attendance as a shared family-and-school priority rather than a compliance matter. A central attendance team reviews student data on a recurring basis and reaches out preventively when a pattern suggests a student may be approaching chronic absenteeism, addressing concerns before they escalate to the Dashboard threshold.

A tiered system of prevention and intervention provides families with progressively intensive support before chronic absenteeism designation. Individualized family meetings, conducted by the Central Attendance Team and Administration, provide real-time, personalized solutions. Transportation problem-solving has become a routine element of these meetings, including conversations about carpool opportunities, public transportation access, and the school's AM/PM Care program for families whose work schedules require earlier drop-off. Administrative listening sessions allow families experiencing economic hardship to share circumstances confidentially and receive personalized support, and ongoing check-ins between Administration, Instructional Coaches, and Educators surface academic barriers that may make students reluctant to attend regularly.

The cumulative effect of these practices is reflected in the 29.2% reduction in schoolwide chronic absenteeism over four years. The same practices have begun to produce results for the Homeless student group in 2025-26, and the 2026-27 Action Plan is designed to sustain and extend this momentum.

Greatest Needs: The greatest needs for reducing chronic absenteeism among the Homeless student group, who are also predominantly classified as Socioeconomically Disadvantaged, span transportation, extended care, basic-needs supports, social-emotional support, and continued schoolwide communication. Transportation remains the most frequently cited barrier in family meetings. Extending the ways in which students can safely arrive at school on time, including public transportation card access for both students and accompanying adults, is a primary lever for sustaining the 2025-26 gains.

The AM/PM Care program addresses a related need. Parent and guardian work schedules do not always align with the school's start and end times, and families who cannot drop off at the regular bell schedule require extended care opportunities to make on-time attendance feasible. Reserving AM/PM Care positions for families with prior chronic absenteeism patterns is a targeted application of this strength.

Basic-needs supports remove barriers that families may not surface unprompted. School uniforms, Tae Kwon Do uniforms, and PE uniforms enable students to attend and participate fully without the discomfort of arriving in clothing that signals economic difficulty. Wellness stations on both SDGVA campuses

provide free hygiene products, breakfast bars, hair care products, and other items that students access daily, reducing the stigma associated with receiving such supports. Social-emotional needs are addressed through Tier 1 instruction, Tier 2 and Tier 3 supports from the School Counselor, and recommendations to families on community mental-health organizations for ongoing family check-ins.

Continued schoolwide communication, framed as research-based information rather than as compliance reminders, sustains family engagement in the attendance partnership. Listening empathy sessions with parents through the Parent Advisory Committee and the English Learner Advisory Committee, and with students through the SDGVA Student Advisory Council, ensure that the school's interventions remain responsive to lived experience. Monthly attendance recognition ceremonies for individual students and full classes reinforce the positive framing of attendance as a shared achievement.

Issues Identified This Year: Three issues surfaced through the 2025-26 analysis cycle. First, the Homeless student group count increased by one student between 2023-24 (N=5) and 2024-25 (N=6) while the rate held essentially flat (16.1% to 15.8%). The Dashboard rate is calculated on the eligible student population, so an increase in the homeless population can mask underlying improvement at the individual student level, or vice versa. The 2024-25 result reflects this dynamic. Second, transportation continues to be the most consistently cited barrier in family meetings. SDGVA has begun providing preventive information on transportation needs at School Information Evenings for prospective families, helping families plan their pathway to on-time attendance before enrollment, and tiered family meetings now include public transportation card retrieval support and follow-up to verify continued access. Third, post-pandemic health concerns require renewed family education on which symptoms warrant keeping a child home and which do not. During the pandemic, families learned to keep students home for any symptom from a runny nose to general lethargy. The school has provided updated guidance to families on health symptoms that warrant absence and those that do not, helping recalibrate post-pandemic norms.

In addition, individualized family meetings have surfaced specific solutions that the school has implemented for individual students, including provision of sound machines for students living in noise-impacted homes or neighborhoods to support sustained sleep, inquiry into community food services for sustained access to nutritious meals, distribution of new uniform and health and hygiene kits, and mental health check-ins with parents and guardians to identify support needs that may otherwise prevent student attendance.

Resource Inequities: SDGVA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and identified three resource inequities, framed using the Education Resource Equity diagnostic categories, directly affect Homeless student attendance outcomes at SDGVA. The first is a school climate inequity. Homeless students often experience systemic and personal barriers to attending school. SDGVA continues to address chronic absenteeism through transportation supports and through reductions in health barriers, including meeting fundamental learning prerequisites such as adequate sleep, nutrition, and clothing.

The second is a student support and intervention inequity. Homeless students often have higher needs for social-emotional support to access learning. SDGVA provides social-emotional support to educators in Tier 1 classroom instruction and provides Tier 2 and Tier 3 supports through the School Counselor in small-group or individualized settings. Recommendations are provided to families on community mental-health organizations for sustained family check-ins beyond what the school can provide directly.

The third is a learning-ready facilities inequity. Homeless students often have higher needs for safe, well-maintained facilities that meet sensory and emotional regulation needs. SDGVA provides clean classrooms, including Oransi industrial air filters and sanitation stations, and equips each classroom with calming corners or stations, ambient lighting and music, and access to anxiety-reducing items such as fidgets, chair-bands, flexible seating, and noise-canceling headphones. These facilities investments make the school environment one that homeless students can access and remain in throughout the day.

Root Cause Analysis: Three root causes account for the chronic absenteeism gap that persisted for the Homeless student group through 2024-25. The first is unreliable transportation. As a charter school, SDGVA enrolls families from across San Diego County rather than from a single neighborhood attendance zone, which means that walking to school is rarely an option. Families without consistent vehicle access depend on public transportation, and disruptions to that access, including lapsed transit cards or unfamiliarity with route navigation, translate directly into missed school days for students who would otherwise attend.

The second is family instability and competing responsibilities. SDGVA serves a substantial population of working families, and parent and guardian work schedules vary in ways that do not always align with the school day. Families who cannot drop off at the regular bell time require AM/PM Care program access to make on-time attendance feasible. Families experiencing housing instability face additional logistical complexity that increases the difficulty of maintaining a consistent attendance pattern.

The third is school stressors and shame. Homeless students face economic disparities that may produce shame-based reactions to attending school, particularly in moments when peers are visibly resourced in ways the homeless student is not. SDGVA has actively worked to reduce these stressors by providing wellness stations accessible to all students, free PE, Tae Kwon Do, and school uniforms distributed discreetly to preserve student dignity, and calming corners that allow emotional regulation throughout the day. The persistence of this root cause for the Homeless student group, even as schoolwide chronic absenteeism declined sharply, suggests that the underlying conditions producing shame-based attendance avoidance require continued, targeted attention.

2026-27 Action Plan: SDGVA's 2026-27 Action Plan targets each of the three identified root causes through a corresponding priority strategy, designed to sustain the year-to-date gains for the Homeless student group in 2025-26 and to produce measurable improvement on the 2027 California School Dashboard for this group.

- **Priority 1: Increase Awareness of Access and Use of Public Transportation Routes to SDGVA**

This priority targets the unreliable transportation root cause. SDGVA will distribute schoolwide information about youth access to free public transportation cards in San Diego County and will offer the option to purchase an accompanying adult pass to support transportation continuity for families. Targeted, private outreach will be conducted with identified Homeless students who demonstrate patterns of absences or tardies during Trimester 1. Once a need for public transportation passes is identified, the school will follow through with hands-on demonstration of how to retrieve the passes, how to use them, and how to follow up if questions or route changes arise. The timeline begins in September 2026, when one month of attendance data allows identification of any emerging patterns of absences or tardies, and continues August through May with ongoing check-ins on students whose passes have been secured to confirm that routes are functioning as planned. Success will be measured by a reduction in chronic absenteeism reporting for Homeless students.

- **Priority 2: Increase Family Stability and Responsibility for Daily Attendance**

This priority targets the family instability and competing responsibilities root cause. SDGVA will reserve positions in its AM/PM Care program for families who have demonstrated prior years of chronic absenteeism, removing the barrier of program availability for the families most affected. Families will be notified of their offered position, and the offer will include a planning conversation about whether transportation support is also needed to access the AM/PM Care program. The timeline begins in July 2026, when the school will review prior chronic absenteeism data to reserve appropriate positions, and continues August through May with individual family planning meetings that align AM/PM Care use with each family's drop-off and pick-up pathway, work schedules, and transportation needs. Success will be measured by a reduction in chronic absenteeism across all student groups affected, with focused attention on the Homeless student group.

- **Priority 3: Reduction in School Stressors and Shame**

This priority targets the school stressors and shame root cause. The School Counselor will maintain wellness stations on both campuses for all students, reducing the stigma of receiving free hygiene products, breakfast bars, hair care products, and similar supports. Wellness stations will be replenished monthly and accessed daily. SDGVA will continue to provide free PE, Tae Kwon Do, and school uniforms, with uniforms sent home discreetly to decrease shame and preserve dignity. Calming corners in classrooms and a staff lounge available for adult use will continue to support emotional regulation throughout the school day for both students and staff, minimizing stressors and increasing opportunities for self-regulation. The timeline includes Summer 2026 preparation of wellness stations and calming corners by the School Counselor and Administration, with uniform replenishment continuing throughout the school year as needed. SDGVA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and identified

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027–28 school year. Pursuant to EC Section 32526(d), funds expended in 2025–26, 2026–27, and 2027–28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: San Diego Global Vision Academy (SDGVA) will expend its entire 2026–27 LREBG allocation of **\$302,194.25**

Needs Assessment: SDGVA’s comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional needs, and instructional capacity as the school’s most significant learning recovery priorities. The English Learner Progress Indicator declined from Blue (81.5%) to Orange (63.2%) on the 2025 Dashboard, with the decline concentrated among LTELs and dual-identified EL/SWD students. Students with Disabilities improved from Red to Orange on the Mathematics Academic Indicator but remain significantly below grade level. Local Fastbridge data shows SWD growth from 28% to 35% in aMath and 18% to 33% in aReading, but substantial gaps persist. The Homeless student group received an Orange performance level on Chronic Absenteeism. Survey data revealed fluctuations in connectedness and safety perceptions. The needs assessment identified an instructional capacity gap as the primary root cause of the ELPI decline, requiring sustained coaching to strengthen standards-aligned, differentiated instruction.

Expenditure 1: Instructional Associates

Position (LCAP Goal and Action): Instructional Associates (Goal 1, Action 2: Targeted Interventions and Support Services)

Amount of LREBG Funds: \$32,119.51

Rationale: Instructional Associates provide push-in support, small-group instruction, and targeted academic assistance across all grade levels, with emphasis on English Learners and Students with Disabilities. IAs deliver real-time academic support within the general education classroom, enabling students who experienced pandemic-related learning disruption to receive additional adult-guided instruction during core ELA and Mathematics blocks without being removed from grade-level content. IAs support the delivery of Specialized Academic Instruction (SAI) minutes for SWD and reinforce language scaffolds for ELs during both designated and integrated ELD. IAs receive professional development in regulation strategies, prompt reduction, accommodations, behavior management, ABC analysis, and UFLI Early Literacy Intervention. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics. Push-in models that maintain student access to grade-level content while providing additional adult support are supported by studies meeting the criteria for moderate evidence under ESSA.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by EL, SWD, and SED; Fastbridge aReading and aMath universal screening data disaggregated by student group (administered Fall, Winter, Spring); Rtl enrollment and participation data; California School Dashboard performance levels for ELA and Mathematics Academic Indicators for unduplicated student groups.

Expenditure 2: After-School and Summer School Tutoring

Position (LCAP Goal and Action): After-School and Summer School Tutoring (Goal 1, Action 2: Targeted Interventions and Support Services)

Amount of LREBG Funds: \$76,127.74

Rationale: After-school tutoring through the PM Care program and summer school programming provide extended learning opportunities for students requiring Tier 2 and Tier 3 academic intervention in reading and mathematics. These programs support expanded learning opportunity program services pursuant to Education Code Section 46120, ensuring that students whose learning was most disrupted by the pandemic receive sustained academic intervention beyond the regular school day and school year. Credentialed teachers provide daily intervention tutoring in the after-school program, and summer programming delivers intensive academic support during intersessional periods. English Learners receive priority placement in tutoring services. Free online supplemental programs extend intervention access to families at home. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs, additional academic services, and supporting expanded learning opportunity program services pursuant to Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through after-school and summer programs, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households and English Learners. Studies meeting ESSA Tier 2 evidence standards demonstrate that high-dosage tutoring programs are among the most effective interventions for accelerating learning recovery.

Metric(s): After-school and summer tutoring enrollment, attendance, and student growth data; Fastbridge aReading and aMath universal screening data disaggregated by student group; CAASPP ELA and Mathematics Distance from Standard for participating students; chronic absenteeism rates disaggregated by student group; reclassification rates for English Learners.

Expenditure 3: Counselor

Position (LCAP Goal and Action): Counselor (Goal 1, Action 3: Counseling, SEL, and Attendance Services)

Amount of LREBG Funds: \$33,816

Rationale: The school counselor provides one-on-one, small group, and whole-class social-emotional and mental health support for students in grades TK–8. The counselor delivers grade-specific prevention curricula (drug/alcohol/vaping prevention in 6th grade, mental health curriculum in 7th grade, and sexual health curriculum in 8th grade), co-leads the Student Advisory Council including Hope Squad (suicide prevention peer counseling), and collaborates with

Instructional Coaches and the Executive Director to plan and implement tiered SEL instruction. The counselor supports the school's Every Day Matters attendance initiative and provides interventions addressing the social-emotional and behavioral barriers that contribute to chronic absenteeism, particularly among the Homeless student group. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). School-based counseling programs that integrate tiered SEL instruction, individual and small-group mental health support, and evidence-based prevention curricula are associated with reductions in suspension rates, improvements in school attendance, and gains in student connectedness and sense of safety. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of comprehensive school counseling models in promoting the social-emotional well-being necessary for academic engagement and learning recovery.

Metric(s): Suspension rate and California School Dashboard Suspension Rate Indicator performance levels; chronic absenteeism rates and Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group; average daily attendance rate; student, parent, and staff climate survey results for sense of safety and school connectedness; counseling service logs documenting one-on-one, small group, and whole-class sessions.

Expenditure 4: Instructional Coach

Position (LCAP Goal and Action): Instructional Coach (Goal 2, Action 2: Academic Achievement Team)

Amount of LREBG Funds: \$160,131

Rationale: The Instructional Coach provides professional development and coaching on the California ELA, ELD, and Mathematics Frameworks. Feedback from educational partners and an analysis of data indicate the need to provide coaching to build teacher capacity in evidence-based literacy and math strategies, supporting both general and special education staff. The Instructional Coach conducts regular classroom observations with targeted feedback cycles, models best practices and new strategies, co-plans lessons, and uses both observational and assessment data to drive coaching priorities. This position directly addresses the instructional capacity gap identified in the needs assessment as the primary root cause of the ELPI decline by building general education teacher capacity to deliver high-quality, standards-aligned, differentiated instruction. The coaching model ensures that professional development translates into classroom-level implementation and sustained changes in instructional practice. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. Coaching is consistently identified in the research as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects observed when coaching is content-specific (ELA and mathematics), ongoing, and responsive to individual teacher needs.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by EL, SWD, and SED; California School Dashboard performance levels for ELA, Mathematics, and Science Academic Indicators; English Learner Progress Indicator; Fastbridge aReading and aMath universal screening data disaggregated by student group; Priority 2 Self-Reflection Tool ratings for state standards implementation; instructional coaching observation and feedback cycle records; professional development attendance and implementation data.

LCAP Alignment: All four expenditures are included in the 2026–27 LCAP in compliance with EC Section 52064.4. Instructional Associates and After-School and Summer School Tutoring are included under Goal 1, Action 2. The Counselor is included under Goal 1, Action 3. The Instructional Coach is included

under Goal 2, Action 2. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The administrative leadership team identified continued investment in Rtl, counseling services and SEL curriculum, and instructional coaching as priorities. Teachers emphasized continuing Instructional Associates, including additional IAs for ELs and SWD, and continuing SEL counseling services. Teachers also recommended continuing the Instructional Coach and Leadership Team to sustain data disaggregation, instructional coaching, and professional development. Classified staff emphasized the continued need for Instructional Associates. The PAC expressed strong support for maintaining counseling services and SEL curriculum. The needs assessment and expenditure plan were reviewed through the PAC, SAC, and ELAC advisory processes.

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) student group 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.

2023 CA School Dashboard

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	--	--

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.

Reflections: Technical Assistance

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

SDGVA is not eligible for Technical Assistance (Differentiated Assistance).

Comprehensive Support and Improvement

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

Schools Identified

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

SDGVA is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

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
Administrators	San Diego Global Vision Academy (SDGVA) engaged its administrators and administrative leadership team through bimonthly in-person meetings held on-site from January through May 2026. These meetings focused on the 2025–26 LCAP Midyear Update, internal data across multiple indicators and schoolwide initiatives, and the development of a comprehensive needs assessment grounded in the analysis of multiple types of student data. Through this process, the leadership team identified areas of strength and areas for growth to inform LCAP development. The consultation and engagement process included discussions on the use of LCFF Supplemental and Concentration funds, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in connection with the development of the 2026–27 LCAP. Feedback Provided: The administrative leadership team provided the following feedback to inform LCAP development. The team emphasized the need to continue strengthening family and community engagement, building on the processes established through the Community Engagement Initiative (CEI) Grant. The team identified a continued need for Instructional Associates and for sustained investment in the Response to Intervention (Rtl) program in both mathematics and ELA. The leadership team expressed support for continuing counseling services and the use of SEL curriculum, and identified the next phase of work with English Learners and Students with Disabilities as a focal point for the coming year. The team also recommended continuing to implement strategies at the student and classroom level to further reduce chronic absenteeism rates.
Teachers	Consultation with teachers has been an ongoing process throughout the 2025–26 school year (August 2025 through May 2026) through weekly collaborative meetings and monthly professional development. The engagement process began with the 2025–26 LCAP Midyear Update and continued with the development of a comprehensive needs assessment, which included analysis and deep examination of multiple types of student and school data to monitor and measure program effectiveness and identify areas for growth. These discussions were essential for the

Educational Partner(s)	Process for Engagement
	development of the 2026–27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and LREBG funds. Teachers were also surveyed in April 2026 to provide additional feedback on school strengths and areas for growth. Feedback Provided Collaborative Consultation Feedback Teachers emphasized the need to continue the Director of Academic Achievement, Instructional Coach, and Leadership Team positions to sustain data disaggregation and analysis, instructional coaching, and professional development. Teachers recommended continuing and improving Collaborative Fridays, including the addition of professional development on Tier 1 strategies in ELD, SEL, and Special Education for general education teachers. Teachers also expressed support for continuing Instructional Associates, including additional IAs to support English Learners and Students with Disabilities, and for sustaining designated ELD teachers and ELD-focused professional development. Continued SEL counseling services for students was also identified as a priority. April 2026 Survey: School Strengths Teachers identified several areas of strength at SDGVA. Survey responses indicated that adults treat students fairly and maintain high expectations, students feel safe at school and want to attend regularly, and strong, caring adult relationships with students are a defining feature of the school culture. Teachers also noted a positive student learning environment, an effective anti-bullying climate, and the school’s emphasis on teaching and implementing conflict resolution strategies with students. April 2026 Survey: Areas for Growth Teachers identified the following areas for growth: increasing meaningful student participation in school activities to strengthen connectedness, increasing student agency so students feel more participatory in their own learning process, implementing preventative measures to decrease rumors and lies among students, and implementing preventative measures to decrease name-calling and mean jokes among students.
Classified Staff	Consultation with classified staff has been an ongoing process throughout the 2025–26 school year (August 2025 through May 2026). The engagement process began with the 2025–26 LCAP Midyear Update and continued with the development of a comprehensive needs assessment, which included analysis and deep examination of multiple types of student and school data to monitor and measure program effectiveness and identify areas for growth. These discussions were essential for the development of the 2026–27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and LREBG funds. Classified staff were also surveyed in April 2026 to provide additional input. Feedback Provided: Classified staff emphasized the need to continue Instructional Associate positions, which they view as essential to supporting students in the classroom and through intervention services. Staff expressed concern

Educational Partner(s)	Process for Engagement
	about the long-term viability and sustainability of the Special Education program, particularly given increasing enrollment without proportional increases in state and federal funding. Staff also provided positive feedback on the safety measures currently in place on campus and recommended increasing the use and continuity of safety implementation practices to further strengthen the school’s safety infrastructure.
Students	San Diego Global Vision Academy (SDGVA) consulted with students through a survey administered in February 2026 to solicit input for the development of the 2026–27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and LREBG funds. Feedback Provided Students requested that the Art program continue to be provided and that Tae Kwon Do instruction remain part of the school’s enrichment offerings, noting that Tae Kwon Do helps students learn how to self-regulate. Students also requested that the Intramurals Athletic Program be expanded to include additional sport options beyond those currently offered.
Student Advisory Committee	Consultation with the Student Advisory Committee (SAC) took place over a series of meetings throughout the 2025–26 school year. The SAC met on November 12, 2025; January 8, 2026; February 11, 2026 (survey data review); February 25, 2026 (informational session on the LCAP and Mission/Vision); March 11, 2026; March 25, 2026 (feedback on programs, events, and culture); and May 13, 2026 (final review of LCAP goals and feedback). Through this series of meetings, SAC members reviewed the 2025–26 LCAP Midyear Update, participated in the consultation process to provide input on the development of the 2026–27 LCAP, and discussed the use of LCFF Supplemental and Concentration, Title I, and LREBG funds. On May 13, 2026, the SAC reviewed the 2026–27 LCAP and the allocation of Title funds, LCFF S&C, and LREBG funding, and approved the 2026–27 LCAP for submission to SDGVA’s governing board. Feedback Provided School Culture and Safety: Students expressed that SDGVA is a safe school where teachers and other adults believe students can do their best, treat them fairly, invest in them as learners and leaders, and help them feel they are part of the learning community. Students highlighted how safe they felt from elementary through middle school, with nearly 100% of responses indicating that being at school was a positive experience overall. Students noted that SDGVA teaches conflict resolution, perspective-taking, and personal responsibility for how they treat others. Students are actively taught to care for and treat peers respectfully, and when conflicts arise, students feel safe letting an adult

