



LCFF Budget Overview for Parents

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

CDS Code: 33-67173-6032411-1173

School Year: 2026-27

LEA contact information:

JUANITA PEREZCHICA

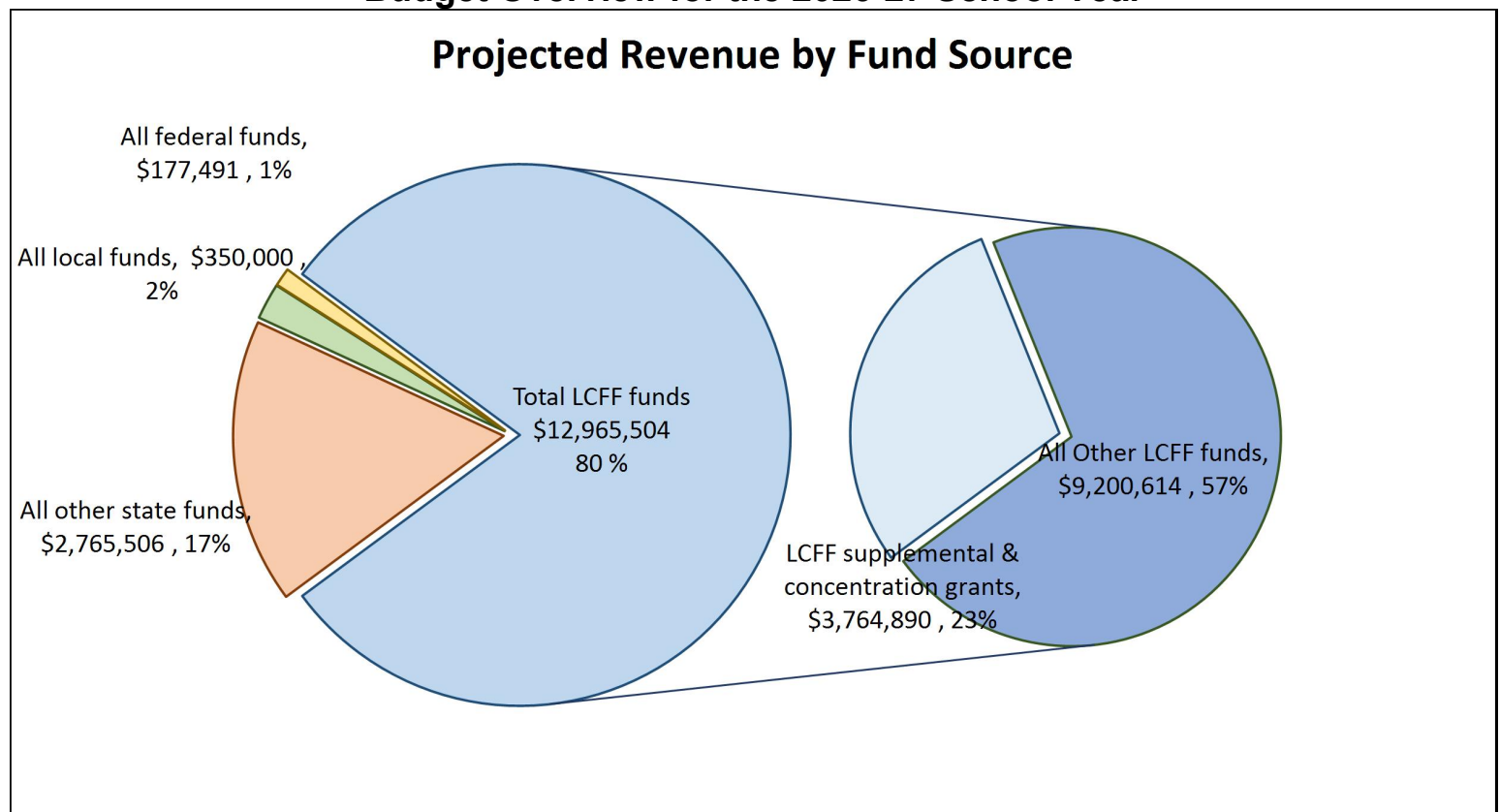
Principal

jperezchica@psusd.us

7604168250

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

Budget Overview for the 2026-27 School Year

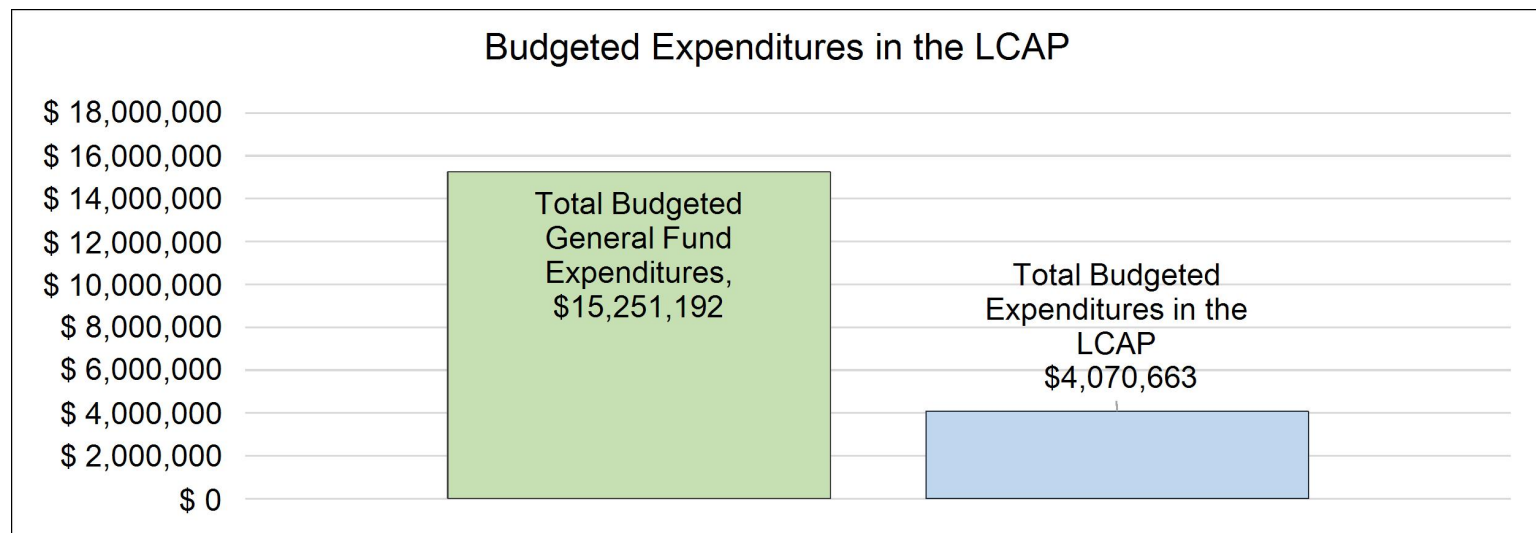


This chart shows the total general purpose revenue CIELO VISTA CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CIELO VISTA CHARTER SCHOOL is \$16,258,501, of which \$12,965,504 is Local Control Funding Formula (LCFF), \$2,765,506 is other state funds, \$350,000 is local funds, and \$177,491 is federal funds. Of the \$12,965,504 in LCFF Funds, \$3,764,890 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much CIELO VISTA CHARTER SCHOOL plans to spend for 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: CIELO VISTA CHARTER SCHOOL plans to spend \$15,251,192 for the 2026-27 school year. Of that amount, \$4,070,663 is tied to actions/services in the LCAP and \$11,180,529 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) includes salaries, benefits, instructional materials, program support, and operational costs to provide an exceptional K-8 educational program for the 855 students at Cielo Vista Charter.

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

In 2026-27, CIELO VISTA CHARTER SCHOOL is projecting it will receive \$376,489 based on the enrollment of foster youth, English learner, and low-income students. CIELO VISTA CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. CIELO VISTA CHARTER SCHOOL plans to spend \$368,313 towards meeting this requirement, as described in the LCAP.

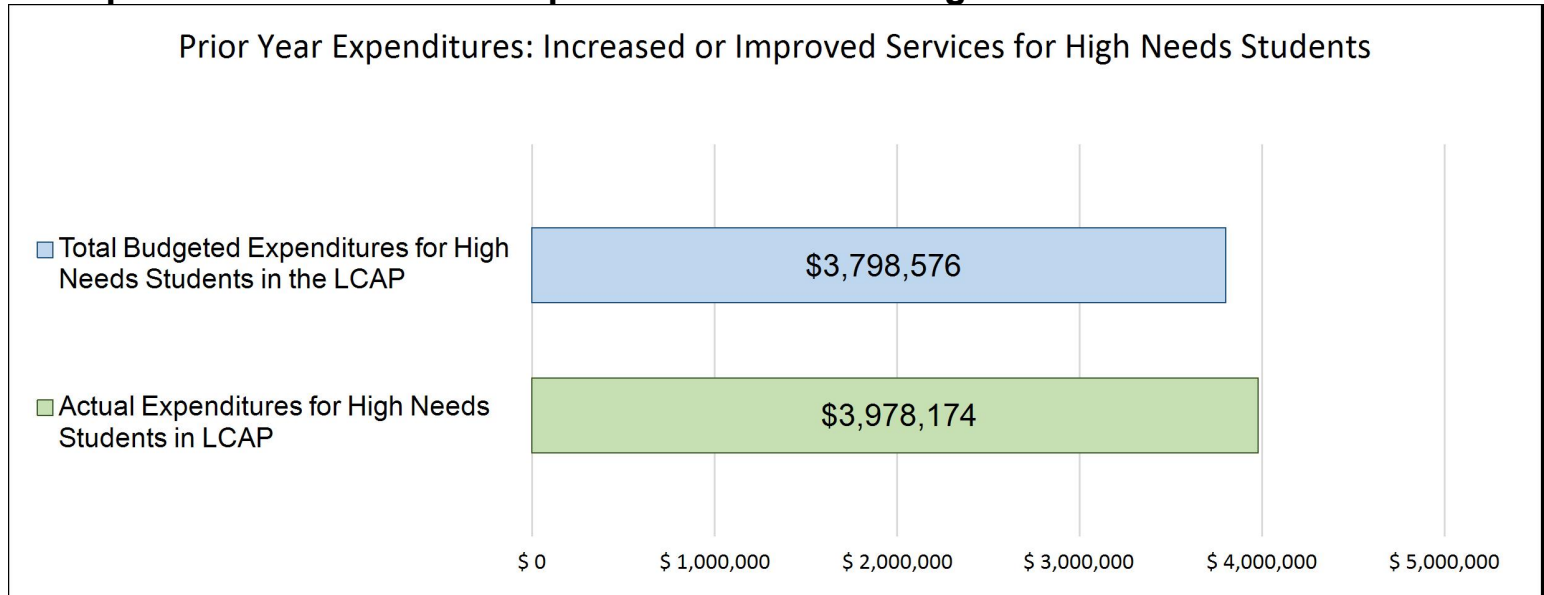
Although the amount budgeted to increase or improve services for high needs students in the 2026–27 LCAP is less than the projected LCFF supplemental and concentration grant revenue, Cielo Vista Charter School continues to meet the proportionality requirement through the strategic implementation of schoolwide actions that are principally directed toward and effective in meeting the needs of unduplicated pupils (English Learners, socioeconomically disadvantaged students, foster youth, and homeless students).

The LEA is implementing additional and intensified services through expanded instructional coaching, targeted Tier 2 and Tier 3 academic interventions in literacy and mathematics, increased paraprofessional support during core instructional blocks, and dedicated English Learner interventions aligned to ELPAC and ELPI growth. High needs students also receive enhanced social-emotional and behavioral supports through additional counseling and mental health services, school security and supervision aides, and structured recess and physical education programs that promote attendance, engagement, and school connectedness. The expansion of our CVC House system has also contributed to the achievement and sense of belonging of our UPP students.

Furthermore, professional development focused on ELD strategies, culturally responsive instruction, and data-driven MTSS practices strengthens teacher capacity to serve high needs students across all classrooms. Family engagement efforts, including a parent/family liaison, ELAC, and targeted outreach, further support improved outcomes for unduplicated pupils. Collectively, these actions result in a schoolwide increase in services that is demonstrably effective in improving academic achievement, language acquisition, attendance, and school climate for high needs students, thereby satisfying the LCFF proportionality requirement

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, CIELO VISTA CHARTER SCHOOL's LCAP budgeted \$3798576 for planned actions to increase or improve services for high needs students. CIELO VISTA CHARTER SCHOOL actually spent \$3978174 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$179,598 had the following impact on CIELO VISTA CHARTER SCHOOL's ability to increase or improve services for high needs students:

In 2025–26, total actual expenditures for actions and services to increase or improve services for high needs students were less than originally budgeted primarily due to staffing efficiencies, timing of contracted services, and cost savings achieved through phased implementation of planned actions. While some expenditures occurred later than anticipated or came in under budget, all planned actions and services were fully implemented or are in progress as intended.

This difference did not negatively impact the delivery or quality of services for high needs students. English Learners, socioeconomically disadvantaged students, and other unduplicated pupils continued to receive targeted academic interventions, enhanced instructional support, expanded social-emotional and mental health services, and increased access to schoolwide supports aligned to MTSS. In several cases, existing staff capacity and improved coordination allowed services to be delivered effectively at a lower cost while maintaining or improving outcomes.

Overall, the LEA was able to sustain and, in some areas, strengthen increased and improved services for high needs students despite lower-than-budgeted expenditures, ensuring that the intent and effectiveness of the actions were fully realized.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CIELO VISTA CHARTER SCHOOL	JUANITA PEREZCHICA Principal	jperezchica@psusd.us 7604168250

Plan Summary [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.

