

LCFF Budget Overview for Parents

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

CDS Code: 33-10330-0162792

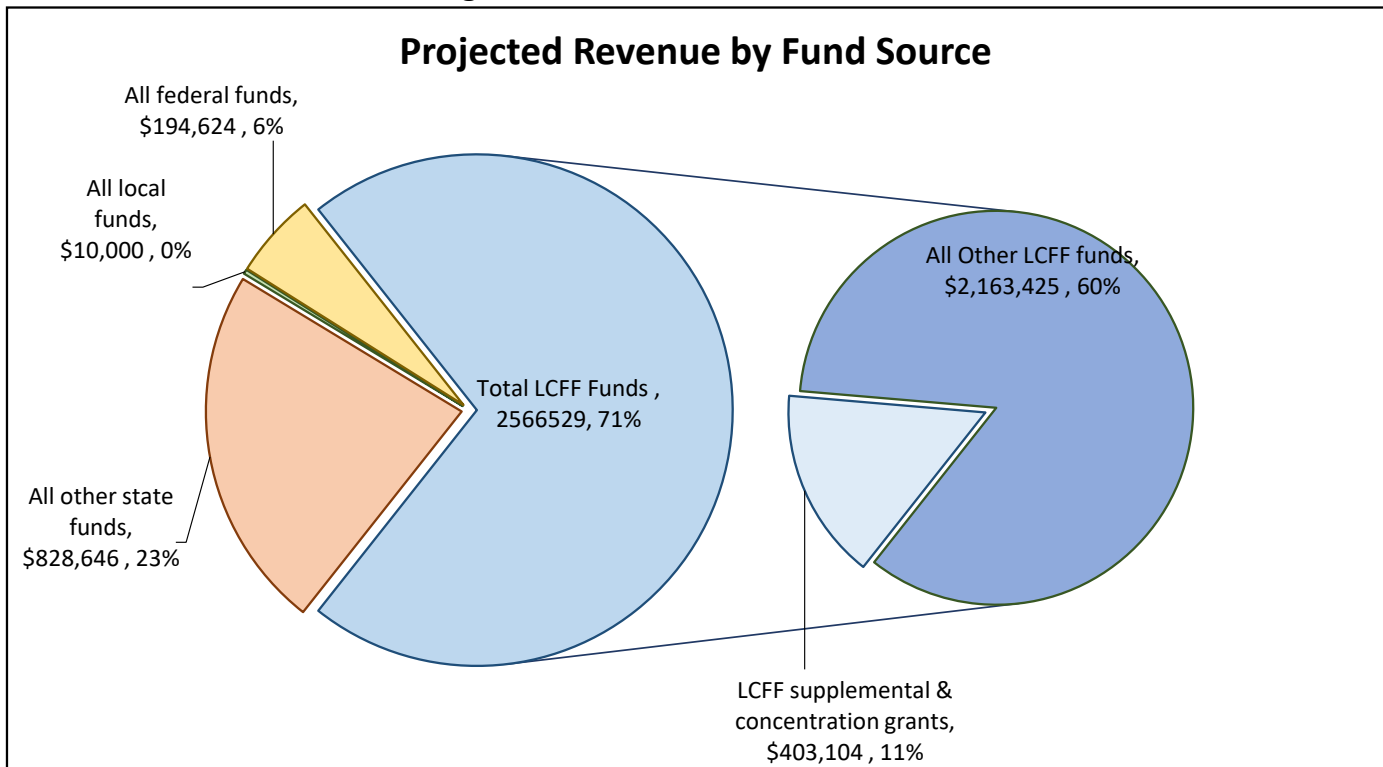
School Year: 2026-27

LEA contact information: Daniela Carrillo, Principal, dcarrillo@vistacharterps.org, 951-384-2056

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

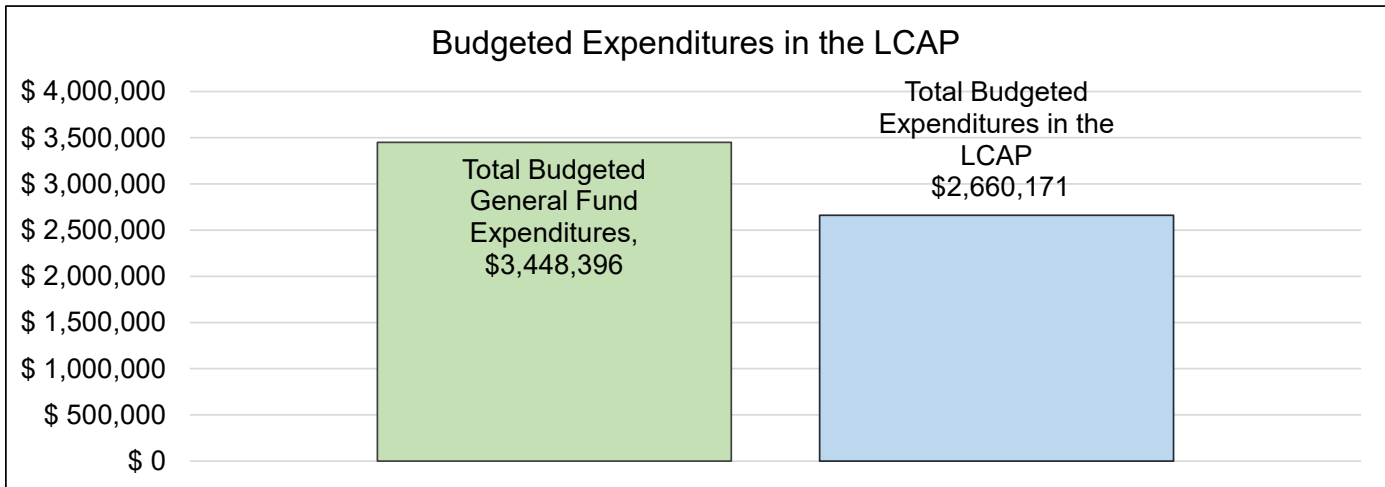


This chart shows the total general purpose revenue Vista Lago Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Lago Global Academy is \$3,599,799.00, of which \$2,566,529.00 is Local Control Funding Formula (LCFF), \$828,646.00 is other state funds, \$10,000.00 is local funds, and \$194,624.00 is federal funds. Of the \$2,566,529.00 in LCFF Funds, \$403,104.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Vista Lago Global Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

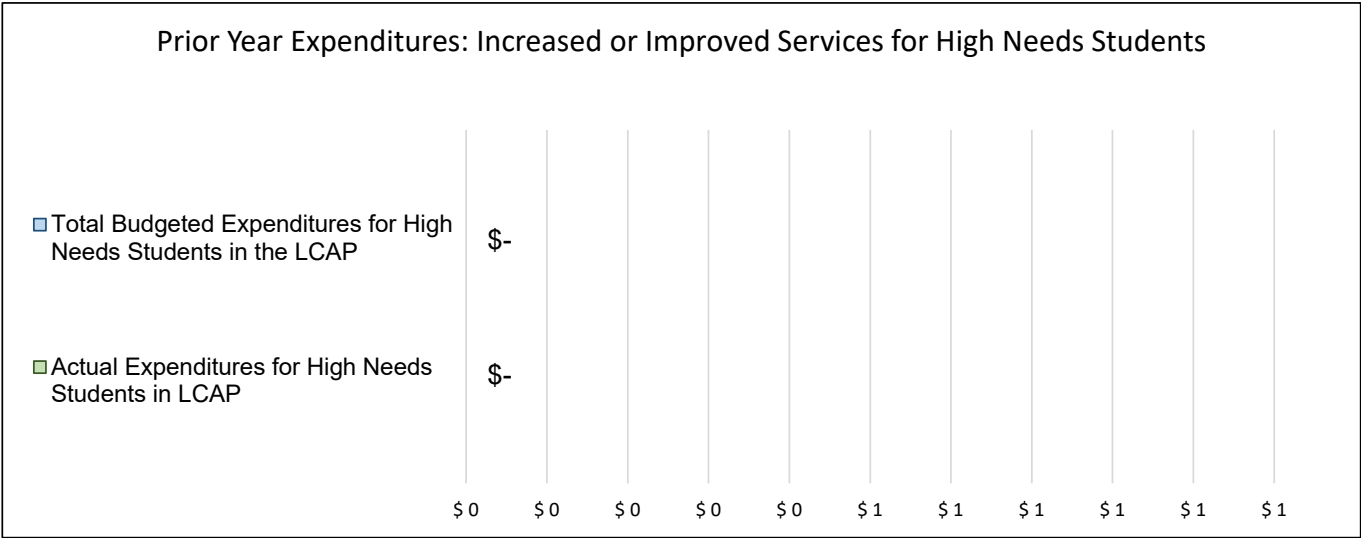
The text description of the above chart is as follows: Vista Lago Global Academy plans to spend \$3,448,396.00 for the 2026-27 school year. Of that amount, \$2,660,171.00 is tied to actions/services in the LCAP and \$788,225.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Vista Lago Global Academy is projecting it will receive \$403,104.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Lago Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Lago Global Academy plans to spend \$403,104.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Vista Lago Global Academy's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Vista Lago Global Academy actually spent \$0.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Lago Global Academy	Daniela Perez-Carrillo, Principal	dcarrillo@vistacharterps.org (951) 384-2056

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.

Vista Lago Global Academy (VLGA) is a newly established TK-12 charter school authorized by the Riverside County Office of Education (RCOE). VLGA currently serves students in grades TK through 9 and will expand by one grade level annually until it reaches its full TK-12 grade configuration. VLGA is the seventh charter school operated by Vista Public Schools, which operates charter schools in Los Angeles County and Orange County.

Student Demographics

VLGA currently serves 88 students. The student community is 76% Hispanic or Latino, 19% African American, 3% White, and 1% Asian. 65% of students are Socioeconomically Disadvantaged, 22% are Students with Disabilities, and 10% are English Learners.

Mission

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

Vision

VLGA envisions closing the achievement gap for its predominantly low-income and historically underserved student population while addressing the growing opportunity gap. Vista students develop global competence and a strong technological foundation. They investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve conditions in the world around them. Students have voice in what they learn and how they learn it, apply knowledge and skills to authentic and everyday tasks that carry local and global significance, and have multiple opportunities to demonstrate mastery to real-world audiences. Vista envisions a school where students enter to learn but leave ready to humanely serve through a deeper understanding of their role in creating positive change.

Initial LCAP

The 2026-27 LCAP represents VLGA's initial Local Control and Accountability Plan as a newly established charter school. The 2025-26 school year was VLGA's first year of operation, and the 2026-27 LCAP is the school's first LCAP. Consistent with guidance from the California Department of Education's LCAP/LASSO office, VLGA's approved charter petition served as the school's "pseudo-LCAP" for the 2025-26 school year. Because VLGA was not in operation during the prior reporting periods of the current three-year LCAP cycle, the 2026-27 LCAP introduces newly developed goals, actions, metrics, and expenditures that establish the foundation for the school's accountability framework moving forward. The plan reflects baseline conditions, articulates the school's instructional and support model, and aligns directly with VLGA's mission, its Multi-Tiered System of Supports (MTSS), and the California Community Schools Framework.

Strategic Planning and Accountability

VLGA has developed a one-year Local Control and Accountability Plan (LCAP) that also serves as the School Plan for Student Achievement (SPSA), meeting the stakeholder engagement requirements outlined in California Education Code 64001(j), including the following requirements under California Education Code 52062(a):

- Consultation with the SELPA, per California Education Code 52062(a)(5)
- Parent Advisory Committee (PAC), per California Education Code 52062(a)(1)
- Student Advisory Committee, per California Education Code 52062(a)
- English Learner Parent Advisory Committee, per California Education Code 52062(a)(2)
- Provision of a written response to each committee regarding its comments and recommendations

LCAP Highlights

The 2026-27 LCAP is a one-year plan that aligns directly to VLGA's mission, the California Community Schools Framework, the school's MTSS, and the California School Dashboard performance indicators that will apply once VLGA receives state-level data. The plan reflects VLGA's foundational commitment to educational equity, whole-child development, and global competence.

VLGA's Student Success Team (SST) is fully integrated into the school's MTSS and serves as the cornerstone of its intervention strategy. Teachers refer students who need additional academic or behavioral support, and the SST coordinates targeted, data-informed interventions delivered during the school day. This system is supported by Positive Behavioral Interventions and Supports (PBIS) and by Way of Council, in which 100% of students participate through Advisory. Data-driven decision-making is embedded throughout this work, with universal screening, progress monitoring, and intervention response data used to refine practice and improve outcomes.

VLGA implements a full inclusion model for Students with Disabilities, grounded in the belief that all students, and particularly English Learners and Students with Disabilities, can flourish in inclusive environments when provided appropriate supports. General education placement allows students to model language, behavior, and academic skills from peers, enhancing learning while fostering belonging and community that supports social-emotional development.

VLGA's commitment to student success extends beyond the instructional day through a comprehensive after-school tutoring program focused on reading and mathematics. The program is open to all students.

As a newly established school, VLGA is in the initial phase of implementing a Community School vision that integrates educational excellence, family and community engagement, and comprehensive support services. VLGA will serve as both an educational institution and a community hub, where students receive high-quality instruction supported by wrap-around services, families access resources and meaningful engagement opportunities, and partnerships with community-based organizations address academic and non-academic barriers to learning.

Funding and Eligibility

As a newly established charter school, VLGA is not eligible for Learning Recovery Emergency Block Grant (LREBG) funds or Equity Multiplier funds.

Reflections: Annual Performance

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

Vista Lago Global Academy (VLGA) completed its first year of operation in 2025-26 and will enter its second year in 2026-27, with the 2026-27 LCAP serving as the school's initial Local Control and Accountability Plan. As a newly established charter school that expands by one grade level each year toward its full TK-12 configuration, VLGA adds a new grade and a new cohort of students annually, which makes a disciplined, data-based review of student needs especially important as the school grows. Because VLGA does not yet have a published California School Dashboard, the school developed a comprehensive needs assessment to satisfy federal and state requirements, to evaluate the effectiveness of its educational and instructional program, and to guide the equitable allocation of resources for the 2026-27 school year.