Educational Partner(s)	Process for Engagement
	know and trust that interventions will follow. Students also expressed confidence that other students would support them in reaching a safe resolution. Academic Environment and Programs: Students provided positive feedback on high-quality teachers who create a nurturing learning atmosphere, the benefits of a safe, small learning environment that supports their educational needs, and specialized programs including Intramurals, Physical Education, Art, and Tae Kwon Do that build creative expression and resilience. School Policies: Students expressed appreciation for the firm, clear, and transparent protocols that adults maintain to create a safe learning environment across both the elementary and middle school campuses. Students also expressed a desire to host more connective events between middle school and elementary to build student leadership and offer additional opportunities to connect with students across campuses. LCAP Approval: On May 13, 2026, the Student Advisory Committee reviewed the 2026–27 LCAP, including the allocation of Title funds, LCFF Supplemental and Concentration funds, and LREBG funding. The SAC approved the 2026–27 LCAP for submission to SDGVA’s governing board.
Parents	San Diego Global Vision Academy (SDGVA) engaged parents, including parents of Unduplicated Pupils and Students with Disabilities, through a structured series of meetings and surveys throughout the 2025–26 school year. These consultations provided multiple opportunities for parents to review school data, provide feedback on programs and services, and contribute to the development of the 2026–27 LCAP, including recommendations for the allocation of LCFF Supplemental and Concentration, Title I, and LREBG funds. The engagement timeline included seven touchpoints: August 26, 2025 (informational session on the LCAP and Mission/Vision for 2025–26); October 8, 2025 (update on goals and actions for 2025–26); December 4, 2025 (mid-year LCAP review and feedback for 2026–27); February 2026 (parent survey data collection); February 3, 2026 (review of LCAP Goals 1 through 3); April 17, 2026 (feedback on the 2026–27 LCAP); and May 18, 2026 (final review of the 2026–27 LCAP). Feedback Provided Program Enhancement Suggestions: Parents recommended continuing to expand Community Service Saturdays and family engagement dates, and continuing use of the year-round calendar for school events. Parents expressed strong support for sustaining funding for Instructional Associates across three areas: Special Education support, Response to Intervention programs within the MTSS framework, and additional support for the ELD program. Parents also recommended continuing funding for the Every Day Matters attendance initiative to promote students attending school in a timely manner and continuing to implement uniform-based policies and safety protocols. Parent Involvement Recommendations: Parents recommended reconsidering the 5th grade Learning Showcase as an annual promotion ceremony from elementary, reflecting the significance families place on this milestone transition. Parents also suggested exploring new alternatives for Parent University sessions within the parent and guardian

Educational Partner(s)	Process for Engagement
	community and recommended continuing the volunteer pathways offered through the CEI Grant, which is a two-year process. California Healthy Kids Survey Results: Results from the California Healthy Kids Survey confirmed that parents are kept well-informed through ParentSquare and Coffee with Kane meetings, parents are given opportunities and support to help their children with homework, and educators communicate about students between report card periods on a consistent basis. These results reflect the school’s sustained investment in accessible, two-way communication between educators and families. School Strengths Identified by Parents: Parents identified several areas of strength at SDGVA: the school promotes success criteria for all students, treats all students with respect, is an inviting place for students to learn, and enforces school rules equally for all students. These findings reflect a school culture defined by high expectations, equity, and a welcoming learning environment. LCAP Approval: On May 18, 2026, parents reviewed the 2026–27 LCAP and the allocation of Title funds, LCFF Supplemental and Concentration funds, and LREBG funding.
Parent Advisory Committee	The Parent Advisory Committee (PAC) participated in the consultation process to provide input for the development of the 2026–27 LCAP, including recommendations for the allocation of LCFF Supplemental and Concentration, Title I, and Learning Recovery Emergency Block Grant (LREBG) funds. The PAC met six times during the 2025–26 school year: August 26, 2025 (informational session on the LCAP and Mission/Vision); October 8, 2025 (update on goals and actions); December 4, 2025 (mid-year LCAP review and feedback for 2026–27); February 3, 2026; April 17, 2026 (feedback on the 2026–27 LCAP); and May 18, 2026 (final review of the 2026–27 LCAP). Feedback Provided Counseling, SEL, and Attendance: The PAC expressed strong support for maintaining counseling services and the SEL curriculum, which committee members identified as essential to helping students feel safe and motivated to attend school daily. The PAC continues to appreciate the Every Day Matters attendance program and its role in reducing chronic absenteeism. Enrichment and Middle School Programming: Committee members recognized the Intramurals program as an important component of middle school leadership development and expressed hope that SDGVA will consider extending the Tae Kwon Do program into 6th through 8th grade. Members also inquired about the potential for foreign language instruction, elective offerings, and higher-level math courses for middle school students in anticipation of high school requirements. School Culture and Family Engagement: 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 valued the inclusion of Community Service Saturdays for family participation aligned with SDGVA’s core principles. Members also recommended that the school continue providing its one-year advance

Educational Partner(s)	Process for Engagement
	planning calendar, noting that this practice significantly helps families with scheduling and participation in school activities. LCAP Approval: On May 18, 2026, the PAC reviewed the 2026–27 LCAP and the allocation of Title funds, LCFF Supplemental and Concentration funds, and LREBG funding. The PAC approved the 2026–27 LCAP for submission to SDGVA’s governing board.
English Learner Parent Advisory Committee	Statutory Requirements: California Education Code Section 52063(b)(1) requires the governing board of a school district to establish an English Learner Parent Advisory Committee (EL-PAC) when both of the following conditions are met: (1) the enrollment of the school district includes at least 15% English Learners, and (2) the school district enrolls at least 50 pupils who are English Learners. Both thresholds must be satisfied for the requirement to apply. San Diego Global Vision Academy’s current English Learner enrollment represents approximately 8% of total enrollment. This percentage falls below the 15% threshold established by Education Code Section 52063(b)(1). Because SDGVA does not meet the minimum enrollment percentage required under this statute, the school is not currently required to establish a separate English Learner Parent Advisory Committee for purposes of LCAP consultation under Education Code Section 52062(a)(2).
English Language Advisory Committee (ELAC) & DELAC:	Consultation with the English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC), took place over a series of meetings during the 2025–26 school year. The committees discussed the 2025–26 LCAP Midyear Update and participated in the consultation process to provide input for the development of the 2026–27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and LREBG funds. Meetings were held on September 8, 2025; November 3, 2025 (feedback on programs, events, and culture); and April 20, 2026 (review of LCAP goals and actions for feedback). Feedback Provided School Strengths: Committee members identified several school strengths, including Community Service Saturdays, the Book Fair, STEAM Night, the Learning Showcase and Awards Ceremony, and the observation that students are engaged, confident, and making academic progress. These events and outcomes reflect the school’s commitment to community building, family engagement, and a well-rounded educational experience. Areas for Growth: Committee members recommended offering Intramurals programming to elementary students in at least one sport, with basketball identified as a potential option. Members also encouraged continued efforts to offer enrichment opportunities beyond Intramurals, such as a Robotics course, and recommended creating additional opportunities for parents to volunteer on site to support their child’s educational progress. LCAP Approval: On April 20, 2026, the EL-PAC reviewed the 2026–27 LCAP and the allocation of Title funds, LCFF Supplemental and Concentration funds, and LREBG funding. The EL-PAC approved the 2026–27 LCAP for submission

Educational Partner(s)	Process for Engagement
	to SDGVA's governing board.
SELPA	San Diego Global Vision Academy (SDGVA) maintains ongoing consultation with the El Dorado County Charter SELPA through weekly check-in meetings between SELPA Program Specialists and the Special Education Coordinator, monthly check-ins with administration, and a formal LCAP consultation meeting held on May 11, 2026 to provide feedback on the 2026–27 LCAP. Ongoing Communication Areas Throughout the 2025–26 school year, SELPA Program Specialists have provided ongoing guidance and support in several key areas: procedural guidance and SELPA recommendations, IDEA policy interpretation and compliance, prompting and prompt-fading support strategies, techniques for facilitating student independence, assistive technology implementation, and AI support options for students with extensive needs. LCAP Feedback (May 11, 2026) Recommendations for Supporting Students with Disabilities The SELPA recommended that SDGVA attend and implement targeted trainings for staff working with students who are dually identified as English Learners and Students with Disabilities. The SELPA also recommended targeted training for staff supporting students identified as female with Autism. Additional recommendations included incorporating SELPA Lead resources into planned staff professional development and utilizing available SELPA professional learning opportunities as resources for continued growth. Recommended Professional Learning Resources The SELPA identified several cross-county professional learning resources for SDGVA to consider: East County SELPA and Santa Clara County SELPAs for High Quality IEPs; El Dorado County SELPA and Riverside County SELPA for System Improvement Leads (continuing); Imperial County SELPA for Multilingual Students with Exceptional Needs (continuing); Placer County SELPA for the Open Access Project on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication (continuing); and Ventura County SELPA and Tehama County SELPA for 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.

San Diego Global Vision Academy (SDGVA) engaged a broad range of educational partners throughout the 2025–26 school year to inform the development of the 2026–27 LCAP. Input was gathered from administrators and the administrative leadership team, teachers, classified staff and other school personnel, parents (including parents of Unduplicated Pupils and Students with Disabilities), students, the Student Advisory Committee (SAC), the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), DELAC, EL-PAC, and the El Dorado County Charter SELPA. The following describes how feedback from each partner group directly influenced the goals, actions, and resource allocations in the 2026–27 LCAP.

Goal 1: Strengthening the Multi-Tiered System of Supports

- **Instructional Associates (Goal 1, Action 2):** The decision to sustain and fund Instructional Associates with LCFF Supplemental and Concentration funds (\$658,632.43) and LREBG funds (\$32,119.51) was directly influenced by consistent feedback across multiple partner groups. The administrative leadership team identified the continued need for Instructional Associates as a priority. Teachers recommended continuing IAs and specifically requested additional IAs to support English Learners and Students with Disabilities. Classified staff emphasized the continued need for IA positions. Parents, including parents of Unduplicated Pupils and Students with Disabilities, recommended continuing to support funding for Instructional Associates across three areas: Special Education support, Response to Intervention programs within the MTSS framework, and additional support for the ELD program. This convergence of feedback from administrators, teachers, classified staff, and parents confirmed that Instructional Associates are viewed by all partner groups as essential to the school's intervention and inclusion infrastructure.
- **Rtl and Targeted Intervention Services (Goal 1, Action 2):** The administrative leadership team explicitly recommended continuing investment in Rtl for both mathematics and ELA. Teachers supported this priority, and parent feedback reinforced it through recommendations to continue funding for IAs within the MTSS framework. The 2026–27 LCAP maintains the Rtl ELA and Math interventionist positions (Title I funded: \$64,314) and continues to prioritize intervention enrollment for English Learners and Students with Disabilities during MTSS data review meetings, reflecting the emphasis across partner groups on sustained, targeted academic support.
- **After-School and Summer Tutoring (Goal 1, Action 2):** The administrative leadership team and teachers both identified extended learning as a priority for closing achievement gaps. The 2026–27 LCAP allocates LREBG funds (\$76,127.74) for after-school tutoring through the PM Care program and summer school programming, supporting expanded learning opportunity program services pursuant to Education Code Section 46120. This allocation directly reflects partner input on the importance of extending academic support beyond the school day.
- **Counseling and SEL Services (Goal 1, Action 3):** The administrative leadership team identified continued support for counseling services and SEL curriculum as a priority. Teachers recommended continuing SEL counseling services for students. The PAC expressed strong support for maintaining counseling services and the SEL curriculum, which committee members identified as essential to helping students feel safe and motivated to attend school daily. The 2026–27 LCAP maintains the dedicated school counselor position (partially funded with Title I: \$58,212 and LREBG: \$33,816) and continues tiered counseling and SEL instruction, grade-specific prevention curricula, and Hope Squad, directly reflecting this consistent feedback.
- **Attendance and Chronic Absenteeism (Goal 1, Action 3):** The administrative leadership team recommended continuing to implement strategies to reduce chronic absenteeism rates. The PAC expressed appreciation for the Every Day Matters program and its role in reducing absenteeism. Parents recommended continuing funding for the Every Day Matters initiative. The 2026–27 LCAP sustains the Every Day Matters student initiative and continues implementing attendance strategies aligned with SDCOE frameworks, with priority attention to the Homeless student group, directly reflecting this feedback.
- **English Learner Program and Services (Goal 1, Action 4):** The administrative leadership team identified the next phase of work with English Learners as a focal point. Teachers recommended continuing designated ELD teachers and ELD-focused professional development and specifically requested additional Instructional Associates for the ELD program. Parents recommended continuing to support funding for Instructional Associates for additional help in the ELD program. The SELPA recommended targeted trainings for staff working with dually identified EL/SWD students. The ELAC/DELAC/EL-PAC committees recommended continued enrichment opportunities and expanded parent volunteer pathways. The 2026–27 LCAP responds by maintaining dedicated ELD staffing (credentialed ELD teacher and Instructional Associate), implementing the newly adopted Amplify ELD curriculum, establishing an LTEL identification and monitoring protocol, increasing guided reading frequency for dually identified students, and prioritizing ELs for Rtl and after-school tutoring.

- **Enrichment Programs (Goal 1, Action 5):** Students requested that the Art program and Tae Kwon Do instruction continue and that the Intramurals Athletic Program be expanded to include additional sports. The SAC provided positive feedback on enrichment programs and noted that they build creative expression and resilience. The ELAC/DELAC committees recommended offering Intramurals programming to elementary students in at least one sport and exploring additional enrichment opportunities such as a Robotics course. The PAC expressed hope that SDGVA would consider extending Tae Kwon Do into 6th through 8th grade. The 2026–27 LCAP sustains all three enrichment programs (Music through Villa Musica, Visual Arts through Aya Art, and Tae Kwon Do through Dynasty Martial Arts) and maintains the Intramurals program for middle school, directly reflecting student and family priorities.
- **Special Education Inclusion Model (Goal 1, Action 6):** Classified staff expressed concern about the long-term viability and sustainability of the Special Education program given increasing enrollment without proportional funding increases. The SELPA recommended targeted trainings for dually identified EL/SWD students and students identified as female with Autism and identified cross-county professional learning resources including High Quality IEPs, System Improvement Leads, and Multilingual Students with Exceptional Needs. Teachers recommended improving Collaborative Fridays to include professional development on Tier 1 strategies in Special Education for general education teachers. The 2026–27 LCAP responds by enhancing the Collaborative Friday structure to include a pedagogical component led by education specialists, continuing the CGI series with attention to neurodiverse learners, and sustaining collaboration with the SELPA on professional development and IEP goal alignment.

Goal 2: Professional Development and Instructional Coaching

- **Academic Achievement Team and Instructional Coaching (Goal 2, Action 2):** Teachers emphasized continuing the Director of Academic Achievement, Instructional Coach, and Leadership Team positions to sustain data disaggregation, instructional coaching, and professional development. The administrative leadership team reinforced this priority. The 2026–27 LCAP maintains the Instructional Coach position (partially funded with LREBG: \$160,131) and continues the observation, feedback, modeling, and co-planning coaching cycle. The refinement to provide coaching specifically on the California ELA, ELD, and Mathematics Frameworks was directly informed by partner feedback and data analysis indicating the need to build teacher capacity in evidence-based literacy and math strategies for both general and special education staff.
- **Collaborative Fridays and Professional Development (Goal 2, Action 3):** Teachers recommended continuing and improving Collaborative Fridays, including the addition of professional development on Tier 1 strategies in ELD, SEL, and Special Education for general education teachers. This feedback directly shaped the 2026–27 refinement in which education specialists will lead a pedagogical component during each Collaborative Friday session, teaching general education teachers one proactive strategy per session focused on accommodations that support students with disabilities and improve access to core content.
- **Core Curriculum Investment (Goal 2):** Feedback from teachers and the administrative leadership team, combined with data analysis identifying the need for consistent, standards-aligned materials across content areas, informed the decision to invest in a comprehensive suite of core curriculum for 2026–27: Illustrative Mathematics and Desmos for mathematics, Amplify for ELA and ELD, and FOSS for science. This investment ensures that professional development and coaching can focus on deepening instructional practice within adopted curricula rather than navigating fragmented resources.

Goal 3: Family Engagement, School Climate, and Safe Learning Environment

- **Family Engagement and Communication (Goal 3, Actions 1 and 2):** The PAC emphasized continuing to allocate funds toward fostering a positive school culture and strengthening parent engagement opportunities. Parents specifically valued Community Service Saturdays and recommended continuing the one-year advance planning calendar, which significantly helps families with scheduling and participation. Parents also recommended exploring new alternatives for Parent University sessions and continuing the volunteer pathways offered through the CEI Grant. The ELAC/DELAC committees

recommended creating additional opportunities for parents to volunteer on site. The 2026–27 LCAP sustains all family engagement structures, continues the CEI Parent Volunteer pilot program, and maintains ParentSquare as the schoolwide communication platform, directly reflecting these priorities.

- **School Safety and Campus Environment (Goal 3, Action 4):** Classified staff provided positive feedback on safety measures currently in place and recommended increasing the use and continuity of safety implementation practices. Parents recommended continuing to implement uniform-based policies and safety protocols. The SAC affirmed that SDGVA is a safe school and expressed appreciation for the firm, clear, and transparent protocols that adults maintain. The 2026–27 LCAP continues systematic facility management through regular inspections and the annual FIT assessment, and sustains the safety infrastructure investments, including the new schoolwide public address system installed in 2025–26.
- **Student Connectedness and Leadership (Goal 3, Action 1):** Teachers identified increasing meaningful student participation in school activities to strengthen connectedness and increasing student agency as priority growth areas. The SAC requested more connective events between middle school and elementary campuses to build student leadership. Parents recommended reconsidering the 5th grade Learning Showcase as an annual promotion ceremony from elementary. Student survey data showing a 3 percentage point decline in school connectedness (from 80% to 77%) reinforced the urgency of this feedback. The 2026–27 LCAP responds by sustaining the Learning Showcase model, maintaining the Student Council and intramurals program, and continuing to implement strategies that promote student voice and leadership across grade levels.

SELPA Consultation Influence: The El Dorado County Charter SELPA’s formal consultation on May 11, 2026 produced specific recommendations that were incorporated into the 2026–27 LCAP. The SELPA recommended that SDGVA attend and implement targeted trainings for staff working with dually identified EL/SWD students and students identified as female with Autism. The SELPA also recommended incorporating SELPA Lead resources into planned staff professional development and identified cross-county professional learning resources, including East County and Santa Clara County SELPAs for High Quality IEPs, El Dorado County and Riverside County SELPAs for System Improvement Leads, Imperial County SELPA for Multilingual Students with Exceptional Needs, Placer County SELPA for UDL and assistive technology, and Ventura County and Tehama County SELPAs for alternate dispute prevention and resolution. These recommendations directly inform the professional development priorities described under Goal 1, Action 6 and Goal 2.

California Healthy Kids Survey and Climate Survey Data: Parent responses to the California Healthy Kids Survey confirmed that parents are kept well-informed through ParentSquare and Coffee with Kane meetings, parents receive opportunities to support their children with homework, and educators communicate about students between report card periods consistently. Parents identified that SDGVA promotes success criteria for all students, treats all students with respect, is an inviting place to learn, and enforces school rules equally. These findings validated the school’s continued investment in communication infrastructure, family engagement events, and the positive school culture structures funded under Goal 3. The student climate survey results showing a 3 percentage point decline in school connectedness, alongside a 4 percentage point gain in sense of safety, informed the emphasis in the 2026–27 LCAP on strengthening student participation and agency.

The 2026–27 LCAP reflects the input of every educational partner group consulted. The strongest areas of convergence across partner groups, specifically the sustained investment in Instructional Associates, counseling and SEL services, Rtl and intervention programs, ELD staffing and programming, instructional coaching, Collaborative Fridays, enrichment programs, family engagement structures, and attendance initiatives, are all maintained and, in several cases, refined in the 2026–27 plan. Where partner feedback identified specific growth areas, including the Collaborative Friday pedagogical component for Special Education, the Instructional Coach focus on CA Frameworks, the LTEL identification protocol, and increased attention to student connectedness, the LCAP incorporates responsive adjustments. The alignment between partner input and LCAP content ensures that the school’s resource allocation decisions reflect the priorities of the community SDGVA serves.

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.

San Diego Global Vision Academy (SDGVA) developed this goal because closing achievement gaps and ensuring every student reaches grade-level proficiency requires a systematic, data-driven framework that integrates academic intervention, social-emotional support, and behavioral health services into a single, coherent structure. SDGVA serves 460 students in grades TK–8, of whom 59% are Socioeconomically Disadvantaged, 15% are Students with Disabilities, 8% are English Learners, and 4% are Homeless Youth. The academic, linguistic, social-emotional, and behavioral needs of these student groups are interconnected, and addressing them in isolation produces fragmented supports that fail to reach the students who need them most. The MTSS framework ensures that the school’s assessment system, intervention services, counseling supports, EL program, inclusion model, and enrichment offerings function as an integrated whole, driven by data and responsive to the needs of individual students.

2025 California School Dashboard: Strengths and Remaining Gaps: SDGVA’s 2025 California School Dashboard results confirm both the effectiveness of the current MTSS framework and the specific areas where continued strengthening is required. The school was identified as a High-Tier Performance Category charter school for renewal. SDGVA earned Blue performance levels on the Suspension Rate indicator for all students and eight student groups (0% suspension rate), on the Mathematics Academic Indicator for all students and the Hispanic student group, on the ELA Academic Indicator for the Socioeconomically Disadvantaged student group, and on the Science Academic Indicator for the Socioeconomically Disadvantaged student group. Green performance levels were earned on the ELA indicator for all students, English Learners, African American, and Hispanic student groups, on the Mathematics indicator for English Learners, Socioeconomically Disadvantaged, and African American student groups, on the Science indicator for all students and Hispanic, and on the Chronic Absenteeism indicator for all students, English Learners, Students with Disabilities, African American, and Two or More Races.

