



LCFF Budget Overview for Parents

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

CDS Code: 33-67173-6032411-1173

School Year: 2024-25

LEA contact information:

JUANITA PEREZCHICA

Principal

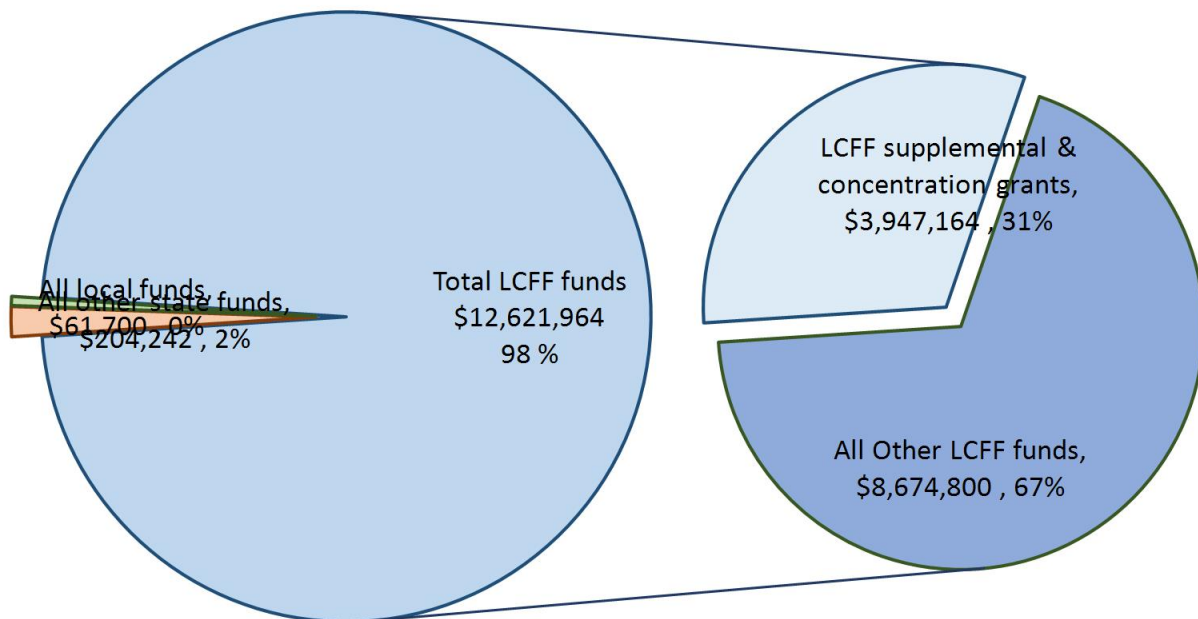
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7604168250