Cielo Vista Charter School (CVC) is located in the southeastern part of Palm Springs and proudly serves approximately 848 students in grades Kindergarten through Eight. As a Title I school, CVC embraces a diverse student population: 82% Hispanic or Latino, 8.3% White, 4% Filipino, and 1.7% African American and 17.4% English Language Learners. . Additionally, 93% of our students come from socioeconomically disadvantaged backgrounds.

Our school is led by a dedicated team that includes:

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

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

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

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

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

Our Vision

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

Our Mission

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

We are committed to fostering:

A restorative and supportive school culture

A strong sense of belonging and global citizenship

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

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

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

We believe every student deserves to feel valued, heard, and empowered through voice and choice. And we are proud to share that in 2026 we have been recognized as the first Blue Zone School in Palm Springs. We have also been named an Honor Roll School for three consecutive years. CVC was named top 6% of California schools meeting the needs of Hispanic students and African Americans.

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

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

Reflections: Annual Performance

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

Cielo Vista Charter's performance under California's Accountability System in 2025 shows varied results across different indicators. The school serves grades K-8.

Cielo Vista Charter (CVC) demonstrates a profile of high achievement and significant annual improvement across most state and local indicators, with the majority of performance categories rated as Green or Blue.

Academic Performance Reflection

English Language Arts (ELA): CVC maintains a strong Green rating, with students performing 19.0 points above the standard, an increase of 4.4 points from the previous year. Long-term data shows a steady upward trajectory from 8.6 points above standard in 2022.

Mathematics: While students remain 19.5 points below the standard, the school earned a Green rating due to a significant 7.7-point increase in performance. This continues a recovery trend from a low of 46.8 points below standard in 2022.

English Learner (EL) Progress: EL progress is a notable success, with 56.5% of EL students making progress toward English proficiency—a 9.9% increase that earned a Green rating.

Engagement and School Climate Reflection

Chronic Absenteeism: The school saw a major improvement in student engagement, with the chronic absenteeism rate falling to 5.8%, a decline of 6.3 points. This is significantly lower than the state average of 17.1%.

Suspension Rate: This is CVC's highest-performing area with a Blue rating. Only 0.7% of students were suspended at least once, a 2.1% decline from the previous year.

Local Climate Survey: Winter 2026 local data indicates 83% of secondary students and 88% of elementary students report a favorable climate of academic support.

Local Indicator Reflection

The school has met the standard for all local indicators, reflecting robust internal systems:

Standards Implementation: CVC reports Full Implementation and Sustainability (Level 5) for ELA, ELD, Math, and History-Social Science standards.

Parent Engagement:** A major strength is the 95% family connection rate on Class Dojo. The school has also successfully implemented leadership roles for families from underrepresented groups.

Course Access: The school provides middle schoolers access to Spanish 1 and 2 (A-G approved) and is expanding vocational offerings with new course proposals for Hospitality & Tourism

Identified Areas for Growth

Despite overall success, local data and reflections identify specific needs:

Social Dynamics: While physical safety is high, secondary students reported challenges with social aggression, such as rumors and lies

Decision-Making: The school aims to move beyond informal surveys to create more formal structures for student voice, such as student advisory panels.

Equity Gaps: While many groups are in the Green/Blue range, the school is prioritizing more intentional outreach to underrepresented families, specifically Spanish-speaking and working households, to ensure their voices shape school policy.

CVC has \$228,006 in unexpended LREBG funds that will be expended during the current year. Funds will support enhanced classroom instruction and professional learning through Academic Coaches, including implementation of Building Thinking Classrooms and integration into ELA instruction. Funds will also strengthen instructional support capacity through Instructional Coaches who support teachers and administrators in content knowledge, pedagogy, and reflective practice. In addition, CVC will maintain one Literacy Coaches dedicated to early literacy skill development through instructional support and reading intervention services. (Goal 1 Action 1.3) Based on the CVC's needs assessment, funds will continue to support the revision and implementation of a coherent, aligned professional learning structure using a multi-tiered approach, including:

Professional Learning Communities (PLCs)

Site-embedded coaching and classroom observations

Opportunities for educator feedback and reflection

Subject matter expert professional learning design and implementation

Funds will also support ensuring curriculum and supplemental materials are aligned to the rigor of the California Common Core State Standards (CCSS), provide standards-based and data-driven instruction for all students, and engage outside consultants to provide staff development focused on research-based instructional and learning strategies.

Goal 1, Action 1.5 : Academic Coaching, Instructional Coaching, Literacy Coaching, and Professional Learning Systems

LREBG funds will support actions focused on strengthening instructional practices, improving literacy outcomes, and building educator capacity through coaching, professional learning, curriculum alignment, and implementation of research-based instructional strategies.

Rationale for Selecting the Action

CVC selected this action based on findings from the local needs assessment, which identified the need to strengthen Tier 1 instruction, increase student achievement in literacy and mathematics, improve instructional coherence across sites, and provide sustained professional learning support for teachers and administrators.

Data analysis demonstrated a need for:

Increased instructional support in literacy and mathematics;

Greater alignment of curriculum and instructional practices to the California Common Core State Standards (CCSS);

Expanded professional learning opportunities focused on evidence-based instructional strategies;

Ongoing coaching, feedback, and reflective practice to improve instructional effectiveness; and

Enhanced early literacy intervention and support for struggling readers.

To address these identified needs, CVC prioritized investment in Academic Coaches, Instructional Coaches, Literacy Coaches, professional learning communities, site-based coaching cycles, classroom observations, and targeted staff development opportunities.

Alignment to Allowable Use of Funds

These actions align with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds because they directly support academic recovery and accelerate student learning through evidence-based instructional practices and expanded professional support systems.

Funds will be used to:

Strengthen instructional delivery and classroom support;

Improve literacy instruction and intervention services;

Provide standards-aligned professional learning;

Support implementation of Building Thinking Classrooms and integration into ELA instruction;

Increase educator capacity through coaching, collaboration, and reflective practice; and

Ensure curriculum, instructional materials, and teaching strategies are aligned to the rigor of the CCSS and responsive to student learning needs.

These actions are designed to mitigate the academic impact experienced by students and schools and support improved educational outcomes.

How the Action Addresses Identified Needs

The selected actions are expected to address the identified needs of students and schools by improving the quality and consistency of instruction across classrooms and school sites.

Academic Coaches, Instructional Coaches, and Literacy Coaches will provide direct support to teachers through modeling, coaching cycles, collaborative planning, data analysis, and instructional feedback. These supports are intended to strengthen instructional practices, improve student engagement, and increase academic achievement in literacy and mathematics.

The implementation of Building Thinking Classrooms and integration into ELA instruction will promote student discourse, critical thinking, and deeper learning opportunities. Professional learning communities and site-embedded coaching will create ongoing structures for collaboration, reflection, and continuous improvement. In addition, maintaining literacy intervention support and engaging outside consultants for research-based professional development will help ensure that instruction remains standards-aligned, data-driven, and responsive to the diverse learning needs of students, particularly those demonstrating unfinished learning and achievement gaps identified in the needs assessment.

Hiring a Literacy Academic Coach and paraprofessional staff is an allowable use of LRBG funds because these positions provide evidence-based learning supports that accelerate student progress and address learning gaps in literacy achievement. The Literacy Academic Coach supports teachers through professional development, instructional coaching, and implementation of evidence-based literacy practices aligned with student learning needs. Paraprofessionals provide targeted small-group intervention and one-on-one literacy support to students who require additional assistance in reading, writing, and foundational literacy skills. These services increase instructional support, provide early intervention, and help stabilize and improve academic outcomes for students experiencing learning loss.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	English Learner Advisory Committee (DELAC), and parent input sessions conducted throughout the LCAP development process. Feedback was gathered regarding student academic needs, school climate, attendance, intervention supports, and communication effectiveness. Parent input informed priorities related to academic achievement, social-emotional supports, and family engagement. Students Students were engaged through student surveys, site leadership groups, classroom discussions, and student forums. Students provided feedback regarding school connectedness, safety, academic support, mental health needs, and college and career readiness opportunities. Student voice contributed to the identification of priorities and actions designed to improve student engagement, learning experiences, and overall well-being. Teachers Teachers participated in the engagement process through staff meetings, professional learning communities (PLCs), surveys, weekly Monday meetings with instructional leadership teams, and collaborative planning sessions. Teachers provided input regarding curriculum implementation, instructional supports, intervention needs, professional learning, and student achievement data. Their feedback helped shape actions related to instructional coaching, academic intervention, and professional development. Principals and Administrators Principals and administrators were engaged through leadership meetings, administrative cabinet discussions, data review sessions, and strategic planning meetings throughout the LCAP development timeline. Input from school leaders informed CVC's priorities related to instructional improvement, student achievement, school climate, staffing needs, and resource allocation. Other School Personnel Other school personnel, including classified staff, paraprofessionals, counselors, office staff, and support personnel, participated through surveys, staff meetings, and consultation opportunities. Feedback

Educational Partner(s)	Process for Engagement
	focused on school climate, student support systems, attendance, safety, operational needs, and strategies to improve student engagement and well-being. Admin meets on a monthly basis with each group and collects feedback from the discussions.

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

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

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

Improving school security systems or equipment (3.1)

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate increased academic achievement through access to rigorous, standards-aligned instruction, evidence-based teaching practices, targeted intervention supports, and high-quality professional learning for staff. CVC will improve student outcomes in literacy, mathematics, English language development, and college and career readiness while reducing achievement gaps among student groups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CALSAS report	Highly Qualified teachers100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly	90% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting	91.2% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting	100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting	+1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		qualified teachers. Teaching Credential with appropriate English Learner authorization	equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization	equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization	equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization	
1.2	Williams Report	Access to aligned instructional materials 100% of students access to textbooks and instructional materials	100% of students access to textbooks and instructional materials	100% of students access to textbooks and instructional materials	100% of students access to textbooks and instructional materials	no change
1.3	ELA SBAC aligned assessment Renaissance STAR assessment Teacher created	ELA STAR & SBAC aligned assessment 51.22 % of students in K-8 met or exceeded standards	ELA STAR & SBAC aligned assessment 55.89 % of students in K-8 met or exceeded standards	ELA STAR & SBAC aligned assessment 59.0% of students in K-8 met or exceeded standards	ELA STAR & SBAC aligned assessment 61.22 % of students in K-8 met or exceeded standards	+7.78
1.4	Math SBAC aligned assessment Renaissance STAR assessment Teacher created	Math STAR & SBAC aligned assessment 61.63% of students in 1-8 met or exceeded standards	Math STAR & SBAC aligned assessment 63.98% of students in 1-8 met or exceeded standards	Math STAR & SBAC aligned assessment 64.5% of students in 1-8 met or exceeded standards	Math STAR & SBAC aligned assessment 71.63% of students in 1-8 met or exceeded standards	+2.87
1.5	English Learner Progress Indicator ELPI levels Ca Dashboard	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress 51.8% of students progressed at least ONE ELPI level	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress	English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress	+4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.4% who maintained at their current ELPI level 19.9% of students decreased one ELPI level	45.9% of students progressed at least ONE ELPI level 27.1% who maintained at their current ELPI level 26.3% of students decreased one ELPI level	56.5% of students progressed at least ONE ELPI level 28.7% who maintained at their current ELPI level 14.8% of students decreased one ELPI level	75% of students progressed at least ONE ELPI level 25% who maintained at their current ELPI level 0% of students decreased one ELPI level	
1.6	English Language Proficiency Data Quest	English Language Proficiency for Summative ELPAC Level 4: 16.50% (well developed) Level 3: 33.77% (moderately developed) Level 2: 29.40% (Somewhat developed) Level 1: 20.33 (Beginning to develop)	English Language Proficiency for Summative ELPAC Level 4: 17.45% (well developed) Level 3: 51.01% (moderately developed) Level 2: 28.86% (Somewhat developed) Level 1: 2.68 (Beginning to develop)	English Language Proficiency for Summative ELPAC Level 4: 21.71% (well developed) Level 3: 49.61% (moderately developed) Level 2: 25.58% (Somewhat developed) Level 1: 3.10 (Beginning to develop)	English Language Proficiency for Summative ELPAC Level 4: 36.50% (well developed) Level 3: 53.77% (moderately developed) Level 2: 9.77% (Somewhat developed)	+21.05% growth in Level 3 and 4
1.7	English Learner Reclassification rate	2023-24 27.1% reclassified	2024-25 19.8% reclassified	2025-26 30.2% reclassified	2026-27 35% reclassify	+7.2 from 2022-23 22.9%
1.8	School Attendance Rate	95% of daily attendance rate	96.8 daily attendance rate		98% of daily attendance rate	+1.8
1.9	Chronic absenteeism Ca dashboard	16.5% chronically absent	12.1% chronically absent	5.8% chronically absent	5% chronically absent	declined 6.8% in a positive direction
1.10	English Language Arts Performance levels Ca Dashboard	Orange Performance Band: EL's 32.5 points below standard	57.26% met or exceeded Blue Performance Band: White 55.1 above standard	60.14% met or exceeded Blue Performance Band: White 52.9 above standard	All students including student groups will perform in the GREEN performance band.	White: +4.5 All Students: +5.37 SWD: - ELL: + Hispanic: +

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow Performance Band: All students 9.4 points above standard Hispanic 0.7 points above standard Socioeconomically Disadvantaged 8.9 points above standard Students with Disabilities 45.5 points below Blue Performance Band: White 48.4 above standard	Green Performance Band: All students 14.7 points above standard Hispanic 5.5 points above standard Socioeconomically Disadvantaged 12.9 points above standard Yellow EL's 23.6 points below standard Long-Term English Learners 54.8 below the standard Orange Performance Band: Students with Disabilities 64 points below	Green Performance Band: All students 19.0 points above standard Hispanic 13.3 points above standard Socioeconomically Disadvantaged 18 points above standard Yellow EL's 20.2 points below standard Long-Term English Learners 92.2 below the standard Yellow Performance Band: Students with Disabilities 53 points below		
1.11	Mathematics Performance levels Ca Dashboard	Orange Performance Band: EL's 68 points below standard AND Students with Disabilities 65.2 points below Yellow Performance Band: Hispanic 41.1 points below	38.73% met or exceeded Green White 8.5 above standard Yellow Performance Band: All students	44.92% met or exceeded Green White 22.4 above standard Green Performance Band: All students	All students including student groups will perform in the GREEN performance band.	White: +20 All Students: +13.8 SWD: -18.6 ELL: +20.8 Hispanic: +15.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 33.3 below standard Socioeconomically Disadvantaged 33.9 points below Green Performance Band: White 2.4 below standard	27.2 points below standard Hispanic 33.7 points below standard Socioeconomically Disadvantaged 27.7 points below standard EL's 50.1 points below standard Orange Performance Band: Students with Disabilities 85.5 points below Long-Term English Learners 117 below the standard	19.5 points below standard Hispanic 26.0 points below standard Socioeconomically Disadvantaged 20.3 points below standard EL's 47.2 points below standard Orange Performance Band: Students with Disabilities 83.8 points below Long-Term English Learners 146 below the standard		

Goal Analysis [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.