These results demonstrate that the MTSS framework is producing strong, measurable outcomes across most indicators and student groups. However, two areas require focused attention and are central to why SDGVA developed this goal with its specific emphasis on English Learners and Students with Disabilities.

English Learner Progress Indicator Decline: On the 2025 Dashboard, SDGVA received an Orange performance level on the English Learner Progress Indicator (ELPI), with 63.2% of English Learners making expected progress toward English language proficiency. This represents an 18.3 percentage point decline from the 2024 Dashboard, when the school earned a Blue performance level at 81.5%. The school's comprehensive ELPI needs assessment determined that the decline was concentrated among English Learners at lower ELPAC levels (Levels 1, 2L, 2H, and 3L), particularly Long-Term English Learners and dual-identified EL/SWD students. Approximately 25% of SDGVA's English Learners are also Students with Disabilities. These dual-identified students show patterns of multiple years with minimal ELPAC gains, and their learning disabilities often constrain access to the assessment even with designated supports and accommodations.

Three root causes were identified: an instructional capacity gap in which most general education teachers have limited specialized training in language acquisition methodology, structural program incoherence in which EL programming has been implemented unevenly across grade levels, and systemic barriers including chronic absenteeism and social-emotional needs among a subset of EL students. Notably, the ELPI decline occurred alongside a rising reclassification rate (42% to 44%), confirming that the school continued to advance its highest-performing English Learners while the students remaining in EL status, those at the lowest ELPAC levels, did not make sufficient progress. This pattern demands that the MTSS framework be strengthened to identify and serve these students with greater precision and intensity.

Students with Disabilities Achievement Gaps: Students with Disabilities continue to perform significantly below grade level on state assessments, though the trajectory is improving. The SWD student group moved from a Red performance level in Mathematics on the 2023 Dashboard to an Orange performance level in 2024, with Distance from Standard improving from -103.4 to -98 points. In ELA, SWD improved numerically from -60.1 DFS to -55.4 DFS. Local Fastbridge data from 2025–26 confirms continued growth: SWD students in grades 1–8 increased from 28% to 35% in aMath and from 18% to 33% in aReading in the low-risk and college pathway range. While this growth is meaningful, the remaining gap is substantial. The school's SWD needs assessment identified challenges with conceptual understanding, mathematical communication, engagement during math discussions, insufficient hands-on materials, and misalignment between daily instruction and standardized assessment expectations as contributing factors. Addressing these gaps requires the coordinated assessment, intervention, professional development, and collaborative planning structures that the MTSS framework provides.

Chronic Absenteeism and Attendance: Schoolwide chronic absenteeism declined from 35.2% in 2021–22 to 8.4% in 2024–25, a 26.8 percentage point reduction, and currently stands at approximately 6% year-to-date. However, the Homeless student group received an Orange performance level on the 2025 Dashboard Chronic Absenteeism Indicator. When students are chronically absent, they miss the assessment windows, intervention sessions, and instructional supports that the MTSS framework is designed to provide. Attendance and academic achievement are mutually reinforcing: students who attend consistently access more intervention, and students who experience academic success are more motivated to attend. This goal's integration of attendance supports (the Every Day Matters initiative), social-emotional services (counseling, SEL instruction, restorative practices), and academic intervention (RtI, tutoring, expanded learning) within a single MTSS structure ensures that these interdependent needs are addressed together rather than in parallel.

The Role of Data in the MTSS Framework: SDGVA developed this goal with an explicit emphasis on multiple types of assessments and data because the school's experience demonstrates that no single data source is sufficient to identify student needs, monitor progress, or evaluate program effectiveness. Universal screeners (Fastbridge aReading and aMath, administered three times per year) identify students requiring tiered support. Diagnostic assessments (Fountas & Pinnell Benchmark Assessment System) provide detailed reading-level data for instructional planning. Local formative assessments (Renaissance platform, CAASPP Interim Assessment Blocks) provide real-time instructional feedback and projected state assessment outcomes. State summative assessments (CAASPP, CAST, ELPAC) provide accountability-level performance data. The MTSS framework connects these data sources through a structured review cycle in which the Academic Director(s) disaggregate and analyze results, findings are discussed with the Academic Leadership Team, analysis is shared with

educators during professional development and grade-level meetings, and intervention placements are made and monitored through scheduled MTSS meetings. Without this structured data cycle, the school’s intervention services would lack the precision needed to reach the students with the greatest needs.

Educational Partner Input: Educational partner feedback consistently reinforces the priority of this goal. The administrative leadership team identified continued investment in Rtl (Math and ELA), counseling services and SEL curriculum, and the next phase of work with English Learners and Students with Disabilities as focal priorities. Teachers emphasized continuing Instructional Associates, including additional IAs to support ELs and SWD, sustaining designated ELD teachers, and continuing SEL counseling services. Classified staff emphasized the continued need for Instructional Associates and expressed concern about the long-term viability and sustainability of the Special Education program given increasing enrollment without proportional funding increases. The SELPA recommended targeted trainings for staff working with dually identified EL/SWD students and students identified as female with Autism, and identified cross-county professional learning resources for high-quality IEPs, system improvement, and multilingual students with exceptional needs. Students requested the continuation of enrichment programs, and the Student Advisory Committee affirmed the school’s safe, supportive culture while requesting more cross-campus connective events.

Connection to Student Outcomes and School Mission: This goal is the operational foundation of SDGVA’s academic program. Every student outcome reported on the 2025 Dashboard, from the Blue performance levels in Mathematics and Suspension Rate to the Green performance levels in ELA and Chronic Absenteeism, is the product of the assessment, intervention, counseling, EL services, inclusion model, and enrichment structures organized under this goal. The school’s 44% EL reclassification rate, RFEP students scoring 32.5 points above standard in ELA, 168 students enrolled in Rtl services, 0% suspension rate, and 95% attendance rate are outputs of the MTSS framework that this goal sustains. SDGVA’s mission to develop civic-minded leaders, accomplished writers, and resilient lifelong learners requires that every student, regardless of language proficiency, disability status, or socioeconomic circumstance, receives the academic challenge and targeted support they need to thrive. Strengthening the MTSS framework with its emphasis on English Learners and Students with Disabilities ensures the school continues to close gaps, sustain gains, and deliver on that mission.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP		2024-25 ELA CAASPP		2024-25 ELA CAASPP	All Students: +15.7 EL: +17.1 SED: +20.9 SWD: +27 African Am: +17.8 Hispanic: +14.2 White: N/A
		DFS		DFS		DFS		DFS	
		All Students	+28.5	All Students	+34	All Students	+44.2	All Students	
		EL	-2.7	EL	+6.9	EL	+14.4	EL	
		SED	+8	SED	+13.5	SED	+28.9	SED	
		SWD	-55.4	SWD	-60.1	SWD	-28.4	SWD	
		African American	+3.2	African American	+8.5	African American	+21	African American	
		Hispanic	+19.5	Hispanic	+25.1	Hispanic	+33.7	Hispanic	
		White	+77.6	White	+87.4				

2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -17 EL -50.4 SED -36.1 SWD -103.4 African American -60.2 Hispanic -22.4 White +52.6	2023-24 Math CAASPP DFS All Students -8.7 EL -37.2 SED -28.4 SWD -98 African American -30.4 Hispanic -18.4 White +55.3	2024-25 Math CAASPP DFS All Students +10.4 EL -12.8 SED -2.9 SWD -66.9 African American -19.3 Hispanic +0.5	2024-25 Math CAASPP DFS All Students +12 EL -10 SED +1 SWD -62 African American -17 Hispanic +2	All Students: +27.4 EL: +37.6 SED: +33.2 SWD: +36.5 African Am: +40.9 Hispanic: +22.9 White: N/A
3	CA Science Test (CAST)	2022-23 CAST % All Students 37.2% Hispanic 37.5% SED 27.8%	2023-24 CAST (Science Points) All Students 59.5 SED 52.9 Hispanic 59.9	2024-25 CAST (Science Points) All Students 63.1 SED 62.1 Hispanic 59.6	2025-26 CAST (Science Points) All Students 66 SED 65 Hispanic 64	All Students: SED: Hispanic:
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	36.4% Source: 2023 Dashboard	81.5% Source: 2024 Dashboard	63.2% Source: 2025 Dashboard	2025-26: 70%	+26.8%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15.25% Proficient	2023-24: 49.28% Proficient	2024-25: 46.2% Proficient	2025-26: 46%	+30.95%
6	Reclassification Rate Source: CALPADS	2022-23: 16%	2023-24: 42%	2024-25: 44%	2025-26: 45%	-28%
7	Attendance Rate Source: CALPADS	2022-23: 93%	2023-24: 93.7%	2024-25: 95.3%	2025-26: 95.6%	+2.3%

8	Chronic Absenteeism Rates Source: CA School Dashboard	<table><tr><td colspan="2">2022-23: Chronic Absenteeism</td></tr><tr><td>Rate</td><td></td></tr><tr><td>All Students</td><td>21.0%</td></tr><tr><td>EL</td><td>30.2%</td></tr><tr><td>SED</td><td>27.8%</td></tr><tr><td>SWD</td><td>29.9%</td></tr><tr><td>African American</td><td>20.0%</td></tr><tr><td>Hispanic</td><td>25.0%</td></tr><tr><td>White</td><td>19.6%</td></tr><tr><td>Two or More Races</td><td>4.7%</td></tr></table>	2022-23: Chronic Absenteeism		Rate		All Students	21.0%	EL	30.2%	SED	27.8%	SWD	29.9%	African American	20.0%	Hispanic	25.0%	White	19.6%	Two or More Races	4.7%	<table><tr><td colspan="2">2023-24: Chronic Absenteeism</td></tr><tr><td>Rate</td><td></td></tr><tr><td>All Students</td><td>14.7%</td></tr><tr><td>EL</td><td>19.7%</td></tr><tr><td>Homeless</td><td>16.1%</td></tr><tr><td>SED</td><td>18.9%</td></tr><tr><td>SWD</td><td>20.0%</td></tr><tr><td>African American</td><td>13.0%</td></tr><tr><td>Hispanic</td><td>18.6%</td></tr><tr><td>White</td><td>6.5%</td></tr><tr><td>Two or More Races</td><td>8.0%</td></tr></table>	2023-24: Chronic Absenteeism		Rate		All Students	14.7%	EL	19.7%	Homeless	16.1%	SED	18.9%	SWD	20.0%	African American	13.0%	Hispanic	18.6%	White	6.5%	Two or More Races	8.0%	<table><tr><td colspan="2">2024-25: Chronic Absenteeism</td></tr><tr><td>Rate</td><td></td></tr><tr><td>All Students</td><td>8.4%</td></tr><tr><td>EL</td><td>8.9%</td></tr><tr><td>Homeless</td><td>15.8%</td></tr><tr><td>SED</td><td>10.4%</td></tr><tr><td>SWD</td><td>5.3%</td></tr><tr><td>African American</td><td>8.6%</td></tr><tr><td>Hispanic</td><td>10.0%</td></tr><tr><td>White</td><td>6.1%</td></tr><tr><td>Two or More Races</td><td>3.3%</td></tr></table>	2024-25: Chronic Absenteeism		Rate		All Students	8.4%	EL	8.9%	Homeless	15.8%	SED	10.4%	SWD	5.3%	African American	8.6%	Hispanic	10.0%	White	6.1%	Two or More Races	3.3%	<table><tr><td colspan="2">2025-26 Chronic Absenteeism</td></tr><tr><td>Rate</td><td></td></tr><tr><td>All Students</td><td>7.5%</td></tr><tr><td>EL</td><td>5.9%</td></tr><tr><td>Homeless</td><td>0.0%</td></tr><tr><td>SED</td><td>9.8%</td></tr><tr><td>SWD</td><td>11.7%</td></tr><tr><td>African American</td><td>7.4%</td></tr><tr><td>Hispanic</td><td>9.0%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>5.4%</td></tr></table>	2025-26 Chronic Absenteeism		Rate		All Students	7.5%	EL	5.9%	Homeless	0.0%	SED	9.8%	SWD	11.7%	African American	7.4%	Hispanic	9.0%	White	0.0%	Two or More Races	5.4%	All Students: -12.6% EL: -21.3% Homeless: N/A SED: -17.4% SWD: -24.6% African Am: -11.4% Hispanic: -15% White: -13.5% Two or More Races: -1.4%
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9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%																																																																																						
10	Suspension Rate Source: CA School Dashboard	2022-23: 0%	<table><tr><td colspan="2">2023-24: Suspension</td></tr><tr><td>Rate</td><td></td></tr><tr><td>All Students</td><td>0.2%</td></tr><tr><td>African American</td><td>1.3%</td></tr></table>	2023-24: Suspension		Rate		All Students	0.2%	African American	1.3%	2024-25: 0%	2025-26: 0%	0%																																																																														
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11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%																																																																																						
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%																																																																																						
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%	2025-26: 100%	0%																																																																																						

NOTE: 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 2025-26

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

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

Action 1: San Diego Global Vision Academy (SDGVA) fully implemented a comprehensive assessment system within its Multi-Tiered System of Supports (MTSS) framework to monitor academic progress, identify student strengths and needs, adjust instruction, and provide targeted interventions and appropriate academic challenge for all students. SDGVA continues to administer Fastbridge aReading and aMath universal screeners for grades K-8, three times per year (fall, winter, spring) and Fountas and Pinnell Benchmark assessments for grades TK-6. To support ongoing formative assessment and data analysis, SDGVA utilizes the Illuminate Education platform. Additionally, SDGVA has administered interim assessment resources, including CAASPP Interim Assessment Blocks (IABs) and Illuminate interim assessments, to build student familiarity with assessment tools and to inform instructional planning aligned to projected state assessment outcomes.

Identified Challenges: A staffing challenge affected the small group intervention setting early in the year. The interventionist serving from August through November had strong mathematical content knowledge but struggled with behavior management in small groups. SDGVA transitioned to a new interventionist in November who demonstrated both mathematical expertise and strong small group behavior management. Following the transition, the school observed improved time on task during meaningful math tasks.

A second challenge involved assessment alignment across grade levels. After completing universal screeners in August 2025, educators raised concerns about inconsistencies in reading level expectations from one grade to the next. The Academic Leadership Team investigated and identified that different editions of the Fountas and Pinnell Benchmark Books were being used across grade level teams. SDGVA promptly addressed this issue by purchasing and distributing the aligned editions needed for TK-5 by September 2025 to ensure consistent literacy level measurement and interpretation across classrooms.

Successes Identified: SDGVA established and maintains an operational intervention program supporting a substantial number of students. The school enrolled 76 students in grades K-8 in RtI ELA and 92 students in grades K-8 in RtI Math. Each participating student received two small group learning sessions per week with the interventionist through a combination of push in and pull-out service delivery.

Collaboration structures strengthened implementation. Rtl interventionists, general education teachers, and education specialists participated in professional learning and held regular collaboration meetings focused on Tier 1, Tier 2, and Tier 3 supports. SDGVA also dedicated time during professional development days for educators to review and analyze student data and plan targeted reading and math instruction, reinforcing consistent data driven instructional cycles across classrooms.

Instructional resources were expanded to strengthen both core and intervention supports. SDGVA purchased Math for Love curriculum materials, including games, puzzles, and resources for grades TK-8, used in supplemental and intervention settings. SDGVA also purchased UFLI resources and Scholastic decodables to support small group guided reading and independent reading. Benchmark resources were provided to TK-5 classrooms to support ELA instruction.

The comprehensive assessment system has been effective in supporting data informed instruction and timely targeted interventions by consistently identifying student needs within the MTSS framework.

Quantitative Data Sources:

SDGVA administered universal screeners and diagnostic assessments for all TK- 8 students, with baseline assessments in August 2025 and again at Term 1 in November 2025. Assessment results were used for placement into tiered intervention groups for Term 1 and Term 2, adjust classroom instruction, and communicate progress to families through progress reports and report cards. SDGVA also used CAASPP IABs and Illuminate interim assessments as quantitative sources to estimate projected performance trends and guide instructional adjustments aligned to state testing expectations.

Qualitative Data Sources: Educator collaboration meetings, including conversations among general education teachers, interventionists, and education specialists, provided qualitative evidence of improved instructional coherence across Tier 1, Tier 2, and Tier 3 supports. Professional development sessions took place where teachers analyzed student data and planned targeted instruction served as qualitative evidence of strengthened instructional planning and shared ownership of student progress.

Action 2: This action was fully implemented with a substantive change, the elimination of the Associate Director of Academics role, and those duties were redistributed across the school's existing Leadership Team, including administrators, the Instructional Coach, Associate Lead Educators, and Pedagogical Mentors.

SDGVA has fully implemented targeted intervention and support services to accelerate progress toward grade level mastery. ELA and Math Rtl Interventionists continue to deliver Tier 3 supports for identified students in grades K-8 through a combination of pull out and push in services. SDGVA also increased the number of Instructional Associates to expand push-in and small group instruction, with an emphasis on English Learners and Students with Disabilities in ELA and Mathematics.

The Director of Academic Achievement led the collection, disaggregation, review, and analysis of student achievement data. Data was presented during Instructional Leadership Team meetings and staff development sessions to identify students requiring tiered supports, develop targeted intervention plans, and communicate progress with educational partners.

The Executive Director provides direct instructional coaching and supervision for Instructional Associates to support consistent implementation of evidence-based tiered interventions designed to close achievement gaps, particularly for English Learners (EL) and Students with Disabilities (SWD). Education Specialists and Instructional Associates funded with Learning Recovery Emergency Block Grant funds participated in joint professional development, with Education Specialists providing ongoing implementation support.

Challenges: A primary implementation challenge is building and managing intervention schedules that preserve access to core instruction and enrichment opportunities. Scheduling also requires careful coordination to avoid pulling students from daily designated English Language Development.

A second challenge identified is ensuring Instructional Associates have sufficient time and support to strengthen content knowledge and intervention pedagogy across multiple grade levels. This includes protected time with administrators and coaches to plan lessons, align interventions to current general education content, and coordinate supports based on student learning needs.

Successes: During the January 2026 professional learning day, general education teachers and education specialists analyzed CAASPP Interim Assessment Block results, focusing on the highest performing and lowest performing items to identify priority skills and effective instructional approaches to integrate into upcoming lessons. The K-2 educator team completed a similar analysis process using Renaissance interim data.

The Rtl program's push in model reduced stigma by allowing students to receive support while remaining with peers and maintaining access to classroom instruction. Each trimester, grade level teams meet with an instructional coach to review Tier 1, Tier 2, and Tier 3 supports in ELA, Mathematics, and Behavior or Social Emotional Learning. These MTSS meetings have strengthened implementation checks, coaching supports, and student referral discussions for in person Rtl services.

SDGVA expanded learning time through after school tutoring in reading and math for students requiring additional Tier 2 and Tier 3 support. SDGVA also strengthened after school academic support through the PM Care program, where credentialed teachers provide daily intervention through tutoring.

Action 3: This action was fully implemented. SDGVA provides counseling services including targeted small group and one-on-one support for students requiring Tier 2 and Tier 3 social-emotional and mental health interventions. The school counselor collaborates regularly with Instructional Coaches and the Executive Director to plan and deliver tiered social-emotional learning (SEL) instruction across all grade levels. SDGVA also uses a tiered system of support to address attendance, with the Every Day Matters program serving as the school's primary initiative for increasing student and family awareness of the importance of daily attendance. This action is fully implemented.

The school counselor provides one-to-one, small group, and whole-class social-emotional and mental health support for students in grades TK-8. The counselor and Instructional Coach meet regularly with general education teachers to plan and implement Tier 1 and Tier 2 SEL instruction, and both provide pull-out and push-in classroom support. This streamlined approach gives students an immersive and consistent SEL learning experience across settings.

The counselor collaborates with the Executive Director to deliver grade-specific prevention curricula: drug, alcohol, and vaping prevention for 6th grade, mental health curriculum for 7th grade, and sexual health curriculum for 8th grade. The counselor also co-leads the Student Advisory Council, including Hope Squad (a suicide prevention peer counseling program), alongside Leadership Team members.

To strengthen staff capacity, team members attended San Diego County Office of Education (SDCOE) trainings, including Project Alert for Prevention and Creating Opportunities in Preventing and Eliminating Suicide (COPES) Suicide Prevention Training. The Every Day Matters attendance program continues to operate as a tiered support system, combining family engagement strategies with student-facing awareness campaigns to promote daily attendance.

Challenges

Collaboration Time: Finding sufficient time for the Instructional Coach and Counselor to meet for collaborative planning remains a challenge. Both roles carry demanding schedules with direct student-facing responsibilities, making it difficult to secure consistent, protected time for joint planning of SEL instruction and tiered supports.

SEL Self-Assessment Data for Young Learners: Utilizing student self-assessments to yield actionable SEL data has proven difficult with younger students, particularly in grades TK-2. Developmentally appropriate self-reporting tools are limited, and the data generated by young learners often lacks the reliability needed to inform tiered placement or measure growth with confidence.

Chronic Absenteeism Among Persistent Families: While the school has made progress in overall attendance, SDGVA continues to experience chronic absenteeism among a core group of families who have been historically and persistently absent. Addressing deeply rooted attendance patterns in these families requires sustained, individualized outreach and support that extends beyond schoolwide initiatives.

Successes

Integrated SEL Instruction: The Counselor and Instructional Coach meet regularly with general education teachers to plan and implement Tier 1 and Tier 2 SEL instruction, providing both pull-out and push-in classroom support. This coordinated model ensures students receive consistent, streamlined SEL learning opportunities that are embedded in the school day rather than delivered in isolation.

Staff Professional Development: Team members attended SDCOE trainings in Project Alert for Prevention and COPES Suicide Prevention, strengthening the school's capacity to address substance use prevention and student mental health needs proactively.

Attendance Outcomes: The Every Day Matters program has contributed to a strong schoolwide attendance rate of approximately 95% to date. Chronic absenteeism is trending slightly lower than at the same period last year. Importantly, high daily attendance ensures students can consistently participate in RtI services and make progress in targeted skill development.