Alignment with Title I Requirements

As a school operating a Title I schoolwide program, VLGA is required under the Every Student Succeeds Act (ESSA) to conduct a comprehensive needs assessment of the entire school. The needs assessment examines multiple sources of data to identify the priority needs of the school and their root causes. Under California's implementation, the comprehensive needs assessment must include verifiable state data, must be consistent with all state priorities, and must be informed by the indicators reported on the California School Dashboard. ESSA further calls for annually reviewing the schoolwide plan using data from state and local assessments, other indicators of academic achievement and growth, process data, and perception data, which makes an ongoing, data-based needs assessment a recurring obligation rather than a one-time exercise. For a school adding a grade level each year, this annual cycle also establishes the baselines against which future growth will be measured.

California School Dashboard and Baseline Data

As a newly established charter school, VLGA does not yet have multi-year California School Dashboard data on which to reflect. The school will receive its first set of state indicators on the Dashboard following the completion of two consecutive years of statewide assessments and accountability data submissions. The 2025-26 school year metrics will serve as the school's baseline, and those results will not be reported by the California Department of Education (CDE) until Fall 2026.

The 2026-27 LCAP is Year 3 of a three-year LCAP cycle. Because VLGA was not in operation during the corresponding baseline, Year 1, and Year 2 reporting periods, those metrics will reflect “N/A” (not applicable) throughout this LCAP, consistent with guidance provided by the Local Agency System Support Office (LASSO) at the California Department of Education. Goals and actions in the 2026-27 LCAP are newly developed and align with the school's mission, its educational and instructional model, its MTSS, and the California Community Schools Framework.

In the absence of Dashboard indicators, VLGA's reflection on annual performance for the 2026-27 plan year is grounded in baseline data from local indicators. These include local universal screening and diagnostic results in i-Ready Reading and Mathematics, student, staff, and family climate survey results, and Tier 2 and Tier 3 referral and intervention data generated through the SST and MTSS process.

VLGA will use these baseline metrics to establish performance targets for the 2026-27 LCAP cycle and to inform refinements to its instructional, intervention, and support systems.

Annual Assessment of Program Effectiveness Using Multiple Measures

Beyond meeting these requirements, the needs assessment serves an essential internal purpose: it allows VLGA to assess the effectiveness of its educational and instructional program each year using multiple measures. Rather than relying on a single data point, the school examines the full set of local indicators described above together with qualitative input from educational partners, and it will incorporate California School Dashboard performance across the academic, English learner progress, and other state indicators as those results become available. Using multiple measures together produces a more complete and accurate picture of student performance, identifies the student groups with the greatest needs, and surfaces the root causes behind performance trends.

Informing Resource Allocation

The needs assessment positions VLGA to make more informed decisions about the allocation of physical, human, and financial resources for the upcoming school year. By clarifying where the greatest needs lie and which evidence-based strategies are most likely to address them, the assessment guides decisions such as scheduling dedicated instructional time, hiring and assigning staff, directing professional development, and targeting funding, including federal Title funds, toward the actions most likely to improve outcomes. This connection is especially important for a school in an annual growth phase, where staffing and scheduling must be planned around a changing grade configuration each year. In this way, the needs assessment connects identified needs directly to the resources and actions in the 2026-27 LCAP.

Strategic Planning and Accountability

VLGA's 2026-27 LCAP is a one-year plan that also serves as the school's Single Plan for Student Achievement (SPSA), satisfying the stakeholder engagement requirements of California Education Code 64001(j). It was developed in compliance with the consultation and engagement requirements of California Education Code 52062(a), including consultation with the Special Education Local Plan Area (SELPA) pursuant to 52062(a)(5), the Parent Advisory Committee (PAC) pursuant to 52062(a)(1), the Student Advisory Committee pursuant to 52062(a), and the English Learner Parent Advisory Committee pursuant to 52062(a)(2), along with the provision of written responses to each committee regarding the comments and recommendations it submitted during the development of the plan.

LCAP Highlights

The plan aligns directly to VLGA's mission, the California Community Schools Framework, the school's Multi-Tiered System of Supports (MTSS), and the California School Dashboard performance indicators that will apply once VLGA receives state-level data, reflecting the school's foundational commitment to educational equity, whole-child development, and global competence. It includes three newly developed goals, with actions that support the goal, and metrics required by the California Department of Education (CDE). The LCAP includes an action specific to Students with Disabilities (Goal 1, Action 5) and English Learners (Goal 1, Action 6), although the school currently does not meet the requirements for adding this action for these student groups. The school currently has less than 30 EL, SWD, and one long-term English Learner (LTEL). Because the school does not yet have state testing results, VLGA is reporting i-Ready Reading and Math results for 2025-26, consistent

with guidance from the CDE LCAP and Local Agency System Support Office (LASSO), with which the school has been in communication throughout the development of this plan to ensure all LCAP requirements are addressed and that the plan complies with California Education Code requirements.

ELA Needs Assessment

Vista Lago Global Academy (VLGA) is a newly established charter school and does not yet have California School Dashboard results, so identified gaps and priorities for English Language Arts are drawn from local data rather than state indicators. The primary quantitative source is the school's i-Ready Reading Diagnostic for 2025-26, analyzed at the grade level. The growth analysis in this needs assessment covers grades K through 8, with 101 of 104 students assessed at end of year. Grade 9 is not included in the i-Ready reading growth comparison.

Data Analyzed (Quantitative and Qualitative): This needs assessment draws on the i-Ready 2025-26 trimester diagnostic assessments disaggregated by grade level, including the end-of-year i-Ready Reading Diagnostic Growth Report compared against California charter growth standards. These quantitative measures are supplemented by qualitative input from classroom observations conducted by the Principal, the CST leadership team, and the Superintendent, along with student surveys.

Educational Partners Engaged: Analysis and engagement for this focus area involved the Leadership Team; teachers through professional development and staff meetings; parents through Coffee with the Principal, the School Advisory Committee, the Facilities Committee, and the Volunteer Committee; and students through the Student Advisory Committee, Student Council, and Advisory.

Strengths and Demonstrated Growth: VLGA's first-year reading results show meaningful growth across most grades. Using the Curriculum Associates K-8 guidance, which directs schools with mixed configurations to apply grade-band targets rather than a single schoolwide figure, 6 of 9 grades met or exceeded the applicable reading growth target. In the K-5 band, 4 of 6 grades met the 75% median Progress to Typical Growth target (Grades 1, 2, 3, and 4), with Grades 2, 3, and 4 well above the bar at medians of 139%, 200%, and 170% respectively. In the 6-8 band, 2 of 3 grades met the 45% target, with Grade 6 at 158% and Grade 7 at 261%.

Grade	Reading Median	Applicable Target	Met Target?	Assessed
K	67%	75% (K-5)	Not met	17/18
1	76%	75% (K-5)	Met	14/14
2	139%	75% (K-5)	Met	8/8
3	200%	75% (K-5)	Met	7/7
4	170%	75% (K-5)	Met	14/14
5	69%	75% (K-5)	Not met	11/12
6	158%	45% (6-8)	Met	12/13
7	261%	45% (6-8)	Met	12/12
8	42%	45% (6-8)	Not met	6/6

Four grade levels (Grades 5, 6, 7, and 8) reduced or eliminated the share of students placing three or more grade levels below. Kindergarten increased its share of students at Mid or Above level from 0% to 29%. First grade increased from 0% to 14% at the Early On level and from 0% to 43% at Mid or Above level. Second grade increased from 0% to 40% at the Early On level. Third grade increased

from 20% to 60% at the Early On level and from 20% to 40% at Mid or Above level. Fourth grade reduced the share of students three or more levels below from 33% to 11%, and Fifth grade increased from 0% to 14% at the Early On level.

Greatest Needs and Student Groups of Focus: Three grades did not meet the applicable reading growth target: Kindergarten at 67% against the 75% K-5 target, Grade 5 at 69% against the same 75% target, and Grade 8 at 42% against the 45% 6-8 target. Grade 8 is the smallest cohort, with 6 students assessed, so a single student shifts the grade median substantially and the result should be read with that caution in mind. The pattern points to two areas of focus for ELA: early reading foundations in the primary grades, reflected in the Kindergarten result, and reading growth in the upper grades, reflected in the Grade 5 and Grade 8 results, where the secondary scheduling and staffing disruptions described below were concentrated.

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Issues Identified This Year: Several significant issues related to funding, staffing, scheduling, and program stability affected instruction during 2025-26, with the heaviest impact on the secondary grades. The school address was finalized and released only two weeks before the start of school, which affected enrollment projections. The budget was built around an anticipated enrollment of 170 students, but only 71 students attended on the first day, resulting in an immediate reduction in force and staffing adjustments. The high school program opened with only seven enrolled students, creating additional financial and staffing pressure. As staffing was reduced, assignments were rearranged to meet operational needs, which affected instructional quality and program consistency in the secondary grades. Ninth-grade students completed math and science courses online due to staffing limitations, reducing direct instruction and collaborative learning. Grades 6 through 8 were combined into a single classroom, and a single-subject social studies teacher was reassigned as the multi-subject teacher for all three grade levels; the governing board approved a one-year multi-subject credential for that teacher in November. An additional teacher was hired in January as enrollment grew, though the assignment still did not fully align with credentialing needs, and students experienced further schedule changes at that point, with Grade 6 separated into its own cohort and Grades 7 and 8 remaining combined. These ongoing adjustments created instability in instructional programming and continuity throughout the year.

Identified Resource Inequities: VLGA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and the issues identified align with the School Funding and the Teaching Quality and Diversity components of the Education Resource Equity Diagnostic framework. Under School Funding, VLGA experienced fiscal challenges common to founding schools. The delay in securing and releasing the school site address affected projected enrollment, and because the operating budget was built around 170 students while actual first-day enrollment was far lower, the school carried out an immediate reduction in force under significant budget constraints. Opening a high school program with only seven students added a disproportionate fiscal burden and required continuous adjustment of staffing structures and instructional models throughout the year.

Under Teaching Quality and Diversity, staffing shortages and the reduction in force placed several teachers in roles outside their primary credential areas or content expertise. A single-subject social studies teacher was reassigned to teach multiple middle school subjects despite limited formal preparation, and secondary students were placed in online courses when appropriately credentialed teachers were not available. Some teachers also missed key professional development related to instruction and cooperative learning. Together these conditions contributed to instructional inconsistency and limited students' access to high-quality, content-specialized teaching, including in literacy instruction.

Root Cause Analysis: Two root causes underlie the identified ELA needs. The first is instructional time, attention, and student engagement: combining multiple grade levels into a single classroom, then reconfiguring those cohorts midyear, reduced consistent instructional time and is associated with reduced engagement in the upper grades, particularly Grade 8. The second is teacher capacity: limited teacher preparation in specialized instructional strategies, including structured literacy and small-group intervention, constrained the school's ability to deliver consistent, high-quality reading instruction across all grades.

2026-27 Action Plan: The plan centers on enrollment stabilization and evidence-based literacy interventions. As a structural foundation, the school aims to increase student enrollment to support hiring additional teachers and to eliminate classes that combine three grade levels in a single cohort, restoring instructional time and continuity. The following evidence-based interventions target the closing of ELA achievement gaps:

1. Structured Literacy Framework. Train all TK-10 teachers and aides in a structured literacy framework by September 2026.
2. Targeted Small-Group Intervention. Hire classroom aides to support combination-class teachers with small-group instruction during learning rotation stations, conduct monthly progress monitoring, and include aides in professional development for ELA, ELD, and math.
3. Cross-Departmental Collaboration. Restructure the schedule for collaborative planning among general education, special education, and ELD staff, empower aides to lead small-group instruction in combination classes, and establish cross-departmental professional learning communities.
4. Academic Language Development. Implement consistent vocabulary routines across subjects aligned to ELD standards and create comprehension supports for content areas with aide support.
5. Family Literacy Partnerships. Provide home reading support kits, independent reading logs, and parent workshops on supporting reading comprehension.
6. Monitoring Tools. Administer i-Ready diagnostics three times per year, Ellevation language assessments quarterly, and Savvas unit assessments to monitor progress and adjust instruction.

Math Needs Assessment

As a newly established TK-9 charter school, VLGA, therefore does not have a California School Dashboard results, so so mathematics gaps and priorities are drawn from local data rather than state indicators. The primary source is the i-Ready Math Diagnostic for 2025-26, analyzed at the grade level. This needs assessment uses two complementary i-Ready measures: growth, expressed as each grade's median Progress to Annual

Typical Growth compared against the California charter growth targets, and placement, expressed as movement across placement levels from fall to spring. At end of year, 99 of 104 students were assessed in mathematics, and the schoolwide median Progress to Annual Typical Growth was 78%.

Data Analyzed (Quantitative and Qualitative): This needs assessment draws on the i-Ready 2025-26 trimester diagnostic assessments in mathematics, including the end-of-year i-Ready Math Diagnostic Growth Report disaggregated by grade, supplemented by fall-to-spring placement movement. These quantitative measures are supplemented by qualitative input from classroom observations conducted by the Principal, the CST leadership team, and the Superintendent, along with student surveys.

i-Ready Math Growth Analysis (2025-26)

Method: VLGA is a K-8 (mixed configuration) school. The Curriculum Associates K-8 guidance directs schools with configurations other than K-5 or 6-8 to use the grade-specific Progress to Annual Typical Growth rather than a single schoolwide figure. The schoolwide median for math is 78%, but the grade-band targets below are the basis for the determinations. The targets fall below 100% by design, because one-half standard error of measurement was built into the Typical Growth calculation. The math targets applied here are the verified-data growth standards for math, 80% for the K-5 band and 60% for the 6-8 band.

Strengths and Demonstrated Growth: VLGA's first-year mathematics results show strong growth across the majority of grades. On the growth measure, 5 of 9 grades met or exceeded the applicable target, with several grades well above the bar, including Grade 2 at 124%, Grade 6 at 72%, and Grade 8 at 198%. The schoolwide median Progress to Annual Typical Growth of 78% indicates that the typical student made just over three-quarters of a year of expected growth in the school's first year of operation. Because the student population is predominantly Socioeconomically Disadvantaged and Hispanic or Latino, the all-students results substantially reflect the progress of those student groups.