The vast majority of the actions and services laid out for this goal were carried out. CVC expanded homework club offerings and added significant after school support through homework clubs which included targeted assistance for English learners, low socioeconomic students, and homeless and foster youth as well as the academic support offered through many other after school offering through ELOP. The biggest challenge for the implementation of additional homework club and after school programs was maintaining consistent staffing throughout the year. Professional development in the area of English Language Development included staff training on Powers of Wonder and power of Patterns. These were both highly successful.

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

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

Actions 1.1-1.5 in Goal #1 were overspent with the exception of one area due to overestimating the cost of health and wellness using the projected LCAP funds. These differences are attributable to the strategic use of one-time supplemental funding that required expenditure prior to year-end.

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

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

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

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

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

As a result of reflecting on prior practice and analyzing this year's outcomes, several adjustments have been made to our planned goals, metrics, and actions for the coming year. While the overall goal of increasing student achievement in mathematics and English Language Arts remains the same, we are refining our target outcomes to be more specific and aligned with grade-level expectations and subgroup

performance. For example, we will now disaggregate data to set growth targets for English Learners and students receiving Tier 2 and Tier 3 interventions. In terms of actions, we will deepen our focus on data-driven instruction by increasing the frequency of data meetings and providing more targeted professional development based on teacher and student needs identified through formative assessments. Additionally, sub coverage will be strategically scheduled around benchmark assessments to maximize the impact of data analysis. Finally, we will incorporate coaching cycles with more consistent follow-up and support to ensure the transfer of professional development into daily instructional practice. These changes aim to build on our current momentum and accelerate progress toward reaching the blue achievement category. Although we have moved one of our academic coaches out of our elk out plan, they will still be focusing on the actions listed above. They will now be funded through another source which needs to be spent by 2028.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide professional development to enhance the delivery of California State Standards, ensuring they meet the specific learning needs of all student groups. Encourage attendance at conferences and professional development events that support the implementation of CCSS, NGSS, standards-based instruction, ELD, GATE, technology, and PBL instructional strategies. Offer stipends and cover travel expenses for participating teachers. Offer professional development to all teaching staff on integrated and designated ELD strategies and scaffolds, improving access to core content for all learners. Provide training on Tier 1 and 2 interventions, including small group instruction, shared reading groups, one-on-one conferencing, and other necessary intervention strategies. Maintain two full-time Literacy Coaches to support instruction and reading interventions, focusing on developing early literacy skills and provide professional development to our teachers and paraprofessionals Contract with outside consultants to deliver staff development on aligning research-based instructional and learning strategies: Building Thinking	\$19,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Classrooms, Eduprotocols, Powers of Wonder, Ron Clark Academy House PD, and ELD training with Dr. Kate Kinsella. Maintain additional assistant principal to work on data analysis and professional development coordination for our teachers.		
1.2	Instructional Coach	Enhance classroom support through Academic Coaches, particularly in implementing Building Thinking Classrooms and facilitating its integration into ELA. Strengthen instructional support capacity via Instructional Coaches, aiding teachers and administrators in content, pedagogy, and reflective practice. Maintain two Literacy Coaches dedicated to early literacy skill development through instructional support and reading intervention. Based on our needs assessment, continue to revise and implement a coherent, aligned professional learning structure with a multi-tiered approach to support the following: Professional learning communities Site-embedded coaching and observations Opportunities for feedback Subject matter expert professional learning design and implementation Ensure curriculum and supplemental materials are aligned with the rigor of the CCSS. Provide standards-based, data-driven instruction to all students. Engage outside consultants for staff development focused on aligning research-based instructional and learning strategies.	\$219,095.00	Yes
1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as	Grade-level and vertical teams will collaborate to identify best practices and align instructional materials, curriculum, and research-based strategies appropriately. Instruction will target growth areas identified through the collaborative analysis of SBAC-aligned SMART goals, Benchmark assessments, and CAASSP assessments. Students will create personal WIGs based on their progress, which will be stored in their leadership notebooks.	\$784,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
	outlined in our charter petition Paraprofessional small group instruction with SOAR and Math small groups	Provide additional instructional aides to support tier 2 interventions for all TK-3 grade students. All classrooms will implement Tier 1 interventions based on checks for understanding in the gradual release of responsibility instructional method. Additionally, all classrooms will offer Tier 2 interventions to address individual student needs in all academic areas. All paraprofessionals will be utilized for the SOAR reading hour in grades K-2, with a 45-minute block in kindergarten, four days a week. Provide Tier 3 reading intervention classes during school hours for students who lack the foundational skills necessary to progress in reading comprehension.		
1.4	Math Intervention	Continue Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards. Maintain a second teacher in MS math sections with high numbers of unduplicated students to offer support in the classroom. Freckle Math subscription Dream box subscription to provide practice of grade level skills in game format 99 Math subscription Blooket subscription	\$555,092.00	Yes
1.5	Reading Instructional Coach SOAR Reading	A Literacy Academic Coach and paraprofessional staff is an allowable use of LRBG funds because these positions provide evidence-based learning supports that accelerate student progress and address learning gaps in literacy achievement. The Literacy Academic Coach supports teachers through professional development, instructional coaching, and implementation of evidence-based literacy practices aligned with student learning needs. Paraprofessionals provide targeted small-group intervention and one-on-one literacy support to students who require additional assistance in reading, writing, and foundational literacy skills.	\$213,034.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		These services increase instructional support, provide early intervention, and help stabilize and improve academic outcomes for students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	College and Career Readiness All students will be prepared for college, career, and lifelong success through equitable access to rigorous academic programs, college and career exploration opportunities, and supports that promote critical thinking, communication, collaboration, and real-world application of learning. CVC will ensure that all students graduate with the knowledge, skills, and experiences necessary to have meaningful postsecondary choices and opportunities to be employed, enlisted, or enrolled upon completion of their K–12 educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

The Winter 2026 Student Climate Survey for Cielo Vista Charter School reveals a school environment characterized by high academic support and clear disciplinary expectations. Based on 631 total student responses (344 secondary and 287 elementary)

Critical Takeaways:

Academic Support and Discipline: These are the school's strongest areas, with favorability ratings ranging from 83% to 88%.

Sense of Belonging: This metric shows a significant positive gap compared to the state average, particularly among secondary students (72%)

Safety Concerns: While still outperforming the state in elementary safety, this category remains the lowest-rated area for both student populations. Secondary students report specific challenges regarding rumors and peer-to-peer criticism.

Improvement Trends: Almost all categories showed improvement since the last survey, with the most notable gains seen in the secondary "Climate of Support for Academic Learning" (+6 points).

Climate of Support for Academic Learning

This category measures how much students feel encouraged by adults and supported by teachers in their academic pursuits.

Secondary Student Insights (83% Favorable)

Growth: This category saw the highest improvement among secondary students, rising 6 points since the last survey.

Teacher Engagement: 86% of students feel teachers provide ample opportunity for classroom discussion, and 83% report that teachers work hard to assist with schoolwork.

Future Orientation: 82% of students believe adults at the school encourage them to work hard for success in college or future careers.

Elementary Student Insights (88% Favorable)

Adult Encouragement: 91% of elementary students feel encouraged by adults to work hard for success.

Supportive Environment: 88% of students report that teachers work hard to help them and go out of their way for students.

Knowledge and Fairness of Discipline, Rules, and Norms

This theme evaluates the clarity of school rules and how well students understand behavioral expectations.

Secondary Student Insights (83% Favorable)

Clarity of Consequences: This is a high-performing area, with 87% of students stating the school clearly informs them of the consequences for breaking rules.

Behavioral Awareness: 81% of students know how they are expected to act, and 82% explicitly know the rules.

Elementary Student Insights (84% Favorable)

Rule Literacy: 90% of students report knowing what the rules are.

Communication: 80% feel the school clearly communicates what happens if rules are broken, and 85% feel the rules themselves are clear.

Safety and Peer Interactions

Safety represents the most significant area for potential growth, as it holds the lowest favorability scores in both surveys.