Action 4: SDGVA has fully implemented a robust English Learner (EL) program in which all identified ELs receive daily designated English Language Development (dELD) delivered by two credentialed educators. The program utilizes Benchmark Education and Amplify ELD curriculum, supplemented with engaging, culturally relevant materials aligned to the school's teaching philosophy and core pillars. ELD teachers collaborate with general educators through bi-weekly meetings to align teaching and learning, share resources, discuss individual student progress, and provide strategies for integrated ELD. ELs receive priority placement in RtI services, after-school tutoring, and daily guided reading sessions. This action is fully implemented.

Instruction and Curriculum: Two credentialed ELD educators strategically utilize Benchmark Education and Amplify ELD curricula, adapting lessons to the needs and interests of the students they serve and supplementing with culturally relevant materials. ELD teachers use students' universal screener data including Fountas & Pinnell reading levels, phonics assessments, and reading fluency measures alongside prior ELPAC scores to guide instructional planning, build on student strengths, and target areas of challenge. ELD teachers also help students create individual ELPAC goals, celebrate strengths, and develop plans to address growth areas. Interim ELPAC assessments are administered to familiarize students with the testing format, tasks, rigor, and accessibility supports.

Collaboration and Integrated ELD: SDGVA maintains bi-weekly collaboration meetings between general education teachers and the ELD team to align instruction and discuss specific student needs. The ELD team provides teaching strategies and resources to support integrated ELD across content areas. During August Inclusion meetings, the ELD Coordinator shares students' EL and RFEP status with general educators and education specialists to ensure continuity of language learning plans with each new school year.

Professional Development: The ELD Coordinator and Director of Academic Achievement plan and facilitate EL-focused professional learning throughout the year. For the past two years, this has included a book study on Teaching Math to Multilingual Learners and sessions on writing language goals for content-area lessons. This year, two additional general educators completed Guided Language Acquisition Design (GLAD) training through SDCOE, bringing GLAD strategies into their classrooms while supporting colleagues with implementation. Instructional Coaches model and co-teach GLAD strategies and techniques that encourage student discourse.

The EL Coordinator also participates in the SDCOE Multilingual Learner network meetings, attended the San Diego Area Writing Project summer institute, attends SDCOE dyslexia screener network meetings, and attended professional learning on dually identified students offered by the SELPA.

Individual Language Plans and Family Engagement: ELD teachers created individual language plans for each EL student, incorporating current assessment data, student college and career goals, the parent or guardian's biggest dream for their child's education, hopes and dreams from the prior year's classroom educator, and classroom linguistic supports and materials. The ELD Coordinator attends ELAC meetings, sends monthly newsletters to parents and guardians of ELs, shares student progress via ParentSquare, and communicates each student's prior ELPAC results and goals for the new school year. Parents and guardians participate in ELAC/DELAC and provide feedback on SDGVA's EL program.

Challenges

Supporting Dually Identified Students on the ELPAC: Supporting students with disabilities to make sufficient annual progress on the ELPAC to advance to the next ELPI level remains a significant challenge. Although SDGVA provides all designated supports and accommodations, students' learning disabilities often inhibit their access to the assessment, preventing the large academic gains needed for ELPI growth. The significant decline in the school's ELPI is attributable in part to the high number of EL students that were reclassified over the past two years and therefore no longer are administered the ELPAC. The remaining ELs represent a higher proportion of dually identified (EL/SWD) students whose growth is more constrained.

Lesson Study Planning for ELs in Mathematics: Finding time and securing substitutes to plan and implement Lesson Study professional learning sessions focused on ELs in mathematics has been a persistent challenge. This collaborative, observation-based professional learning model requires extended planning time that is difficult to accommodate within the existing schedule and staffing structure.

Successes

Reclassification Outcomes: SDGVA successfully reclassified 44% of English Learners (25 students) during the prior school year. Recently reclassified (RFEP) students scored 32.5 points above standard in ELA and 0.8 points below standard in Mathematics on the 2025 California School Dashboard, demonstrating that the EL program prepares students for rigorous, grade-level academic demands.

Responsive and Adaptive Instruction: The two ELD educators strategically adapt the Benchmark ELD curriculum to meet the needs and interests of their students, ensuring lessons are engaging, relevant, and supplemented with materials aligned to SDGVA's teaching philosophy. ELD teachers created individual language plans for every EL student, providing a comprehensive, personalized roadmap for language development that is shared across educators and with families.

Collaborative Structures and Professional Learning: Bi-weekly collaboration meetings between general education teachers and the ELD team ensure alignment of instruction and coordinated support for individual students. The two-year book study on Teaching Math to Multilingual Learners has received positive feedback from teachers, who report that the sessions are engaging and productive and that they are motivated to implement new ELD strategies. Two additional educators completed GLAD training this year, expanding the school's capacity for research-based language acquisition strategies.

Academic Growth for English Learners: Fastbridge aReading data shows an overall increase for ELs from 21% to 27% of students in the low-risk and college pathway range, with growth observed across nearly all grade levels. Third grade was the only grade level to show a decrease. This upward trend reflects the impact of targeted ELD instruction, priority intervention placement, and daily guided reading on English Learners' literacy development.

Action 5: SDGVA fully implemented a comprehensive educational program that extends beyond core academic instruction to include enrichment opportunities that support student engagement, belonging, and whole child development. In addition to core subjects, SDGVA continued to offer music instruction for students in grades TK- 4, visual arts education for all students in grades TK-8, and Tae Kwon Do instruction for students in grades TK-5.

Enrichment programming was delivered through established community partnerships. SDGVA provided music classes through Villa Musica, visual arts through Aya Art, and Tae Kwon Do through Dynasty Martial Arts. These enrichment opportunities are embedded in the school program to ensure students have consistent access to arts and movement based learning experiences that complement academic learning and strengthen student connection to school.

SDGVA also implemented structures for students to demonstrate and celebrate learning from enrichment courses. Each TK-5 class participates in grade level Learning Showcases that provide students an opportunity to share their learning with families and community members and strengthen home school connection through student centered events.

Identified Challenges: A key implementation challenge is building and maintaining schedules for multiple enrichment programs while ensuring students do not miss core academic instruction or required services, including Rtl, designated ELD, and special education supports.

Another challenge is that enrichment instructors are experts in their content areas but are not credentialed educators and do not always have strong classroom management strategies. This can lead to disruptive student behaviors that require support from general education staff to maintain safe and productive learning environments.

Successes Identified: SDGVA implemented multiple schoolwide structures that strengthen student recognition, participation, and community engagement. The school balances recognition of individual achievement and leadership with celebration of grade level collective success. SDGVA Leadership Assemblies are implemented to recognize TK-5 student contributions in academics and behavior leadership within the classroom community.

SDGVA also implemented grade level Learning Showcases for TK-5 to honor the collective achievements of each grade level. Families, friends, and community members are invited to these events, which provide a visible demonstration of student learning in both classroom academics and enrichment areas, including Tae Kwon Do and music and art appreciation. These events also highlight multilingual learners who were recently reclassified.

In addition, SDGVA's K-2 Variety Show provided inclusive opportunities for students in kindergarten through second grade to perform in whole class routines and to showcase individual or small group talents. Classroom teachers led this event by supporting students in identifying interests, practicing routines, and performing for families and peers. All students, including students with disabilities, participated and were celebrated.

Action 6: SDGVA has fully implemented an inclusion model for special education services to support students with disabilities in accessing grade level instruction with appropriate accommodations, modifications, and Specialized Academic Instruction supports. The school maintained structures that strengthen collaboration between general education teachers, education specialists, and instructional associates to deliver inclusive supports aligned to student IEPs.

SDGVA has implemented scheduled collaboration and professional learning to improve instructional quality for students with disabilities. Educators and education specialists participated in collaborative preparation time and professional development focused on Universal Design for Learning principles, Standards for Mathematical Practice, facilitating productive discourse, and implementing high quality math tasks. The two-year SDCOE and SDGVA partnership focused on strengthening math IEP goals concluded in the 2024 to 2025 school year. Education specialists sustained and carried forward these practices through ongoing refinement of math IEP goals aligned to mathematical practices and through continued integration of those goals within daily instruction.

The Executive Director provides literacy development sessions for education specialists and the instructional associate team during professional development days to strengthen literacy instruction and interventions. SDGVA continues to provide implementation routines connected to assessment and progress monitoring. Education specialists support general education teachers with administering individual universal screener components, including phonics, sight words, fluency, comprehension, and related literacy measures. SDGVA will administer a mid-year survey to special education families by the end of February 2026 and review results to inform any needed program adjustments.

Identified Challenges: A primary challenge is creating and maintaining co teaching schedules that align student needs, staffing availability, and service minutes while preserving access to core instruction and required supports.

Another challenge is ensuring sufficient collaboration time for educators and education specialists to meet regularly for planning, data review, and coordination of inclusive practices.

SDGVA continues to experience annual increases in special education enrollment, which increases budget needs. This growth is not matched by increases in state and federal funding, creating ongoing resource pressures.

Training and onboarding remain challenging as new educators, new co teaching partnerships, and new instructional associates require time and structured support to reach independent and consistent implementation of effective inclusive practices.

Successes: Collaborative Fridays provide dedicated monthly planning time for general education teachers and education specialists to plan intentionally for students with disabilities. Teams review collaborative planning documents across ELA, mathematics, science, and history for the upcoming month. This structure supports proactive accommodation and modification planning aligned to student needs.

The instructional associate team continues to strengthen implementation of the inclusion model by supporting Specialized Academic Instruction minutes within classrooms and providing one to one student support when required. Every SDGVA professional development day includes dedicated collaboration time between education specialists and instructional associates. Education specialists and SELPA representatives also provide professional development for instructional associates on regulation strategies, prompt reduction, accommodations, behavior management, ABC behavioral analysis, and UFLI early literacy intervention.

El Dorado SELPA provides professional development for general education teachers that focuses on reducing prompt dependency and strengthening student independence and agency.

Following the SDCOE math IEP goal work, education specialists have continued refining math IEP goals aligned to mathematical practices. General education teachers continue collecting data and integrating these goals into daily instruction. Educators and education specialists continue to participate in 2025-26 Cognitively Guided Instruction series, including sessions focused on CGI and neurodiverse students, CGI and division, and CGI and math games.

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.

For Goal 1, estimated actual expenditures were generally aligned with budgeted expenditures across Actions 1, 2, 3, 5, and 6, with no material differences identified in those actions. The only material difference occurred in Action 4 (Strengthening EL Program & Services).

Action 4 (Strengthening EL Program & Services): The 2025–26 estimated actual expenditures for this action were lower than the budgeted amount due to the fact that Benchmark EL intervention materials were not purchased during the 2025–26 school year as originally planned. This expense had been included in the budgeted expenditures for the action but was not incurred during the fiscal year, resulting in a material difference between the planned budget and the estimated actuals. All other components of Action 4, including dedicated ELD staffing, Amplify ELD curriculum, professional development, and ELPAC preparation activities, were implemented and expended as planned. The Benchmark EL intervention materials have been included in the 2026–27 LCAP under Goal 1, Action 4 to ensure English Learners have access to these evidence-based supplemental literacy resources in the coming year.

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

Action 1: SDGVA's assessment system consistently identifies student needs within the MTSS Framework, supporting data-informed instruction and timely, targeted interventions across all tiers.

Universal Screeners and Diagnostic Assessments All TK-8 educators administered Universal Screeners and Diagnostic Assessments at the Baseline (August 2025) and Trimester 1 (November 2025) benchmarks. Results informed tiered interventions through Tier 1 and Tier 2 RTI Groups, guided differentiation in core classroom instruction, and supported family communication through progress reports and report cards.

Local Formative and Summative Assessments SDGVA administers CAASPP Interim Assessment Blocks (IABs) and Illuminate Interim Assessments to give students structured practice with state testing tools and to provide educators with projected outcome data for state assessments, supporting instructional adjustments before the summative testing window.

State-Mandated Assessments Classroom educators and education specialists collaborate to ensure students with disabilities have prior exposure to the testing tools and accommodations designated in their IEPs. Prior-year state assessment results indicate that this advance exposure supports positive outcomes for students with disabilities on state testing.

Action 2: This action has proven to be effective in accelerating learning and closing achievement gaps. Multiple data sources confirm measurable gains in student achievement across grade levels.

Fastbridge aMath and aReading results indicate growth in the percent of students classified as low risk and college pathway.

Fastbridge aMath (Low Risk and College Pathway)

Overall: 69% to 75% (+6%).

Grade 1: 63% to 88% (+25%).

Grade 2: 78% to 81% (+3%).

Grade 3: 65% to 68% (+3%).

Grade 4: 61% to 61% (+0%).

Grade 5: 70% to 74% (+4%).

Grade 6: 56% to 64% (+8%).

Grade 7: 84% to 86% (+2%).

Grade 8: 72% to 81% (+9%).

Fastbridge aReading

Overall: 66% to 75% (+9%).

Grade 1: 50% to 70% (+20%).

Grade 2: 71% to 72% (+1%).

Grade 3: 78% to 70% (-8%).

Grade 4: 67% to 74% (+7%).

Grade 5: 69% to 78% (+9%).

Grade 6: 59% to 70% (+11%).

Grade 7: 80% to 82% (+2%).

Grade 8: 70% to 81% (+11%).

Qualitative Data Sources: Instructional staff and specialists have implemented structured data analysis during professional development days to identify successful and unsuccessful assessment items and translate those findings into lesson level instructional moves. Each trimester MTSS meetings provide qualitative evidence of improved coordination across Tier 1, Tier 2, and Tier 3 supports and clearer instructional problem solving aligned to student needs. SDGVA's MTSS is effective in identifying academic needs, accelerating learning, and supporting the reduction of achievement gaps for historically underserved students, including English Learners and Students with Disabilities. The combination of targeted interventionists expanded push-in supports, joint professional development, and routine presentation of disaggregated achievement data has supported informed instructional decisions and timely intervention planning. Supplemental online programs and after school tutoring structures further extend intervention access beyond the core instructional day at no cost to families.

This action is contributing to progress by delivering measurable growth in both mathematics and reading across nearly every grade level, maintaining student access to core instruction through a flexible intervention model, providing educators and Instructional Associates with collaborative structures for data analysis and instructional planning, and extending academic support beyond the school day. These structures support continued growth and equitable outcomes for all students, with particular attention to closing gaps for English Learners and Students with Disabilities.

The Targeted Interventions and Support Services action is an effective strategy for accelerating learning and closing achievement gaps at SDGVA. Fastbridge data confirms meaningful schoolwide growth, with students in the low-risk and college pathway range increasing from 69% to 75% in math and 66% to 75% in reading. Challenges related to scheduling and Instructional Associate capacity building are well-understood and being addressed through ongoing coordination and coaching. Continued investment in evidence-based intervention, data-driven decision-making, and collaborative professional learning will be essential to sustaining progress for all students

Action 3: This action is effective in providing comprehensive social-emotional, mental health, and attendance support for students across all grade levels.

SDGVA evaluates the effectiveness of this action using multiple data sources: counseling service logs documenting one-to-one, small group, and whole-class sessions across grades TK–8; schoolwide average daily attendance (ADA) rates, currently at approximately 95%; chronic absenteeism rates, which are trending lower than at the same point in the prior year; participation records from the Every Day Matters program; and staff professional development attendance and training completion records from SDCOE sessions. Together, these data confirm that counseling, SEL instruction, and attendance supports are reaching students consistently and contributing to positive outcomes.

This action supports the LCAP goal of ensuring all students are engaged, connected, and supported in a safe and positive school environment. By providing tiered counseling and SEL instruction, delivering grade-specific prevention curricula, and sustaining a proactive attendance program, SDGVA addresses the social-emotional and behavioral conditions that underpin academic success. The 95% attendance rate and declining chronic absenteeism confirm that these supports are functioning as designed.

This action is effective by maintaining a schoolwide attendance rate of approximately 95%, with chronic absenteeism trending downward, delivering coordinated Tier 1 and Tier 2 SEL instruction through collaboration between the Counselor, Instructional Coach, and classroom teachers, providing targeted Tier 2 and Tier 3 counseling interventions for students with identified social-emotional needs, and building staff capacity through specialized training in suicide prevention and substance use prevention. These structures support a positive school climate and equitable access to social-emotional support for all students.

The Counseling, Social-Emotional Learning, and Attendance Services action at SDGVA is an effective strategy for supporting student well-being and school engagement. The school maintains a 95% attendance rate with declining chronic absenteeism, delivers coordinated SEL instruction across all grade levels, and provides tiered counseling services from TK-8. Challenges related to collaboration time, early-grade SEL assessment, and persistent chronic absenteeism among specific families are acknowledged and being addressed through ongoing scheduling adjustments and individualized outreach. Continued investment in collaborative SEL planning, staff training, and family engagement will be essential to sustaining progress and ensuring all students are supported.

Action 4: This action is effective in supporting English Learners' language development, academic achievement, and preparation for reclassification. Multiple data sources and program structures confirm that the EL program is producing positive outcomes.

SDGVA evaluates effectiveness using ELPAC summative and interim assessment results, Fastbridge aReading universal screening data for ELs, reclassification rates, RFEP student performance on the CAASPP and California School Dashboard, Fountas & Pinnell reading levels and phonics and fluency assessment data, individual language plan documentation, MTSS meeting records reflecting EL priority placement in intervention, and ELAC/DLAC participation and family feedback.

Targeted Support for Dually Identified Students: Increasing the number of weekly guided reading sessions for dually identified students—delivered collaboratively by general educators, education specialists, and ELD teachers has been effective. IEP goals now include both language needs and disability-related services, and the SPED Coordinator consistently collaborates with SDCOE and El Dorado County Charter SELPA to stay current with guidance for dually identified learners. Math IEP goals have been revised to include more opportunities for student discourse and peer collaboration.

Staffing, Curriculum, and Intervention Priority: Staffing the ELD program with a credentialed teacher and a credentialed Instructional Associate has been effective in delivering daily dELD and supporting teachers with integrated ELD. Utilizing Amplify ELD and Benchmark Education materials provides evidence-based literacy intervention and targeted supports. Ensuring the instructional leadership team is aware of all designated ELs and prioritizing their enrollment in RtI and after-school tutoring during MTSS grade-level meetings has strengthened the consistency of tiered support for this population.

Professional Development and Instructional Leadership: Including the ELD Coordinator on the Instructional Leadership Team has been effective in centering EL needs in professional learning planning and facilitation. The two-year book study on mathematics and ELs has equipped teachers with evidence-based strategies and fostered cross-grade collaboration focused on the achievement and visibility of English Learners. Providing one to two teachers each year with SDCOE GLAD training continues to expand the school's instructional capacity for language acquisition.

Assessment and Family Engagement; Individual language plans for each student were communicated to families alongside prior ELPAC results and goals for the current year that have served to strengthen the connection between school-based instruction and home support. The ELPAC IAB administration ensures students are familiar with the testing format and know how to use their accessibility supports fluently. Parent and guardian participation in ELAC/DELAC provides ongoing feedback that informs program refinement.

This action directly supports the LCAP goal of ensuring English Learners make progress toward English proficiency and achieve academic success. The 44% reclassification rate, RFEP students scoring above standard in ELA, growth in Fastbridge aReading for ELs, and the comprehensive support structures in place confirm that the EL program is effective in advancing language development and academic achievement. The ELPI decline is contextualized by high reclassification volume and the unique challenges facing dually identified students, both of which are being actively addressed.

Effectiveness: This action is an effective strategy for supporting English Learners' language development, academic growth, and reclassification readiness. The school reclassified 44% of ELs last year, RFEP students scored 32.5 points above standard in ELA on the 2025 Dashboard, and Fastbridge aReading data shows EL growth from 21% to 27% in the low-risk range and increased to 31% in the Spring 2026. A robust infrastructure of daily designated ELD, individual language plans, priority intervention placement, bi-weekly collaboration, and sustained professional learning supports these outcomes. Challenges related to

dually identified students' ELPAC progress and Lesson Study scheduling are acknowledged and being addressed through expanded guided reading, revised IEP goals, and ongoing collaboration with SDCOE and the SELPA. Continued investment in EL-centered professional development, family engagement, and differentiated support for dually identified learners will be essential to sustaining progress.

Action 5: SDGVA's enrichment programming has been effective in providing a comprehensive educational experience that complements core academics and strengthens student engagement and school connectedness. Ongoing access to music, visual arts, and Tae Kwon Do, combined with structured opportunities for students to demonstrate learning through schoolwide showcases and performances, supports a well-rounded educational program for SDGVA students.

Action 6: **Measuring Effectiveness (Quantitative Data):** Fastbridge aMath results for students with disabilities in grades 1- 8 increased from 28% to 35% (+7%) in low risk and college pathway and increased to 38% (+2%) in the Spring. Fastbridge aReading results for students with disabilities in grades 1 through 8 increased from 18% to 33% (+15%) in low risk and college pathway, the Spring aReading is 25%.

SDGVA also reports that prior year CAASPP outcomes for students with disabilities improved, with the student group moving from Red or Orange to Yellow on the California School Dashboard.

Qualitative Data: Collaborative Fridays and ongoing planning sessions provided qualitative evidence of improved coordination, shared problem solving, and alignment of accommodations and instructional strategies. Professional learning participation, including SELPA training and the Cognitively Guided Instruction series, also provided qualitative indicators of increased educator capacity to implement inclusive instructional practices and math discourse strategies.

Effectiveness: SDGVA's inclusion model has been effective with improving academic outcomes for students with disabilities, as reflected on the CAASPP results and shift from Red or Orange to Yellow on the California School Dashboard for this student group. Collaborative Fridays have been effective for supporting ongoing data review and instructional planning. The special education team has effectively sustained and applied principles from the SDCOE math work by continuing to align math IEP goals to mathematical practices and supporting integration of those goals within daily instruction. Literacy development sessions and targeted professional learning have strengthened education specialists' capacity to select and implement appropriate literacy interventions, administer universal screener literacy assessments for their caseload students, and refine practices through differentiated SELPA support.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the 2026–27 LCAP year. The goal statement, all associated metrics, and the six actions under Goal 1 remain as adopted. However, reflections on prior practice during the 2025–26 implementation cycle identified opportunities to strengthen the operational structures through which these actions are carried out. The following refinements will be implemented in 2026–27 to improve the timeliness, consistency, and instructional impact of existing practices.