Grade	Math Median (Typical Growth)	Applicable Target	Met Target?	Assessed
K	78%	80% (K-5)	Not met	16/18
1	78%	80% (K-5)	Not met	14/14
2	124%	80% (K-5)	Met	8/8
3	93%	80% (K-5)	Met	7/7
4	81%	80% (K-5)	Met	14/14
5	45%	80% (K-5)	Not met	11/12
6	72%	60% (6-8)	Met	12/13
7	46%	60% (6-8)	Not met	11/12
8	198%	60% (6-8)	Met	6/6

Placement movement from fall to spring reinforces the growth picture. Kindergarten increased its share of students at Mid or Above Grade Level from 11% to 53%. Three grades moved students into Mid or Above Grade Level from a starting point of zero (Grade 1 to 14%, Grade 4 to 33%, and Grade 7 to 20%). Grade 3 reduced its Two Grade Levels Below share from 60% to 0%, and Grade 7 reduced its Three or More Grade Levels Below share from 60% to 0%. Together, the growth and placement data indicate that most grades both grew and moved students toward grade level during the year.

Educational Partners Engaged: Analysis and engagement for this focus area involved the Leadership Team; teachers through professional development and staff meetings; parents through Coffee with the Principal, the School Advisory Committee, the Facilities Committee, and the Volunteer Committee; and students through the Student Advisory Committee, Student Council, and Advisory.

Greatest Needs and Student Groups of Focus: The growth and placement measures point to different but complementary needs. On growth, the clearest shortfalls are Grade 5 at 45% and Grade 7 at 46%, both well below their grade-band targets. Kindergarten and Grade 1, both at 78%, are marginal cases that fall just below the 80% target and would meet a 75% target, so their status depends on the confirmed math target. On placement, Grade 8 carries the largest share of students performing well below grade level even though it posted the highest growth median in the school, which means Grade 8 students grew substantially this year but many still need accelerated progress to reach grade level. The priority for 2026-27 is therefore to accelerate growth in Grades 5 and 7, sustain and lift the marginal results in Kindergarten and Grade 1, and continue closing the placement gap in Grade 8.

Regarding student groups, the school's predominantly Socioeconomically Disadvantaged and Hispanic or Latino population means the all-students results largely represent those groups. Results for English Learners and Students with Disabilities are available in the diagnostic reports but are disaggregated by grade with very small cell sizes, often one to three students, which do not support reliable grade-level group determinations. A schoolwide median by student group, which would be the meaningful figure, is not provided in these reports. For that reason, no separate growth determination is made for English Learners or Students with Disabilities in this assessment.

Issues Identified This Year: Several significant issues related to funding, staffing, scheduling, and program stability affected instruction during 2025-26, with the heaviest impact on the secondary grades. The school address was finalized and released only two weeks before the start of school, which affected enrollment projections. The budget was built around an anticipated enrollment of 170 students, but only 71 students attended on the first day, resulting in an immediate reduction in force and staffing adjustments. The high school program opened with only seven enrolled students, creating additional financial and staffing pressure. As staffing was reduced, assignments were rearranged to meet operational needs, which affected instructional quality and program consistency in the secondary grades. Ninth-grade students completed math and science courses online due to staffing limitations, reducing direct instruction and collaborative learning. Grades 6 through 8 were combined into a single classroom, and a single-subject social studies teacher was reassigned as the multi-subject teacher for all three grade levels; that teacher had limited formal preparation in mathematics instruction, and the governing board approved a one-year multi-subject credential in November. An additional teacher was hired in January to support math and science as enrollment grew, though the assignment still did not fully align with credentialing needs, and students experienced further schedule changes at that point, with Grade 6 separated into its own cohort and Grades 7 and 8 remaining combined. These ongoing adjustments created instability in mathematics programming and continuity throughout the year, conditions that align with the grades showing the lowest growth.

Identified Resource Inequities: VLGA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and the issues identified align with the School Funding and the Teaching Quality and Diversity components of the Education Resource Equity Diagnostic framework. Under School Funding, VLGA experienced fiscal challenges common to founding schools. The delay in securing the school site address affected projected enrollment, and because the operating budget was built around 170 students while actual first-day enrollment was far lower, the school carried out an immediate reduction in force under significant budget constraints. Opening a high school program with only seven students added a disproportionate fiscal burden and required continuous adjustment of staffing structures throughout the year.

Under Teaching Quality and Diversity, staffing shortages and the reduction in force placed several teachers in roles outside their primary credential areas or content expertise, with direct consequences for mathematics. A single-subject social studies teacher was reassigned to teach middle school mathematics despite limited formal preparation in the subject, and secondary students were placed in online math courses when

appropriately credentialed teachers were not available. The reassigned teacher also missed key professional development focused on mathematics instruction and cooperative learning strategies. Together these conditions contributed to instructional inconsistency and limited students' access to high-quality, content-specialized mathematics teaching, most acutely in the grades with the lowest growth.

Root Cause Analysis: Two root causes underlie the identified mathematics needs. The first is instructional time, attention, and student engagement: combining multiple grade levels into a single classroom, then reconfiguring those cohorts midyear, reduced consistent instructional time and is associated with reduced engagement in the upper grades, consistent with the lower growth in Grades 5 and 7. The second is teacher capacity: limited teacher preparation in mathematics instruction and specialized strategies, compounded by missed professional development, constrained the school's ability to deliver consistent, high-quality mathematics instruction in the affected grades.

2026-27 Action Plan: The plan centers on enrollment stabilization and evidence-based mathematics interventions, prioritizing the grades with the lowest growth and the students furthest below grade level. As a structural foundation, the school aims to increase student enrollment to support hiring additional teachers and to eliminate classes that combine three grade levels in a single cohort, restoring instructional time and continuity in the middle grades. The following evidence-based interventions target the closing of mathematics achievement gaps:

1. Structured Professional Development in Mathematics. Train all TK-10 teachers and aides in evidence-based mathematics instruction and cooperative learning strategies by September 2026, prioritizing the teachers serving Grades 5, 7, and 8, where growth or placement needs are greatest.
2. Targeted Small-Group Intervention. Hire classroom aides to support combination-class teachers with small-group mathematics instruction during learning rotation stations, conduct monthly progress monitoring, and include aides in professional development for math, ELA, and ELD, with intervention groups focused first on Grades 5 and 7.
3. Cross-Departmental Collaboration. Restructure the schedule for collaborative planning among general education, special education, and ELD staff, empower aides to lead small-group instruction in combination classes, and establish cross-departmental professional learning communities.
4. Academic Language Development for Mathematics. Implement consistent vocabulary and discourse routines that support mathematical language and word-problem comprehension, aligned to ELD standards, with aide support for English Learners.
5. Monitoring Tools. Administer i-Ready mathematics diagnostics three times per year and Savvas unit assessments to monitor progress and adjust instruction, tracking both growth medians and placement movement, with particular attention to Grades 5, 7, and 8.

Chronic Absenteeism Needs Assessment

Vista Lago Global Academy (VLGA) is a newly established TK-9 charter school, therefore does not have California School Dashboard results, so the chronic absenteeism analysis is drawn from local attendance data rather than the state indicator. The data available for 2025-26 reflects average daily attendance (ADA) and attendance recovery rather than a formal chronic absenteeism rate, which is the percentage of students absent 10% or more of enrolled school days. The figures below should be read as monthly ADA and qualitative findings, not as a calculated chronic absenteeism rate; establishing a baseline chronic absenteeism rate from PowerSchool records is recommended as a next step.

Identified Gap: Attendance declined sharply during March 2025, when ADA dropped to approximately 68%. This monthly decline is the central attendance concern identified for the year and frames the focus area.

Data Analyzed (Quantitative and Qualitative): This needs assessment draws on PowerSchool attendance records and attendance recovery data, supplemented by parent and student surveys. These sources support a primarily qualitative analysis of the conditions driving absence, alongside the monthly ADA figures.

Educational Partners Engaged: Consistent with the school's engagement structure, partners for this focus area include the Leadership Team; teachers through professional development and staff meetings; parents through Coffee with the Principal, the School Advisory Committee, the Facilities Committee, and the Volunteer Committee; and students through the Student Advisory Committee, Student Council, and Advisory. The specific partners engaged on attendance should be confirmed, as this was not itemized in the source worksheet.

Strengths and Demonstrated Growth: A clear, locally observed strength is the link between family engagement and attendance. Students whose parents attend Coffee with the Principal show higher attendance rates than those whose parents do not. These engaged families understand the Independent Study program and actively use it to maintain strong attendance, including requesting a single day of Independent Study when a planned absence would otherwise occur. This pattern indicates that family understanding of attendance options and of the Independent Study process is a usable lever for improving attendance schoolwide.

Greatest Needs and Student Groups of Focus: The greatest need is reducing absence driven by two related patterns. The first is health-related absence: a difficult flu season led some students to be absent for more than 10 consecutive days, and some families lack health insurance, which can delay care and extend absences. The second is family-level absence clustering: because the school provides no transportation and all students are dropped off or carpool, a single family or carpool being out can remove multiple students at once, so absences concentrate rather than spread evenly. Families who do not yet understand the Independent Study program are the priority group, because their absences are more likely to go unaddressed academically and to count against attendance when they could be recovered.

Issues Identified Year 1: Several conditions contributed to the attendance decline. The school provides no transportation; 100% of students are dropped off by parents and there are no walkers, so attendance depends entirely on family logistics. Students frequently carpool, and when one student is absent, two to five students are sometimes absent together. The 2025-26 flu season was difficult, with some students absent for more than 10 days due to illness, and some families do not have health insurance, which can lengthen recovery and time away from school.

Identified Resource Inequities: VLGA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and the conditions identified align with the Student Supports and Intervention component of the Education Resource Equity Diagnostic framework. Attendance at VLGA is shaped less by academic factors than by access to health care, transportation logistics, and family understanding of attendance and Independent Study options. Addressing chronic absenteeism therefore depends on building student and family support systems, including outreach, health connections, and structured use of Independent Study, rather than on instructional change alone.

Root Cause Analysis: Three root causes underlie the identified need. First, families are not yet trained on the Independent Study program, so planned or health-related absences are not consistently converted into completed academic work and recovered attendance. Second, the school's TK-9 family structure means that when one family is out, three to four siblings are often out together, concentrating absences. Third, families are accustomed to calling in a medical excuse but do not understand that the academic portion of the missed time still needs to be made up, so excused absences do not translate into recovered learning or attendance.

2026-27 Action Plan: The plan focuses on staff capacity, family understanding of Independent Study, and readiness to recover attendance. The following actions are proposed:

1. Staff Training on ADA and Funding. Train teachers on average daily attendance, its relationship to funding, and their role in monitoring and supporting attendance.
2. Staff Training on Attendance Recovery. Train teachers on the attendance recovery process so that excused and health-related absences can be addressed academically and recovered where allowable.
3. Independent Study Readiness. Assign 1:1 Chromebooks to students so the school is ready to implement Independent Study quickly when planned or health-related absences occur.
4. Independent Study Policy. Establish and communicate a clear Independent Study policy that distinguishes elementary from high school requirements, including the expectation that the academic portion of an absence is completed.
5. Family Engagement and Education. Expand Coffee with the Principal and related family touchpoints, since families who attend already show higher attendance, and use these sessions to train families on the Independent Study program and on the academic make-up expectations tied to excused absences.

Reflections: Technical Assistance

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

Vista Lago Global Academy is not eligible for Technical 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.

Vista Lago Global Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	As a small school, Vista Lago Global Academy (VLGA) has one full-time Principal who serves as the lead administrator at the site. Throughout the development of the 2026-27 LCAP, the Principal participated in monthly leadership meetings at Vista Public Schools and consulted regularly with the Assistant Superintendent of Instruction. These touchpoints provided network-level expertise, cross-school perspective, and continuity of guidance to support a single-administrator site, and gave the Principal a structured forum to surface school-level conditions and priorities for inclusion in this LCAP. Discussions took place on resource allocation, the comprehensive needs assessment, Title funding, and internal/local data to inform the development and discussion of the 2026-27 LCAP. Through this engagement, the Principal identified the following priority needs for a newly established school in its first year of operation: • The need for additional instructional aides to support classroom instruction, small-group intervention, and combination-class teachers. • The need to increase student enrollment so that each grade level can be served as a single grade rather than in multi-grade combination classes, restoring instructional time and continuity. • The need for instructional coaching for teachers across all grade spans served by the school, including elementary, middle, and secondary. • The need for additional support for the behavioral, social-emotional, and mental health needs of students, integrated into the school's Multi-Tiered System of Supports.
Teachers	Vista Lago Global Academy (VLGA) engaged its teachers throughout the development of the 2026-27 LCAP through a series of meetings between January and May 2026. Teacher input informed each of the school's

Educational Partner(s)	Process for Engagement
	three LCAP goals and contributed practical, school-level recommendations that are reflected in the actions that follow. Meeting Dates Teacher meetings on the LCAP were held on January 23, February 20, March 10, March 20, April 10, April 17, and May 22, 2026. Topics Discussed Discussions across these meetings covered all three LCAP goals and the use of federal Title funds: • LCAP Goal 1: Educating the Whole Child. • LCAP Goal 2: Professional Growth. • LCAP Goal 3: Family and Community Partnerships. • The use of federal Title funds, discussed across all educational partner groups, including teachers. Teacher Recommendations Teachers offered the following recommendations, which informed the design of actions in this LCAP: • Restructure the after-school schedule to accommodate a balance of tutoring with free play and field time, so that academic support is paired with student engagement and well-being. • Stay on top of students who are signed up for double-tutoring sessions to ensure attendance, follow-through, and benefit from the additional support. • Communicate proactively with families when students are absent, so that absences are addressed quickly and academic make-up expectations are clear.
Classified/Other Staff	Vista Lago Global Academy (VLGA) engaged its classified staff and other personnel, including instructional aides and support staff, throughout the development of the 2026-27 LCAP through a series of meetings between January and May 2026. Classified staff input informed each of the school's three LCAP goals and contributed practical recommendations that are reflected in the actions that follow. Meeting Dates Classified staff meetings on the LCAP were held on January 23, February 20, March 10, March 20, April 10, April 17, and May 22, 2026. Topics Discussed

Educational Partner(s)	Process for Engagement
	Discussions across these meetings covered all three LCAP goals and the use of federal Title funds: • LCAP Goal 1: Educating the Whole Child. • LCAP Goal 2: Professional Growth. • LCAP Goal 3: Family and Community Partnerships. • The use of federal Title funds, discussed across all educational partner groups, including classified staff. Classified Staff Recommendations Classified staff offered the following recommendations, which informed the design of actions in this LCAP: • Restructure the after-school schedule to accommodate a balance of tutoring with free play and field time, so that academic support is paired with student engagement and well-being. • Stay on top of students who are signed up for double-tutoring sessions to ensure attendance, follow-through, and benefit from the additional support. • Communicate proactively with families when students are absent, so that absences are addressed quickly and academic make-up expectations are clear.
Students	Vista Lago Global Academy (VLGA) engaged students in the development of the 2026-27 LCAP through the Student Advisory Committee, the Student Council, and Advisory. Two student meetings focused specifically on the LCAP were held during the planning cycle, and student voice contributed to LCAP Goals 1 and 3 and to discussions of school operations relevant to students. Meeting Dates Student meetings on the LCAP were held on January 13, 2026 and April 6, 2026. Topics Discussed Discussions across these meetings covered student-facing LCAP goals and school operations that affect student experience: • LCAP Goal 1: Educating the Whole Child. • LCAP Goal 3: Family and Community Partnerships. • School culture and climate. • Attendance.