Secondary Student Insights (71% Favorable)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate Data Quest	2023 16.5% of students chronically absent	2023 12.1 % of students chronically absent Decreased 4.4%		5% of students chronically absent	decreased 4.4 in a positive direction
2.2	Panorama Survey	2023 100% of our student were not feeling connected at school.	74% of our students are feeling connected to school.	81% elementary feel connected 72% of middle school students feel connected 77% overall	100% of students are connected to CVC	23% to get to 100%
2.3	Renaissance STAR assessment ELA and Teacher created ELA SBAC aligned assessment	2023 ELA STAR & SBAC aligned assessment project that 61% of students met or exceeded standards on CAASPP aligned assessments. 28% of students nearly meet standards on these assessments.	2024 ELA STAR & SBAC aligned assessment project that 64% of students met or exceeded standards on CAASPP aligned assessments. 35% of students nearly meet standards on these assessments.	2025 ELA STAR & SBAC aligned assessment project that 67% of students met or exceeded standards on CAASPP aligned assessments. 39% of students nearly meet standards on these assessments.	2027 ELA STAR & SBAC aligned assessment project that 81% of students met or exceeded standards on CAASPP aligned assessments. 19% of students nearly meet standards on these assessments.	3% growth
2.4	Renaissance STAR assessment Math and Teacher created Math SBAC aligned assessment	2023 ELA STAR & SBAC aligned assessment project that 42% of students met or	2024 ELA STAR & SBAC aligned assessment project that 48% of students met or	2025 ELA STAR & SBAC aligned assessment project that 54% of students met or	2027 ELA STAR & SBAC aligned assessment project that 65% of students met or	6% growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments. 26% of students did not meet standards on these assessments.	exceeded standards on CAASPP aligned assessments. 36% of students nearly meet standards on these assessments. 16% of students did not meet standards on these assessments.	exceeded standards on CAASPP aligned assessments. 36% of students nearly meet standards on these assessments. 10% of students did not meet standards on these assessments.	exceeded standards on CAASPP aligned assessments. 22% of students nearly meet standards on these assessments. 13% of students did not meet the standards on these assessments.	
2.5	Panorama Survey	School Safety 2023 Elementary Overall 69% SED 63%, Non SED 70% EL Level Initial 76%, Level 2 62%, Level 3 78%, RFEP 75% Non EL 65% Filipino 62% , Hisp 70%, White 65% SWD 81% Non SWD 81% Secondary Overall 66% EL Level 2 65%, Level 3 72%, Level 4 68%, RFEP 70% Non EL 61% AA 61%, Filipino 67% Hisp 69%,	School Safety 2024 Elementary: Significant Improvement in Safety Perceptions: This area shows the most significant positive change, with an average favorable rating of 75%, a substantial increase of 9% since the last survey and significantly higher than the district average of 64%. Reduced Experiences of Physical and Social Aggression: Fewer students	Elementary School Safety (Winter 2026) The overall safety rating for elementary students has held steady at 75% favorable. Increased Feeling of General Safety: The percentage of students feeling "Very Safe" or "Safe" has risen to 80% (up from 78% in your 2025 report). Mixed Results on Aggression: Physical Aggression: There	School Safety 2027 Elementary Overall 78% SED 72%, Non SED 79% EL Level Initial 85%, Level 2 71%, Level 3 87%, RFEP 84% Non EL 74% Filipino 71% , Hisp 79%, White 74% SWD 90% Non SWD 90% Secondary Overall 75% EL Level 2 74%, Level 3 81%, Level 4 77%, RFEP 79% Non EL 70% AA 70%,	1% increase feeling safer at school from 72% to 73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 57% SED 66%, Non SED 54% SWD 63 % Non SWD 60 %	report being hit, pushed, subjected to mean rumors, or teased about their appearance compared to the previous survey. Quote: "Do other kids hit or push you at school when they are not just playing around? No, never 74%." (Favorable: 74%, a 17% increase) Quote: "Do other kids at school spread mean rumors or lies about you? No, never 68%." (Favorable: 68%, a 13% increase) Quote: "Do other kids at this school ever tease you about what your body looks like? No, never 71%." (Favorable: 71%, a 7% increase) Increased Feeling of Safety: The majority of	was a decline in the "No, never" response for being hit or pushed, dropping to 67% (a 7-point decrease from the previous survey). Social Aggression: Conversely, more students report they are "never" subject to mean rumors or lies (70%, up from 68% in 2025) or teased about their bodies (77%, up from 71% in 2025). Theft and Damage: This remain low, with 82% of students reporting that other kids "never" steal or damage their things. Secondary School Safety (Winter 2026) The secondary safety rating improved slightly	Filipino 76% Hisp 78%, White 66% SED 75%, Non SED 63% SWD 72% Non SWD 69%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students report feeling safe at school. Quote: "How safe do you feel when you are at school? Very Safe 38%... Safe 40%." (Favorable: 78%) Low Incidence of Theft/Damage: Students report a very low incidence of their belongings being stolen or damaged. Quote: "Do other kids steal or damage your things, like your clothing or your books? No, never 83%." (Favorable: 83%) Secondary: Moderate Favorable Rating: 69% of students reported favorably on safety, and showing a 5% increase since the last survey. Majority Feel Safe: 73% of students	to 71% favorable, a 2-point increase since the last survey. Significant Gains in Feeling Safe: A notable 80% of students now report feeling "Very Safe" or "Safe," a 7-point increase since the last survey and an improvement over the 73% reported in 2025. Physical Aggression: Instances of being pushed, slapped, or hit continue to decline, with 76% of students reporting "0 times" (up from 71% in 2025). Social Aggression (Rumors and Teasing): This remains the primary area of concern, showing slight regressions		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported feeling "Very Safe" or "Safe" when at school, a 5% increase since the last survey. Incidence of Physical Aggression is Low: 71% of students reported being pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around 0 times, a 6% increase in this favorable response. Rumors and Lies are More Prevalent than Physical Aggression: While improving (11% increase in the "0 Times" response), 41% of students reported having mean rumors or lies spread about them 1 or more times. This area, with a 59%	from the 2025 improvements: Rumors/Lies: Students reporting "0 times" for mean rumors or lies dropped to 56% (down from 59% in 2025). Teasing: Students reporting "0 times" for being made fun of due to looks or speech also saw a slight 1-point dip to 61%. Sexual Harassment: This area showed improvement, with 82% of students reporting "0 times" for experiencing sexual jokes or gestures, a 2-point increase since the last survey. Summary of Shifts While the general sense of safety (feeling "safe" or "very safe") has improved for both elementary and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			favorable rating, is the lowest scoring question within the safety category. Sexual Harassment Incidents are Relatively Low: 80% of students reported experiencing sexual jokes, comments, or gestures 0 times, with this favorable rating remaining unchanged since the last survey. Being Made Fun of is a Concern for a Significant Minority: 38% of students reported being made fun of because of their looks or the way they talk 1 or more times. The 62% favorable rating represents a 5% increase in students reporting "0 times".	secondary students since 2025, the 2026 data suggests a slight increase in physical aggression at the elementary level and a persistent challenge with social aggression (rumors and teasing) at the secondary level. These areas will be continue to be the focus for the upcoming school year.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Key Takeaway: While overall feelings of safety have improved and physical aggression is relatively low, addressing the prevalence of rumors, lies, and being made fun of due to appearance or speech warrants continued attention and targeted interventions.			
2.6	Panorama Survey	School Connectedness Elementary Overall 80% (up from 78%) EL Initial 94%, Level 2 85%, Level 3 75%, RFEP 82% Non EL 78% Filipino 82% Hisp 79% Wh 89% SWD 74%, Non SWD 74% Female 81% Male 78% School Connectedness Secondary	Elementary: Sense of Belonging (School Connectedness): High Level of Belonging: Students generally feel a strong sense of belonging at the school, with an average favorable rating of 77%. Happiness and Feeling Part of the School: A large percentage of students are happy to be at the school	At Cielo Vista Charter (CVC), school connectedness—measured in the sources as Sense of Belonging—is a point of strength, with both elementary and secondary students reporting favorable perceptions that significantly exceed district averages. Elementary School Performance (Winter 2026)	School Connectedness 2027 Elementary Overall 100% EL Level Initial 100%, Level 2 95%, Level 3 85%, RFEP 92% Non EL 88% Filipino 92% , Hisp 89%, White 99% SWD 84% Non SWD 84% Secondary Overall 63%	Elementary increased 4% to 81% feel connected Middle School Increased 2% to 72% feel connected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall 63% (Down from 66%) EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59% Non SWD 63%	and feel like they are part of the community. Quote: "Are you happy to be at this school? Yes, all of the time 57%... Yes, most of the time 24%." (Favorable: 81%) Quote: "Do you feel like you are part of this school? Yes, all of the time 44%... Yes, most of the time 33%." (Favorable: 77%) Feeling Close to People and Fair Treatment: While the majority feel close to people at school and that teachers treat students fairly, there is some room for improvement in these areas compared to other metrics. Quote: "Do you feel close to people at school? Yes, all of the time	Elementary students reported a high overall sense of belonging at 81% favorable, which is a 4-point increase from the previous survey. Fairness and Support: The highest-rated area within this category is students' perception of fair treatment by teachers, which reached 86% favorable (a 7-point increase). Social Closeness: 78% of students report feeling close to people at school "all" or "most" of the time, marking a 7-point improvement. Happiness and Inclusion: 80% of students say they are happy to be at CVC, and 81% feel they are truly a part of the school community.	EL Level 2 85%, Level 3 76%, Level 4 95%, RFEP 70% Non EL 72% Filipino 73% Hisp 72%, White 72% SWD 69% Non SWD 73%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			35%... Yes, most of the time 36%." (Favorable: 71%) Quote: "Do teachers treat students fairly at school? Yes, all of the time 49%... Yes, most of the time 30%." (Favorable: 79%) Key Takeaways: Cielo Vista Charter School demonstrates strong performance across key areas of the student experience as reported in this survey, consistently exceeding the district average. The significant improvement in safety perceptions is a particularly positive finding. The high levels of support for academic learning and sense of	Secondary School Performance (Winter 2026) Secondary students reported a 72% favorable rating for school connectedness. While lower than the elementary score, it represents a 2-point increase from the last survey. Growth in Happiness: The school saw a 6-point increase in students reporting they are happy to be at CVC, with 73% responding favorably. Peer and Teacher Relationships: 74% of secondary students feel close to people at school, and 72% believe teachers treat students fairly. Identified Challenge: The only area in this category that saw a decline was		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			belonging suggest a positive school climate. While overall results are positive, continued attention to ensuring all students feel close to others and perceive consistent fairness from teachers could further enhance the school environment. Secondary Strong Sense of Belonging (School Connectedness): High Favorable Rating: 70% of students reported a favorable sense of belonging, representing a substantial 7% increase since the last survey. Feeling Close to People: 72% of students feel "close to people at this school," a 6%	students feeling like they are "part" of the school, which dipped by 2 points to 68% favorable.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			increase since the last survey. Happiness at School: 67% of students are "happy to be at this school," also a 6% increase since the last survey. Feeling Part of the School: 70% of students feel "like I am part of this school," the largest increase in favorable response within this category, up by 12% since the last survey. Teachers Treat Students Fairly: 71% of students believe that "The teachers at this school treat students fairly," a 6% increase since the last survey. Key Takeaway: Cielo Vista Charter School is successfully fostering a strong			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			sense of community and belonging among its secondary students, with notable improvements in students feeling connected and feeling like a part of the school. The perception of fair treatment by teachers contributes to this positive environment.			
2.7	Expulsion rates Data Quest	2023 Expulsion Rate 0.00	0.00	0.00	2027 Expulsion Rate 0.00	0.00
2.8	Suspension rates Data Quest	2023-24 Suspension rate 3.7%	2.5%	0.7	2027 suspension rate 1%	decreased 3%
2.9	Language Acquisition 8th grade assessment	2023 81% of students demonstrate language proficiency	2023 83% of students demonstrate language proficiency	2023 85% of students demonstrate language proficiency	2027 85% of students demonstrate language proficiency	Increased 2%
2.10	Panorama Survey	2024 56% of students in grades 3-8 view self-efficacy as a strength	61% of students in grades 3-8 view self-efficacy as a strength	63% of students in grades 3-8 view self-efficacy as a strength	2027 65% of students in grades 3-8 view self-efficacy as a strength	7% increase

Goal Analysis [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.

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

Challenges:

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

Successes:

A major success was the seamless integration of enrichment subjects (world language, fine arts, music appreciation, and technology) alongside core academic and ELL support initiatives. These efforts contributed to a well-rounded learning experience and supported diverse student needs. We will continue these goals as they are producing student outcomes for all student groups.

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

Actions 2.1-2.5 in Goal #2 were spent using the projected LCAP funds. Goal 2.5 and 2.6 were underspent due to technology being funded by a one-time source, and the ELL support position did not use the PD funds and the benefits were over stated. These differences are attributable to the strategic use of one-time supplemental funding that required expenditure prior to year-end.

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

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

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

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

created a more focused, responsive instructional environment, resulting in clear academic gains and positioning the school to reach the highest achievement category in the coming year.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CVC Green School Middle School Science related/ Robotics	Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study: Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related. Reduce environmental impact and costsHealth and Wellness focus for all stakeholders Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills. Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.	\$4,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application. 2024: Maintain Elementary STEAM teacher to provide STEAM lessons to all students in grades TK-5. Our English language learners have STEAM opportunities each week throughout the school day, and after school. We most recently added e-sports to the elementary levels to establish a connectedness to school.		
2.2	World Language	At CVC we will provide cultural and linguistic development that is developmentally appropriate and prepares students for college readiness. Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective. Grade 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.	\$191,131.00	Yes
2.3	Technology	Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction. Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.	\$40,000.00	Yes
2.4	ELL support with a focus on our Long Term English Learners	Hire an intervention/reading specialist to work with ELL students only. Provide Listen Wise and Writable to all ELL students. Plan a celebration for our reclassified students each year. This reading specialist will work with teachers in supporting the delivery of our language acquisition curriculum and the coordination of professional development for teachers. Dr. Kinsella will come in as a follow up this year and model lessons and team teach	\$209,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with our teachers. For LTELs, they will be provided support from our reading intervention specialists and have access to after school tutoring as well. LTELs will utilize Listen Wise and Writable from home as well. DreamBox/IReady/K12 Summit Goal for All English Learners Goal: By June 2027, increase the percentage of English Learners making progress toward English language proficiency (as measured by the Summative ELPAC and Alternate ELPAC) from 56.5% to at least 60%, effectively moving from a Green to a BLUE level on the California School Dashboard. In 2025, our English Learner Progress was 56.5 which was an increase of 9.9%. Rationale & Focus Areas: This target reflects a 3.5 percentage point increase, aligning with the California Dashboard's expectations for year-over-year improvement. Improvements will be supported by: Targeted ELD instruction (Designated and Integrated) Data-driven ELPAC preparation and progress monitoring Increased instructional minutes for literacy and academic vocabulary Ongoing professional development for teachers on ELD strategies Supporting Objectives: Reduce chronic absenteeism among ELs from 4.5% to 3% through family engagement and attendance campaigns. This showed significant gains with the most recent decrease was 9.8 points. from 14.3% chronically absent to now 4.5% on most recent Ca Dashboard data. Increase school connectedness from 77% to 80% by implementing culturally responsive curricula and student leadership opportunities. This is an increase of 6% combined in elementary and middle school grades. Goal: Long-Term English Learner (LTEL) Achievement and Reclassification		

Action #	Title	Description	Total Funds	Contributing
		By June 2027, Cielo Vista Charter will reduce the number of Long-Term English Learners (students identified as English Learners for six or more years) by at least 20% through targeted language development instruction, individualized reclassification planning, strategic academic interventions, and ongoing monitoring of student progress using ELPI levels, ELPAC results, local benchmark assessments, and CA Dashboard indicators. Analysis of local and state data indicates that Long-Term English Learners continue to experience significant academic achievement gaps in English Language Arts and Mathematics. Current CA Dashboard data shows LTEL students performing 92.2 points below standard in English Language Arts and 146.1 points below standard in Mathematics. In addition, LTEL students demonstrated limited academic growth, with only 47.4% showing improvement in ELA and 31.6% showing improvement in Mathematics. Although English Learner Progress Indicator data reflects that 61.5% of LTEL students are making progress toward English proficiency, the decline in overall growth demonstrates the continued need for targeted support and intentional reclassification systems. LTEL students often require additional support in academic vocabulary development, reading comprehension, writing, oral language development, and student engagement. This goal is intended to improve language acquisition outcomes, academic achievement, student connectedness, and reclassification rates for Long-Term English Learners. Actions and Services Cielo Vista Charter will implement the following actions and services to support LTEL students: * Provide designated and integrated English Language Development (ELD) instruction focused on academic vocabulary, structured academic discourse, reading comprehension, and evidence-based writing instruction. * Develop individualized LTEL student profiles and reclassification plans that include trimester academic and language goals. * Provide targeted small-group intervention and after-school support focused on literacy, writing, mathematical language development, and academic discourse.		