Structured Assessment Data Review System: Based on reflections from the 2025–26 implementation, SDGVA will process assessment data through a more clearly defined structured review system in 2026–27. Initial analysis will be conducted by the Academic Director(s), who will review, disaggregate, and analyze all assessment results, including student group-level review for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless Youth. Instructional Coaches will then review the disaggregated data alongside the Academic Director(s) before findings are shared with educators during professional development sessions and grade-level meetings. This structured sequence creates a more seamless and timely process for analyzing student data, ensuring that assessment results move from collection to instructional application with greater consistency and reduced lag time between data availability and classroom-level action.

Ongoing Social-Emotional and Behavioral Monitoring: Throughout the 2026–27 academic year, educators will meet regularly with the Academic Director(s) and Instructional Coach to assess and monitor students’ social-emotional and behavioral needs. This practice reflects a refinement in the frequency and structure of these reviews based on the 2025–26 experience, in which the school identified that integrating social-emotional monitoring into the regular data review cycle, rather than addressing it through separate processes, produces more coordinated and responsive supports for students across all tiers of the MTSS framework.

Collaborative Fridays: Education Specialist Pedagogical Component: The structure of Collaborative Fridays will be enhanced in 2026–27 to include a pedagogical component led by education specialists. During each Collaborative Friday session, an education specialist will teach general education teachers one proactive strategy, such as accommodations that support students with disabilities and improve access to core content lessons in the classroom. This refinement responds directly to feedback from teachers, who recommended that Collaborative Fridays include professional development on Tier 1 strategies in Special Education for general education teachers. By embedding this practice into the existing monthly collaboration structure, SDGVA strengthens the capacity of general education teachers to serve students with disabilities within the inclusion model without requiring additional release time or scheduling beyond what is already in place.

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	As part of the Multi-Tiered System of Supports (MTSS) process, SDGVA will implement a comprehensive assessment system in 2026-27 to monitor student academic progress, identify strengths and needs, modify instruction, provide targeted interventions, and ensure appropriate academic challenges for all students. Universal Screeners and Diagnostic Assessments Fastbridge aReading and aMath (Grades K-8): Administered three times per year (Fall, Winter, Spring) to monitor universal screening data and identify students requiring additional support. Fountas and Pinnell Benchmark Assessment System (Grades TK-6): Administered according to the SDGVA assessment calendar to measure independent and instructional reading levels. Local Formative and Summative Assessments Renaissance assessment platform: Used for ongoing formative assessments, common assessments aligned to grade-level standards, and data analysis to inform instructional adjustments throughout the year.	\$8,894	N

Action #	Title	Description	Total Funds	Contributing
		State-Mandated Assessments • California Assessment of Student Performance and Progress (CAASPP), including the Smarter Balanced Summative Assessments in English Language Arts and Mathematics • California Science Test (CAST) • English Language Proficiency Assessments for California (ELPAC), including the Initial ELPAC for newly identified English Learners and the Summative ELPAC for current English Learners • Physical Fitness Test (PFT) • Screening for Risk of Reading Difficulties for students in Kindergarten through Grade 2, as required by California Education Code Section 53008 Assessment Data Review and Action Cycle Assessment data is processed through a structured review system that connects results to instruction. Initial analysis is conducted by the Academic Director(s), who review, disaggregate, and analyze all assessment data, including student group-level review for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless Youth. Results and findings are discussed with the Academic Leadership Team. Following the leadership review, the analysis is presented to educators during professional development sessions and grade-level and content-area team meetings. For intervention planning, the Academic Director(s) collaborate with the Response to Intervention (RtI) specialist to ensure that identified students receive appropriate, targeted services. Regular monitoring, application of interventions, and discussion of student progress occur during scheduled MTSS meetings.		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	SDGVA will continue to implement a comprehensive Multi-Tiered System of Supports (MTSS) to address academic needs, accelerate learning, and close achievement gaps for all students, with focused support for English Learners (ELs), Students with Disabilities (SWD), and other students not yet meeting grade-level standards. Targeted Academic Intervention	\$1,449,488	Y

Action #	Title	Description	Total Funds	Contributing
		SDGVA will provide targeted intervention services to support students' progress toward grade-level mastery in English Language Arts (ELA) and mathematics. The ELA and Math Response to Intervention (RtI) Interventionist (Title I funded: \$64,314), will provide Tier 3 academic support for identified students in grades K-8. SDGVA will also increase the number of Instructional Associates (LREBG funded (\$32,119.51; LCFF S&C funded \$658,632.43; & LCFF Base funded \$110,190.13) to provide push-in support, small-group instruction, and targeted academic assistance. These supports will prioritize students with identified academic needs, including ELs and SWD. Data-Driven Instruction and Progress Monitoring The Director of Academic Achievement will lead the collection, disaggregation, review, and analysis of student achievement data to identify academic trends, student group needs, and students requiring tiered supports. Data findings will be reviewed with the Academic Leadership Team and Instructional Coach and shared with educators during professional development, grade-level meetings, and content-area team meetings. The Director of Academic Achievement will collaborate with the RtI Specialist to develop targeted intervention plans, monitor student progress, and evaluate the effectiveness of academic supports. Student progress and intervention implementation will be reviewed regularly during scheduled MTSS meetings to ensure timely adjustments to instruction and services. Instructional Support and Professional Learning The Executive Director will provide direct instructional coaching and supervision for Instructional Associates to support consistent implementation of evidence-based interventions. Education Specialists and Instructional Associates, will participate in joint professional development to strengthen collaboration, improve implementation of tiered supports, and support the needs of ELs and SWD. Supplemental Programs and Expanded Learning To enhance and accelerate student learning, SDGVA will provide supplemental online intervention programs and instructional materials, including iXL for ELA, mathematics, and science; Raz-Kids; BrainPOP; and Newsela. Students will also have access to expanded learning opportunities including tutoring services		

Action #	Title	Description	Total Funds	Contributing
		through after-school programming and summer sessions (LREBG Funded \$76,127.74; & ELOP Funded \$189,832). Through this coordinated MTSS approach, SDGVA will use data, staffing, intervention services, professional learning, and supplemental instructional resources to address academic needs, accelerate student growth, and close achievement gaps.		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	SDGVA recognizes that students continue to experience social-emotional challenges, including stress, anxiety, and the lingering effects of pandemic-era isolation. Through the school's Multi-Tiered System of Supports (MTSS) framework, SDGVA will implement the following strategies in 2026-27 to address these needs. Dedicated Counseling Services (Tier 2 and Tier 3) SDGVA will employ a dedicated School Counselor (partially funded with Title I \$58,212; and LREBG \$33,816) to provide targeted small-group and one-on-one counseling services for students requiring Tier 2 and Tier 3 interventions. The Counselor will work collaboratively with educators 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. Ongoing Assessment and Monitoring (Tier 1) Throughout the academic year, educators will meet regularly with the Academic Achievement Team to assess and monitor students' social-emotional and behavioral needs. The Academic Achievement Team will use student self-assessments as screening tools to identify students requiring additional SEL support and to measure progress over time. Findings from these reviews will inform Tier 2 and Tier 3 referrals and will guide adjustments to Tier 1 classroom practices. Attendance and Chronic Absenteeism Supports To address attendance concerns, SDGVA will continue implementing strategies and practices aligned with San Diego County Office of Education (SDCOE) frameworks to reduce chronic absenteeism and truancy across all student groups. SDGVA will sustain engagement with families and refine its tiered support system based on ongoing data analysis, with priority attention to the Homeless student	\$94,478	N

Action #	Title	Description	Total Funds	Contributing
		group identified as Orange on the 2025 California School Dashboard Chronic Absenteeism Indicator. "Everyday Matters" Student Initiative The "Everyday Matters" student initiative will continue, highlighting the importance of daily attendance through kid-friendly messaging that connects attendance to both academic learning and leadership development. The program includes positive incentives for students and recognition of attendance growth and progress at the classroom level.		
4	STRENGTHENING EL PROGRAM & SERVICES	SDGVA has demonstrated significant progress on English Learner outcomes across consecutive California School Dashboard reporting cycles. On the 2023 Dashboard, SDGVA received a Red performance level on the English Learner Progress Indicator (ELPI), with 36.4% of English Learners making expected progress toward English language proficiency. On the 2024 Dashboard, SDGVA earned a Blue performance level, with 81.5% of English Learners making expected progress, a 45.1% improvement over the prior year. On the 2025 Dashboard, SDGVA received an Orange performance level, with 63.2% of English Learners making expected progress. While the 2025 result represents a year-over-year decline, English Learner academic performance on the 2025 Dashboard reflects continued growth: English Learners contributed to Green performance levels on both the English Language Arts and Mathematics Academic Indicators. This pattern, combined with a reclassification rate that increased from 42% in 2023-24 to 44 percent in 2024-25, indicates that students near the reclassification threshold continued to advance, while the ELPI decline was concentrated among English Learners at lower ELPAC levels (Levels 1, 2L, 2H, and 3L), particularly Long-Term English Learners (LTEs) and dual-identified EL and Students with Disabilities (EL/SWD). The 2026-27 plan of action targets these specific student groups. Targeted Support for Dual-Identified EL/SWD Students Recognizing that approximately 25% of SDGVA's English Learners are also Students with Disabilities, the school will increase guided reading frequency as outlined in the <i>California Practitioners' Guide for Educating English Learners with Disabilities</i>. Dual-identified students will receive coordinated language and specialized academic instruction, with the ELD Coordinator and Education Specialists collaborating during scheduled meetings to align language	\$212,758	Y

Action #	Title	Description	Total Funds	Contributing
		development goals with IEP goals. The Beginning-of-Year Inclusion Meeting structure, in which receiving teachers review each EL student's prior-year ELPAC and IEP data before the school year begins, will continue and will include explicit attention to the language demands embedded in IEP goals. Targeted Support for Long-Term and Newcomer English Learners The 2025 ELPI decline was influenced in part by the mid-year transfer of three sixth-grade Long-Term English Learners into SDGVA, including one student who entered as a fifth grader and two who entered as sixth graders. These students arrived with multi-year language acquisition gaps. In 2026-27, SDGVA will establish a defined LTEL identification and monitoring protocol, prioritize LTELs and at-risk-of-LTEL students for small-group instruction with the dedicated ELD staff, and ensure that LTELs receive continued access to grade-level content with appropriate scaffolds rather than simplified curriculum. Staffing and Curriculum Resources SDGVA will employ a dedicated English Language Development (ELD) teacher and an Instructional Associate for designated ELD instruction. The school will implement the newly adopted Amplify ELD curriculum for designated ELD and will use Benchmark Education resources as evidence-based supplemental literacy materials, with emphasis on reading and writing development for English Learners. The two credentialed designated ELD educators currently on staff, one of whom is a San Diego Area Writing Project (SDAWP) fellow and one of whom is bilingual, will continue to lead designated ELD instruction and will model integrated ELD strategies for general education colleagues. Integration with MTSS English Learners will be prioritized during MTSS data review meetings when referring students for Response to Intervention (Rtl) services and will receive priority placement in after-school tutoring programs. The MTSS process will include EL-specific data review at scheduled team meetings, with the ELD Coordinator participating in case planning for English Learners receiving Tier 2 and Tier 3 supports. Professional Development Focus Areas All teachers will receive professional development in the following focus areas to address the instructional capacity gap identified in the ELPI needs assessment:		

Action #	Title	Description	Total Funds	Contributing
		• Language functions and supports for access to grade-level content, with particular emphasis on expository texts • Guided Language Acquisition Design (GLAD) strategies • Literacy instruction for multilingual learners • Integrated ELD across content areas • Classroom environment and culture that supports language risk-taking • Small-group instruction for differentiation • Meeting the needs of dual-identified EL/SWD students, including alignment between Math IEP goals and language development goals The ELD Coordinator will lead grade-level walkthroughs of ELPAC tasks so that general education teachers understand the linguistic demands embedded in the summative assessment and can align their classroom scaffolds accordingly. Assessment Alignment and Family Engagement SDGVA will continue to align daily instructional plans to the cognitive demands, structure, and language tasks reflected in the Summative ELPAC. Teachers will discuss 2025 Summative ELPAC results with students and families during conferences, and individualized learning plans will be developed with student and family input. The English Learner Advisory Committee (ELAC) will review aggregate ELPAC results and provide input on family engagement priorities, with the school providing written responses to ELAC comments per California Education Code Section 52062(a)(2). Family engagement strategies will affirm home language development while building English literacy skills.		
5	BROAD COURSE OF STUDY	SDGVA is committed to providing all students with a comprehensive educational experience that extends beyond core academic subjects. A well-rounded course of study supports cognitive development, enhances student engagement, and contributes to improved academic outcomes across all subject areas, while fulfilling SDGVA's obligations under California Education Code Section 51210 (Grades 1-6) and Section 51220 (Grades 7-12) regarding the areas of study to be offered to all students. Core Subjects All students at SDGVA receive instruction in the core academic areas: English Language Arts, Mathematics, Science, Social Studies, and Physical Education.	\$209,000	N

Action #	Title	Description	Total Funds	Contributing
		Core instruction is delivered through SDGVA's adopted curriculum, including Benchmark and Amplify materials, with grade-level and content-area pacing aligned to California State Standards. Enrichment Programs Offered In addition to core academic instruction, SDGVA will offer the following enrichment programs in 2026-27: • 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 Educational Rationale These enrichment programs are integrated into the school day to support whole-child development. Music instruction supports the development of communication skills, attention span, and memory retention, and provides students with alternative pathways for concept retention that reinforce learning across subject areas. Visual Arts education develops creativity, observational skills, and visual literacy, and provides students with opportunities to express understanding in modes beyond written language, an approach that is particularly supportive of English Learners and students with disabilities. Tae Kwon Do instruction develops self-discipline, physical coordination, focus, and social-emotional regulation skills. The program complements SDGVA's MTSS social-emotional supports by providing structured opportunities for students to practice self-regulation, perseverance, and respectful interaction in a movement-based setting. Together, these enrichment offerings create multiple pathways for student success, ensuring all learners have opportunities to develop their talents while reinforcing core academic concepts. Access for All Student Groups SDGVA's enrichment programs are offered to all students at no cost to families, including PE, Tae Kwon Do, and school uniforms required for participation, which are provided to families discreetly to preserve student dignity. This access structure ensures that students experiencing socioeconomic disadvantage, students from homeless families, English Learners, and students with disabilities participate in the broad course of study on equal terms with their peers.		

Action #	Title	Description	Total Funds	Contributing
6	SERVICES TO SUPPORT SWD	SDGVA operates an inclusion model for Special Education, with approximately 15% of students identified as Students with Disabilities (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	\$979,154	N

Action #	Title	Description	Total Funds	Contributing
		Education Specialists will participate in professional development opportunities offered by El Dorado Charter SELPA to maintain and enhance quality support services. Family Engagement 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.		

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.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

San Diego Global Vision Academy (SDGVA) developed this goal because the quality of instruction students receive is the most significant school-based factor influencing academic outcomes and sustaining instructional quality across a diverse TK–8 program requires continuous, targeted investment in educator capacity. SDGVA serves 460 students, of whom 59% are Socioeconomically Disadvantaged, 15% are Students with Disabilities (SWD), 8% are English Learners (EL), and 4% are Homeless Youth. Meeting the academic, linguistic, and social-emotional needs of this student population requires that every educator possesses not only deep content knowledge but also evidence-based pedagogical strategies for differentiation, language acquisition, inclusive instruction, and data-driven decision-making. This goal ensures the school invests systematically in building and sustaining that capacity.

Dashboard Data and Needs Assessment Findings: While SDGVA earned Blue and Green performance levels across multiple indicators on the 2025 California School Dashboard and was identified as a High-Tier Performance Category charter school for renewal, the school’s comprehensive needs assessment identified an instructional capacity gap as the primary root cause of the ELPI decline from Blue (81.5%) to Orange (63.2%). The majority of English Learners’ instructional minutes are delivered by general education teachers whose preparation in language acquisition methodology varies. This variance produces instructional approaches that struggle to simultaneously develop English proficiency and maintain grade-level content rigor, particularly for Long-Term English Learners and dual-identified EL/SWD students. Because most EL instructional time occurs in general education classrooms, building general education teacher capacity in integrated ELD, GLAD strategies, and ELPAC task alignment is the single largest lever the school can pull to improve ELPI outcomes.

Similarly, while Students with Disabilities improved from a Red to Orange performance level on the Mathematics Academic Indicator and showed local Fastbridge growth (aMath from 28% to 35%, aReading from 18% to 33% in the low-risk range), significant achievement gaps persist. The school’s SWD needs assessment identified insufficient specialized professional development in cognitively guided instruction, limited teacher preparation in conceptually based math pedagogy, and inadequate collaborative planning time for analyzing student work and adjusting instruction as contributing factors. Professional development targeting these specific gaps is essential to continued progress.

State Standards Implementation: SDGVA’s Priority 2 Self-Reflection Tool ratings demonstrate sustained progress in state standards implementation, with ELA reaching Full Implementation and Sustainability (Level 5), ELD advancing from Initial Implementation to Full Implementation and Sustainability (Level 3 to Level 5), and Mathematics advancing from Initial Implementation to Full Implementation (Level 4 to Level 5) over the three-year LCAP cycle. Social Studies and Science each advanced one level to Initial Implementation (Level 4). These gains are the direct product of the professional development and instructional

coaching structures funded under this goal. Sustaining these ratings and advancing the remaining content areas toward full implementation requires continued investment in the professional learning system that produced these results.

Instructional Coaching as a Driver of Quality: Research consistently demonstrates that one-time professional development sessions produce limited changes in classroom practice without sustained follow-up through coaching, modeling, and feedback. SDGVA's instructional coaching model, in which the Academic Achievement Team conducts regular classroom observations with targeted feedback cycles, models best practices, co-plans lessons, and uses both observational and assessment data to drive coaching priorities, is the mechanism through which professional learning translates into classroom-level implementation. The 2025–26 implementation confirmed the effectiveness of this approach: coaches used student data and observation trends to target professional learning sessions, including targeted reading sessions and math collaboration meetings, and the intentional alignment of summer and school-year PD created a cohesive system that strengthened instructional consistency across classrooms.

Specific Capacity Needs Identified: The school's needs assessments, educational partner feedback, and implementation data identified several specific capacity needs that this goal addresses. In English Learner instruction, teachers need deeper expertise in integrated ELD strategies across content areas, ELPAC task analysis so that classroom scaffolds align with assessment demands, and instructional practices for dual-identified EL/SWD students. In mathematics, educators and education specialists need continued Cognitively Guided Instruction (CGI) training, including attention to neurodiverse learners, and sustained support for writing ambitious, measurable, grade-level IEP goals aligned to the Standards for Mathematical Practice. In literacy, education specialists need continued development in phonemic awareness, phonics, fluency, and comprehension strategies, and general education teachers need support in implementing reading comprehension strategies that bridge decoding and complex text comprehension. In technology integration, teachers need training on effective use of EdPuzzle and other digital tools to enhance engagement and formative assessment.

Educational Partner Input: Educational partner feedback reinforced the priority of this goal. Teachers emphasized continuing the Director of Academic Achievement, Instructional Coach, and Leadership Team positions to sustain data disaggregation, instructional coaching, and professional development. Teachers recommended continuing and improving Collaborative Fridays, including the addition of professional development on Tier 1 strategies in ELD, SEL, and Special Education for general education teachers. The administrative leadership team identified the next phase of work with English Learners and Students with Disabilities as a focal point. The SELPA recommended targeted trainings for staff working with dually identified EL/SWD students and students identified as female with Autism, and identified multiple cross-county professional learning resources. Classified staff emphasized the continued need for Instructional Associates, whose effectiveness depends directly on the professional development they receive through the structures funded under this goal.

Credentialing and Teacher Development: SDGVA's credentialing data shows that the percentage of fully credentialed and appropriately assigned teachers declined from 89.6% in 2021–22 to 78.5% in 2023–24, an 11.1 percentage point reduction from baseline. Supporting teacher credentialing through the SDCOE Teacher Induction Program, with SDGVA staff serving as site-based induction mentors who align induction goals with the school's Effective Educator Practice framework, is essential to reversing this trend and ensuring all students are taught by fully qualified educators. EL authorization completion has also been affected by factors outside the school's control, including multiple testing site cancellations across two consecutive years, further underscoring the need for sustained institutional support for educator development.

Connection to Student Outcomes: This goal is foundational to the outcomes reported under Goal 1 and Goal 3. The academic gains reflected in SDGVA's 2025 Dashboard results, including Blue performance levels in Mathematics and Science for Socioeconomically Disadvantaged students, Green performance levels in ELA and Mathematics for English Learners and African American students, a 44% EL reclassification rate, and RFEP students scoring 32.5 points above standard in ELA, were produced by educators whose practice was shaped by the professional development, coaching, and collaboration structures funded under this goal. The 0% suspension rate and declining chronic absenteeism similarly reflect the social-emotional and behavioral support strategies that educators learned and implemented through these same structures. Sustaining and extending these outcomes for all students, and reversing the ELPI decline for English Learners at lower ELPAC levels, requires continued investment in the comprehensive professional learning system this goal provides.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.6%	2022-23: 76.8%	2023-24: 78.5%	2024-25: 82.4%	-11.1%
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
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: N/A	<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: N/A	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: N/A	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: N/A	ELA: 0 ELD: +2 Math: +1 Social Science: +1 Science: +1 CTE: NA Health: +1 PE: +1 VAPA: +1 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: SDGVA fully implemented this action by maintaining a highly qualified leadership team and teaching staff serving students in grades TK-8. The Executive Director continues to oversee key aspects of the educational program and school operations. Classroom teachers provide instruction across all core subject areas. SDGVA provides 176 days of instruction to ensure students received the full academic program as planned.