Educational Partner(s)	Process for Engagement
	• Facilities. • Middle-of-year (MOY) data. • The school's intervention plan. • The use of federal Title funds, discussed across all educational partner groups, including students. Student Recommendations Students offered the following recommendation, which informed the design of actions in this LCAP: • Allow students to go to the field after tutoring, so that the after-school schedule includes outdoor time alongside academic support.
Student Advisory Committee (SAC)	Vista Lago Global Academy (VLGA) consulted its Student Advisory Committee during the development of the 2026-27 LCAP, consistent with the pupil consultation requirements of California Education Code 52062(a). The Student Advisory Committee provided student perspective on LCAP Goals 1 and 3 and on the broader school conditions that shape student experience and outcomes. Meeting Dates Student Advisory Committee meetings on the LCAP were held on January 21, February 12, February 19, and April 16, 2026. Topics Discussed Discussions across these meetings covered the student-facing LCAP goals, school operations relevant to students, and the use of federal Title funds: • LCAP Goal 1: Educating the Whole Child. • LCAP Goal 3: Family and Community Partnerships. • School culture and climate. • Attendance. • Facilities. • Middle-of-year (MOY) data. • The school's intervention plan. • College and career readiness.

Educational Partner(s)	Process for Engagement
	• The use of federal Title funds, discussed across all educational partner groups, including the Student Advisory Committee. How Student Advisory Committee Input Shaped the Plan Input from the Student Advisory Committee, gathered through these structured discussions, informed the school's understanding of student experience and contributed to the design of actions related to school culture, attendance, intervention, and college and career readiness. Student Advisory Committee Recommendations The Student Advisory Committee offered the following recommendations, which informed the design of actions in this LCAP: • Collaborate with parents to create a Black History Month (BHM) event, partnering with families to plan and host a meaningful cultural celebration. • Engage parents in the BHM event's music programming, drawing on their experience and knowledge of music classics. • Include cultural food learning through food sampling as part of the event, with parents invited to share their culinary traditions. • Allow parents to cook for the event, so that families contribute directly to the cultural experience and the school strengthens its family partnership in the process.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Vista Lago Global Academy (VLGA) engaged parents and families throughout the development of the 2026-27 LCAP, with deliberate outreach to families of Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and foster youth) and families of Students with Disabilities, the student groups identified in the school's needs assessment as having the greatest gaps to standard. Parent input informed LCAP Goals 1 and 3 and shaped the school's understanding of family experience, attendance, safety, intervention, and college readiness. Meeting Dates Parent meetings on the LCAP were held on August 20, 2025, November 14, 2025, March 12, 2026, and May 12, 2026. Topics Discussed Discussions across these meetings covered family-facing LCAP goals, school operations relevant to families, and the use of federal Title funds:

Educational Partner(s)	Process for Engagement
	• LCAP Goal 1: Educating the Whole Child. • LCAP Goal 3: Family and Community Partnerships. • School culture and climate. • Attendance. • Facilities. • The school's Safety Plan. • Middle-of-year (MOY) data. • The school's intervention plan. • College readiness and the California Kids Investment and Development Savings Program (CalKIDS). • The use of federal Title funds, discussed across all educational partner groups, including parents. Parent Recommendations Parents offered the following recommendations, which informed the design of actions in this LCAP: • Allow students to select from all options offered in the after-school program, giving students voice and choice in how they participate. • Create opportunities for parents to support the school from home, so that families who cannot volunteer on site can still contribute to school improvement and student success. • Provide snacks for students who stay for after-school tutoring, so that students are nourished and able to focus during the extended-learning block.
Parent Advisory Committee (PAC)	Vista Lago Global Academy (VLGA) consulted its Parent Advisory Committee (PAC) during the development of the 2026-27 LCAP, consistent with the consultation requirements of California Education Code 52062(a)(1). The PAC reviewed and provided input on the school's LCAP goals, conditions, and proposed actions, and VLGA prepared written responses to the comments and recommendations the committee submitted during the development of the plan. Meeting Dates Parent Advisory Committee meetings on the LCAP were held on August 20, 2025, November 14, 2025, March 12, 2026, and May 12, 2026. Topics Discussed

Educational Partner(s)	Process for Engagement
	Discussions across these meetings covered family-facing LCAP goals, school operations relevant to families, and the use of federal Title funds: • LCAP Goal 1: Educating the Whole Child. • LCAP Goal 3: Family and Community Partnerships. • School culture and climate. • Attendance. • Facilities. • The school's Safety Plan. • Middle-of-year (MOY) data. • The school's intervention plan. • College readiness and the California Kids Investment and Development Savings Program (CalKIDS). • The use of federal Title funds, discussed across all educational partner groups, including the PAC. Parent Advisory Committee Recommendations The PAC offered the following recommendations, which informed the design of actions in this LCAP: • Allow students to select from all options offered in the after-school program, giving students voice and choice in how they participate. • Create opportunities for parents to support the school from home, so that families who cannot volunteer on site can still contribute to school improvement and student success. • Provide snacks for students who stay for after-school tutoring, so that students are nourished and able to focus during the extended-learning block. • Create a field trip for the 9th-grade students to motivate them and strengthen engagement at the secondary level.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	Vista Lago Global Academy had less than 21 English Learners enrolled therefore not required to form an ELAC, DELAC, and/or EL-PAC in the 2025-26 school year. However, parents of English Learners were consulted in the development of the school's LCAP.
SELPA	Vista Lago Global Academy (VLGA) is a member of the El Dorado Charter SELPA. VLGA consulted with El Dorado Charter SELPA program specialists during the development of the 2026-27 LCAP, consistent with

Educational Partner(s)	Process for Engagement
	the consultation requirements of California Education Code 52062(a)(5). Consultation occurred through ongoing communication across multiple program areas throughout the year, and through a specific LCAP feedback meeting that took place on May 26, 2026. LCAP Feedback Meeting El Dorado Charter SELPA reviewed and provided feedback on VLGA's LCAP goals at a consultation meeting held on May 26, 2026. Ongoing Communication Areas with El Dorado Charter SELPA Program Specialists In addition to the LCAP feedback meeting, VLGA maintained ongoing consultation with El Dorado Charter SELPA program specialists across the following areas, which inform the school's special education program and the actions in this LCAP: • Supporting students with extensive needs in the Least Restrictive Environment (LRE). • Behavioral support in the general education setting consultation. • Alternative dispute resolution resources and consultation. • Procedural guidance and SELPA recommendations for the Special Education program. • Policy interpretation and compliance under the Individuals with Disabilities Education Act (IDEA), California Department of Education (CDE), and California Longitudinal Pupil Achievement Data System (CALPADS). Discussion of Title Funding Consistent with discussions held across all educational partner groups, the use of federal Title funds was also addressed in consultation with El Dorado Charter SELPA, with attention to how Title funds and other resources support services and outcomes for Students with Disabilities. How SELPA Input Shaped the Plan Input and guidance from El Dorado Charter SELPA, gathered through the May 26 LCAP feedback meeting and ongoing consultation across the program areas listed above, informed the school's special education action, the MTSS social-emotional and behavioral supports action, and the metrics that monitor outcomes for Students with Disabilities in this LCAP.

VLGA's adopted 2026-27 LCAP reflects substantive input from educational partners gathered through structured consultation across the school year. The following description traces partner feedback to the specific goals and actions it influenced. The use of federal Title funds was discussed across every partner group, and where partner input directly shaped a funding designation, the connection is noted within the relevant action below.

Goal 1: Educating the Whole Child

- **Action 2: MTSS: Accelerating Learning:** This action reflects the largest convergence of partner input in the plan. Teachers and classified staff recommended restructuring the after-school schedule to balance tutoring with free play and outdoor field time, and to monitor students enrolled in double-tutoring sessions to ensure attendance and follow-through. Students recommended that they be allowed to go to the field after tutoring. Parents and the Parent Advisory Committee recommended allowing students to select from all options offered in the after-school program and providing snacks for students who stay for after-school tutoring. The Parent Advisory Committee also offered a recommendation specific to the secondary grades, that a field trip be created for 9th-grade students to motivate them and strengthen engagement at the secondary level, which informed the action's secondary focus including intervention and credit recovery programming for upper-grade students. Through network consultation, the Principal identified the need for additional instructional aides to support classroom instruction and combination-class teachers and for enrollment growth to eliminate three-grade combination classes. These priorities are reflected in the action's commitment to classroom aides for small-group intervention during the school day, its structural goal of growing enrollment to restore instructional continuity, and its extended learning components covering after-school, intersession, and summer programming with attention to student choice, attendance monitoring, and academic and credit recovery pathways.
- **Action 3: MTSS: SEL and Mental Health Supports:** Teachers and classified staff jointly recommended proactive communication with families when students are absent, so that absences are addressed quickly and academic make-up expectations are clear. This recommendation reinforced findings from the chronic absenteeism needs assessment and shaped the action's commitments to staff training on attendance recovery, expanded Coffee with the Principal as a family training venue, and tiered attendance intervention through the MTSS process. Through network consultation, the Principal identified additional behavioral, social-emotional, and mental health support, integrated into MTSS, as a priority need; this priority shaped the action's three-tiered structure covering Positive Behavioral Interventions and Supports (PBIS), Ways of Council, restorative practices, check-in and check-out systems, and individualized counseling and case management.
- **Action 4: Broad Course of Study:** The Parent Advisory Committee's recommendation to create a field trip for 9th-grade students to strengthen engagement at the secondary level is consistent with the action's Broad Course of Study offerings for grades 9 and 10, which include the Global course and ASB/Leadership designed for secondary student engagement, civic participation, and leadership development.
- **Action 5: Empowering SWD Academically:** This action was directly shaped by ongoing consultation with the El Dorado Charter SELPA. Input from El Dorado Charter SELPA program specialists on supporting students with extensive needs in the Least Restrictive Environment, behavioral support in the general education setting, alternative dispute resolution, special education procedural guidance, and policy interpretation and compliance under the Individuals with Disabilities Education Act (IDEA), the California Department of Education (CDE), and the California Longitudinal Pupil Achievement Data System (CALPADS) shaped the action's commitments to biweekly oversight by the Director of Special Education and Special Education Coordinator, professional development on behavior supports including Behavior Intervention Plans and Check-In/Check-Out systems, full inclusion within the general education setting, and active participation in El Dorado Charter SELPA Professional Learning Network meetings. The plan's special education compliance infrastructure, including CALPADS monitoring, SEIS management, and the IEP Master Calendar, reflects direct SELPA guidance.
- **Action 6: Accelerating English Learner Success:** Cross-partner discussion of the use of federal Title funds, conducted with teachers, classified staff, students, the Student Advisory Committee, parents, the Parent Advisory Committee, and the SELPA, supported the action's funding designations. Title III funds support the Ellevation platform and Kagan cooperative learning training, both of which are explicitly identified in this action as the technology and professional development infrastructure for English Learner services. The cross-partner transparency built shared understanding of how federal Title funds

combine with state funds to deliver the English Learner supports in this action.

Goal 2: Professional Growth

- **Action 1: Core Instructional Staffing:** Through network consultation with Vista Public Schools and the Assistant Superintendent of Instruction, the Principal identified the need for appropriately credentialed and assigned teachers across all classrooms, in direct response to the first-year experience in which staffing reductions placed some teachers in assignments outside their primary credential or content expertise. This priority shaped the action's commitment to employ appropriately credentialed and assigned teachers in all core academic content areas, maintain a qualified substitute roster to preserve instructional continuity, and operate a 180-day instructional calendar that exceeds the California charter school minimum.
 - **Action 2: Professional Learning and Development:** Through network consultation, the Principal identified the need for instructional coaching for teachers across all grade spans served by the school, including elementary, middle, and secondary. This priority shaped the action's commitment to coaching by the Assistant Superintendent of Instruction and the Director of Instruction across grade spans, including leadership coaching for the Principal. Cross-partner discussion of the use of federal Title funds supported the action's funding designations for Instructional Aides, which combine Title I and LCFF Supplemental and Concentration funding to provide aide-supported small-group instruction across the school.
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Goal 3: Family and Community Partnerships

- **Action 3: School-Family Partnerships:** Three distinct sets of partner recommendations shaped this action. The Student Advisory Committee recommended creating a Black History Month event in partnership with parents, drawing on parents' knowledge of music classics, including cultural food learning through food sampling, and inviting parents to cook for the event; these recommendations shaped the action's inclusion of family-partnered cultural celebrations such as Black History Month and Hispanic Heritage Month events as a named category of family engagement programming. Parents and the Parent Advisory Committee recommended creating opportunities for parents to support the school from home, so that families who cannot volunteer on site can still contribute; this recommendation shaped the action's commitment to ParentSquare as the primary two-way digital communication platform, expanded Coffee with the Principal touchpoints, and a parent workshop series whose topics are designed for family participation in supporting learning at home. Teachers and classified staff jointly recommended proactive communication with families about absences; this recommendation shaped the action's parent workshop topics, which include one specifically on Independent Study and attendance recovery and the academic make-up expectations tied to excused absences.