Action #	Title	Description	Total Funds	Contributing
		* Conduct quarterly progress monitoring using ELPAC scores, ELPI growth data, local benchmark assessments, attendance, grades, and student engagement indicators. * Establish site-based LTEL support teams to monitor student progress, coordinate interventions, and collaborate with teachers and families. * Increase access to mentoring opportunities, culturally responsive programs, leadership activities, and extracurricular opportunities that strengthen student engagement and school connectedness. * Provide bilingual family workshops and ongoing communication regarding reclassification criteria, academic progress, and strategies to support language development at home. * Provide professional development for teachers focused on effective instructional strategies for LTEL students, culturally responsive practices, and collaborative learning structures. Expected Outcomes By June 2027, Cielo Vista Charter expects to: * Reduce the number of Long-Term English Learners by at least 20%. * Increase the number of LTEL students meeting reclassification criteria. * Improve LTEL student performance in English Language Arts by making a 20 point minimum gain and Mathematics 20 point minimum gain as measured by CA Dashboard indicators and local assessments. * Increase LTEL student academic growth rates by 12% increase proficiency in ELA and Mathematics. * Improve student engagement, attendance, and participation in school programs and interventions. * Strengthen family engagement and understanding of the reclassification process.		
2.7				

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School-wide safety plan	Schoolwide safety plan in place along with an active committee that meets 3-4 times a year.	Schoolwide safety plan in place along with an active committee that meets 3-4 times a year.	Schoolwide safety plan in place along with an active committee that meets 3-4 times a year.	Schoolwide safety plan in place along with an active committee that meets 4 times a year.	no change
3.3	Status of site safety plans and maintenance of physical campus	Restrooms need improvements	Leveled the playing field and have 60% less injuries from falls from Feb- now	Leveled the playing field and have 75% less injuries from falls from Feb- now	Improvements to school facility will be made periodically	significant drop in injuries on the field 70% drop
3.4	Safety drills	Each month a monthly drill will be held	Each month a monthly drill will be held	Each month a monthly drill will be held	We will be in 100% compliance with our mandated monthly drills.	Held monthly
3.5	Panorama Survey	Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 90% Knowledge and Fairness of Discipline, Rules, and Norms: 89% Safety: 76% Sense of Belonging(School Connectedness): 85% Elementary Student Survey (Social Emotional Learning) Grit:73% Growth mindset: 80% Self-Efficacy: 69% Self-Management: 76% Social Awareness: 78%	Connectedness): 85% Elementary Student Survey (Climate) Climate of Support for Academic Learning: 85% Knowledge and Fairness of Discipline, Rules, and Norms: 80% Safety: 75% Sense of Belonging(School Connectedness): 77% Elementary	Connectedness): 81% Elementary Student Survey (Climate) Climate of Support for Academic Learning: 88% Knowledge and Fairness of Discipline, Rules, and Norms: 84% Safety: 75% Sense of Belonging(School Connectedness): 72% Elementary	Climate of Support for Academic Learning Elementary Overall 88% (Down from 89%) SED 94%, Non SED 87% EL Level Initial 97%, Level 2 82%, Level 3 83%, RFEP 91% Non EL 75% Filipino 88% , Hisp 87%, White 97% SWD 87% Non SWD 76%	Elementary down 5% to 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary Student Survey (Climate) Climate of Support for Academic Learning: 80% Knowledge and Fairness of Discipline, Rules, and Norms: 81% Safety: 57% Sense of Belonging(School Connectedness): 63% Secondary Student Survey (Social Emotional Learning) Grit:62% Growth mindset: 69% Self-Efficacy: 50% Self-Management: 64% Social Awareness: 64%	(Social Emotional Learning) Grit:59% Growth mindset: 74% Self-Efficacy: 65% Self-Management: 66% Social Awareness: 63% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 77% Knowledge and Fairness of Discipline, Rules, and Norms: 82% Safety: 69% Sense of Belonging(School Connectedness): 70% Secondary Student Survey (Social Emotional Learning) Grit:59% Growth mindset: 71% Self-Efficacy: 61% Self-Management: 70%	(Social Emotional Learning) Grit: 70% Growth mindset: 70% Self-Efficacy: 63% Self-Management: 63% Social Awareness: 60% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 83% Knowledge and Fairness of Discipline, Rules, and Norms: 83% Safety: 71% Sense of Belonging(School Connectedness): 72% Secondary Student Survey (Social Emotional Learning) Grit: 65% Growth mindset: 77% Self-Efficacy: 64% Self-Management: 69%	Climate of Support for Academic Learning Secondary SED 94%, Non SED 87% EL Level Initial 97%, Level 2 82%, Level 3 83%, RFEP 91% Non EL 87% Filipino 79% , Hisp 87%, White 61% SWD 81% Non SWD 76%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Awareness: 66%	Social Awareness: 70% Academic Excellence: Families report a 97% favorability rating for academic support, while elementary and secondary students show consistent growth in this area (+3 and +6 points, respectively). Institutional Clarity: Knowledge of school rules and disciplinary fairness is a major strength, with family favorability increasing by 13 points since the last survey to reach 96%. Safety Dynamics: While families (98%) and elementary students (75%) feel highly safe, secondary students (71%) report safety levels		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Strong Connection: Sense of belonging is exceptionally high among elementary students (81%) and families (95%), though it remains an area for continued focus at the secondary level (72%), despite increasing 9% in 2 years.		
3.6	Panorama Survey	80% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary	77% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary	81% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary	89% of students responded favorably Sense of Belonging (School Connectedness) Elementary	77% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary decreased 3% 70% of ALL student group responded favorably Sense of Belonging (School Connectedness) Middle up 7%
3.7	Panorama Survey	66% of ALL student group responded favorably School Safety Elementary	75% of ALL student group responded favorably School Safety Elementary	75% of ALL student group responded favorably School Safety Elementary	75% of students responded favorably Safety Elementary	Elementary increased 9% to 75% Middle school increased 5% to 69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Panorama Survey	63% of ALL student group responded favorably (School Connectedness) Middle School	70% of ALL student group responded favorably (School Connectedness) Middle School	72% of ALL student group responded favorably (School Connectedness) Middle School	72% of students responded favorably (School Connectedness) Middle School	74% of our school-wide population feel connected to school

Goal Analysis [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.

All planned actions were fully implemented, including Action 3.1. Two security guards were successfully hired to provide consistent supervision, positively impacting campus safety and student relationships. These individuals have built meaningful connections with students, fostering a sense of security and trust. This effort contributed to a significant increase over the past 2 years in the area of safety. In support of student health and wellness, three full-time PE teachers were retained our PlayWorks coach will now become a Wellness Coach, providing small group restorative circles and wellness checks. This initiative has helped students engage in healthy lifestyles and develop strong relationships with coaches both during and outside of class time. Additionally, two counselors and one on-campus mental health therapist have allowed us to respond effectively to a wide range of social-emotional needs. These services have supported students in crisis, promoted overall well-being, and aligned with the goals of Action 3.3. Action 3.4 has also been highly successful with the expansion of campus supervision. Two dedicated mentors work closely with approximately 45-55 boys during lunch periods. Under the guidance of Coach J. and Coach B., these students receive mentoring, life coaching, and consistent adult support. As a result, behavioral referrals among these students have significantly decreased, and they are now making better choices throughout the day. Coach Maria also builds positive rapport each day to help prevent any behavioral altercations. The unstructured time is ran by caring adults that put our students' needs first. This shows in academic results as well as in our annual Panorama results.

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

There were minimal material differences between the budgeted expenditures and the estimated actual expenditures. Goal 3.3 was underspent due to using a different fund that was allocated for mental health services and needed to be expended this school year. All key actions, including the hiring of two security guards, three PE teachers, a PlayWorks coach, additional campus supervision, and mental health support staff, were implemented as planned. Minor adjustments in spending occurred due to variations in staffing costs and benefits, but these were within acceptable thresholds and did not impact the overall delivery of services.

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

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

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

- Continue employing Two Security Guards (Action 3.1):

This action has significantly contributed to a safer school environment, as evidenced by a significant increase over the past 2 years in the school's safety rating. The presence of consistent security staff has fostered stronger relationships with students, creating a sense of trust and security throughout the campus.

- Physical Education and PlayWorks Support:

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

- Mental Health and Counseling Support (Action 3.3):

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

- Expanded Supervision and Mentorship (Action 3.4):

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

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

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

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

- Refinement of Metrics:

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

- Expanded Mentorship Program:

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

- Enhanced SEL and Mental Health Services a Wellness position was added for the 2026-27 school year:

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

- Updated Target Outcomes:

In response to the progress made, target outcomes have been adjusted to reflect more ambitious goals. For example, we aim to increase the school safety rating by an additional 5 points and reduce office discipline referrals by another 50% among mentored students.

- Increased Collaboration Across Roles:

Action plans will now include more structured collaboration between security staff, PE/play staff, and mental health providers to ensure cohesive support for students and alignment of expectations across settings.

These changes reflect a commitment to continuous improvement and data-informed decision-making, ensuring that our actions remain relevant, responsive, and impactful.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe School Environment	Maintain 2 full time security officers at CVC to continue building positive relationships with our students. While the primary role of security guards on campus is to ensure physical safety and security, their presence can also contribute to improved student outcomes for unduplicated students by creating a safe and supportive learning environment, promoting positive school climate, preventing truancy and disruption, supporting conflict resolution and intervention, and fostering collaboration with school staff and community partners. By addressing safety concerns and promoting student well-being, security guards play a vital role in supporting the academic success and holistic development of unduplicated students. Unduplicated Student Needs for a Safe School Environment Goal CVC identified the need to provide additional social-emotional, behavioral, and safety supports for unduplicated student groups, including English learners, low-income students, and foster youth, who may experience	\$193,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		higher rates of chronic absenteeism, disciplinary incidents, disengagement, and barriers to accessing a safe and supportive learning environment. Needs assessment data, student surveys, attendance trends, suspension data, and educational partner feedback indicated that unduplicated students benefit from increased campus supervision, positive behavior supports, relationship-building, and access to caring adults who help foster school connectedness and emotional well-being. As a result, CVC established a goal focused on maintaining safe, inclusive, and supportive school environments that promote student engagement, physical and emotional safety, consistent attendance, and academic success for all students, particularly unduplicated student populations.		
3.2	PE/Nutrition	Our PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home. Grades K-6 participation in additional PE instruction beyond the 200 minutes/two weeks Maintenance and replacement of PE equipment to enhance the educational program and accessibility Provide release time for track meet duties	\$509,644.00	Yes
3.3	School Counselors and a Mental Health Therapist	Develop identified social/emotional needs of target students Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns. Educate the school community on A-G requirements and pathway programs to promote college and career readiness Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students Facilitate SST meeting and serve as the SST coordinator Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.	\$448,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will continue our mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full-time counselor through PSUSD mental health.		
3.4	Supervision Aides	We will continue to employ 5 supervision aides to ensure the safety of our students during their recess and lunch times.	\$177,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

The actions in this goal address the following state priorities:

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Panorama Survey Parent Participation	2024-25 100% of district governance groups are compliant and solicit parent input	100% of district governance groups are compliant and solicit parent input	100% of district governance groups are compliant and solicit parent input	2024-25 100% of district governance groups are compliant and solicit parent input	100% of district governance groups are compliant and solicit parent input
4.2	Panorama Survey Parent Participation	Baseline 2024-25 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 46% EL - 38% FY - 2% SED - 83% AA - 1% LAT - 70% Homeless - 1%	Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 54% EL - 44% FY - 2% SED - 88% AA - 11% LAT - 72% Homeless - 1%	Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 774 parent or guardians participated in school-related activities Overall 60% EL - 49% FY - 2% SED - 89% AA - 25% LAT - 75% Homeless - 1%	Baseline 2024-25 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 614 parent or guardians participated in school-related activities Overall 55% EL - 47% FY - 12% SED - 92% AA - 10% LAT - 79% Homeless - 10%	Overall +10% EL - +6% FY = no change SED - +5% AA - +10% LAT - +2% Homeless - no change

Goal Analysis [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.

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

Family Engagement (Action 4.1):

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

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

Additional family engagement efforts included:

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

Student Engagement (Action 4.2):

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

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

Opportunities for college and career field trips during the school day, in addition to our ELOP opportunities which take place out of the normal academic school day.

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

There was a very slight material differences between the budgeted expenditures and the estimated actual expenditures for Goal 4. Goal 4.1 was underspent by 5,000. All planned funds were used to support the full implementation of family engagement activities, student engagement initiatives, culturally responsive resources, and college and career readiness experiences. All expenditures were aligned with the original budget, including costs related to family workshops (such as Latina Literacy), multicultural festivals, principal chats, collaborative furniture purchases, culturally relevant books for the library, college trips, and ongoing development of maker spaces and STEAM labs.

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

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

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

- Family Engagement (Action 4.1):

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

- Student Engagement (Action 4.2):

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

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

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

Overall Impact:

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

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

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

- Expanded Family Engagement Opportunities:

While family participation in events was strong, there is a need to diversify engagement formats to accommodate varied schedules and preferences. In the coming year, we will introduce virtual options for Principal Chats, offer evening workshops, and provide translation services to increase accessibility for all families.

- Refinement of Metrics:

To more accurately measure impact, we will begin tracking family participation data across all events and workshops, and include pre/post surveys to assess perceived value and areas for improvement. Additionally, we will implement student engagement surveys to gather student voice around the effectiveness of STEAM labs, library offerings, and college exposure opportunities.

- Enhanced College and Career Readiness Activities:

Building on the success of college visits, we will increase the frequency of career exploration opportunities, including guest speakers, career days, and partnerships with local businesses. These additions will strengthen the connection between current learning and future aspirations.

- Broadened Recognition Systems:

To further promote student engagement, we will expand recognition systems to include categories such as creativity, collaboration, kindness, and leadership. This inclusive approach will encourage more students to feel valued and celebrated for diverse contributions.