SDGVA continues to implement a consistent professional development and collaboration system to support instructional quality. Educators and education specialists annually participate in 10 days of summer professional development, seven non instructional professional development days during the school year, and weekly scheduled collaboration meetings throughout the year. Staffing development supports remain in place, including two educators who are completing EL authorization and one intern educator.

Identified Challenges:

A key challenge has been supporting timely completion of EL authorization due to factors outside of the school’s control. Educators pursuing EL authorization have experienced multiple testing site cancellations across two consecutive years, which extended completion timelines into additional academic years. SDGVA remains intentional during hiring to prioritize EL authorization and continues to support educators in completing authorization requirements as testing opportunities become available.

Successes Identified: SDGVA is fully staffed, supporting stable implementation of the TK-8 instructional program. All team members continue to participate in monthly professional development days led by the Instructional Coaches and Leadership Team. Weekly collaboration meetings also support ongoing instructional planning and shared problem solving across general education and special education teams.

SDGVA implemented the full 176-day instructional calendar. Staff participation in professional learning included 10 summer professional development days, seven non instructional professional development days during the school year, and ongoing weekly collaboration meetings.

Qualitative Data Sources: Ongoing professional development sessions and weekly collaboration meetings provided structured opportunities for educators and education specialists to strengthen instructional strategies, align practices across grade levels and content areas, and engage in shared analysis of student learning needs.

Implementation Evidence: Evidence includes staffing and credential records, documentation of intern educator placement and supervision structures, professional development calendars and agendas, sign in documentation, and weekly collaboration meeting schedules and artifacts. Evidence also includes documentation of educator progress toward EL authorization completion.

Action 2: SDGVA fully implemented a comprehensive professional development and instructional coaching program that is driven by local and state data, teacher input, and feedback from administrators and instructional coaches. SDGVA facilitated five days of summer professional development for academic administrators and 10 days for educators. Summer professional learning addressed priority instructional and program areas, including equity, mathematics planning, multilingual learner focused book study, Cognitively Guided Instruction mathematics, Multitudes dyslexia screener, reading, science, data reviews, inclusion meetings, ELD, writing, and classroom ecosystems. Summer professional development also emphasized community building and collaboration across teams.

During the school year, staff have participated in seven professional development days that included follow up content sessions, classroom level data analysis, and structured collaboration meetings that brought together coaches, administrators, special education staff, and EL staff. Instructional Coaches implement regular classroom observations and targeted feedback cycles. Coaches model best practices, introduce new strategies, and support co planning aligned to teacher needs and student learning priorities. Observational trends and assessment data are used to determine coaching focus areas and refine professional learning priorities throughout the year.

Professional learning focus areas are addressed through both summer professional development and in year sessions facilitated by the administrative and leadership team. Focus areas this school year include ELD strategies, EEPs, differentiation, culturally responsive teaching, literacy development for students with disabilities, and mathematics strategies for students with disabilities. SDGVA also expanded staff expertise through external training opportunities. Two teachers have completed SDCOE GLAD training, including theory and classroom demonstration days. Four teachers attended CGI mathematics training through SDSU. Teachers also participate in additional workshops and conferences, including the San Diego Area Writing Project fall and spring conferences and the Greater San Diego Math Conference.

Technology integration is supported through staff use of EdPuzzle for instructional delivery and student engagement. Instructional Associates participate in professional learning during PD days that align to after school programming, STEAM integration, classroom management, and instructional strategies. SDGVA also supports educator development through participation in the SDCOE teacher induction program, with several teachers currently enrolled.

Identified Challenges: A recurring challenge is ensuring teachers can access missed content and tasks when professional learning days overlap with approved PTO. This requires additional follow up support and makes it more difficult to maintain consistent implementation across teams.

Professional learning implementation is also constrained by substitute availability and substitute costs when release time is needed. Staffing capacity is another challenge, as instructional coaches and administrators carry multiple roles and responsibilities while also supporting the instructional needs of all educators.

Finally, funding remains a challenge for supporting teacher participation in the induction program, including program costs and related mentoring supports.

Successes Identified: SDGVA has implemented a cohesive professional learning system by intentionally aligning summer professional development with the seven professional development days across the school year. Including site substitutes in professional learning increased consistency and reduced operational disruption when staff were participating in training.

The instructional coaching program has been successful in providing timely feedback and support for strategy implementation and refinement. Coaches have supported both long term and short-term planning and used student data and observation trends to target professional learning sessions, including targeted reading sessions and math collaboration meetings. SDGVA also strengthened coherence and technical capacity by participating in SDCOE's RDRS Network.

A significant success has been the consistent professional learning provided to Instructional Associates, which has improved the effectiveness of classroom based and one to one support. Instructional associate training has also strengthened implementation of behavior supports and interventions as well as academic supports in literacy, phonics, and mathematics.

Induction supports have also been effective. SDGVA has successfully used site-based induction mentors to support new educators. SDGVA mentors provide aligned guidance on school protocols, logistics, and expectations and can connect induction goals to the SDGVA Effective Educator Practice goal framework.

Action 3: SDGVA fully implemented this action by ensuring students have access to standards aligned curricular and instructional materials across subject areas. SDGVA has made annual purchases to maintain sufficient supplies, including consumable materials for student use. SDGVA also purchased and implemented core and supplemental curriculum resources to support high quality instruction and student learning.

As part of implementation, SDGVA maintains and utilizes Illustrative Mathematics and Desmos for mathematics instruction, Amplify ELA and ELD for English language arts and English language development, TCI Science to support Next Generation Science Standards instruction, Scholastic News to provide current events and informational text, and DreamBox as a supplemental adaptive mathematics program. SDGVA has also strengthened literacy resources by purchasing new curriculum materials for TK-5, including new classroom intervention libraries. In addition, SDGVA purchased new mathematics materials for TK-8 to enhance mathematics learning experiences.

Identified Challenges: A key challenge has been managing and navigating implementation across multiple curriculum sets. This requires time for pacing alignment, shared planning, and ensuring consistent instructional routines across classrooms and grade levels.

Successes Identified: SDGVA has supported educators in adapting curriculum to meet student needs and ensure instruction is culturally relevant and engaging. General education teachers also collaborated with the ELD and special education teams to incorporate appropriate strategies into daily lessons. This collaboration occurred through shared planning documents, scheduled in person meetings, and targeted work during professional development days. These structures strengthened alignment across general education, ELD, and special education services and supported more consistent implementation of instructional strategies across classrooms.

Action 4: SDGVA fully implemented its technology access action through a comprehensive program overseen by the Director of Information Technology. The school maintained a 1:1 student to device ratio by purchasing Chromebooks and other needed devices and supplies. The Director of IT also provided ongoing technical support to students and staff to ensure devices, systems, and connectivity remained functional and accessible. Students used technology to access online learning platforms and supplemental digital resources that support the core curriculum, differentiated instruction, and digital literacy development.

Identified Challenges: Implementation requires ongoing attention to cyber security across the network, devices, and end users, including both staff and students. SDGVA has also experienced rising technology related costs, increasing the resources needed to sustain devices, systems, and supports.

Successes Identified: SDGVA strengthened appropriate technology use by implementing grade level appropriate time limits to support responsible use with students. School leadership also supported the setup and implementation of online programs and curriculum platforms, improving consistency and usability for educators and students.

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

For Goal 2, material differences between budgeted expenditures and estimated actual expenditures were identified in all four actions. Each is explained below.

Action 1 (Credentialed Teaching Staff): The 2025–26 budget included expenditures for 20 credentialed teachers; however, SDGVA hired 19 teachers during the school year, resulting in lower-than-budgeted personnel costs. In addition, one substitute teacher resigned during the year and two full-time substitute positions were reduced to part-time. The combination of one fewer full-time teaching position and reduced substitute staffing resulted in estimated actual expenditures falling below the budgeted amount for this action.

Action 2 (Academic Achievement Team): The 2025–26 budget included full-year expenditures for one Instructional Coach position; however, the Instructional Coach only worked for two months during the school year. As a result, estimated actual expenditures for this action reflect only two months of salary and benefit costs rather than a full year, resulting in a material difference between the budgeted and actual amounts.

Action 3 (Core Curricular Program Needs): Expenditures on books and core curriculum materials were less than originally budgeted for the 2025–26 school year. The reduced spending on curricular resources resulted in estimated actual expenditures falling below the budgeted amount for this action.

Action 4 (Technology): SDGVA purchased additional technology during the 2025–26 school year that was not included in the original budget. These unbudgeted technology purchases resulted in estimated actual expenditures exceeding the budgeted amount for this action.

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

Action 1: SDGVA's strategic and evidence-based professional learning and collaboration structure has been effective in strengthening instructional practice by focusing on improvement of instructional strategies, analysis of student data, and refinement of curriculum implementation. These routines support continuous improvement and consistent instructional delivery across content areas to promote student achievement.

Action 2: **Measuring Effectiveness (Quantitative Data):** SDGVA monitors student data throughout the year using universal screeners, including Fastbridge aReading and aMath, along with ongoing formative assessments. These data sources inform professional learning priorities and coaching focus areas, particularly in literacy and mathematics.

Qualitative Data Sources: Instructional Coach observation notes and feedback cycles provide qualitative evidence of growth in instructional practice and implementation of targeted strategies. Teacher input also informs PD planning and provides ongoing feedback regarding the relevance and impact of training sessions, collaboration structures, and coaching supports.

Effectiveness: SDGVA's professional learning system has been effective because it functions as a cohesive yearlong structure, with aligned summer and in year professional development priorities supported by ongoing coaching cycles. The system is data informed and responsive to teacher needs through targeted observation-based feedback, modeling, and co planning. Continuous monitoring of student outcomes through universal screeners and formative assessments supports timely adjustments to professional learning focus areas and strengthens instructional consistency across classrooms.

Action 3: **Measuring Effectiveness (Quantitative Data):** SDGVA uses multiple data sources to monitor the impact of curriculum implementation, including standards aligned unit and interim assessment results and ongoing formative assessment data generated through daily instruction and curriculum embedded checks for understanding.

Qualitative Data Sources: Teacher collaboration feedback and instructional planning reflections provide qualitative evidence of curriculum usability and the degree to which materials support differentiation and cultural relevance. Classroom observation trends and instructional coach feedback also provide qualitative evidence of implementation fidelity and effectiveness of instructional routines connected to new materials.

Effectiveness: Providing updated, standards aligned curriculum and sufficient instructional materials has been effective in supporting consistent, high-quality instruction across classrooms. Ongoing collaboration among general education teachers, ELD staff, and special education staff strengthens differentiation and ensures students receive appropriate supports while engaging with grade level content.

Action 4: This action was effective and fully implemented. SDGVA maintained a 1:1 student-to-device ratio by purchasing Chromebooks, replacement devices, and related technology supplies. The Director of Information Technology provided ongoing technical support to students and staff to ensure devices, systems, and connectivity remained functional and accessible.

Students used technology to access online learning platforms, supplemental digital resources, curriculum-aligned programs, differentiated instruction, and digital literacy supports. SDGVA also strengthened responsible technology use by implementing grade-level appropriate time limits and supporting consistent implementation of online programs and curriculum platforms.

Ongoing challenges include cybersecurity needs across the network, devices, staff, and students, as well as rising technology-related costs. Overall, this action effectively supported equitable technology access and digital learning for all students.

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.

No changes were made to the planned goal, metrics, or target outcomes for the 2026–27 LCAP year. The Goal 2 statement, all associated metrics, and the target outcomes remain as adopted. However, reflections on prior practice during the 2025–26 implementation cycle identified the need to strengthen and align core curricular resources to better support instructional quality, standards implementation, and the diverse learning needs of all students, particularly English Learners and Students with Disabilities. The following refinement to the Core Curricular Program Needs action will be implemented in 2026–27.

Investment in a Comprehensive Suite of Core Curriculum: For the 2026–27 school year, San Diego Global Vision Academy will invest in purchasing a comprehensive suite of core curricular resources aligned to California State Standards and the school’s instructional model. This investment reflects the school’s recognition, based on prior year implementation, that consistent, high-quality, standards-aligned materials across all core content areas are foundational to the professional development and instructional coaching work that Goal 2 supports. When curriculum is fragmented or inconsistent across grade levels, it increases the complexity of pacing alignment, shared planning, and instructional coaching, all of which were identified as challenges during the 2025–26 cycle.

The 2026–27 core curriculum adoption includes Illustrative Mathematics for core mathematics instruction, supplemented by Desmos for interactive concept development and mathematical visualization. These resources support the school’s continued work in Cognitively Guided Instruction (CGI) and the Standards for Mathematical Practice, and provide the standards-aligned foundation needed for educators and education specialists to implement high-quality mathematical tasks, facilitate productive discourse, and support Students with Disabilities in accessing grade-level mathematics content.

English Language Arts and English Language Development instruction will be supported through Amplify ELA and the newly adopted Amplify ELD curriculum. The adoption of Amplify ELD directly addresses the instructional capacity gap identified in the school’s ELPI needs assessment by providing a structured, evidence-based designated ELD curriculum that aligns with the cognitive demands and language tasks reflected in the Summative ELPAC. This adoption ensures that the professional development provided to general education teachers on integrated ELD strategies is reinforced by a coherent curricular anchor in the designated ELD setting.

Science instruction will be supported through the Full Option Science System (FOSS) curriculum, which is designed for Next Generation Science Standards (NGSS) implementation and provides hands-on, inquiry-based learning experiences. This adoption supports the school’s strong Science Academic Indicator results on the 2025 Dashboard (Blue for Socioeconomically Disadvantaged, Green for all students and Hispanic) by providing a consistent, standards-aligned science curriculum across grade levels.

Together, these curricular investments ensure that the professional development, instructional coaching, and collaborative planning structures funded under Goal 2 are anchored in a coherent set of high-quality materials. Educators can focus professional learning time on deepening instructional practice within adopted curricula rather than navigating implementation across multiple, misaligned resources. This alignment between curriculum and professional development is essential to translating educator capacity into improved student outcomes, particularly for English Learners and Students with Disabilities.

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	SDGVA will maintain qualified administrative, instructional, and support staff to implement a comprehensive Transitional Kindergarten (TK) through grade 8 educational program. The school will employ an Executive Director to oversee instructional programs, school operations, staff supervision, and implementation of the Local Control and Accountability Plan (LCAP). SDGVA will also employ appropriately credentialed classroom teachers to provide instruction across all grade levels. Classroom teachers will deliver instruction in the core academic program, including English Language Arts, mathematics, science, social studies, and physical education. SDGVA will provide students with 176 instructional days during the school year. To support instructional effectiveness and continuous improvement, teachers will participate in 10 days of summer professional development before the start of the school year, 7 additional non-instructional professional development days during the year, and weekly collaboration or staff development sessions. Professional learning will focus on effective instructional strategies, curriculum implementation, student data analysis, differentiated instruction, and supports aligned to student academic, social-emotional, and behavioral needs. Through this action, SDGVA will strengthen instructional quality, support educator capacity, and ensure students receive a coherent and well-supported educational program.	\$2,627,204	N
2	PROFESSIONAL DEVELOPMENT	SDGVA is committed to building educator capacity through comprehensive, evidence-based professional development that directly supports student achievement. The 2026-27 professional growth model is designed to address the priority needs identified in SDGVA's LCAP needs assessment, with particular emphasis on English Learner outcomes, MTSS implementation, and supports for dual-identified EL/SWD students. Professional Development Structure	\$185,631	N

Action #	Title	Description	Total Funds	Contributing
		All educators, including General Education and Special Education staff, will participate in 10 days of Summer Professional Learning before the academic year begins, 7 non-instructional professional development days throughout the school year, and weekly professional development sessions during the academic year, including dedicated Collaborative Friday meetings for grade-level and content-area planning. Academic Achievement Team Composition The Academic Achievement Team will consist of the Executive Director, the Director of Academic Achievement, and Central Lead Educators. This team is responsible for designing the professional development calendar, conducting classroom observations, leading coaching cycles, and evaluating the effectiveness of professional learning against student outcomes. Coaching and Classroom Support The Academic Achievement Team 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, and data-driven instructional planning and adjustment. The Instructional Coach (LREBG funded \$160,131) will provide professional development and coaching on the California ELA, ELD, and Mathematics Frameworks. The Instructional Coach will conduct regular classroom observations with targeted feedback cycles, models best practices and new strategies, co-plans lessons, and uses both observational and assessment data to drive coaching priorities. 2026-27 Professional Development Areas of Focus The 2026-27 professional development program will address priority areas connected to specific needs identified in the LCAP needs assessment. Educators will deepen their practice in English Learner support strategies, including integrated and designated ELD across content areas and ELPAC task analysis (further detailed in Goal 1, Action 4: Strengthening EL Program and Services). Differentiation techniques will support diverse student needs, with particular attention to ensuring access to academic rigor for all student groups through appropriate scaffolds rather than simplified curriculum. Culturally responsive teaching practices will be embedded throughout instructional planning, and literacy development will receive sustained attention across grade levels, with		

Action #	Title	Description	Total Funds	Contributing
		particular emphasis on supports for Students with Disabilities and dual-identified EL/SWD students. SDGVA will continue partnerships with San Diego State University for Cognitively Guided Instruction (CGI) in Mathematics and with the San Diego County Office of Education for Guided Language Acquisition Design (GLAD). Educational Technology Integration Teachers will use EdPuzzle, an online platform that allows educators to create interactive video lessons, assess student understanding, and provide differentiated instruction. Professional development will include training on effective EdPuzzle implementation to enhance student engagement and assessment of learning in classroom settings. Extended Professional Learning Opportunities The Administrative Team and Lead Educators will participate in additional professional learning through workshops and conferences aligned with SDGVA's mission and educational goals. Instructional Associates will engage in monthly professional learning focused on before and after school programming, STEAM integration, classroom management techniques, reading and mathematics instructional strategies, behavior tracking and data analysis, and foundational literacy skills including phonics, fluency, and phonemic awareness. Teacher Credentialing Support To promote teacher effectiveness, support credential clearance, and improve teacher retention, SDGVA will fund teacher induction program expenses for eligible staff. Induction support is provided in alignment with California Commission on Teacher Credentialing (CTC) requirements for clearing a Preliminary Multiple Subject, Single Subject, or Education Specialist credential.		
3	CORE CURRICULAR PROGRAM NEEDS	SDGVA is committed to ensuring all students have access to standards-aligned curricular and instructional materials that support academic achievement across all subject areas, in alignment with California State Priority 1 (Basic Services) and the requirements of California Education Code Section 60119 regarding sufficiency of instructional materials. The school conducts annual purchasing to	\$162,162	N

Action #	Title	Description	Total Funds	Contributing
		maintain sufficient supplies of materials for all enrolled students, including necessary consumables for student use across all grade levels. Core Curriculum Adoption For the 2026-27 academic year, SDGVA will purchase and implement a comprehensive suite of core curricular resources aligned to California State Standards and the school's instructional model. Mathematics instruction will be supported through Illustrative Mathematics, supplemented by Desmos for interactive concept development and visualization. English Language Arts and English Language Development instruction will be supported through Amplify ELA and the newly adopted Amplify ELD curriculum, with continued use of Benchmark Education resources as supplemental literacy materials, particularly for English Learners. Science instruction will be supported through the Full Option Science System (FOSS) curriculum, which is designed for Next Generation Science Standards (NGSS) implementation. Social Studies instruction will incorporate Scholastic News for current events and informational text exposure across grade levels. Supplemental adaptive mathematics support will be provided through DreamBox Learning, which offers individualized mathematics practice calibrated to each student's progress. Alignment with Student Needs These resources 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, Students with Disabilities, and dual-identified EL/SWD students. The Amplify ELD adoption directly supports the 2026-27 priority of strengthening English Learner outcomes, as detailed in the Strengthening EL Program and Services action. The DreamBox adaptive platform supports the school's continued strong performance on the Mathematics Academic Indicator (Green Performance Level on the 2025 California School Dashboard) by providing individualized practice that responds to each student's learning trajectory. FOSS materials support hands-on, inquiry-based science instruction consistent with NGSS expectations, and Scholastic News supports literacy development through nonfiction reading across grade levels. Sufficiency and Compliance SDGVA conducts an annual review of instructional materials to confirm sufficiency for all enrolled students, in compliance with Education Code Section 60119. The Executive Director and Academic Director(s) oversee the review and		

Action #	Title	Description	Total Funds	Contributing
		purchasing process, with input from grade-level and content-area educators on materials needs and consumables.		
4	CLOSING THE DIGITAL DIVIDE	SDGVA is committed to ensuring equitable access to technology for all students, in alignment with California State Priority 1 (Basic Services) and State Priority 2 (Implementation of State Standards), and consistent with the school's responsibility to provide all students with the digital tools required to access standards-aligned instruction and assessment. Technology Leadership and Oversight The Director of Information Technology (IT) will maintain and oversee a comprehensive technology program designed to support digital literacy, enhance learning opportunities, and ensure that all students have functional access to the digital resources required for daily instruction. The Director of Information Technology also serves on SDGVA's Leadership Team and provides cross-functional support to the ELD Coordinator and the School Counselor by surfacing data on chronic absenteeism patterns and other indicators that inform tiered intervention planning, as detailed in the Chronic Absenteeism action. One-to-One Device Program SDGVA will continue implementation of a 1:1 student-to-device ratio across all grade levels, purchasing Chromebooks, supplementary technology devices, and necessary supplies as needed to maintain this standard for all enrolled students. The 1:1 ratio ensures that every student has consistent in-school access to a personal device for daily instruction, online learning platforms, formative assessment, and state-mandated assessments including CAASPP, ELPAC, and CAST. The Director of IT will provide ongoing technical support to students and staff and will manage device inventory, replacement cycles, and software licensing. Equitable Access for All Student Groups The 1:1 device program directly addresses socioeconomic barriers to technology access. With 59% of SDGVA students classified as Socioeconomically Disadvantaged and a Homeless student group identified as Orange on the 2025 California School Dashboard Chronic Absenteeism Indicator, equitable in-school technology access is a foundational equity strategy. The school's no-cost device	\$65,000	N

Action #	Title	Description	Total Funds	Contributing
		provision ensures that students from low-income households, students experiencing homelessness, English Learners, and Students with Disabilities engage with digital learning resources on equal terms with their peers. Digital Learning Integration Through the school's technology program, students will access online learning platforms and supplemental instructional resources that enhance core curriculum delivery. These resources include the Renaissance assessment platform for ongoing formative assessment, EdPuzzle for interactive video lessons, DreamBox Learning for adaptive mathematics practice, and the digital components of SDGVA's adopted core curricula, including Amplify ELA, Amplify ELD, and Illustrative Mathematics. Digital integration supports differentiated instruction, develops essential 21st century skills, and ensures students are prepared for state-mandated computer-based assessments.		