Across the plan, partner input is reflected in convergent themes that emerged across multiple groups, especially around extended learning, family communication, and family-school partnership, and in the distinctive contributions of specific partner bodies, including the Student Advisory Committee's cultural-event recommendations, the Parent Advisory Committee's secondary-engagement recommendation, the Principal's network-informed staffing priorities, and the SELPA's special education procedural guidance. Partner input is reflected not only in the description of individual actions but also in the broader structure of the plan's three goals and the specific commitments within them.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement
- Priority 5: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Vista Lago Global Academy (VLGA) developed this goal because it expresses, in a single accountable commitment, the school's founding mission and the priorities that emerged from its first-year comprehensive needs assessment. The sections below explain how the goal connects to the school's mission, the needs it surfaced, the frameworks it is built on, and the school's stage of development.

Rooted in the School's Mission: VLGA's mission is to create a transformative learning experience that attends to both heart and mind, developing not only students' knowledge and skills but also their attitudes, behaviors, aspirations, and beliefs. This goal translates that mission into action by pairing a rigorous, globally oriented STEAM and CTE program with the social-emotional, behavioral, and mental health supports that make rigorous learning accessible to every student.

Responsive to the Needs Assessment: The goal is grounded in what the needs assessment revealed about VLGA's students and its first year of operation. The school serves a predominantly Socioeconomically Disadvantaged and Hispanic student population, along with English Learners and a substantial proportion of Students with Disabilities, and the assessment identified these as the student groups with the greatest gaps to standard. It also showed that the barriers to learning at VLGA are not solely academic. Attendance declined sharply during the year, with conditions rooted in family logistics, health access, and family understanding of attendance options, and the school's first year was marked by staffing and scheduling disruptions that affected instructional continuity. A goal focused narrowly on academics would not address these realities. By design, this goal connects academic, behavioral, and mental health supports so that the school can remove the non-academic barriers that otherwise prevent students from benefiting from strong instruction.

Anchored in the Community Schools Framework and MTSS: The goal is deliberately framed around the California Community Schools Framework and its four pillars and around a comprehensive MTSS because these are the structures VLGA has chosen as the backbone of its educational and instructional model.

The Community Schools approach reflects VLGA's vision of serving as both an educational institution and a community hub, where high-quality instruction is paired with wrap-around services, meaningful family engagement, and community partnerships that address barriers to learning. MTSS provides the tiered structure through which that vision is operationalized, ensuring all students receive strong core instruction while students who need more receive timely, data-informed intervention. Anchoring the goal in these frameworks keeps the school's many actions, in literacy, mathematics, English learner support, special education, attendance, and social-emotional and behavioral health, organized around a single coherent theory of how the whole child is served.

Appropriate to a Growing, Newly Established School: The goal reflects VLGA's stage of development as a newly established school that adds a grade level each year toward its full TK-12 configuration. Because the school does not yet have multi-year California School Dashboard data, this goal and its associated metrics establish the baselines and the equity commitments against which future growth will be measured. Closing achievement gaps across all student groups and preparing every graduate for higher education, the workforce, and the global economy is both the long-term aim of the school's charter and the standard the school is holding itself to from its earliest years. In short, VLGA developed this goal to ensure that its commitment to educational equity, whole-child development, and global competence is not aspirational language alone but a measurable, frameworks-aligned plan that directly answers the needs its first year surfaced.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	i-Ready ELA: Schoolwide median Progress to Annual Typical Growth Source: i-Ready reports	Not applicable	Not applicable	2025-26: 114%	2026-27: 120% (All students)	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
2	i-Ready Math: Schoolwide median Progress to Annual Typical Growth Source: i-Ready reports	Not applicable	Not applicable	2025-26: 78%	2026-27: 100% (All students)	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
3	CA Science Test: Source: CA School Dashboard	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
6	Reclassification Rate Source: CALPADS	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
7	Attendance Rate Source: CALPADS	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
8	Chronic Absenteeism Rates Source: Dataquest	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
9	Middle School Dropout Rates Source: CALPADS	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
10	Suspension Rate Source: CA School Dashboard	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
11	Expulsion Rate Source: Dataquest	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
12	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	Not applicable	Not applicable	2025-26: 100%	2026-27: 100%	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
13	% students participating in all 5 Components of	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Physical Fitness Test (PFT): Grade 5 Source: SARC					neither Baseline nor Year 2 Outcome data to report.
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	Not applicable	Not applicable	Not applicable	2025-26: will serve as a baseline	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.

NOTE: Vista Lago Global Academy currently serves grades TK-8, therefore the following CDE required metrics do not apply:

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

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions.

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions.

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

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions.

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment of Learning	Vista Lago Global Academy (VLGA) will operate an integrated assessment system that combines universal screening, state-required assessments, formative classroom data, and a structured multi-level data review process. The system is designed to surface learning gaps early, drive immediate instructional response, and accelerate progress for the student groups identified in the school's needs assessment as having the greatest gaps to standard: English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, Hispanic students, and Students with Disabilities (SWD). Universal Screening and Progress Monitoring VLGA will administer the i-Ready Diagnostic Assessment in both ELA and Mathematics three times annually (Fall, Winter, and Spring) for all students. Students receiving Tier 2 or Tier 3 intervention will be progress-monitored monthly using i-Ready growth monitoring tools, with intervention placement reviewed every two weeks based on monitoring data. Teachers will administer ongoing formative assessments weekly across all subject areas, including exit tickets, common formative assessments, and content checkpoints, to inform daily instructional adjustments and flexible grouping decisions. State-Required Assessments	\$15,804	N

		All students will participate in mandated state assessments according to the published California testing schedule: • CAASPP (ELA and Mathematics) • CAST (Science) • ELPAC (Initial and Summative, for identified English Learners) • PFT (Physical Fitness Test) Multi-Level Data Review Structure VLGA will implement a three-tier data review cycle. Each tier has a defined cadence, a defined participant group, and a defined decision-making focus. Monthly schoolwide review. The Principal and Instructional Leadership Team will analyze schoolwide and student-group performance trends, with explicit attention to the EL, LTEL, SED, Hispanic, and SWD groups. Reviews will examine achievement gaps, intervention effectiveness, and resource allocation, and will result in documented adjustments to systems-level supports. Bi-weekly grade-level team review. Grade-level teams will analyze student-group data, share effective instructional practices, and develop targeted intervention plans. Team meetings will identify students requiring additional support, document growth, and align instructional delivery across classrooms within each grade level. Weekly individual student review. Teachers will examine individual student progress data to inform daily instructional decisions and intervention adjustments. Weekly review will drive flexible grouping, individualized learning targets, and skill-specific instruction. Data-Driven Instructional Response System Assessment results will drive instructional response through a defined tiered structure: • Tier 1 (all students): Daily lesson modifications based on exit-ticket and formative assessment outcomes; flexible grouping informed by real-time performance data. • Tier 2 (targeted small-group support): Groups formed from i-Ready diagnostic results; instruction targeted to specific skill gaps; progress monitored every two weeks. • Tier 3 (intensive individualized support): Groups formed from diagnostic and progress-monitoring data; instruction delivered in smaller groups or		
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		individually; progress monitored every two weeks with intervention adjustments documented. Professional Learning and Accountability The Principal will facilitate monthly data inquiry sessions during staff meetings. Sessions will provide teachers with protocols for data analysis, evidence-based interpretation strategies, and instructional response frameworks. The standing focus is on student learning outcomes and instructional effectiveness.		
2	MTSS: Accelerating Learning	Vista Lago Global Academy (VLGA) will provide a coordinated system of academic support and intervention to accelerate progress for students performing below grade level and to close the gaps identified in the school's comprehensive needs assessment. The school's first-year i-Ready results show strong growth in most grades alongside specific areas of need: in reading, Kindergarten, Grade 5, and Grade 8 did not meet the applicable growth target; in mathematics, Grade 5 and Grade 7 fell well below their grade-band growth targets, and Grade 8 continued to carry the largest share of students performing well below grade level despite strong growth. The needs assessment also identified the student groups with the greatest gaps to standard: English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. This action targets those grades and student groups. Multi-Tiered System of Supports and the Student Success Team Academic intervention at VLGA is delivered through the school's Multi-Tiered System of Supports (MTSS), with the Student Success Team (SST) serving as the cornerstone of the intervention process. Teachers refer students who need additional academic or behavioral support, and the SST coordinates targeted, data-informed interventions delivered during the school day. Universal screening through the i-Ready Diagnostic, ongoing progress monitoring, and intervention response data are used to place students into the appropriate tier of support and to adjust that placement over time. • Tier 1, all students. Strong first instruction aligned to grade-level standards, with flexible grouping and daily instructional adjustments informed by formative assessment data. • Tier 2, targeted small-group support. Small groups formed from i-Ready diagnostic results and targeted to specific skill gaps, delivered during the school day through learning rotation stations with Instructional Aides (Title I funded: \$72,208; LCFF S&C funded \$55,145) providing academic support, and progress-monitored every two weeks. Tier 2 groups will prioritize the grades with the greatest growth and placement needs,	\$289,511	Y

		including reading support in the primary grades and mathematics support in Grades 5, 7, and 8. • Tier 3, intensive individualized support. More frequent, smaller-group or individual instruction for students with the most significant gaps, including students performing two or more grade levels below, with progress monitored every two weeks and intervention adjustments documented through the SST. Extended Learning Time To extend instructional time beyond the regular school day and year, VLGA will provide after-school, intersession, and summer programming that includes tutoring services and credit recovery. These programs give students additional opportunities to master grade-level content, recover learning lost to absence, and, for secondary students, recover course credit needed to stay on track for graduation. • After-school programming. A comprehensive after-school tutoring program focused on reading and mathematics, open to all students, with priority outreach to students in Tier 2 and Tier 3 intervention and to the identified student groups. After-school tutoring reinforces the skills targeted during the school-day intervention block. • Intersession programming. Intersession tutoring and credit recovery offered during breaks in the instructional calendar, providing focused, short-cycle support for students who need to strengthen specific skills or recover credit without waiting for the summer term. • Summer programming. Summer tutoring and credit recovery to address unfinished learning from the school year, support students transitioning into the next grade level, and provide secondary students an additional opportunity to recover course credit. Because VLGA provides no transportation and attendance depends on family logistics, the school will coordinate extended learning schedules with families and connect these programs to the school's Independent Study and attendance recovery efforts, so that students who miss school for illness or planned absences have a structured path to recover both learning and, where applicable, credit. Supports for Identified Student Groups Intervention will be integrated with the school's language and inclusion supports. For English Learners and Long-Term English Learners, integrated and designated ELD strategies and academic language development will be embedded in tutoring and small-group instruction, with progress monitored through ELPAC and local		
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		benchmarks tracked in Ellevation. For Students with Disabilities, intervention will be delivered within the school's full inclusion model and aligned to each student's services and goals. For Socioeconomically Disadvantaged and Hispanic students, who make up the majority of VLGA's enrollment, the school-day and extended-learning supports described above are the primary vehicles for closing gaps to standard. Monitoring and Adjustment Progress will be monitored through the i-Ready Diagnostic administered three times per year, biweekly progress monitoring for students in Tier 2 and Tier 3, and unit assessments, with results reviewed through the school's multi-level data review structure. Participation and outcomes in after-school, intersession, and summer programming will be tracked and used to adjust intervention placement and program design. The SST will review intervention response data on a regular cycle and revise student support plans accordingly.		
3	MTSS: SEL & Mental Health Supports	Vista Lago Global Academy (VLGA) will provide a coordinated system of social-emotional, behavioral, and mental health supports through its Multi-Tiered System of Supports (MTSS) to strengthen school climate, reduce suspensions and behavioral incidents, and improve attendance and chronic absenteeism in 2026-27. The school's needs assessment identified attendance as a central area of need: average daily attendance declined sharply in March, dropping to approximately 68%, and the conditions driving absence were rooted less in academic factors than in student and family supports, including access to health care, transportation logistics, and family understanding of attendance options. This action addresses those conditions through the non-academic side of the school's MTSS. A Multi-Tiered Approach to Climate, Behavior, and Well-Being VLGA's MTSS integrates academic, behavioral, and social-emotional supports through a tiered structure, so that all students receive proactive, universal supports while students who need more receive timely, targeted intervention. The Student Success Team (SST) coordinates this work, and behavioral, social-emotional, and attendance data are reviewed alongside academic data to place students into the appropriate tier and to adjust that placement over time. • Tier 1, all students. Universal social-emotional and behavioral supports including Positive Behavioral Interventions and Supports (PBIS), Ways of Council delivered to 100% of students through Advisory, and restorative practices that build relationships and a positive school climate. Tier 1 establishes consistent, schoolwide expectations and teaches the social-	\$147,748	N