- Target Outcome Adjustments:

Target outcomes for family engagement will be adjusted to aim for a 15–20% increase in participation across workshops and forums. Student engagement goals will now include specific benchmarks tied to survey results and participation rates in enrichment activities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent engagement, involvement, and leadership	We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition: *Offer parent education to enhance home and school partnerships as well as cater to parental interests *Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums) *Provide translation as needed for all events Leader in Me Book Club Health habits of Successful Families Participation Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families HOST 3 festivals that are culturally responsive	\$89,913.00	Yes
4.2	Student engagement/College	Build a Culturally Responsive Library Provide many opportunities for students to be recognized (beyond academics)	\$468,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and career Readiness	Classroom furniture that lends itself to student collaboration (desks/chairs and small group tables) Whiteboards that can be anchored around the classrooms to align with a thinking classroom UC/CSU college exposure field trips PBIS rewards Field trips that connect to college and career Steam materials Makerspace materials		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,712,821	\$

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
29.038%	0.263%	\$34,493.00	29.301%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Development Need: EI's Yellow performance band and scoring 20.2 from 23.6 points below standard in comparison to their white peer group that scored in the BLUE (highest performance level) with 52.9 points ABOVE standard identifies the need for this goal. Cielo Vista	Best first instruction and high teacher efficacy will produce positive student outcomes in close alignment to that of their peers. In order to meet the academic need of our UPP teachers will be trained in Best, First Instruction in order to provide the best tier 1 instruction for UPP students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	UPP which included EL, FY and LI are performing below the standard in ELA and Math. Scope: LEA-wide		
1.2	Action: Instructional Coach Need: CVC UPP students are performing below standard in both ELA and Math. Reading 152 EL's scored 20.2 points below standard increasing 3.4 points from the previous testing year. 470 Hispanic students scored 13.3 points above standard increasing 7.7 points from the previous testing year. 555 Socioeconomically disadvantaged students scored 18.0 points above standard increasing 5.1 points from the previous testing year. Scope: LEA-wide	Instructional coaches help create an environment where teachers are well-equipped to meet the diverse needs of unduplicated students, ultimately leading to improved academic outcomes and overall student success. Our coaches will develop personalized Professional Development for Teachers while including a PD on the Implementation of Evidence-Based Practices and utilizing Data-Driven Decision Making when making instructional choices. These actions: Building Relationships with Students and Families and Resource Allocation and Utilization will close the opportunity gaps that exist amongst ALL students and UPP students. The following actions will also be utilized on a school-wide basis due to the importance on the impact on student outcomes. This action has proven above, has brought about significant results for all student groups.	ELA and Math CAASPP (Metric #1.9 and 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition Paraprofessional small group instruction with SOAR and Math small groups Need: CVC UPP students are performing below standard in both ELA and Math. Math 152 El's scored 47.2 points below standard maintaining 2.9 points from the previous testing year. 469 Hispanic students scored 26 points below standard, increasing 7.7 points from the previous testing year. 554 Socioeconomically disadvantaged students scored 20.3 points below standard and increasing 7.5 points from the previous testing year. Reading 152 El's scored 20.2 points below standard increasing 3.4 points from the previous testing year. 470 Hispanic students scored 13.3 points above standard increasing 7.7 points from the previous testing year.	Our UPP students will benefit from an MTSS system to increase their skill set in all academic areas. The system creates a supportive, responsive, and equitable educational environment that addresses the unique challenges faced by unduplicated students, leading to improved academic and behavioral outcomes. Tiered Support Levels: Tier 1: High-quality, inclusive instruction for all students. Tier 2: Targeted interventions for students needing extra help. Tier 3: Intensive, individualized support for those with the greatest needs. UPP students benefit from Early Identification and Intervention, Holistic and Comprehensive Support, Culturally Responsive Practices, and Equity and Resource Allocation. These actions also benefit all students and will be utilized on a school-wide basis.	ELA and Math CAASPP (Metric #1.9 and 1.10) Running Records Jen Jones assessments Word Knowledge assessment STAR reading IAB's FIAB's

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	555 Socioeconomically disadvantaged students scored 18.0 points above standard increasing 5.1 points from the previous testing year. Scope: LEA-wide		
1.4	Action: Math Intervention Need: CVC UPP students are performing below standard in Math. Math 152 EI's scored 47.2 points below standard maintaining 2.9 points from the previous testing year. 469 Hispanic students scored 26 points below standard, increasing 7.7 points from the previous testing year. 554 Socioeconomically disadvantaged students scored 20.3 points below standard and increasing 7.5 points from the previous testing year.	In order to meet the academic needs of of UPP students the following actions will be executed.Targeted interventions help close the achievement gap, leading to better performance on math assessments and standardized tests. When students understand the content being taught it will lead to an Increased Engagement and Attendance: Engaging and relevant math instruction can improve student engagement and reduce absenteeism.By addressing the unique challenges faced by unduplicated students through targeted math interventions, we can help these students build the skills and confidence needed to succeed in math and beyond. This action will also be provided on a school-wide basis, because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10) Math running record Freckle data STAR math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	Action: Reading Instructional Coach SOAR Reading Need: CVC UPP students are performing below standard in both ELA and Math. Math 152 EI's scored 47.2 points below standard maintaining 2.9 points from the previous testing year. 469 Hispanic students scored 26 points below standard, increasing 7.7 points from the previous testing year. 554 Socioeconomically disadvantaged students scored 20.3 points below standard and increasing 7.5 points from the previous testing year. Reading 152 EI's scored 20.2 points below standard increasing 3.4 points from the previous testing year. 470 Hispanic students scored 13.3 points above standard increasing 7.7 points from the previous testing year. 555 Socioeconomically disadvantaged students scored 18.0 points above standard	Our UPP students will benefit from an MTSS system to increase their skill set in all academic areas. The system creates a supportive, responsive, and equitable educational environment that addresses the unique challenges faced by unduplicated students, leading to improved academic and behavioral outcomes. Tiered Support Levels: Tier 1: High-quality, inclusive instruction for all students. Tier 2: Targeted interventions for students needing extra help. Tier 3: Intensive, individualized support for those with the greatest needs. UPP students benefit from Early Identification and Intervention, Holistic and Comprehensive Support, Culturally Responsive Practices, and Equity and Resource Allocation. These actions also benefit all students and will be utilized on a school-wide basis.	ELA and Math CAASPP (Metric #1.9 and 1.10) Running Records Jen Jones assessments Word Knowledge assessment STAR reading IAB's FIAB's

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increasing 5.1 points from the previous testing year. Scope: LEA-wide		
2.1	Action: CVC Green School Middle School Science related/ Robotics Need: CVC UPP students are performing below standard in both ELA and Math. Math 152 EI's scored 47.2 points below standard maintaining 2.9 points from the previous testing year. 469 Hispanic students scored 26 points below standard, increasing 7.7 points from the previous testing year. 554 Socioeconomically disadvantaged students scored 20.3 points below standard and increasing 7.5 points from the previous testing year. Reading 152 EI's scored 20.2 points below standard increasing 3.4 points from the previous testing year.	As we read the results of our student surveys our UPP students wanted more STEM Career Awareness and Exposure to STEM Fields. This included more Hands-on science activities when introducing students to various material aligned to the Science standards. These actions will equip our students with the skill set of Future Innovators in the field of STEM. In summary, hands-on science activities in middle school provide unduplicated students with engaging, equitable, and effective learning experiences that support their academic and personal development. By catering to diverse learning styles, enhancing motivation, and building critical skills, these activities help bridge gaps and promote success for all students and this is why this action will be utilized as a school-wide basis.	CAASPP CAST scores Panorama Survey data Individual Student Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	470 Hispanic students scored 13.3 points above standard increasing 7.7 points from the previous testing year. 555 Socioeconomically disadvantaged students scored 18.0 points above standard increasing 5.1 points from the previous testing year. Scope: LEA-wide		
2.2	Action: World Language Need: Equitable Access to Advanced Courses Support for English Learners English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress 56.5% of students progressed at least ONE ELPI level 28.7% who maintained at their current ELPI level 14.8% of students decreased one ELPI level English Language Proficiency for Summative ELPAC Level 4: 21.71% (well developed) Level 3: 49.61% (moderately developed) Level 2: 25.58% (Somewhat developed) Level 1: 3.10 (Beginning to develop)	Teaching a world language to middle school students, especially through a high school-level course, offers significant advantages for unduplicated students. It promotes academic advancement, enhances cognitive and social skills, and provides practical benefits that extend into future educational and career opportunities. By providing equitable access to advanced coursework and fostering a more inclusive and culturally aware learning environment, these programs can play a crucial role in supporting the success of unduplicated students. This action will build their home language and help them with attaining their Seal of Bi-literacy in high school. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	English Language Proficiency/Data Quest English Learner Progress Indicator /ELPI levels World language proficiency test AP course access as a freshman