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.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

San Diego Global Vision Academy (SDGVA) developed this goal because research consistently demonstrates that student achievement is strengthened when schools, families, and communities function as partners in the educational process, and when students learn in environments that are physically safe, emotionally supportive, and defined by high expectations. SDGVA’s mission to develop civic-minded leaders, accomplished writers, and resilient lifelong learners depends not only on quality instruction but also on the conditions surrounding that instruction: the strength of school-family partnerships, the sense of belonging students experience, the physical safety of the campus, and the degree to which educational partners have meaningful voice in school decision-making. This goal ensures that SDGVA addresses these conditions with the same intentionality and accountability applied to its academic goals.

Dashboard Data Supporting This Goal: Multiple state indicators confirm the importance of sustaining this goal. On the 2025 California School Dashboard, SDGVA received a Blue performance level on the Suspension Rate indicator for all students and eight student groups, with a 0% suspension rate in 2024–25. The school’s chronic absenteeism rate declined from 35.2% in 2021–22 to 8.4% in 2024–25, a 26.8 percentage point reduction over three years, and currently stands at approximately 6% year-to-date. These outcomes demonstrate that SDGVA’s investments in school climate, attendance, and social-emotional support are producing measurable results, and this goal ensures those investments are sustained and refined.

The Homeless student group received an Orange performance level on the 2025 Dashboard Chronic Absenteeism Indicator, identifying this student group as a priority focus. The school’s comprehensive needs assessment identified three root causes: unreliable transportation, family instability and competing responsibilities, and school stressors and shame. Addressing these root causes requires sustained investment in the family engagement, community-building, and campus environment structures this goal encompasses, including the Every Day Matters initiative, wellness stations, free uniforms, AM/PM Care program access, and individualized family outreach.

Local Survey Data: Local survey data reveals areas requiring continued growth. Student survey results show a sense of safety at 90% and school connectedness at 77%, reflecting a 4 percentage point gain in safety from baseline but a 3 percentage point decline in connectedness. Parent survey results show sense of safety at 100% and school connectedness at 93%, recovering strongly from a dip in 2024–25 (80% safety, 59% connectedness). Staff survey results show sense of safety at 92% and school connectedness at 98%, also recovering from a significant 2024–25 decline (64% safety, 51% connectedness).

These fluctuations underscore the importance of maintaining consistent, structured engagement and communication practices rather than assuming strong results will sustain themselves without continued investment.

Educational Partner Input: Feedback gathered through the LCAP consultation process further supports this goal. The administrative leadership team emphasized strengthening family and community engagement through the Community Engagement Initiative (CEI) Grant and continuing strategies to reduce chronic absenteeism. Teachers identified increasing meaningful student participation in school activities to strengthen connectedness and increasing student agency as priority areas, and noted preventative measures for decreasing rumors, name-calling, and mean jokes among students as areas requiring continued attention. The Parent Advisory Committee emphasized continuing to allocate funds toward fostering a positive school culture and strengthening parent engagement opportunities, specifically valuing Community Service Saturdays and the one-year advance planning calendar. Students requested the continuation of Art and Tae Kwon Do programs and an expansion of the Intramurals Athletic Program. The Student Advisory Committee expressed strong appreciation for SDGVA’s safe school culture, noting that adults treat students fairly, maintain high expectations, and actively teach conflict resolution, while also requesting more connective events between middle school and elementary campuses.

State Priority Alignment: SDGVA developed this goal to fulfill its obligations under three California State Priorities. Priority 1 (Basic Services) requires the school to maintain safe, clean facilities in good repair. SDGVA operates across three buildings of varying ages with different HVAC, electrical, hardware, and plumbing systems and without dedicated on-site maintenance personnel, making systematic facility management an ongoing priority. The annual Facility Inspection Tool (FIT) assessment, required under Education Code Section 17002 and the Williams Settlement legislation, provides the accountability structure for this work. Priority 3 (Parental Involvement and Family Engagement) requires meaningful opportunities for parent input in decision-making for unduplicated pupils and students with disabilities, which SDGVA addresses through its PAC, ELAC, DELAC, Student Advisory Committee, and the LCAP consultation process. Priority 6 (School Climate) requires evidence of a positive school climate, which SDGVA measures through annual climate surveys administered to students, parents, and staff.

Connection to School Outcomes: SDGVA’s academic success is inseparable from the school climate, family engagement, safety, and shared decision-making structures this goal sustains. The 0% suspension rate, declining chronic absenteeism, strong survey results, and High-Tier Performance Category designation on the 2025 Dashboard were produced, in significant part, by the actions and investments organized under this goal. Sustaining these outcomes, addressing the remaining areas for growth in student connectedness and family engagement, and continuing to meet the needs of the Homeless student group and other unduplicated populations requires the continued, intentional implementation of the actions described in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: Good	No Difference
18	Parent input in decision-making for UP & SWD.	2023-24: 9. 4 10. 4	2024-25: 9. 4 10. 4	2025-26: 9. 4 10. 4	2026-27: 9. 5 10. 4	9. 0 10. 0 11. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	11. 4 12. 4	11. 4 12. 4	11. 4 12. 4	11. 4 12. 4	12. 0
19	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<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. 5 3. 5 4. 4	<u>2026-27:</u> 1. 4 2. 5 3. 5 4. 5	1. -1 2. +1 3. 0 4. -1
20	Other Local Measure - Student Survey: Sense of safety & school connectedness	<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> 90% Sense of Safety 77% School Connectedness	<u>2026-27:</u> >90% Sense of Safety 80% School Connectedness	+4% Sense of Safety -3% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CHKS					
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: CSPA	<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> 100% Sense of Safety 93% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	+1% Sense of Safety -3% 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> 92% Sense of Safety 98% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	-8% Sense of Safety 0% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: SDGVA fully implemented this action by providing multiple schoolwide structures that promote a positive, engaging, inclusive, and safe learning environment for all students. SDGVA implemented and sustained the Every Day Matters attendance initiative throughout the year to strengthen daily attendance habits and reinforce school connectedness. The school continues to implement student and family engagement activities that build community and increase student participation in enrichment and academic experiences.

SDGVA successfully implemented the intramurals program for students in grades 6-8 and hosted the first Learning Showcase in January 2026. The Learning Showcase model will continue as a consistent structure for families to observe and celebrate student learning across art, music, Tae Kwon Do, and academic growth. SDGVA also implemented family engagement events across grade spans, including family fun days for TK -2/3-5. The school has planned additional engagement opportunities, including spring field trips and a STEAM family night (February 2026). The climate surveys will be administered to teachers, families, and students in the spring to gather input on school culture, safety, and engagement.

SDGVA also implemented the comprehensive school safety planning. The School Safety Plan underwent review with educational partners through ELAC, PAC, SAC, and Governance Board meetings. Staff reviewed the plan in detail at the beginning of the year during professional development, and role specific procedures were reviewed with staff members assigned emergency responsibilities. SDGVA strengthened campus safety infrastructure by installing a new schoolwide public address system.

Identified Challenges: Community Service Saturday required rescheduling due to staffing capacity. The event was moved from December 2025 to April 2026 because of limited staff availability to oversee the program during the winter term.

Successes Identified: SDGVA's intramural program for grades 6-8 has strengthened student engagement and promoted student athlete leadership. Students are held to high expectations for leadership and conduct both in the classroom and during athletics.

The Every Day Matters attendance incentive program has steadily improved monthly attendance this school year and has contributed to a reduction in chronic absenteeism over the past three years. Strong attendance supports student access to instruction and increases participation in academic and intervention services.

STEAM night has strengthened family engagement by providing structured activities designed to spark interest in STEAM learning. The event is facilitated by staff and Student Council members and is held in the evening to increase access for working families.

Family fun days have also strengthened relationships and school community. The TK-2 event held in September 2025 supported early relationship building for families new to the school, and the second event for grades 3- 8 held in January 2026 expanded family engagement across the upper grades.

School safety planning has been strengthened through thorough review and communication with educational partners and staff. Role specific preparation and the installation of the new public address system improved emergency readiness and schoolwide communication.

Action 2: SDGVA fully implemented this action by maintaining meaningful and structured opportunities for family participation in school governance and decision making, with intentional inclusion of families representing Unduplicated Pupils and Students with Disabilities. SDGVA implemented multiple advisory structures to gather input, review school initiatives, and support continuous improvement planning.

SDGVA has an active ELAC/DELAC, and PAC. These committee meetings provide families an opportunity to review school initiatives, discuss budget priorities, and provide input on school improvement efforts.

SDGVA also implemented student voice structures through the Student Advisory Committee, which continue to meet to discuss and monitor LCAP progress and review the use of multiple funding sources, including LCFF, Title I, and Learning Recovery Emergency Block Grant funds. In addition, SDGVA's student leadership structures continue to support school culture and event planning through Student Council participation.

Identified Challenges: A key challenge is low family attendance at ELAC meetings, which limits the amount and diversity of family feedback and suggestions gathered through that forum.

Successes Identified: Despite lower ELAC attendance, SDGVA successfully collected family input through other engagement structures. Coffee with the Principal has been an effective forum to share school events and initiatives, gather feedback from families, and make adjustments to better meet family needs.

SDGVA also successfully elevated student voice through Student Council. Student Council includes seventh and eighth grade student leaders selected through an application process with peer and educator endorsement. Students participated in meetings guided by agendas that reflect school needs and student priorities. Student leaders supported school events such as the Book Fair, STEAM Night, and Coffee with the Principal by helping run events, developing media to promote participation, and communicating event details to younger students.

Action 3: SDGVA has fully implemented this action and maintains a comprehensive family communication and engagement program. The Office Clerk serves as a liaison for parents and guardians, coordinating communication and family events including Parent-Teacher Conferences, Family Fun Days, and Coffee with the Principal. ParentSquare serves as the primary communication platform between the school and families, and the Leadership Team continues

developing Parent University online webinar sessions. SDGVA also participates in the Community Engagement Initiative (CEI), including a Parent Volunteer pilot program. This action is fully implemented.

All SDGVA families are connected via ParentSquare app, which provides two-way communication between the school and families a direct response to family input requesting streamlined communication through a single platform. All staff and educators communicate through ParentSquare via shared messages to stay aligned; for instance, classroom educators can include administration or ELD/SPED staff in group messages with families. The Office Clerk coordinates family events and serves as a first point of contact for parent and guardian communication.

The Community Engagement Initiative (CEI) Parent Volunteer pilot program is attracting new parent and guardian volunteers and creating different opportunities for families to engage with the school. More parents are volunteering in classrooms, which strengthens the connection between families and their child's academic and social-emotional growth while positively impacting teacher-parent relationships. The Better Together initiative raised funds for families in need during the winter holidays, bringing the school community together in support of fellow SDGVA families. The Leadership Team continues developing Parent University online webinar sessions.

Challenges

CEI Staffing and Travel: Sending cohesive staff to CEI meetings is difficult given SDGVA's small charter staff, where team members hold multiple roles supporting schoolwide behavior management and leadership development. Traveling off-site for CEI sessions requires substitute coverage, and when unexpected PTO needs arise on the same day, securing sufficient coverage becomes particularly challenging.

Parent University Development: Securing the time and resources needed to keep Parent University webinar sessions updated and current has been a challenge, given competing priorities and limited staff capacity.

Successes and Early Indicators of Impact: ParentSquare has been a significant success as the single, streamlined communication platform connecting all SDGVA families. Two-way messaging, shared staff communications, and centralized event information have strengthened school-to-home communication and alignment—directly fulfilling a request from families. The CEI Parent Volunteer pilot program is increasing parent presence in classrooms, building stronger teacher-parent relationships and deepening families' connection to their child's learning. The Better Together holiday initiative strengthened community bonds by rallying the school around families in need.

Action 4: SDGVA fully implemented this action by maintaining safe, clean, and well-maintained school facilities that support an optimal learning environment for students and staff. The school continues to implement a systematic approach to facility management that included routine inspections, preventative maintenance, and timely response to facility needs when identified. SDGVA also completed the annual Facility Inspection Tool (FIT) assessment to evaluate campus conditions, including structural integrity, cleanliness, safety features, and compliance expectations.

Implementation occurred as stated in the plan and there were no substantive differences from the original action.

Identified Challenges: A primary challenge is maintaining three buildings of varying ages that contain different systems and equipment, including HVAC, electrical components, hardware, and plumbing. Facility support is also constrained by the absence of an official onsite maintenance position, which increases reliance on scheduling, coordination, and timely response through available staff and vendors.

Successes Identified: SDGVA has improved facility conditions by installing new HVAC units for three classrooms in the TK building. This upgrade improved temperature control and supported a more comfortable and consistent learning environment.

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.

For Goal 3, estimated actual expenditures were generally aligned with budgeted expenditures across Actions 1, 2, and 3, with no material differences identified in those actions. The only material difference occurred in Action 4.

Action 4 (Safe, Clean, and Well-Maintained Facilities): Facility leasing costs for the 2025–26 school year came in higher than originally budgeted, resulting in estimated actual expenditures exceeding the budgeted amount for this action. All other facility-related expenditures, including maintenance, inspections, and the installation of new HVAC units in the TK building, were consistent with the planned budget. The higher-than-anticipated leasing costs have been accounted for in the 2026–27 LCAP budget to ensure accurate planning for the coming year.

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

Action 1: Measuring Effectiveness (Quantitative Data): SDGVA continues to monitor attendance trends through the Every Day Matters initiative, with evidence of increased monthly ADA and reduced chronic absenteeism over time. Participation rates in intramurals and attendance at family engagement events provide additional quantitative indicators of student engagement and school connectedness when tracked through rosters or sign in documentation.

Qualitative Data Sources: Input from families, students, and staff gathered through climate surveys provides qualitative evidence of school culture, sense of belonging, and perceptions of safety. Feedback from Learning Showcases, STREAM night, and family fun days also provides qualitative evidence of engagement and school community strength.

Effectiveness:

SDGVA's approach has been effective in strengthening a positive and inclusive school climate through consistent engagement structures, attendance incentives, and expanded opportunities for families to participate in school life. The intramural program and community events increase student connection and promote leadership. Safety planning and upgraded communication systems strengthen preparedness and contribute to a safe learning environment for students and staff.

Action 2: Measuring Effectiveness: Meeting frequency provides evidence of implementation. Student Council membership and event participation also provide quantitative indicators of student voice and engagement when tracked through rosters and sign in sheets.

Family feedback gathered through PAC, ELAC, and Coffee with the Principal provides qualitative evidence of stakeholder input informing school decisions and event planning. Student feedback and discussion topics captured through Student Advisory Committee and Student Council meetings provide qualitative evidence of student perspective influencing school culture and schoolwide initiatives.

Effectiveness: SDGVA's governance and engagement structures have been effective in providing multiple, consistent opportunities for families and students to contribute to school decision making. While ELAC attendance remains an area for growth, the school's broader set of engagement forums and student leadership structures supports ongoing stakeholder input, strengthens school community, and promotes shared responsibility for school improvement efforts.

Action 3: This action is effective in maintaining consistent, accessible communication with families and expanding engagement opportunities. Effectiveness will be formally measured through a parent survey in Spring 2026. Current indicators include 100% family connectivity on ParentSquare, increased parent volunteer participation through the CEI pilot program, family event attendance and feedback, and community response to initiatives such as Better Together.

This action supports the LCAP goal of ensuring meaningful family engagement and two-way communication between the school and educational partners. By centralizing communication through ParentSquare, expanding volunteer opportunities, and hosting community-building events, SDGVA strengthens the conditions for family participation in their child’s education and in school improvement efforts.

The Family Communication and Engagement action at SDGVA is effective in connecting families to the school through streamlined communication, volunteer opportunities, and community events. All families are connected via ParentSquare, the CEI Parent Volunteer pilot is increasing classroom engagement, and community initiatives like Better Together strengthen school culture. Challenges related to CEI staffing and travel logistics and Parent University development are acknowledged. A parent survey in Spring 2026 will provide formal effectiveness data to inform continued refinement.

Action 4: Measuring Effectiveness (Quantitative Data): The annual FIT assessment provides a structured measure of facility condition and compliance. Work order tracking and vendor service documentation, when maintained, provide additional quantitative indicators of response time and completion of identified maintenance needs.

Qualitative Data Sources: Staff and student feedback regarding classroom comfort, cleanliness, and facility responsiveness provides qualitative evidence of facility effectiveness. Observational walkthroughs by school leadership also provide qualitative evidence that learning spaces remain safe and ready for instruction.

Effectiveness: SDGVA’s facility management approach has been effective in maintaining safe, clean, and functional learning environments across campus. The combination of routine inspections, preventative maintenance, and timely responses to identified issues supports student and staff safety and promotes uninterrupted instruction.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions under Goal 3 for the 2026–27 LCAP year. The goal statement, all associated metrics and target outcomes, and the four actions addressing school climate, parent input in decision-making, family engagement and communication, and facility maintenance remain as adopted. Reflections on 2025–26 implementation confirmed that the current goal structure, advisory committee framework, family communication systems, attendance initiatives, and facility management approach are functioning effectively and aligned to student and community needs. SDGVA will continue to implement all Goal 3 actions as described, with ongoing adjustments informed by climate survey results, educational partner feedback, and attendance data throughout the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT	SDGVA is committed to fostering a positive, engaging, and safe learning environment for all students through a comprehensive approach that extends beyond classroom instruction. This action addresses California State Priority 5	\$108,256	N

**ENGAGEMENT & SAFE
LEARNING ENVIRONMENT**

(Pupil Engagement) and State Priority 6 (School Climate), and it complements SDGVA's MTSS framework by reinforcing Tier 1 universal supports for student engagement, attendance, and social-emotional well-being.

Enriched Learning Experiences

SDGVA will provide all students with opportunities to engage in learning experiences outside the traditional classroom setting to enhance instruction, deepen engagement, and increase motivation. These opportunities include curriculum-aligned field trips that extend grade-level content into real-world contexts, intramural sports programs that develop teamwork and physical wellness, Leadership Assemblies that recognize and develop student voice, and the Everyday Matters Incentive Program that promotes daily attendance through kid-friendly messaging connected to academic learning and leadership development. The Everyday Matters program is described in further detail in the MTSS: Addressing Social-Emotional and Behavioral Student Needs action and in the school's Chronic Absenteeism strategy.

Writing Family Engagement Night

Consistent with SDGVA's mission to develop accomplished writers, the school will host an annual Writing Family Engagement Night that promotes literacy and writing-based activities for students and families. This event engages families in their children's education while fostering a love for literacy, strengthens the home-school connection, and equips parents and guardians with strategies to support student writing development at home. Materials will be provided in accessible formats to support participation by families of English Learners and Students with Disabilities.

Community Building

To create a welcoming and inclusive school community, SDGVA will host community-building events throughout the year, including Family Fun Days and grade-level social gatherings. These events strengthen school-family partnerships, foster a sense of belonging among students and families, and provide informal opportunities for educators, families, and Leadership Team members to build the relationships that support student success. Outreach for these events will include translated materials and accessible formats for families of English Learners, Homeless Youth, and Students with Disabilities to ensure equitable participation.