		emotional skills that reduce behavioral incidents and support regular attendance. • Tier 2, targeted support. Small-group and targeted supports for students showing early warning signs in attendance, behavior, or social-emotional functioning, identified through the SST and MTSS data review. Tier 2 supports include check-in and check-out systems, small-group social-emotional skill building, and structured attendance outreach to students and families. • Tier 3, intensive support. Individualized supports for students with the most significant needs, including individual counseling or mental health support, individualized behavior plans, and coordinated case management through the SST, with referral to community-based mental health and wellness partners where appropriate. Social-Emotional Learning and Positive School Climate Social-emotional learning is embedded in the school day through Advisory and Ways of Council, in which all students participate, giving every student a consistent space to build relationships, develop self-awareness and self-management, and practice the interpersonal skills associated with stronger engagement and attendance. PBIS and restorative practices guide the school's approach to behavior, emphasizing teaching and restoring expected behaviors rather than relying on exclusionary discipline, which supports the school's goal of maintaining low suspension and behavioral incident rates. Student and family climate surveys will be used to monitor perceptions of safety, belonging, and connectedness and to guide refinements to the school's climate supports. Attendance and Chronic Absenteeism Supports Building on the attendance findings in the needs assessment, VLGA will implement a coordinated set of supports to improve attendance and reduce chronic absenteeism. These supports respond directly to the root causes the school identified: families not yet trained on the Independent Study program, absence clustering within families because the school provides no transportation and all students are dropped off or carpool, and the misunderstanding that an excused medical absence does not by itself recover the missed academic work. • Staff training on attendance and recovery. Teachers will be trained on average daily attendance and its relationship to funding, and on the attendance recovery process, so that excused and health-related absences can be addressed academically and recovered where allowable. • Independent Study readiness. With 1:1 device assigned to students, the school will be positioned to implement Independent Study quickly when planned or health-related absences occur and will maintain a clear		
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		Independent Study policy that distinguishes elementary from secondary requirements and sets the expectation that the academic portion of an absence is completed. • Family engagement and education. The school will expand Coffee with the Principal and related family touchpoints, since families who attend already show higher attendance, and will use these sessions to train families on the Independent Study program and on the academic make-up expectations tied to excused absences. • Health and wellness connections. Recognizing that a difficult flu season and the fact that some families lack health insurance contributed to extended absences, the school will connect families to health and wellness resources through its Community School partnerships to reduce health-related barriers to attendance. • Tiered attendance intervention. Attendance data will be reviewed through the MTSS process, with students showing early or chronic absence patterns receiving Tier 2 outreach and, where needed, Tier 3 case management and family support through the SST. Community School Integration and Partnerships These supports are delivered within VLGA's developing Community School vision, which integrates educational excellence, family and community engagement, and comprehensive support services. Partnerships with community-based organizations will help address non-academic barriers to learning, including mental health, wellness, and family support needs that affect attendance and engagement. As the school grows, these partnerships will expand to match the needs surfaced through the MTSS and SST process. Monitoring and Adjustment Progress will be monitored using monthly and year-to-date average daily attendance, a baseline and end-of-year chronic absenteeism rate once established, suspension and behavioral incident data, student and family climate survey results, and the number and outcomes of Tier 2 and Tier 3 social-emotional, behavioral, and attendance interventions. Family engagement participation, such as attendance at Coffee with the Principal, will be tracked as a leading indicator given its observed link to student attendance. The SST and instructional leadership team will review these data on a regular cycle and adjust supports accordingly.		
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4	Broad Course of Study	Vista Lago Global Academy will provide all students with access to a broad course of study that extends beyond the core academic subjects of English Language Arts, Mathematics, Science, Social Studies/History, and Physical Education. The school maintains a master schedule, staffing, and instructional materials so that enrichment is available to all students rather than offered selectively. In transitional kindergarten through grade 5, all students receive instruction in music education, art instruction, and crafts as a regular part of the instructional program, alongside the core subjects and physical education. This ensures every elementary student receives instruction in the visual and performing arts as called for in a broad course of study. In grades 6 through 8, all students will have access to the Global course, which encompasses art, music, and community service, and to Yearbook. These offerings extend the visual and performing arts into the middle grades and introduce applied, project-based, and service-oriented learning. In grades 9 and 10, students will have access to the Global course and to ASB/Leadership, broadening course access at the high school level into leadership, civic engagement, and the arts. To sustain this action, the school will allocate staffing and resources to maintain these enrichment offerings, monitor the master schedule to confirm all students have access regardless of student group, and review participation so that unduplicated students (English learners, low-income students, and foster youth) and students with disabilities have the same access as all other students. Evidence-Based Justification The school's investment in arts education is grounded in a body of education and cognitive research indicating that sustained arts instruction is associated with benefits across academic, cognitive, and social-emotional domains. The findings below are presented with their appropriate limits: most are correlational rather than causal, and the strength of the evidence varies by domain. A widely cited source is the National Endowment for the Arts report The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies (Catterall, Dumais, and Hampden-Thompson, 2012), which analyzed four large longitudinal datasets. The report found that students with high levels of arts involvement tended to show stronger academic outcomes, higher rates of college enrollment, and greater civic engagement than peers with low arts involvement. An important qualification is that most of these academic relationships were strongest, and in several cases applied only, for students from low-socioeconomic-status backgrounds. This makes the findings particularly relevant	\$5,000	N
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		to Vista Lago Global Academy, where a substantial share of students are economically disadvantaged. Because the research is correlational, it does not establish that arts instruction alone causes these outcomes, but the consistent direction of the findings supports providing all students with sustained access to arts instruction beginning in the elementary years. Research in cognitive neuroscience has examined the relationship between music instruction and brain development in school-age children. A multi-year longitudinal study by the University of Southern California’s Brain and Creativity Institute, following children from underserved communities, reported that early music training was associated with accelerated maturation in brain regions involved in sound processing, language development, and reading, and with stronger engagement of networks linked to executive function (Habibi et al.). Review articles similarly associate childhood music training with gains in verbal memory, reading, and executive function (Miendlarzewska and Trost, 2013). Researchers caution that much of this evidence is correlational and that direct transfer to subjects such as mathematics is not well established, with executive function being the most consistently supported area of benefit (Jaschke et al., 2018; Rodriguez-Gomez and Talero-Gutiérrez, 2022). These executive-function and language associations align with the school’s academic priorities in literacy and language development. Visual art instruction supports the development of observation, persistence, reflection, and creative problem-solving. The Studio Thinking research from Harvard Project Zero (Hetland, Winner, Veenema, and Sheridan, 2007; second edition 2013) documented eight “studio habits of mind” taught in strong visual arts classrooms, including Observe, Engage and Persist, Envision, and Reflect. The authors argue that these dispositions, such as persistence on difficult tasks, close observation, and the capacity to communicate complex ideas, have potential value across the curriculum, while noting that transfer to other academic domains is a reasoned argument rather than a settled empirical conclusion. These skills support the school’s commitment to building students’ capacity to engage with rigorous, multidisciplinary content.		
5	Empowering SWD Academically	VLGA's school site administrator, together with the Special Education Coordinator and the Director of Special Education, will meet on a biweekly basis to address and strengthen the special education program for students with disabilities. These meetings will focus on: • Monitoring and assessing student services • Monitoring and analyzing caseload data for students with disabilities	\$241,785	N

		- Identifying and planning professional development needed at the site throughout the school year - Analyzing assessment data, including i-Ready and ELA curriculum assessments, to plan instruction for students with disabilities IEPs at a Glance and Special Education Updates The Resource Specialist Teacher (RST) will provide all general education teachers with a copy of the IEP at a Glance for each of their students with an IEP. The RST will distribute these monthly as IEP meetings are held, so that general education teachers always have the most current and accurate information for their students with disabilities. The Director of Special Education and the Special Education Coordinator will attend the El Dorado Charter SELPA Professional Learning Network (PLN) meetings and share pertinent updates with school site administrators, general education staff, and parents. Professional Development The Director of Special Education, Special Education Coordinator, RST, school psychologist, and school site administrators will provide professional development focused on strengthening the special education program for students with disabilities. These sessions will give certificated and classified general education staff the tools to support students with disabilities both in and out of the general education setting. Based on site needs, topics may include: - ELA, ELD, and Math support for students with disabilities - The COST, SST, 504, and IEP processes - Academic and behavioral classroom accommodations - Behavior supports, including Behavior Intervention Plans (BIPs) and Check-In, Check-Out systems - De-escalation strategies - Collaboration time between special education and general education teachers In addition, the Special Education team will lead quarterly professional development focused on data analysis, IEP refresh, accommodation review, and supporting students with IEPs. PLC Time During allotted time within weekly professional development, special education and general education teachers will be given collaboration time to plan instruction both in and out of the general education setting. During this PLC time,		
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		staff will plan for instruction in the general education classroom, identify strategies to make the general education curriculum accessible to students with disabilities, and discuss and select appropriate accommodations. The RST will plan for instruction in the smaller setting in collaboration with general education teachers. VLGA will implement this collaborative support through its PLC groups, consistent with the school's full inclusion model for students with disabilities. Special Education Oversight by the Director of Special Education and Special Education Coordinator • During summer break and throughout the school year, the Director of Special Education and Special Education Coordinator monitor CALPADS to ensure no students with IEPs are missed. • Upon enrollment at VLGA, students are transferred into SEIS to ensure compliance and to begin services as needed once the school year begins. • The Director of Special Education, Special Education Coordinator, RST, and Designated Instruction and Services (DIS) providers meet biweekly to highlight best practices. • The Director of Special Education monitors SEIS weekly to catch any discrepancies. • When discrepancies are noted, the DIS provider is notified and supported in correcting them by the Director of Special Education or Special Education Coordinator. • The IEP Master Calendar is created and ready before the beginning of the school year. • IEP meetings are scheduled a month in advance to maintain compliance. • IEP meetings are held in person or via Zoom, per parent preference, to ensure parent participation. El Dorado Charter SELPA Resources and Support VLGA will participate in all PLN meetings and work closely with its assigned program specialist, benefiting from the resources and networking opportunities offered. The school benefits from information shared through the PLN on special education topics, including 504 plans, least restrictive environment updates, ELD support for students with disabilities, and IDEA updates, as well as from compliance support provided by the El Dorado Charter SELPA data team during CALPADS windows for special education reporting. These supports ensure that VLGA maintains compliance for its students with disabilities and benefits from SELPA services and best practices.		
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6	Accelerating English learner Success	VLGA will implement the Ellevation platform (Title III funded: \$2,500) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. The platform enables teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals, while ensuring compliance with state and federal requirements for English Learner services. Comprehensive English Language Development Framework • Designated ELD implementation. Daily focused instruction on English language skills, including grammar, vocabulary, and syntax, will be provided to English Learners across all grade levels served, structured by grade span and English proficiency level. This consistent, systematic approach gives English Learners explicit language instruction that builds the foundational skills necessary for academic success across all content areas. • Integrated ELD across content areas. English language development will be reinforced daily through embedded instruction in science, mathematics, and reading, using scaffolded support strategies that make academic content accessible while building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure a dual focus on academic learning and language development. Strategic Professional Development and Collaboration Teachers will receive comprehensive professional development on Kagan (Title III funded: \$4,000) cooperative learning strategies, research-based methods that are particularly effective for teaching English Learners. These strategies enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with the classified staff supporting students in their classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs, ensuring coordinated support that maximizes the effectiveness of both certificated and classified personnel. Instructional Enhancement and Resource Integration The myPerspectives ELA and ELD curriculum incorporates comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English Learner materials and ongoing professional development. This curriculum integration ensures that language development is systematically addressed within core academic instruction.	\$6,500	N
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		Systematic Assessment and Progress Monitoring Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments, providing data on both language development and academic achievement. English proficiency progress will also be monitored through ELPAC and local benchmarks, with results tracked in Ellevation. This data enables teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled planning sessions to co-plan lessons that address both language and content objectives, ensuring alignment between classroom instruction and ELD support and maximizing the impact of all instructional minutes for English Learners. Trimester Intervention Planning At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.		
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Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Vista Lago Global Academy (VLGA) developed this goal because the quality and stability of its adult learning systems are the foundation on which every other goal depends. The sections below explain how the goal responds to the school's first-year experience, builds the staff capacity the needs assessment identified, anchors itself in collaborative and distributed leadership, and creates the sustainable systems a growing school requires.

Responsive to First-Year Staffing and Continuity Challenges: The goal responds directly to what the school's first year revealed about staffing and instructional continuity. VLGA opened under significant operational pressure: enrollment came in well below projection, which required an immediate reduction in force, and the resulting staffing adjustments placed teachers in assignments outside their primary credential or content expertise. Multiple grade levels were combined and then reconfigured midyear, some teachers missed key professional development, and instructional consistency suffered in the affected grades. These were not failures of effort but conditions that a deliberate professional-growth and leadership structure is designed to prevent. By committing to robust professional development, instructional coaching, and a collaborative leadership structure, this goal builds the internal capacity and continuity the school needs to deliver consistent, high-quality instruction even as conditions change.

Building the Staff Capacity the Needs Assessment Identified: The needs assessment pointed to teacher capacity as a root cause behind the school's areas of greatest need. Limited preparation in specialized instructional strategies, including structured literacy and small-group intervention, constrained the school's ability to deliver consistent reading and mathematics instruction across all grades, and the grades with the lowest growth coincided with the greatest staffing disruption. This goal targets those root causes by investing in professional development focused on MTSS implementation, differentiation, and standards-aligned STEAM instruction, and by pairing that development with targeted coaching so that strategies introduced in training are implemented with fidelity in classrooms. In this way, the professional-growth goal is the engine behind the school's academic and intervention goals rather than a separate initiative.

Anchored in Collaborative and Distributed Leadership: The goal is framed around shared decision-making and distributed leadership because VLGA intends to build expertise that is held collectively rather than concentrated in a single role. As a small, growing school, VLGA depends on its educators, classified staff, and administrators working as a coordinated team through structures such as the Instructional Leadership Team, professional learning communities, and the Student Success Team. Cultivating collaborative leadership and continuous improvement processes strengthens the learning community, distributes responsibility for student outcomes across the staff, and reduces the school's vulnerability to the disruption that can follow staffing changes.