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	Action: Technology Need: At CVC, our UPP students were achieving below the standards in both ELA and mathematics. CVC UPP students are performing below standard in Math. Math 159 EI's scored 58.7 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year. Scope: LEA-wide	Unduplicated pupils, including English Learners, low-income students, and foster youth, often experience limited access to technology, digital learning opportunities, and academic support tools outside of the school setting. Student achievement data and school connectedness data indicate that these student groups continue to perform below standard in English Language Arts and Mathematics and benefit from increased access to engaging, technology-based instruction and intervention supports. This action addresses those needs by providing students with access to laptops, Chromebooks, iPads, instructional software, interactive ViewSonic panels, and digital learning platforms that support individualized instruction in Mathematics, English Language Arts, English Language Development, Science, and Social Studies. Technology integration increases student engagement, strengthens 21st century skills, expands access to intervention and enrichment opportunities, and allows students to receive differentiated instruction aligned to their academic needs. Digital tools also provide English Learners with language development support and opportunities for collaborative and interactive learning experiences. Interactive ViewSonic panels are essential to the success of our unduplicated pupils because they	CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		provide highly engaging, visual, and collaborative learning opportunities that support multiple learning modalities. These interactive displays allow teachers to model lessons in real time, provide immediate feedback, integrate multimedia resources, and actively engage students in problem solving and academic discourse. For English Learners and students requiring additional academic support, the visual and interactive components increase comprehension, participation, and language acquisition. Additionally, ViewSonic panels directly support the implementation of Building Thinking Classrooms instructional practices. Teachers utilize the panels to facilitate collaborative problem solving, display student thinking, model mathematical reasoning, and engage students in hands-on learning experiences that promote critical thinking, communication, and peer collaboration. The technology enhances student-centered instruction by allowing students to actively participate, explain their thinking, and interact with content in meaningful ways that increase academic engagement and achievement. This action is provided on an LEA-wide and schoolwide basis because access to technology and interactive instructional tools benefits all students by improving engagement, increasing access to standards-aligned curriculum, and preparing students for college and career readiness. However, the action is principally directed toward unduplicated pupils because these students often have the greatest need for equitable access to instructional technology,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		intervention supports, and opportunities to build digital literacy and collaborative problem-solving skills necessary for academic success. Providing these resources school-wide ensures that unduplicated pupils can fully participate in classroom instruction without stigma or barriers to access while benefiting from a technology-rich learning environment alongside their peers.	
2.4	Action: ELL support with a focus on our Long Term English Learners Need: CVC UPP students are performing below standard in both ELA and Math. Reading 159 El's scored 23.6 points below standard increasing 8.9 points from the previous testing year. 466 Hispanic students scored 5.5 points above standard increasing points from the previous testing year. 561 Socioeconomically disadvantaged students scored 12.9 points above standard increasing 4 points from the previous testing year. Math 159 El's scored 58.7 points below standard declining 6.2 points from the previous testing year.	The data shows a critical need for intervention among the 20 Long-Term English Learners (LTELs), who are currently 146.1 points below standard in Mathematics (with a 29.1-point decline) and 92.2 points below standard in ELA (with a 37.3-point decline). Addressing Academic Growth Gaps: While the general student body shows "Average" to "Moderate" growth, LTELs currently demonstrate "Minimal" growth in Mathematics (only 31.6% of students improved) and "Moderate" growth in ELA (47.4% improved). Literacy-Based Interventions: Implementing Language Live, Simplify Writing, and Summit K12 five days a week directly targets the 37.3-point decline in ELA. By using five trained adults for comprehension support, the school provides the intensive, small-group instruction necessary to move students out of "Moderate" growth categories. Integrated Math Support: Providing math intervention within the CORE math class and through after-school tutoring addresses the 146.1-	ELA and Math CAASPP (Metric #1.9 and 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	466 Hispanic students scored 33.7 points below standard increasing 7.3 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 27.7 points below standard and increasing 6.2 points from the previous testing year. Long Term English Learners are 146.1 below standard in Mathematics and declined 29.1 points on 2025 SBAC results. All 20 students will receive Language Live/Simplify Writing/ Summit K12 and Comprehension support in our master schedule 5 days a week supported by 5 adults that have been trained in early literacy. Long Term English Learners are 92.2 below standard in ELA and declined 37.3 points on 2025 SBAC results. All 20 students will receive Math intervention support in their CORE math class, and after school tutoring opportunities. Scope: LEA-wide	point gap by ensuring students receive immediate support during primary instruction and additional time to master concepts they missed. Linguistic Access to Content: The use of tiered supports allows EL students (who are 20.2 points below standard in ELA and 47.2 below in Math) to build the language skills required to decode complex academic problems in both subjects. Why Actions are Provided on a Schoolwide Basis While specific programs like Language Live are targeted to the 20 LTELs, the underlying systems of support are provided schoolwide to ensure long-term equity and systemic improvement. Systemic Teacher Capacity: CVC has reached "Full Implementation and Sustainability" (Level 5) schoolwide for professional learning in ELA, ELD, and Mathematics standards. By providing this training to all 40+ teachers, the school ensures that every classroom is equipped to support the 152 ELs and 470 Hispanic students, rather than relying solely on isolated intervention periods. Removing Barriers for the UPP Population: Hispanic students (57% of the school) and SED students (67% of the school) face common systemic barriers such as language access and resource navigation. Parent Support: The Parent Engagement Specialist and tools like ParentVue are available to all families, which is critical for the 555 SED students who are performing 18.0 points above	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		standard in ELA but still lag 20.3 points below in Math. Universal School Connectedness: The school implements the House System and advisory periods school-wide. A strong sense of belonging is a prerequisite for academic persistence among vulnerable subgroups, and a school-wide approach prevents these students from feeling stigmatized or isolated.	
3.1	Action: Safe School Environment Need: Safety and school belonging Fostering Positive School ClimateCreating a Sense of Security and Well-Being Scope: LEA-wide	The presence of security guards on campus is a strategic action designed to address the physical and emotional safety needs of unduplicated pupils while maintaining the high standards of school climate at Cielo Vista Charter School. This action primarily supports the 78% of students who qualify for free or reduced-price meals, a significant unduplicated pupil demographic at the school. For these students, a guaranteed safe and supportive learning environment is a prerequisite for academic success. The Winter 2026 survey data highlights specific areas where security personnel provide essential support: Mitigating Physical Safety Concerns: While the school's safety ratings are significantly improving each year, 25% of elementary students and 29% of secondary students still do not report a fully favorable perception of safety. Specifically, 33% of elementary students report being hit or pushed by others at least some of the time, and 24% of secondary students have experienced similar physical altercations. Security guards provide a	Panorama Survey School Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		visible deterrent to these behaviors and a rapid response for conflict resolution. Preventing Disruption and Bullying: Security personnel play a vital role in preventing the social disruptions that impact student well-being. Currently, 44% of secondary students report having mean rumors or lies spread about them, and 39% have been made fun of because of their looks or speech. By monitoring campus "hotspots," security staff can intervene in these interactions, supporting the school's mission to ensure all students feel "part of this school" (a metric currently at 81% for elementary and 68% for secondary). Fostering a Culture of Fairness and Discipline: Security guards support the Knowledge and Fairness of Discipline on campus, a category that saw a 4% increase in elementary and a 1% increase in secondary ratings this year. Their presence ensures that rules are consistently applied, which reinforces the 86% of elementary students and 72% of secondary students who believe teachers and staff treat them fairly. Although this action is targeted to provide a secure foundation for unduplicated students, it is provided school-wide to ensure a cohesive and equitable environment for all. Discrepancy in Perceptions: While 98% of families believe their child is safe on school grounds, student perceptions are lower (75% for elementary and 71% for secondary). A school-wide security presence bridges this gap, ensuring that the actual lived experience of students matches the high expectations of their families.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Universal Support for Academic Excellence: The school's strong Climate of Support for Academic Learning (88% elementary, 83% secondary) is built upon the foundation of a safe campus. Security guards contribute to this by preventing truancy and disruption school-wide, allowing all students to focus on the high-quality instruction provided. Community Cohesion: With 95% of families feeling that their child's background is valued, providing safety measures on a schoolwide basis ensures that security is viewed as a supportive community resource rather than a targeted intervention. This maintains the high Sense of Belonging across the entire student body, which currently stands at 81% for elementary and 72% for secondary.	
3.2	Action: PE/Nutrition Need: Our English learner student group has a chronic absenteeism rate of 4.5% a decrease of 9.8% in the previous year. we will continue to implement more school connectedness activities that will decrease the absenteeism rate noted above. Elementary: Sense of Belonging (School Connectedness) High Level of Belonging: Students generally feel a strong sense of belonging at the school, with an average favorable rating of 81%, which represents a 4% increase since the last survey.	Providing physical education (PE) teachers to offer after-school intramural sports and on-campus circuit training directly addresses the holistic needs of unduplicated pupils while strengthening the overall school culture. This action is specifically designed to support the 78% of students who qualify for free or reduced-price meals, a primary indicator for the school's unduplicated pupil population. By providing free, accessible opportunities for physical activity, the school addresses several key needs identified in the Winter 2026 Student Climate Survey: Fostering Social Connections and Belonging: Survey data shows that while a majority of students feel a sense of belonging (81% elementary, 72% secondary), there is still a need to increase the percentage of students who feel	Chronic Absenteeism Rates School connectedness Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Happiness and Feeling Part of the School: A large percentage of students are happy to be at the school and feel like they are part of the community. Quote: "Are you happy to be at this school? Yes, all of the time 53%... Yes, most of the time 27%." (Favorable: 80%). Quote: "Do you feel like you are part of this school? Yes, all of the time 50%... Yes, most of the time 31%." (Favorable: 81%). Feeling Close to People and Fair Treatment: The majority of students feel close to others and perceive that their teachers treat them fairly. Quote: "Do you feel close to people at school? Yes, all of the time 35%... Yes, most of the time 43%." (Favorable: 78%). Quote: "Do teachers treat students fairly at school? Yes, all of the time 56%... Yes, most of the time 30%." (Favorable: 86%). Key Takeaways: Cielo Vista Charter School continues to demonstrate strong performance across key areas of the student experience, consistently exceeding the district average. Notably, the Climate of Support for Academic Learning (88%) and Knowledge and Fairness of Discipline (84%) both saw improvements since the last survey. While the Safety rating remained stable with 0% change. The high levels of support and belonging have yielded a positive climate, we will continue to foster closeness among students that will enhance the school environment. Secondary: Strong Sense of Belonging (School Connectedness)	"close to people at school" (78% elementary, 74% secondary). Intramural sports provide a structured environment for building these critical peer-to-peer support networks. Enhancing Mental and Emotional Well-being: The PE programs bolster student happiness and engagement. Currently, 80% of elementary students and 73% of secondary students report being happy to be at school. The secondary "happiness" metric saw a notable 6% increase since the last survey, a trend these programs aim to sustain. Improving Academic Performance: Physical fitness is linked to cognitive function. This action reinforces the school's already strong Climate of Support for Academic Learning, which is rated favorably by 88% of elementary students and 83% of secondary students—both significantly higher than district averages. Promoting Equity and Inclusion: By offering these programs on campus, the school ensures that unduplicated students, who may lack access to private sports leagues or fitness clubs, have equal opportunity to develop lifelong health habits. This aligns with the 95% of families who feel their child's background is valued at the school. While these programs are essential for meeting the specific needs of unduplicated students, they are provided school-wide because the benefits of physical health and community-building are universal. Cielo Vista Charter School's Sense of Belonging (81% at elementary vs. 72% at secondary) is increasing each year. Maintaining these high	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	High Favorable Rating: 72% of students reported a favorable sense of belonging, which is 14% higher than the district average and shows a 2% increase since the last survey. Feeling Close to People: 74% of students feel close to people at the school, reflecting a 2% increase since the last survey. Happiness at School: 73% of students are happy to be at this school, representing the most significant category improvement with a 6% increase. Teachers Treat Students Fairly: 72% of students believe their teachers treat them fairly, a 1% increase since the last survey. At Cielo Vista Charter School we are successfully fostering a sense of community among its secondary students, with notable gains in overall happiness and feelings of closeness to others. The consistent perception of fair treatment by teachers remains a foundational strength of the secondary school environment. Scope: LEA-wide	levels of school connectedness requires a collective environment where all students participate together. Furthermore, since 71% of secondary students and 75% of elementary students report feeling safe at school, providing inclusive after-school activities further solidifies the school as a safe, positive hub for the entire student body. Providing this on a school-wide basis ensures that the 22% of elementary and 26% of secondary students who do not yet feel "close to people" are fully integrated into the school community.	
3.3	Action: School Counselors and a Mental Health Therapist Need: When reading student individual a survey about their mental health and stress that they	Having two full-time counselors and one full-time mental health therapist on campus significantly improves student outcomes for unduplicated students by enhancing access to mental health support, promoting social-emotional well-being, supporting academic success, providing crisis intervention and prevention, engaging families and	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are experiencing, our UPP students had 55% higher rates of stress they were experiencing. This was alarming and prompted us to provide enhanced access to mental health support throughout the school day. Also, school connectedness rates on panorama survey showed that there were high numbers of UPP students not feeling connected to school. Scope: LEA-wide	communities, implementing culturally responsive practices, and addressing equity and inclusion. By prioritizing the mental health and well-being of unduplicated students, schools create a supportive and inclusive environment where all students can thrive academically and personally.	
3.4	Action: Supervision Aides Need: Unduplicated pupils, including English Learners, low-income students, foster youth, and Long-Term English Learners, benefit from increased supervision, structured support, and positive adult interactions throughout the school day. Student climate survey data and local behavior data indicate that students continue to need additional support with peer relationships, conflict resolution, social-emotional development, and maintaining a safe and connected school environment. Additional supervision aides are needed to provide increased student monitoring during recess, lunch, transitions, before and after school programs, and other high-traffic areas where students may require behavioral, social-emotional, or language support. Increased adult supervision helps reduce behavioral incidents, improve student safety, strengthen	Increasing campus supervision directly supports the academic, behavioral, and social-emotional needs of unduplicated pupils, including English Learners, low-income students, foster youth, and Long-Term English Learners. Additional supervision aides help create a safe, structured, and supportive school environment where students feel connected, respected, and supported throughout the school day. Unduplicated pupils often benefit from increased adult support, positive relationship-building, and consistent supervision during recess, lunch, transitions, arrival, dismissal, and other unstructured settings. Increased supervision helps reduce behavioral incidents, improve conflict resolution, strengthen peer relationships, and provide students with immediate support and redirection when needed. These supports contribute to improved student engagement, attendance, and overall academic success. Additional supervision also promotes social-emotional development by helping students build positive communication skills, self-regulation, and	behavior referrals data Panorama data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive peer interactions, and increase student connectedness and engagement, particularly for unduplicated pupils who may require additional support navigating social and academic environments. For English Learners and Long-Term English Learners, supervision aides also provide opportunities for positive language interactions, encouragement, redirection, and relationship-building that support student confidence and school participation. Increased supervision contributes to a positive school climate by helping students feel safe, supported, and connected to school, which directly impacts attendance, academic engagement, and overall student success. This action is being provided on a schoolwide basis because all students benefit from a safe, structured, and supportive learning environment. However, it is principally directed toward unduplicated pupils because these student groups often experience higher levels of social-emotional, behavioral, and academic needs and benefit most from increased adult support, supervision, and relationship-building opportunities throughout the school day. Scope: LEA-wide	a stronger sense of belonging within the school community. For English Learners and Long-Term English Learners, supervision aides provide additional opportunities for positive language interactions, encouragement, and relationship-building that support school connectedness and participation. Student climate survey data indicates that maintaining a safe and welcoming school environment continues to be an important area of focus for students and families. Increased supervision supports the school's efforts to foster a positive school climate, prevent bullying and social conflict, reduce chronic absenteeism, and improve student connectedness. This action is being provided on an LEA-wide and schoolwide basis because all students benefit from a safe, inclusive, and supportive campus environment. However, the action is principally directed toward unduplicated pupils because these student groups often require additional behavioral, social-emotional, and relational supports to fully access instruction and engage successfully in the school environment. Providing these services schoolwide ensures equitable access to support while eliminating stigma and creating a positive learning environment for all students.	
4.1	Action:	Parent and family engagement is a critical component in improving academic achievement,	Panorama data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent engagement, involvement, and leadership Need: Feedback gathered through stakeholder meetings, parent surveys, ELAC meetings, and school climate discussions identified a significant need to strengthen family engagement and rebuild the home-school connection following the COVID-19 pandemic. A high percentage of unduplicated pupil parents, including families of English Learners, low-income students, foster youth, and Long-Term English Learners, reported feeling disconnected from the school community and expressed a desire for increased communication, involvement opportunities, and meaningful partnerships with the school. Parents also identified a need for additional support and training opportunities focused on social-emotional learning, behavior support, and strategies to help students build resilience, growth mindset, grit, leadership skills, and positive peer relationships. Families expressed the importance of schools partnering with parents to support the whole child and strengthen students' social-emotional competencies both at home and at school. Survey and stakeholder feedback further indicated that unduplicated pupils benefit from increased opportunities to participate in leadership development programs, mentoring activities, culturally responsive events, and	school connectedness, and social-emotional outcomes for unduplicated pupils, including English Learners, low-income students, foster youth, and Long-Term English Learners. Feedback gathered through stakeholder meetings, parent surveys, ELAC meetings, and school climate discussions identified a significant need to rebuild the home-school connection following the COVID-19 pandemic, as many unduplicated pupil families reported feeling disconnected from the school community. These actions address identified needs by providing families with meaningful opportunities to engage in their child's education through parent workshops, leadership opportunities, family events, college and career experiences, and social-emotional learning trainings. Parents expressed a desire for the school to provide resources and training opportunities that help families support the development of social-emotional competencies such as growth mindset, grit, resilience, leadership, and positive decision-making skills. By increasing parent capacity and strengthening partnerships between home and school, families are better equipped to support student learning, attendance, engagement, and emotional well-being. Cielo Vista Charter is committed to offering multiple opportunities for parents to build skills, strengthen relationships with the school, and become active partners in their child's educational experience. The school will continue to provide college tours and college awareness opportunities for students in grades five through eight to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	family engagement opportunities that promote school connectedness, student confidence, and emotional well-being. Parents shared a strong desire for their children to engage in leadership and character-building opportunities that support academic success, self-advocacy, perseverance, and positive decision-making. These identified needs demonstrate the importance of strengthening family-school partnerships, increasing parent education opportunities, and providing targeted social-emotional and leadership supports to improve student engagement, attendance, connectedness, and overall outcomes for unduplicated pupils. Scope: Schoolwide	increase college and career readiness, student motivation, and future goal setting. In addition, Cielo Vista has expanded opportunities for unduplicated pupil families by inviting parents to participate alongside their children during college tours and leadership-focused experiences. These opportunities help strengthen family engagement, increase parent understanding of postsecondary pathways, and build stronger school-family partnerships. These actions are being provided on an LEA-wide and school-wide basis because all students benefit from strong family-school partnerships, increased parent engagement, and opportunities that support social-emotional growth and college readiness. However, the actions are principally directed toward unduplicated pupils because these student groups often benefit most from increased family support, school connectedness, mentorship opportunities, and access to resources that strengthen both academic achievement and social-emotional development. Providing these services school-wide ensures equitable access, increases participation, and creates an inclusive environment where all families feel welcomed, valued, and empowered as partners in education.	
4.2	Action: Student engagement/College and career Readiness Need: Analysis of stakeholder feedback, student surveys, CA Dashboard indicators, and local assessment data identified a continued need	Providing engaging leadership, college, and career readiness opportunities directly supports the academic, social-emotional, and future success of unduplicated pupils, including English Learners, low-income students, foster youth, and Long-Term English Learners. These students often benefit from additional exposure to college and career pathways, leadership development experiences,	Data on Ca Dashboard Panorama Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to increase student engagement, school connectedness, leadership development, and college and career readiness opportunities for unduplicated pupils, including English Learners, low-income students, foster youth, and Long-Term English Learners. Unduplicated pupils often require additional support and exposure to college and career pathways, leadership opportunities, mentoring programs, and real-world learning experiences that help increase motivation, academic engagement, goal setting, and future readiness. Parents and students expressed a desire for increased opportunities that build leadership skills, social-emotional competencies, perseverance, growth mindset, resilience, and confidence. Student feedback and school climate data also demonstrated the importance of creating engaging learning environments and extracurricular opportunities that foster a sense of belonging, student voice, and meaningful participation in school activities. Many unduplicated pupils benefit from additional support in developing self-advocacy skills, collaboration, communication, and college and career awareness to help prepare them for long-term academic and personal success. Additionally, stakeholders identified a need to provide increased access to college visits, career exploration activities, leadership programs, and enrichment opportunities that	mentoring opportunities, and programs that build confidence, motivation, and self-advocacy skills. These actions address identified needs by increasing student engagement and helping unduplicated pupils develop a stronger connection to school and their future goals. Opportunities such as college visits, leadership conferences, career exploration activities, and student leadership programs expose students to postsecondary pathways and help students envision themselves as future college students, leaders, and professionals. These experiences increase aspirations, strengthen motivation, expand college and career awareness, and help students develop the confidence and self-efficacy needed to succeed academically and personally. College visits and career readiness experiences also help strengthen college-going mindsets by providing students with firsthand exposure to college campuses, academic expectations, financial aid information, and career opportunities that many unduplicated pupils may not otherwise experience outside of school. These opportunities help remove barriers, increase access to information and resources, and encourage long-term academic planning and goal setting. In addition, student leaders attending the Ron Clark Academy will further strengthen leadership development opportunities specifically for unduplicated pupils by providing students with immersive training focused on leadership, collaboration, communication, relationship-building, growth mindset, resilience, and student	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	expand students' understanding of postsecondary options and future career pathways. These experiences are especially important for unduplicated pupils who may have limited access to college and career exposure outside of school. The identified needs demonstrate the importance of providing intentional supports and engagement opportunities that strengthen academic motivation, school connectedness, leadership development, and college and career readiness for unduplicated pupils. Scope: LEA-wide	engagement strategies. Students participating in the Ron Clark Academy experience will develop leadership skills that empower them to become positive role models, peer mentors, and campus leaders who contribute to a supportive and inclusive school culture. These experiences are especially impactful for unduplicated pupils because they help build confidence, student voice, self-advocacy, perseverance, and a stronger sense of belonging within the school community. The leadership strategies and engagement practices learned through the Ron Clark Academy experience will also support students in developing social-emotional competencies that positively impact classroom participation, peer relationships, academic engagement, and future college and career readiness. Student leaders will have opportunities to bring learned strategies back to campus to support schoolwide leadership initiatives, student activities, mentorship programs, and positive school culture efforts. These actions are being provided on an LEA-wide and schoolwide basis because all students benefit from increased engagement, leadership development, college and career readiness opportunities, and exposure to positive postsecondary experiences. However, the actions are principally directed toward unduplicated pupils because these student groups often require additional support, encouragement, access, and opportunities to build the academic confidence, leadership capacity, and future readiness skills necessary for long-term success. Providing these opportunities schoolwide ensures equitable	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		access, increases participation, strengthens school connectedness, and creates a culture where all students are empowered to achieve their full potential academically, socially, and emotionally.	