School Climate Surveys and Continuous Improvement

Annually, SDGVA will administer comprehensive school climate surveys to students, staff, and parents to gather feedback on the educational program, school

		culture, and family engagement. 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. Survey results will be reviewed by the Leadership Team, shared with the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), and used to inform program adjustments. School climate survey results will also support SDGVA's State Priority 6 (School Climate) reporting in subsequent LCAP cycles. Safety Planning and Compliance The School Safety Team will conduct an annual review and revision of the Comprehensive School Safety Plan with substantive input from educational partners, including parents, students, and staff, in compliance with California Education Code Sections 32280 through 32289. The review will ensure that emergency protocols, lockdown procedures, evacuation routes, and incident response plans remain current and responsive to emerging needs. The updated plan will be presented to the school board for adoption by March 1 of each school year, in accordance with statutory requirements, and the plan will be posted in compliance with applicable transparency requirements. This collaborative approach to safety planning reinforces SDGVA's commitment to maintaining a secure learning environment for all students and staff.		
2	PARENT INPUT IN DECISION-MAKING	SDGVA is committed to meaningful parent and family participation in school governance and decision-making processes, in alignment with California State Priority 3 (Parental Involvement and Family Engagement). The school will ensure that families representing Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and families of Students with Disabilities have structured opportunities to provide input through established advisory committees and ongoing engagement practices. Parent Advisory Committee (PAC) The Parent Advisory Committee, established consistent with California Education Code Section 52062(a)(1), will meet regularly throughout the school year to review and provide feedback on school initiatives, budget priorities, LCAP development, and school improvement efforts. SDGVA convenes the PAC under the name Coffee with Kane, providing a	\$1,000	N

		recurring, accessible forum for parents and guardians to engage directly with the Executive Director and Leadership Team. The school will provide written responses to PAC comments and recommendations as required by Education Code Section 52062. English Learner Advisory Committee (ELAC) SDGVA will maintain an active English Learner Advisory Committee (ELAC) in alignment with California Education Code Section 52176 and Section 52062(a)(2). The ELAC provides a forum for parents and guardians of English Learners to advise on programs and services for English Learners, including the EL Master Plan, ELPAC results, the Strengthening EL Program and Services action, and reclassification policies. The school will provide written responses to ELAC comments and recommendations. Student Advisory Council (SAC) The SDGVA Student Advisory Council will meet regularly to provide student perspective on the LCAP, school climate, and the use of multiple funding sources, including LCFF base, LCFF Supplemental and Concentration grant funds, Title I, Title III, and the Learning Recovery Emergency Block Grant (LREBG). Student input gathered through SAC informs LCAP development, supports State Priority 5 (Pupil Engagement) reporting, and ensures that student voice is included in continuous improvement processes alongside parent and family input. Equitable Access and Participation To ensure equitable access and participation, SDGVA will provide interpreter services and translated materials in the languages of significant populations represented at the school for all advisory committee meetings. Interpreter services will also be available upon request for other school functions requiring parent participation, including IEP meetings, Student Success Team (SST) meetings, parent-teacher conferences, and school-hosted family engagement events. Meeting times and locations will be selected to maximize family participation, including consideration of evening meetings and accessible locations for families using public transportation.		
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3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	The geographically distributed Saturday events directly address the access barrier identified in the Chronic Absenteeism needs assessment, where transportation across San Diego County is a significant challenge for SDGVA families. Hosting events in multiple locations ensures families who experience transportation limitations can still participate in school engagement activities. Communication and Accessibility SDGVA staff will use ParentSquare as the primary platform for school-home communication, providing families with timely access to attendance updates, academic communication, school announcements, and event notifications. All correspondence sent to families will be provided in English and translated into Spanish, in compliance with California Education Code Section 48985, which requires translation of school notices into any primary language spoken by 15% or more of the student population. Translation needs are identified through the Home Language Survey administered at enrollment. Interpreter services will be provided at parent-teacher conferences, IEP meetings, Student Success Team (SST) meetings, ELAC and PAC meetings, and other school-hosted events upon request. Communication accommodations for families of Students with Disabilities will be provided as needed, including accessible document formats and assistive communication supports. Volunteer Opportunities and Family Partnerships SDGVA welcomes parent and guardian volunteers across multiple roles, including classroom support, field trip chaperoning, school event support, and committee participation. Volunteer opportunities are structured to accommodate varying family availability, recognizing that many SDGVA families balance multiple work schedules. Volunteer requirements, including any background check or fingerprinting requirements, will be communicated clearly at the time of volunteer signup.	\$54,139	N
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	SDGVA is committed to providing all students and staff with safe, clean, and well-maintained school facilities that support an optimal learning environment, in alignment with California State Priority 1 (Basic Services) and the requirements of California Education Code Section 17002 regarding "good repair" facilities standards. Proper facility maintenance is essential for student health, safety, attendance, and academic achievement. Systematic Facility Management	\$490,923	N

		SDGVA will implement a systematic approach to facility management that includes regular inspections, preventative maintenance, prompt response to identified issues, and ongoing custodial care across both SDGVA campuses. Custodial and facilities staff will conduct daily cleaning and routine maintenance, with weekly and monthly inspection cycles that surface emerging issues before they affect student or staff safety. The Executive Director and operations staff will oversee the facilities program and ensure that maintenance work orders are prioritized and resolved in a timely manner. Annual Facility Inspection Tool (FIT) Assessment Annually, SDGVA will complete the Facility Inspection Tool (FIT) assessment, which is the state-prescribed instrument for evaluating school facilities under California Education Code Section 17002 and the Williams Settlement legislation. The FIT assessment evaluates all aspects of the physical campus, including structural integrity, gas and electrical systems, plumbing and sewer systems, roofing, interior surfaces, restrooms, sanitation, lighting, ventilation, fire and life safety systems, hazardous materials, structural damage, and overall cleanliness. The FIT assessment produces an overall facility rating of Good, Fair, or Poor for each campus. Reporting and Continuous Improvement Results from the FIT assessment will be formally documented and reported through multiple accountability channels, including the annual School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP) Local Performance Indicator under State Priority 1, and any additional reporting required by the school's authorizer. Findings or deficiencies identified through the FIT assessment will be prioritized based on health and safety urgency, with high-priority items addressed immediately and other items incorporated into the school's facilities improvement plan and annual budget. Healthy Learning Environment Investments SDGVA invests in facility features that support student health, sensory regulation, and attendance, particularly for students whose engagement is sensitive to environmental factors. These investments include Oransi industrial air filters in classrooms to support respiratory health, sanitation stations to support hand hygiene, calming corners with ambient lighting and noise-canceling supports in classrooms to support emotional regulation, and a staff lounge that provides educators with a space to support their own well-being. These investments connect this action to the Chronic Absenteeism strategy and the MTSS Social-		
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		Emotional and Behavioral Supports action by addressing the facility-based contributors to student attendance and engagement.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$815,240	\$41,304

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
15.91%	0%	\$0	15.91%

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	San Diego Global Vision Academy (SDGVA) serves 460 students in grades TK–8, of whom 59% are Socioeconomically Disadvantaged, 8% are English Learners (EL), 15% are Students with Disabilities (SWD), and 4% are Homeless Youth. SDGVA's unduplicated pupil population represents the majority of the school's enrollment, and these students demonstrate the following identified needs based on the school's comprehensive needs assessment, California School Dashboard data, and local assessment results. Academic Achievement Gaps: While SDGVA earned Blue and Green performance levels across multiple	Goal 1, Action 2 funds Instructional Associates (IAs) with LCFF Supplemental and Concentration funds (\$658,632.43) to provide push-in support, small-group instruction, and targeted academic assistance across all grade levels. This action is principally directed toward meeting the needs of unduplicated students—English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth—by increasing the intensity and frequency of adult-supported instruction available to these students during the school day. Instructional Associates provide push-in support during core ELA and Mathematics instruction,	#1: ELA CAASPP #2: Math CAASPP

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
	indicators on the 2025 California School Dashboard, achievement gaps persist for unduplicated student groups. Students with Disabilities received a Red performance level for the Mathematics Academic Indicator on the 2023 Dashboard, improved to Orange in 2024, and continue to perform significantly below grade level. English Learners, while earning Green performance levels in ELA and Mathematics on the 2025 Dashboard, showed a significant decline on the English Learner Progress Indicator (ELPI), falling from Blue (81.5%) to Orange (63.2%). Socioeconomically Disadvantaged students, though earning Blue performance levels in ELA, Mathematics, and Science, require sustained support to maintain and extend these gains. Local Fastbridge data confirms that SWD students in grades 1–8 increased from 28% to 35% in aMath and from 18% to 33% in aReading in the low-risk and college pathway range, but remain well below their non-disabled peers. Need for Differentiated, Small-Group Instruction: Unduplicated students, particularly English Learners and Students with Disabilities, require additional adult support in the classroom to access grade-level content with appropriate scaffolds. These students need more frequent small-group instruction, push-in academic assistance during core content blocks, and individualized support that general education teachers alone cannot provide given class sizes and the range of student needs. The school’s comprehensive needs assessment identified an instructional capacity gap in which most general education teachers have limited specialized training in language acquisition methodology and sheltered instruction techniques, and in which SWD students need increased access to Specialized Academic Instruction during core academic blocks.	enabling unduplicated students to receive real-time academic assistance within the general education classroom without being removed from grade-level content. IAs deliver small-group instruction aligned to current general education content under the supervision of the Executive Director, who provides direct instructional coaching to ensure consistent implementation of evidence-based interventions. IAs also support the delivery of Specialized Academic Instruction (SAI) minutes for Students with Disabilities in the classroom and provide one-to-one support for students with the most intensive needs. For English Learners, IAs support both designated and integrated ELD by working alongside ELD teachers and general education teachers to reinforce language scaffolds, build academic vocabulary, and provide the additional guided practice that English Learners need to access grade-level content. For Socioeconomically Disadvantaged students and Homeless Youth, IAs provide the consistent adult support that helps mitigate the effects of gaps in learning opportunities, instability, and interrupted instruction that disproportionately affect these student groups. IAs participate in all SDGVA professional development days, receiving targeted training in regulation strategies, prompt-reduction processes, accommodations, behavior management, ABC (Antecedent, Behavior, Consequence) analysis, and UFLI Early Literacy Intervention. This training ensures that IA support is grounded in evidence-based practices and aligned with the school’s MTSS framework. Education Specialists and SELPA representatives conduct additional professional development for the IA team to strengthen their capacity to serve Students with Disabilities and English Learners effectively.	

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
	Chronic Absenteeism and Engagement: The Homeless student group received an Orange performance level on the 2025 Dashboard Chronic Absenteeism Indicator. When unduplicated students are absent, they miss intervention services, small-group instruction, and the academic supports that drive their progress. A strong, consistent adult presence in the classroom through Instructional Associates ensures that when unduplicated students are present, they receive immediate, targeted support.	Why This Action Is Provided on a Schoolwide Basis This action is provided on a schoolwide basis because SDGVA's unduplicated pupil population (Socioeconomically Disadvantaged, English Learners, Foster Youth, and Homeless Youth) represents the majority of the school's enrollment. At 59% Socioeconomically Disadvantaged alone, with additional unduplicated counts from English Learners (8%), Homeless Youth (4%), and Foster Youth, the needs of unduplicated students are present in every classroom and at every grade level. Providing Instructional Associates on a schoolwide basis is the most effective and efficient means of ensuring that unduplicated students receive the additional adult support they need, regardless of their grade level, classroom assignment, or the specific combination of needs they present. A schoolwide model is necessary because unduplicated students are distributed across all classrooms in SDGVA's inclusion model rather than concentrated in specific settings. Restricting IA support to a limited subset of classrooms or grade levels would leave unduplicated students in other settings without the push-in assistance, small-group instruction, and individualized academic support that this action is designed to provide. The schoolwide approach also enables flexible deployment of IAs to respond to shifting student needs identified through the school's MTSS data review cycle, including trimester-based tiered placement decisions and real-time instructional adjustments. While the action is implemented schoolwide, it is principally directed toward and designed to benefit unduplicated students. IA deployment prioritizes classrooms and students with the highest concentrations of unduplicated pupils and the greatest	

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
		identified academic needs. MTSS meeting data, Fastbridge universal screening results, ELPAC scores, and IEP requirements guide IA placement and scheduling to ensure that unduplicated students receive the most intensive and sustained support.	

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
Goal 1, Action 4	Goal 1, Action 4 is solely provided to English Learners, an unduplicated student group with unique identified needs that are distinct from the general student population and that require targeted, EL-specific staffing, curriculum, and intervention services. SDGVA currently enrolls approximately 37 English Learners, representing 8% of total enrollment. The following needs were identified through the school's comprehensive ELPI needs assessment, California School Dashboard data, local assessment results, and educational partner engagement. Declining English Learner Progress Indicator On the 2025 California School Dashboard, SDGVA received an Orange performance level on the English Learner Progress Indicator (ELPI), with 63.2% of English Learners making expected progress toward English language proficiency. This represents an 18.3 percentage point decline from the 2024 Dashboard, when SDGVA earned a Blue performance level at 81.5%. The ELPI measures the percentage of English	Goal 1, Action 4 is designed exclusively to serve English Learners through dedicated staffing, targeted curriculum and intervention programs, and EL-specific professional development. Each component of this action directly addresses one or more of the identified needs described above. Dedicated ELD Credentialed Teacher and Instructional Associate SDGVA will employ a dedicated credentialed English Language Development (ELD) teacher and an Instructional Associate funded with LCFF Supplemental and Concentration funds specifically to serve English Learners. The credentialed ELD teacher will deliver daily designated ELD instruction using the Amplify ELD curriculum, provide targeted small-group instruction for LTELs and dual-identified EL/SWD students, and model integrated ELD strategies for general education colleagues. The ELD Instructional Associate will support both designated and integrated ELD by reinforcing language scaffolds, building academic	• #4: ELPI • #5: ELPAC Proficiency • #6: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners advancing ELPAC levels, and this decline is significant both in magnitude and in its visibility to authorizers under Education Code Section 47607 renewal criteria. Concentration of Need Among LTELs and Dual-Identified Students The school’s root cause analysis determined that the ELPI decline was not a generalized phenomenon affecting all English Learners equally. The decline was concentrated among English Learners at lower ELPAC levels (Levels 1, 2L, 2H, and 3L), particularly Long-Term English Learners (LTELs) and dual-identified EL/SWD students. Approximately 25% of SDGVA’s English Learners are also Students with Disabilities. These dual-identified students show patterns of multiple years with minimal ELPAC gains, and their learning disabilities often inhibit access to the ELPAC assessment even when designated supports and accommodations are provided. Three sixth-grade LTELs transferred into SDGVA from outside the school with multi-year language acquisition gaps that the existing schedule and staffing model was not resourced to address at scale. Upper-Grade Literacy Stagnation Local literacy data from the 2025–26 school year reveals a pattern of upper-elementary stagnation that directly constrains ELPAC growth. While TK and Kindergarten EL students sustained 100% Meeting or Exceeding levels, upper-elementary and middle school students showed flat or declining performance. Sixth-grade Fastbridge data showed the Approaching group shrinking from 67% at baseline to 33% by spring, with the Not Yet group expanding from 33% to 67%. Because ELPAC growth depends heavily on grade-level	vocabulary, and providing the additional guided practice that English Learners at lower ELPAC levels need to access grade-level content. This dedicated staffing directly addresses the instructional capacity gap by ensuring that English Learners receive daily language instruction from educators with specialized training in language acquisition, rather than relying solely on general education teachers with varying levels of ELD preparation. Imagine Learning Intervention Program SDGVA will implement the Imagine Learning intervention program, an evidence-based digital language and literacy intervention specifically designed for English Learners. Imagine Learning provides individualized, adaptive instruction in academic vocabulary, language patterns, reading comprehension, and oral language development, targeting the specific ELPAC domains in which individual students demonstrate the greatest need. The program’s adaptive technology adjusts instruction based on each student’s performance, ensuring that English Learners at all ELPAC levels receive appropriately targeted intervention. This resource directly addresses the need for intensive, structured intervention beyond designated ELD for students not making expected progress toward English language proficiency, and provides an additional pathway for accelerating language acquisition for LTELs and students at ELPAC Levels 1, 2L, 2H, and 3L. Benchmark Intervention Program for English Learners SDGVA will implement the Benchmark intervention program as an evidence-based supplemental literacy resource specifically targeted to English Learners. Benchmark intervention materials provide explicit, scaffolded instruction in reading comprehension	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English literacy progress, this stagnation provides a structural explanation for the ELPI decline. Instructional Capacity Gap The school's needs assessment identified an instructional capacity gap as the primary root cause of the ELPI decline. The majority of English Learners' instructional minutes are delivered by general education teachers whose preparation in language acquisition methodology varies. This variance produces instructional approaches that struggle to simultaneously develop English proficiency and maintain grade-level content rigor, leaving LTELs and dual-identified students underserved during the bulk of their instructional day. English Learners need explicit and scaffolded instruction in reading comprehension strategies, authentic listening materials with intentional strategies, structured speaking practice through discussion protocols, and cohesive academic writing instruction tied to grade-level genres. Need for Targeted EL Intervention Programs English Learners who are not making expected progress toward English language proficiency require access to evidence-based intervention programs specifically designed to accelerate language acquisition. These students need intensive, structured intervention beyond what designated ELD instruction alone can provide, targeting the specific ELPAC domains (reading, listening, speaking, and writing) in which individual students demonstrate the greatest need. Fastbridge aReading data shows that while EL students overall increased from 21% to 27% in the low-risk and college pathway range, this growth rate is insufficient to close existing proficiency gaps for students at the lowest ELPAC levels.	strategies, phonics, fluency, and academic language development aligned to grade-level standards. These materials are designed to bridge the gap between decoding ability and the comprehension of complex grade-level texts, directly addressing the upper-grade literacy stagnation identified in the needs assessment. The Benchmark intervention program will be used in small-group and intervention settings by the ELD teacher and Instructional Associate to provide targeted literacy support that reinforces and extends what English Learners receive during core instruction and designated ELD. Integration with MTSS and Priority Intervention Placement English Learners will be prioritized during MTSS data review meetings when referring students for Response to Intervention (RtI) services and will receive priority placement in after-school tutoring programs. The ELD Coordinator will participate in case planning for English Learners receiving Tier 2 and Tier 3 supports, ensuring that language development goals are coordinated with academic intervention goals rather than addressed in parallel. For dual-identified EL/SWD students, the ELD Coordinator and Education Specialists will collaborate during scheduled meetings to align language development goals with IEP goals, and IEP goals have been revised to include more opportunities for student discourse and peer collaboration. Professional Development and Instructional Coaching The ELD Coordinator and Director of Academic Achievement will plan and facilitate EL-focused professional development throughout the year, addressing the instructional capacity gap by building general education teacher capacity in integrated ELD strategies, GLAD implementation, literacy instruction	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		for multilingual learners, and ELPAC task alignment. The ELD Coordinator will lead grade-level walkthroughs of ELPAC tasks so that general education teachers understand the linguistic demands of the summative assessment and can align classroom scaffolds accordingly. Two additional general educators will complete GLAD training through SDCOE each year, systematically expanding the school's capacity for research-based language acquisition instruction. Assessment, Monitoring, and Family Engagement ELD teachers will create individual language plans for each English Learner, incorporating current assessment data, student college and career goals, parent and guardian aspirations, and classroom linguistic supports. Interim ELPAC assessments will be administered to ensure students are familiar with the testing format, tasks, and accessibility supports. The ELD Coordinator will communicate each student's prior ELPAC results and goals for the current year to families, attend ELAC meetings, send monthly newsletters, and share student progress via ParentSquare. A defined LTEL identification and monitoring protocol will be established, with a small pilot tracking system monitoring a focused group of English Learners through the year in reading, listening, and speaking.	

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,013,015.37	\$ 6,777,052.50

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	No	\$ 864,912	\$ 915,814
1	2	MTSS: ADRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 759,361	\$ 797,591
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 92,018	\$ 91,458
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	\$ 187,574	\$ 165,433
1	5	BROAD COURSE OF STUDY	No	\$ 200,000	\$ 200,000
1	6	SERVICES TO SUPPORT SWD	No	\$ 945,271	\$ 946,948
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,631,641	\$ 2,354,358
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 301,477	\$ 223,773
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 180,750	\$ 161,750
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 67,465	\$ 87,465
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 124,500	\$ 121,000
3	2	PARENT INPUT IN DECISION MAKING	No	\$ 1,000	\$ 1,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	No	\$ 65,955	\$ 62,456
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 586,791	\$ 643,707

2025-26 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)
\$ -	\$ 759,361	\$ 797,591	\$ (38,230)	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	1	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	\$ -	\$ -	0.000%	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ -	\$ -	0.000%	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 759,361	\$ 797,590.78	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ -	\$ -	0.000%	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	\$ -	\$ -	0.000%	0.000%
1	5	BROAD COURSE OF STUDY	No	\$ -	\$ -	0.000%	0.000%
1	6	SERVICES TO SUPPORT SWD	No	\$ -	\$ -	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ -	\$ -	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	\$ -	\$ -	0.000%	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ -	\$ -	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ -	\$ -	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ -	\$ -	0.000%	0.000%
3	2	PARENT INPUT IN DECISION MAKING	No	\$ -	\$ -	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	No	\$ -	\$ -	0.000%	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,924,564	\$ -	0.000%	0.000%	\$ 797,591	0.000%	16.196%	\$ -	0.000%

26-27 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 %)
26-27	\$ 5,124,012	\$ 815,240	15.910%	0.000%	15.910%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,610,924	\$ 1,848,662	\$ -	\$ 188,501	\$ 6,648,086.59	\$ 4,997,898	\$ 1,650,189

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	\$ -	\$ 8,894	\$ 8,894	\$ -	\$ -	\$ -	\$ 8,894	0.000%
1	2A	MTSS: ADRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes				Ongoing	\$ 655,157	\$ -	\$ 655,157	\$ -	\$ -	\$ -	\$ 655,157	0.000%
1	2B	MTSS: ADRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide	All	SDGVA	Ongoing	\$ 681,079	\$ 113,252	\$ 160,462	\$ 569,554	\$ -	\$ 64,314	\$ 794,331	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL &BEHAVIORAL STUDENT NEEDS	All	No				Ongoing	\$ 92,028	\$ 2,450	\$ 2,450	\$ 33,816	\$ -	\$ 58,212	\$ 94,478	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	Yes				Ongoing	\$ 163,008	\$ 49,750	\$ 212,758	\$ -	\$ -	\$ -	\$ 212,758	0.000%
1	5	BROAD COURSE OF STUDY	All	No				Ongoing	\$ -	\$ 209,000	\$ 159,000	\$ 50,000	\$ -	\$ -	\$ 209,000	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 507,051	\$ 472,103	\$ 279,558	\$ 633,620	\$ -	\$ 65,975	\$ 979,154	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 2,627,204	\$ -	\$ 2,627,204	\$ -	\$ -	\$ -	\$ 2,627,204	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 160,131	\$ 25,500	\$ 25,500	\$ 160,131	\$ -	\$ -	\$ 185,631	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 162,162	\$ 162,162	\$ -	\$ -	\$ -	\$ 162,162	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ -	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	\$ 65,000	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	\$ 10,756	\$ 97,500	\$ 66,000	\$ 42,256	\$ -	\$ -	\$ 108,256	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	\$ 50,339	\$ 3,800	\$ 54,139	\$ -	\$ -	\$ -	\$ 54,139	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 51,145	\$ 439,778	\$ 196,639	\$ 294,284	\$ -	\$ -	\$ 490,923	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

26-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,124,012	\$ 815,240	15.910%	0.000%	15.910%	\$ 867,915	0.000%	16.938%	Total:	\$ 867,915
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	MEASURING STUDENT PROGRESS - ASSESSMENTS	No				\$ -	0.000%
1	2A	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes		0		\$ 655,157	0.000%
1	2B	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	Schoolwide		SDGVA	\$ -	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No				\$ -	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes		0		\$ 212,758	0.000%
1	5	BROAD COURSE OF STUDY	No				\$ -	0.000%
1	6	SERVICES TO SUPPORT SWD	No				\$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No				\$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No				\$ -	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No				\$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No				\$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & LEADERSHIP	No				\$ -	0.000%
3	2	PARENT INPUT IN DECISION MAKING	No				\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	No				\$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No				\$ -	0.000%
							\$ -	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 #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).