Creating Sustainable Systems for a Growing School: Finally, the goal reflects VLGA's stage of development as a newly established school that adds a grade level each year toward its full TK-12 configuration. Each year brings new staff, new grade levels, and new students, which makes durable systems for professional learning, coaching, and data-driven improvement essential rather than optional. By creating sustainable systems now, the school establishes the practices and the baselines that will carry its instructional quality forward as it grows. In short, VLGA developed this goal to ensure that its investment in people, the educators, staff, and administrators who serve students every day, is intentional, collaborative, and built to last, so that all students receive the supports they need to thrive as college- and career-ready global citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	Not applicable	Not applicable	Not applicable	2024-25: 85%	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	Not applicable	Not applicable	2025-26: 100%	2026-27: 100%	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.
17	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	Not applicable	Not applicable	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 3 CTE: N/A Health: 3 PE: 4 VAPA: 3 World Language: N/A	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 3 World Language: N/A	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)					

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions.

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.

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

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Instructional Staffing	VLGA will employ one full-time Principal who will serve as the school's instructional leader in addition to their administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. VLGA will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. Teacher Professional Development All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. Instructional Calendar VLGA provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days.	\$1,076,079	Y
2	Professional Learning & Development	VLGA will implement a robust, differentiated professional learning and development program for all staff to enhance instructional practices and accelerate student outcomes. Professional development will be differentiated by role, content area, grade level, and experience level so that each member of the instructional team receives the training most relevant to their work. Professional Learning Calendar Teachers and instructional staff will participate in five days of summer professional development prior to the start of the school year, with an additional	\$65,581	N

		three days of professional development specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. Role-Specific Professional Development Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. Special Training Programs and Retreats All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Ways of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English Learners because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. VLGA will implement comprehensive Science of Reading professional development to strengthen literacy across all disciplines and address achievement gaps among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Training will focus on the five foundational components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading		
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		comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development. Instructional Coaching VPS's Assistant Superintendent of Instruction, and Director of Instruction will provide coaching and collaborate with the Principal to ensure that strategies taught during professional development are implemented with fidelity and to build leadership capacity across the instructional team. They will also support the Principal and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. Leadership Development VLGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for school site administration. This is complemented by monthly principal professional development meetings and ongoing coaching led by the Assistant Superintendent of Instruction. Conference Opportunities Staff will have opportunities to attend relevant conferences throughout the year to further professional growth and networking. Across all professional development structures, key areas of focus will include data-driven instruction in ELA and Math using i-Ready assessments, developing global competence through project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VLGA will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. The school will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	\$25,296	N
4	Educational Technology & Support	Vista Lago Global Academy (VLGA) will maintain a comprehensive educational technology program that supports 21st-century learning, ensures equitable access to digital resources, and protects student and staff data.	\$116,503	N

		1:1 Device Program VLGA will provide every student and staff member with an individual technology device to ensure consistent access to curricular and instructional materials in the classroom and for extended learning at home. The 1:1 program is the foundation of the school's technology access strategy and is intended to remove device availability as a barrier to learning, with particular attention to Socioeconomically Disadvantaged students for whom home device access cannot be assumed. IT Support and Infrastructure VLGA will maintain a dedicated IT Support position responsible for troubleshooting technical issues for students and staff, managing device inventory and deployment, ensuring adequate network bandwidth across all school facilities, implementing content filtering consistent with the Children's Internet Protection Act (CIPA), and maintaining cybersecurity protocols that protect student and staff data privacy in accordance with applicable federal and California student data privacy laws. The technology infrastructure will undergo regular assessment to identify and address connectivity issues, capacity constraints, and security vulnerabilities before they affect instruction. Annual device purchases will be made based on a documented replacement cycle analysis, with quantities determined by current device condition, projected enrollment growth, and the need to maintain an adequate supply of functioning equipment. Because VLGA expands by one grade level each year, projected enrollment growth is a particularly important factor in annual device planning.		
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Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Vista Lago Global Academy (VLGA) developed this goal because its first year demonstrated, in concrete terms, that family and community partnership is directly tied to student success. The sections below explain how the goal builds on evidence from the needs assessment, advances the school's Community School vision, responds to non-academic barriers families face, and meets the stakeholder engagement expectations of the LCAP itself.

Grounded in a First-Year Strength the Data Confirmed: The goal builds on one of the clearest findings from the school's needs assessment: family engagement is associated with stronger student attendance. Students whose families participated in Coffee with the Principal attended at higher rates than those whose families did not, and engaged families were more likely to understand and use the school's attendance and Independent Study options to keep their children on track. This gave VLGA direct, local evidence that investing in family partnership is not a peripheral activity but a lever that measurably improves student outcomes. The goal formalizes and expands that lever so the benefit reaches more families across the school.

Central to the Community School Vision: Family and community partnership is a core pillar of the California Community Schools Framework that anchors VLGA's model. The school's vision is to serve as both an educational institution and a community hub, where families access resources and meaningful engagement opportunities and where partnerships with community-based organizations address academic and non-academic barriers to learning. This goal operationalizes that vision by committing the school to build a collaborative support network around students. Without strong family and community partnerships, the Community School model would exist on paper only; this goal ensures it is actively developed as the school grows.

Responsive to the Barriers Families Face: The needs assessment showed that several of the barriers to learning at VLGA originate outside the classroom and can only be addressed in partnership with families and the community. Because the school provides no transportation and all students are dropped off or carpool, attendance depends on family logistics, and a single family being out can keep several students home at once. A difficult flu season and the fact that some families lack health insurance extended absences for health reasons. These conditions cannot be solved by instruction alone. By strengthening family partnerships and connecting families to community resources such as health and wellness supports, the school can reduce the non-academic obstacles that keep students from attending and engaging fully.

Aligned with Stakeholder Engagement Expectations: Finally, the goal reflects the collaborative, partnership-based approach that the LCAP process itself requires. VLGA developed its plan in consultation with its Parent Advisory Committee, English Learner Parent Advisory Committee, Student Advisory Committee, and other educational partners, and provided written responses to the input they offered. A standing goal focused on family and community partnership institutionalizes that consultative relationship beyond the annual planning cycle, ensuring families and the community remain active contributors to school improvement throughout the year. In short, VLGA developed this goal because a collaborative support network of families and community partners

is both an evidenced driver of student success and an essential component of the school's Community School identity, and the school intends to build it deliberately rather than leave it to chance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	Not applicable	Not applicable	2025-26: Exemplary	2026-27: Exemplary	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report
19	Parent input in decision-making for UP & SWD. (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 .	Not applicable	Not applicable	<u>2025-26:</u> 9. 4 10. 4 11. 5 12. 4	<u>2026-27:</u> 9. 4 10. 5 11. 5 12. 4	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report
20	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	Not applicable	Not applicable	<u>2025-26:</u> 1. 5 2. 5 3. 5 4. 5	<u>2026-27:</u> 1. 5 2. 5 3. 5 4. 5	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	Not applicable	Not applicable	<u>2025-26:</u> 85% Sense of Safety 78% School Connectedness	<u>2026-27:</u> 90% Sense of Safety 80% School Connectedness	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: CPSS	Not applicable	Not applicable	<u>2025-26:</u> 100% Sense of Safety 100% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	Not applicable	Not applicable	<u>2025-26:</u> 80% Sense of Safety 80% School Connectedness	<u>2026-27:</u> 85% Sense of Safety 85% School Connectedness	As a newly established school, VLGA does has neither Baseline nor Year 2 Outcome data to report

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions

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

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions

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.

Not applicable since VLGA did not have an LCAP for its initial year of operation: 2025-26. Per CDE/LASSO office instructions

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	Vista Lago Global Academy (VLGA) will maintain a safe, secure, and well-functioning learning environment that supports student achievement and well-being. Security Systems and Supervision VLGA will employ adequate supervision staff and maintain an enhanced security system that includes surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety throughout the instructional day and during after-school activities. Staff Training and Emergency Preparedness All staff will receive regular training on the school's safety procedures and emergency protocols, including drills and response procedures required under California Education Code and the school's Comprehensive School Safety Plan. Facility Maintenance Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. The school will	\$530,276	N

		maintain documentation of completed and pending work to support both internal accountability and authorizer reporting requirements. Facility Inspection and Assessment VLGA will complete the annual Facility Inspection Tool (FIT) assessment required under California Education Code § 17002 to systematically evaluate the physical plant, including structural integrity, cleanliness, and compliance with health and safety regulations. Any deficiencies identified through the FIT assessment will be addressed according to priority level, with safety concerns receiving immediate attention. Reporting and Transparency Facility condition and safety information will be reported transparently through the annual Local Control Accountability Plan (LCAP), the School Accountability Report Card (SARC), and the Local Indicators Report submitted to the school's authorizer. These reports together provide families, staff, and the authorizer with a complete annual picture of facility condition and any corrective action underway.		
2	Parents as Decision-makers	Vista Lago Global Academy (VLGA) will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school's planning and accountability processes. Required LCAP Advisory Committees VLGA will establish and maintain a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) to review and provide input on the school's LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions. VLGA will establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2) whenever the school's English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families. English Learner Advisory Structure VLGA will maintain a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) structure, as allowable for	\$2,000	N

		charter schools. The combined committee fulfills the functions of both the site-level ELAC and the district-level DELAC, providing English Learner families a single venue for input on EL programs, services, and reclassification. Student Advisory Committee VLGA will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides middle/high school students a structured voice in school decision-making and is consulted on matters that directly affect student experience, climate, and engagement. Training and Capacity Building VLGA will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.		
3	School-Family Partnerships	Vista Lago Global Academy will implement a comprehensive school-family partnership program coordinated by the Principal who will manage integrated student support services, conduct ongoing schoolwide needs assessment, , and serve as the primary liaison to community partners. The Principal will also lead family workshops, parent engagement events, family councils, and ongoing two-way school-to-family communication. Communication Infrastructure VLGA will employ lead translators and interpreters to ensure that school communications, family meetings, and parent-teacher conferences are accessible to linguistically diverse families, with particular attention to Spanish-speaking families and families of English Learners and Long-Term English Learners. Key staff will conduct regular home visits to strengthen school-family connections and to surface barriers (transportation, work schedules, language access) that affect attendance and engagement. Family engagement will be supported through ParentSquare as the primary digital communication platform for school announcements, updates, and two-way communication between staff and families. Monthly Coffee with the Principal	\$138,088	N

		VLGA will host a monthly Coffee with the Principal series structured around three consistent components. Each session will feature a community partner presentation that allows families to learn about available services and connect directly with service providers; a current-school-update segment that shares student data, behavior management systems, and intervention programs in plain language; and a community-building activity (Way of Council or Kagan team-building) designed to strengthen relationships among families and between families and the school. Family Events VLGA will host multiple family engagement events throughout the year, including Student-Led Conferences, Parent Conferences, Parent education workshops, LIST THEM. These events bring families onto campus, recognize student achievement, and create opportunities for meaningful connection between families and the school community. Parent Workshops VLGA will offer a series of parent education workshops aligned to the priorities identified in the school's needs assessment and partner engagement. Topics will include: • Independent Study and Attendance Recovery. Understanding the school's Independent Study program, how to request and complete IS for planned or health-related absences, and how to recover the academic portion of an excused absence; responsive to the chronic absenteeism finding that families need clearer information about IS and attendance recovery. • Understanding i-Ready Reading and Math Results. How to read the i-Ready diagnostic and growth reports for your child, what placement and growth measures mean, and how to support next steps at home; paired with the school's i-Ready Data Chat Nights. • Supporting Reading at Home. Practical strategies for phonemic awareness, phonics, fluency, vocabulary, and comprehension support at home, aligned to the school's Science of Reading approach, including the use of home reading kits and independent reading logs. • Supporting Math at Home. Strategies for building conceptual understanding, procedural fluency, math vocabulary, and word-problem comprehension at home. • Navigating Special Education and Support Processes. An overview of the Student Success Team (SST), 504 plans, Coordination of Services Team (COST), and Individualized Education Program (IEP) processes; parent	
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		rights; and how to participate effectively, particularly for families of Students with Disabilities. • English Language Development and Reclassification. For families of English Learners and Long-Term English Learners: understanding the ELPAC, the school's designated and integrated ELD model, reclassification criteria and process, and strategies for supporting language development at home. • CalKIDS and College Savings. Enrolling in the California Kids Investment and Development Savings Program (CalKIDS) and planning for postsecondary education; responsive to parent and PAC interest expressed during LCAP engagement. • Health, Wellness, and Family Resources. Connecting families with health insurance options, community health partners, and wellness resources, responsive to the chronic absenteeism finding that some families lack health insurance and that health-related absences extended student time away from school. Academic Engagement To actively involve families in their children's academic progress, VLGA will host i-Ready Data Chat Nights, Student-Led Conferences, and Open Houses at which students showcase their learning. These events give families direct access to the same diagnostic and growth data used by teachers and create structured opportunities for families to understand and respond to their child's academic trajectory.		
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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
\$403,104	\$31,200

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
18.63%	0%	\$0	18.63%

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	This action is principally directed to VLGA's unduplicated student population, defined under California Education Code 42238.02 as low-income students, English Learners (including Long-Term English Learners), and foster youth. The school's 2025-26 first-year needs assessment identified the following unique needs for these students. Accelerated academic intervention to close documented achievement gaps VLGA's i-Ready data show specific areas where students are not yet meeting grade-band growth targets. In reading, Kindergarten, Grade 5, and Grade 8 did not meet the applicable target. In mathematics, Grade 5 and Grade 7 fell well below their grade-band	This action increases and improves services for unduplicated students through four mechanisms that are explicit in the action's design, not assumed by enrollment. First, the tiered intervention design routes intensified services to the students with the greatest academic needs through i-Ready diagnostic results and Student Success Team (SST) referral. Because Socioeconomically Disadvantaged students are the majority of VLGA's enrollment and the needs assessment documents that these students carry disproportionate shares of below-grade-level placement, the data-driven placement of students into Tier 2 and Tier 3 small-group instruction will, in	• #1: i-Ready Reading assessments; • #2: i-Ready Math Assessments