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

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

N/A

Additional Concentration Grant Funding

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

Cielo Vista Charter (CVC) utilizes its additional concentration grant add-on funding to significantly increase the number of staff providing direct services to its high-concentration student population, which includes 92.8% socioeconomically disadvantaged students and 17.4% English Learners. The plan focuses on academic intervention, mental health, and campus safety to address the specific needs identified in state and local data.

Increasing Direct Academic Services

The plan prioritizes core academic recovery and early literacy through increased staffing:

Math Intervention (Action 1.4): The school will maintain two additional math intervention teachers. This directly addresses the critical need in Mathematics, where students overall are 19.5 points below standard, and specifically targets the 146.1-point gap for Long-Term English Learners (LTELs) who showed only "Minimal" growth last year.

Reading and Language Support (Action 2.6 & 1.3): A reading specialist teacher will be dedicated to English learners to help reverse the recent 37.3-point decline in LTEL ELA performance. Additionally, funding will continue for a paraprofessional in every K-3 classroom all day to provide early literacy support and small-group instruction.

STEAM Enrichment (Action 4.2): Funding will continue for the Elementary STEAM teacher, ensuring students have consistent access to a broad course of study (a met local indicator) and preventing the recent 3.8-point decline in science performance from worsening.

Mental Health and Student Support Services

Recognizing the link between emotional well-being and academic success, the funding ensures full-time support:

Mental Health Access (Action 3.3): The plan maintains a mental health therapist on campus five days a week. This provides the "enhanced SEL programming" requested by stakeholders and supports the 72% of secondary students and 81% of elementary students who currently report a favorable sense of belonging.

Campus Safety and Mentorship

Safety is a priority, especially given that secondary students identified social aggression as a challenge.

Security and Mentorship (Action 3.1): The school will continue to employ two full-time security guards. Beyond maintaining physical safety (rated "Blue" on the Dashboard), these staff members serve as mentors for Foster Youth and English Learner student groups, fostering the "social closeness" that saw a 7-point gain in recent elementary surveys.

Targeted Leadership and Instructional Oversight

To ensure these direct services are effective, the school is adding a specialized leadership role:

ELL Administrator (Action 4.2): A school administrator will be hired to work specifically with the English Language Learner (ELL) population and their families. This role is designed to ensure "best first instruction" occurs in every classroom and to strengthen the "feedback loop" with underrepresented families, an area for improvement identified in the school's local reflection.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12786183	3,712,821	29.038%	0.263%	29.301%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,683,133.00	\$213,034.00	\$0.00	\$174,496.00	\$4,122,732.00	\$3,832,894.00	\$289,838.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$12,814.00	\$6,695.00	\$19,509.00				\$19,509.00	
1	1.2	Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$196,957.00	\$22,138.00	\$219,095.00				\$219,095.00	
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition Paraprofessional small group instruction with SOAR and Math small groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$784,299.00	\$0.00	\$784,299.00				\$784,299.00	
1	1.4	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$541,662.00	\$13,430.00	\$380,596.00			\$174,496.00	\$555,092.00	
1	1.5	Reading Instructional Coach SOAR Reading	All	No Yes	LEA-wide		All Schools	On going	\$211,153.00	\$1,881.00		\$213,034.00			\$213,034.00	
1	1.6							on going								
2	2.1	CVC Green School Middle School Science related/ Robotics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$0.00	\$4,930.00	\$4,930.00				\$4,930.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	World Language	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$191,131.00	\$0.00	\$191,131.00				\$191,131.00	
2	2.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.4	ELL support with a focus on our Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	\$198,571.00	\$11,190.00	\$209,761.00				\$209,761.00	
3	3.1	Safe School Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$193,213.00	\$0.00	\$193,213.00				\$193,213.00	
3	3.2	PE/Nutrition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$508,644.00	\$1,000.00	\$509,644.00				\$509,644.00	
3	3.3	School Counselors and a Mental Health Therapist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$440,092.00	\$8,000.00	\$448,092.00				\$448,092.00	
3	3.4	Supervision Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$177,000.00	\$0.00	\$177,000.00				\$177,000.00	
4	4.1	Parent engagement, involvement, and leadership	English Learners	Yes	School wide	English Learners	All Schools	No change	\$44,853.00	\$45,060.00	\$89,913.00				\$89,913.00	
4	4.2	Student engagement/College and career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	no change	\$332,505.00	\$135,514.00	\$468,019.00				\$468,019.00	

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
12786183	3,712,821	29.038%	0.263%	29.301%	\$3,735,202.00	0.000%	29.213 %	Total:	\$3,735,202.00
								LEA-wide Total:	\$3,645,289.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$89,913.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,509.00	
1	1.2	Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,095.00	
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition Paraprofessional small group instruction with SOAR and Math small groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$784,299.00	
1	1.4	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380,596.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Reading Instructional Coach SOAR Reading	Yes	LEA-wide		All Schools		
2	2.1	CVC Green School Middle School Science related/ Robotics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,930.00	
2	2.2	World Language	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,131.00	
2	2.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.4	ELL support with a focus on our Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	\$209,761.00	
3	3.1	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,213.00	
3	3.2	PE/Nutrition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$509,644.00	
3	3.3	School Counselors and a Mental Health Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,092.00	
3	3.4	Supervision Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,000.00	
4	4.1	Parent engagement, involvement, and leadership	Yes	Schoolwide	English Learners	All Schools	\$89,913.00	
4	4.2	Student engagement/College and career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$468,019.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,589,590.69	\$4,944,606.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$99,198.00	\$171,276
1	1.2	Instructional Coaches	Yes	\$198,571	\$190,359
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	\$349,992	\$578,601
1	1.4	Math Intervention	Yes	\$510,421.69	\$512,550
1	1.5	Sub Coverage for Data Analysis days	Yes	\$5,000.00	\$9,480
1	1.6	Paraprofessional small group instruction with SOAR and Math small groups Instructional Coach PD for SOAR groups	Yes	\$645,585.00	\$800,497
2	2.1	CVC Green School Middle School Science related/ Robotics	Yes	\$2,125.00	\$7,054
2	2.2	World Language	Yes	\$170,867.00	\$176,832
2	2.3	Fine Arts	Yes	\$125,672.00	\$127,018

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Music Appreciation	Yes	\$152,993.00	\$153,360
2	2.5	Technology	Yes	\$135,013.00	\$51,294
2	2.6	ELL support	Yes	\$246,284.00	\$232,140
3	3.1	Safe School Environment	Yes	\$181,426.00	\$182,796
3	3.2	PE/Nutrition	Yes	\$555,401.00	\$566,949
3	3.3	School Counselors and a Mental Health Therapist	Yes	\$448,092.00	\$395,325
3	3.4	Supervision Aides	Yes	\$177,000.00	\$199,239
4	4.1	Parent engagement, involvement, and leadership	Yes	\$59,971.00	\$54,426
4	4.2	Student engagement/College and career Readiness	Yes	\$525,979.00	\$535,410

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,012,667	\$3,798,576.00	\$3,978,174.00	(\$179,598.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$99,198.00	\$171,276		
1	1.2	Instructional Coaches	Yes	\$198,571.00	\$190,359		
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	\$349,992.00	\$578,601		
1	1.4	Math Intervention	Yes	\$349,992.00	\$346,615		
1	1.5	Sub Coverage for Data Analysis days	Yes	\$5,000.00	\$9,480		
1	1.6	Paraprofessional small group instruction with SOAR and Math small groups Instructional Coach PD for SOAR groups	Yes	\$15,000.00			
2	2.1	CVC Green School Middle School Science related/ Robotics	Yes	\$2,125.00	\$7,054		
2	2.2	World Language	Yes	\$170,867.00	\$176,832		
2	2.3	Fine Arts	Yes	\$125,672.00	\$127,018		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Music Appreciation	Yes	\$152,993.00	\$153,360		
2	2.5	Technology	Yes	\$135,013.00	\$51,294		
2	2.6	ELL support	Yes	\$246,284.00	\$232,140		
3	3.1	Safe School Environment	Yes	\$181,426.00	\$182,796		
3	3.2	PE/Nutrition	Yes	\$555,401.00	\$566,949		
3	3.3	School Counselors and a Mental Health Therapist	Yes	\$448,092.00	\$395,325		
3	3.4	Supervision Aides	Yes	\$177,000.00	\$199,239		
4	4.1	Parent engagement, involvement, and leadership	Yes	\$59,971.00	\$54,426		
4	4.2	Student engagement/College and career Readiness	Yes	\$525,979.00	\$535,410		

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)
13,090,896	4,012,667		30.652%	\$3,978,174.00	0.000%	30.389%	\$34,493.00	0.263%

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 2026-27, 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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• 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 32627\(d\)](#). 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 32627(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 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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