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
	targets, and Grade 8 carries the largest share of students performing well below grade level despite strong growth. Because approximately 65% of VLGA students are Socioeconomically Disadvantaged and the all-students results substantially reflect that population, these grade-level shortfalls represent direct, measurable gaps for the low-income unduplicated student group. The acceleration need is therefore specific and data-identified, not generalized. Integrated language development for English Learners and Long-Term English Learners VLGA's English Learner and LTEL students require structured language development that is embedded within academic intervention rather than delivered separately, so that progress in content learning is paired with measurable growth in English proficiency. The needs assessment also documented that per-grade EL cell sizes are too small to support reliable group-specific growth determinations or stand-alone EL intervention groups by grade, which means EL students must be served through a unified, schoolwide MTSS framework that can identify and respond to each EL student's needs based on individual data, including ELPAC results and Ellevation language benchmarks. Access to extended learning time outside the regular school day Low-income families typically have less access to outside-school academic support, including private tutoring, paid summer programs, and at-home academic enrichment. For low-income students, after-school, intersession, and summer programming provided by the school is often the only extended learning opportunity available. This makes school-funded extended learning a critical equity strategy for the low-income unduplicated student group, and a parallel pathway for unfinished course credit for unduplicated secondary students.	practice, direct the highest concentration of intervention resources to unduplicated students. The action improves the quality of services for unduplicated students by adding aide-supported small-group instruction during the school day, biweekly progress monitoring, and documented intervention adjustments through the SST, beyond what the core instructional program alone provides to all students. Second, the extended learning components increase the quantity of services for unduplicated students. After-school tutoring, intersession programming, and summer programming with credit recovery provide publicly funded academic time that low-income families typically cannot access privately. The action explicitly directs priority outreach to students in Tier 2 and Tier 3 intervention and to the identified student groups, ensuring that unduplicated students receive targeted invitations to participate rather than being expected to opt in on their own. Third, for English Learners and Long-Term English Learners, integrated and designated English Language Development strategies and academic language development are embedded within tutoring and small-group instruction, with progress monitored through ELPAC and local benchmarks tracked in Ellevation. This is an improvement in service quality for EL and LTEL students because it delivers language development alongside content acceleration rather than in parallel and disconnected programs. For Students with Disabilities, intervention is delivered within the school's full inclusion model and aligned to each student's Individualized Education Program, so SWD students whose status also overlaps with unduplicated status receive coordinated rather than fragmented services. Fourth, the connection between extended learning and the school's Independent Study and attendance recovery efforts directly addresses an absence-driven	

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
	Pathways to recover learning lost to absence The chronic absenteeism findings showed that absences fell hardest on families with constrained logistics, no school-provided transportation, health-related disruption, and limited health insurance. These conditions concentrate among low-income families. Without structured pathways to recover both learning and attendance through Independent Study and attendance recovery, absent unduplicated students fall further behind, which compounds the achievement gap for the unduplicated student group. Readiness to serve foster youth Foster youth are statutorily included in the unduplicated student population. While VLGA's first-year data did not separately identify the foster youth cohort due to small numbers, the school's intervention design must be ready to serve foster youth when they enroll, with the same school-day intervention, extended learning, language and inclusion supports, and SST coordination available to all unduplicated students. Foster youth typically experience mobility, trauma, and academic disruption that make ready, data-driven intervention essential from the first day of enrollment.	barrier that concentrates among low-income families. The chronic absenteeism findings identified family logistics, health-related absences, and limited insurance as the conditions driving the March attendance decline. By coordinating after-school, intersession, and summer programming with Independent Study and attendance recovery, the action creates a structured path for unduplicated students to recover both learning and, where applicable, course credit, addressing a barrier that disproportionately affects the unduplicated student population. Why the action is provided on a schoolwide basis The action is provided on a schoolwide basis because VLGA's unduplicated student population is large, integrated into every grade level, and not separable into a discrete group that could be served effectively through a limited delivery model. Approximately 65% of students are Socioeconomically Disadvantaged and 10% are English Learners, including one LTEL, so unduplicated students are present in every grade and every classroom. During 2025-26, multiple grade levels operated as combination classrooms, with Grades 6 through 8 combined for portions of the year, which meant unduplicated students were embedded within multi-grade cohorts and could not be served through a separate group-specific intervention block without disrupting the instructional grouping required by the school's master schedule. In addition, per-grade EL and SWD cell sizes are too small to support reliable group-specific intervention programs, as the needs assessment documented, so services must be delivered through a unified, schoolwide MTSS framework that identifies and responds to each student's needs based on individual data. Importantly, schoolwide delivery is not justified by enrollment percentages alone. The action's design is intentionally weighted toward unduplicated student	

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
		outcomes through specific, identifiable mechanisms: the tiered placement criteria are needs-based and route the most resources to the students with the greatest gaps, who are predominantly unduplicated; the extended learning components include explicit priority outreach to unduplicated student groups; the language supports are embedded for EL and LTEL with progress monitoring through ELPAC and Ellevation; the inclusion model coordinates services for SWD students with overlapping unduplicated status; and the connection to attendance recovery responds to barriers that concentrate among low-income families. Schoolwide delivery is therefore the most effective mechanism for ensuring that unduplicated students receive intensified, improved services, because the action's data-driven design routes additional resources to students who, at VLGA, are predominantly unduplicated, while also reaching unduplicated students who would be missed by any narrower delivery model.	
Goal 2, Action 1	This action is principally directed to VLGA's unduplicated student population, defined under California Education Code 42238.02 as low-income students, English Learners (including Long-Term English Learners), and foster youth. The school's 2025-26 first-year needs assessment identified four staffing- and time-related needs that fall most heavily on unduplicated students. Consistent access to fully credentialed and appropriately assigned teachers VLGA's first year was marked by significant staffing disruption. Enrollment came in well below projection, requiring an immediate reduction in force; assignments were rearranged so that a single-subject social studies teacher was reassigned to teach multiple middle school subjects despite limited formal	This action increases and improves services for unduplicated students through four mechanisms that are explicit in the action's design. First, the action commits the school to employing one full-time Principal as instructional leader and appropriately credentialed and assigned teachers in all core academic content areas. This improves the quality of services for unduplicated students by ensuring that the staff in every classroom unduplicated students occupy is appropriately prepared to teach the content and the students assigned to them, directly addressing the credentialing and assignment inconsistencies that hurt unduplicated students in the school's first year. The Principal's role as instructional leader, providing instructional coaching, leading data analysis, and directing the Instructional Leadership	• #15: % teachers – fully credentialed & appropriately assigned. • #17: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	preparation; ninth-grade students completed math and science courses online due to staffing limitations; and a mid-year hire created additional schedule changes for upper-grade students. These conditions affected instructional consistency and quality most acutely in the grades where unduplicated students were enrolled, because those grades reflect the school's predominantly Socioeconomically Disadvantaged enrollment. Unduplicated students have less ability to compensate at home for instructional inconsistency than higher-income peers with greater access to private academic supports, which means appropriately credentialed and appropriately assigned teaching is not a neutral baseline but a direct equity need for the unduplicated student group. Teachers prepared in strategies that close gaps for unduplicated students The needs assessment identified teacher capacity as a root cause behind the school's areas of greatest need. Limited preparation in specialized instructional strategies, including structured literacy, small-group intervention, and integrated and designated English Language Development, constrained the school's ability to deliver consistent, high-quality reading and mathematics instruction across all grades. These specialized strategies are precisely the ones associated with closing gaps for low-income students, English Learners, and Long-Term English Learners, so the school's professional development capacity is directly tied to outcomes for the unduplicated student group. Sufficient instructional time to close documented achievement gaps Closing achievement gaps for students who enter the year below grade level requires more instructional time, not the same amount. VLGA's first-year i-Ready data identified specific grade-level shortfalls in reading and mathematics that fall on a predominantly	Team and the MTSS, ensures that the school's instructional decisions are made by a designated leader whose responsibilities include closing gaps for the school's highest-need students. Second, the professional development calendar improves the quality of services for unduplicated students by building staff capacity in the strategies most associated with closing gaps for low-income students, English Learners, and Long-Term English Learners. The five full days of summer professional development, five non-instructional days during the year dedicated to data analysis and instructional planning, and weekly professional development sessions throughout the year provide the time and structure needed for teachers to develop and refine practice in structured literacy, small-group intervention, English Language Development, data-driven instruction, and differentiation. The data-analysis focus of the non-instructional days is especially important for unduplicated students, because it is the mechanism through which teachers identify and respond to the specific patterns the needs assessment surfaced for those students. Third, the 180-day instructional calendar increases the quantity of services for all students relative to the California charter school minimum of 175 instructional days. The five additional instructional days represent approximately 2.9% more instructional time per year than the statutory floor, time that is available for the gap-closing instruction and intervention the action and the rest of Goal 1 commit to. While the additional days are provided schoolwide, they disproportionately benefit students who enter the year furthest from grade level, who at VLGA are predominantly unduplicated. The action's reference to a longer school day extends this principle within each instructional day, providing additional daily minutes for the same purposes.	

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
	Socioeconomically Disadvantaged student population. For these students, instructional time above the California charter school minimum is an essential condition for accelerated progress, because additional minutes of strong, credentialed instruction can be directed toward the gap-closing strategies the needs assessment identified. Instructional continuity during teacher absence and professional learning Instructional disruption from teacher absence affects unduplicated students disproportionately. Higher-income families are more likely to compensate for missed instruction through outside-school resources such as private tutoring, paid enrichment, or at-home academic support. For unduplicated students, missed or substitute-led instruction without qualified coverage often means lost learning that does not get made up. Maintaining a roster of qualified substitute teachers is therefore a direct equity strategy for the unduplicated student group, not a routine operational practice.	Fourth, the substitute teacher roster preserves instructional continuity when regular teachers are absent or participating in professional learning. This maintains the quality of instruction unduplicated students receive on days when the school's most experienced staff are not in the classroom, addressing an equity gap that would otherwise widen during teacher absence. Why the action is provided on a schoolwide basis The action is provided on a schoolwide basis because the components it commits to, credentialed and appropriately assigned teachers, the Principal as instructional leader, the professional development calendar, the substitute roster, and the 180-day instructional calendar, are by their nature schoolwide. The school cannot credential teachers selectively by student group, run a professional development calendar selectively for some classrooms, lengthen the school year for some students and not others, or maintain a substitute roster that covers only some classrooms. These conditions of the instructional program apply to all students simultaneously. Schoolwide delivery is not justified by enrollment percentages alone. The action is provided schoolwide because unduplicated students, who comprise approximately 65% of VLGA's enrollment as Socioeconomically Disadvantaged students plus 10% as English Learners including one LTEL, are present in every grade and every classroom, including the combination classrooms that operated during 2025-26. For these students, the staffing, professional development, and instructional time conditions described above are not background features of the school but the active mechanisms through which gaps are closed. The action's design weights its benefits toward unduplicated students through specific, identifiable choices: the professional development content focuses on structured literacy, small-group	

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
		intervention, ELD, and data-driven instruction, which are the strategies most associated with closing gaps for the unduplicated student population; the data-analysis emphasis of the non-instructional days routes teacher attention to students with the greatest needs, who at VLGA are predominantly unduplicated; and the longer instructional year provides the additional time those students require to close documented gaps. Schoolwide delivery is therefore the only effective mechanism for these conditions, and the action's content is intentionally designed to improve outcomes for unduplicated students above what a baseline instructional program would produce.	

Limited Actions

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

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

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

Not applicable.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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:	\$ -	\$ -

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)
				\$ -	\$ -
				\$ -	\$ -
		NOT APPLICABLE		\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

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)
\$ -	\$ -	\$ -	\$0.00 - No Difference	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)
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
		NOT APPLICABLE		\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	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)
N/A	\$ -	0.000%	#VALUE!	\$ -	0.000%	#VALUE!	#VALUE!	#VALUE!

2026-27 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 %)
2026-27	\$ 2,163,425	\$ 403,104	18.633%	0.000%	18.633%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,864,278	\$ 704,425	\$ -	\$ 91,468	\$ 2,660,171.00	\$ 1,909,177	\$ 750,994

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No					\$ -	\$ 15,804	\$ 15,804	\$ -	\$ -	\$ -	\$ 15,804	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Lago	2026-27	\$ 253,054	\$ 36,457	\$ 87,303	\$ 130,000	\$ -	\$ 72,208	\$ 289,511	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	No					\$ 141,748	\$ 6,000	\$ 52,944	\$ 94,804	\$ -	\$ -	\$ 147,748	0.000%
1	4	Broad Course of Study	All	No					\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	0.000%
1	5	Empowering SWD Academically	SWD	No					\$ 142,278	\$ 99,507	\$ -	\$ 229,025	\$ -	\$ 12,760	\$ 241,785	0.000%
1	6	Accelerating English Learner Success	EL	No					\$ -	\$ 6,500	\$ -	\$ -	\$ -	\$ 6,500	\$ 6,500	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Core Instructional Staffing	All	No					\$ 760,278	\$ -	\$ 760,278	\$ -	\$ -	\$ -	\$ 760,278	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Lago	2026-27	\$ 278,301	\$ 37,500	\$ 315,801	\$ -	\$ -	\$ -	\$ 315,801	0.000%
2	2	Professional Learning & Development	All	No					\$ 31,451	\$ 34,130	\$ 65,581	\$ -	\$ -	\$ -	\$ 65,581	0.000%
2	3	Core Curricular & Instructional Materials	All	No					\$ -	\$ 25,296	\$ -	\$ 25,296	\$ -	\$ -	\$ 25,296	0.000%
2	4	Educational Technology & Support	All	No					\$ 58,203	\$ 58,300	\$ 58,203	\$ 58,300	\$ -	\$ -	\$ 116,503	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Safe Facilities	All	No					\$ 108,276	\$ 422,000	\$ 368,276	\$ 162,000	\$ -	\$ -	\$ 530,276	0.000%
3	2	Parents as Decision-makers	All	No					\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
3	3	School-Family Partnerships	All	No					\$ 135,588	\$ 2,500	\$ 138,088	\$ -	\$ -	\$ -	\$ 138,088	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

2026-27 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
\$ 2,163,425	\$ 403,104	18.633%	0.000%	18.633%	\$ 403,104	0.000%	18.633%	Total:	\$ 403,104
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 403,104

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Lago	\$ 87,303	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Lago	\$ 315,801	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).