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 2024-25 School Year

Projected Revenue by Fund Source

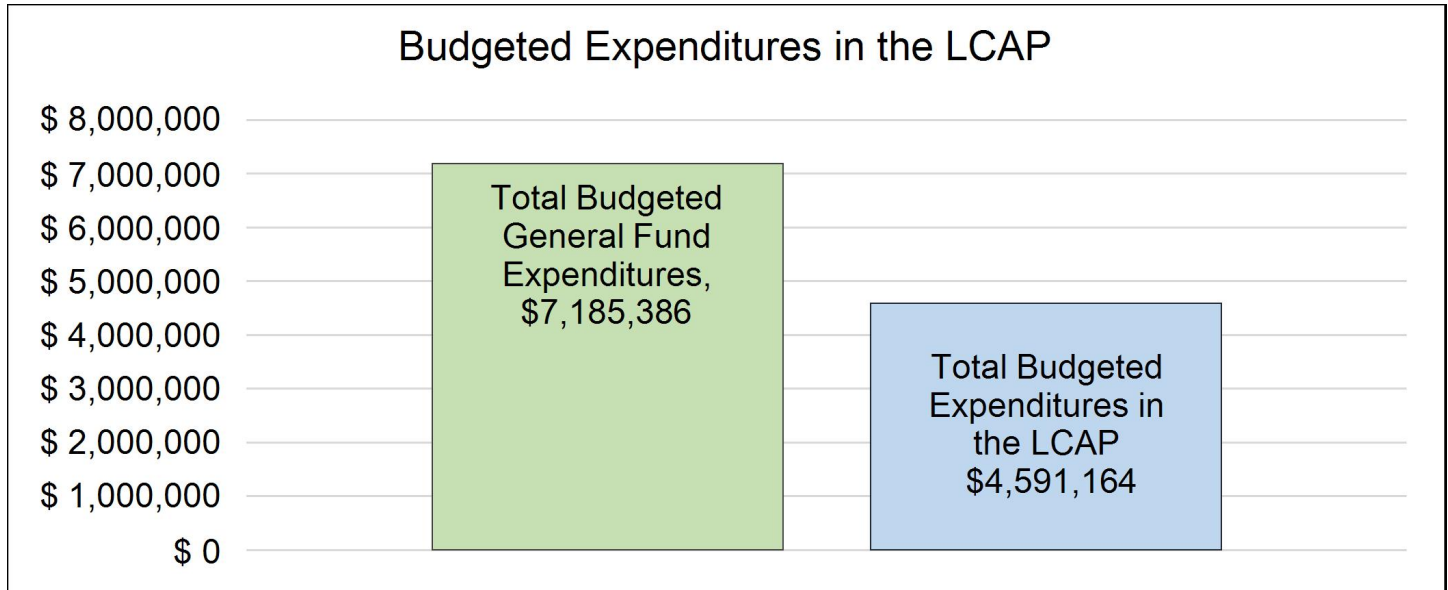


This chart shows the total general purpose revenue CIELO VISTA CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CIELO VISTA CHARTER SCHOOL is \$12,887,906, of which \$12,621,964 is Local Control Funding Formula (LCFF), \$204,242 is other state funds, \$61,700 is local funds, and \$ is federal funds. Of the \$12,621,964 in LCFF Funds, \$3,947,164 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 2024-25. 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 \$7,185,386 for the 2024-25 school year. Of that amount, \$4,591,164 is tied to actions/services in the LCAP and \$2,594,222 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 includes salaries, benefits, instructional materials, program support and operational costs to provide an exceptional K-8 educational program for the 888 students at Cielo Vista Charter.

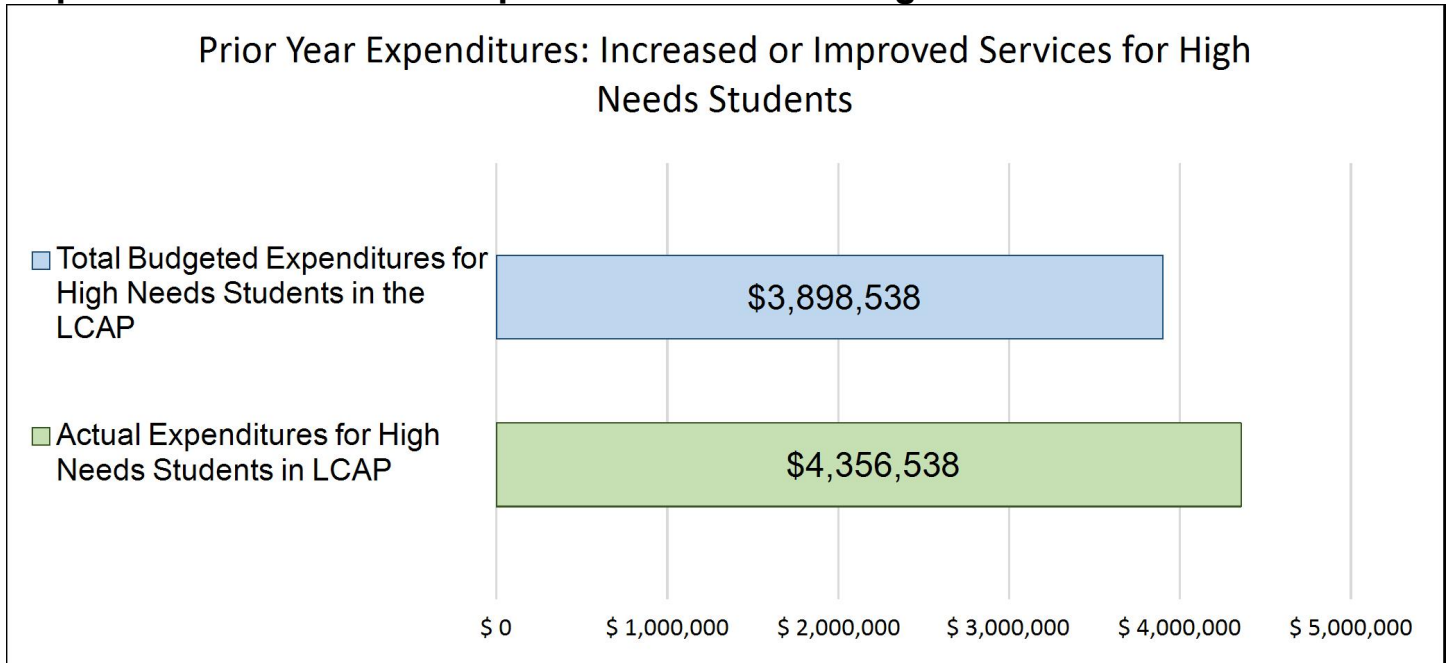
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, CIELO VISTA CHARTER SCHOOL is projecting it will receive \$3,947,164 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 \$4,405,164 towards meeting this requirement, as described in the LCAP.

CVC will use additional federal funds to improve services for their high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, CIELO VISTA CHARTER SCHOOL's LCAP budgeted \$3,898,537.80 for planned actions to increase or improve services for high needs students. CIELO VISTA CHARTER SCHOOL actually spent \$4,356,537.80 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$458,000 had the following impact on CIELO VISTA CHARTER SCHOOL's ability to increase or improve services for high needs students:

Kid Grit was one action that was not paid for by LCAP dollars, leaving a difference in projected funds and budgeted expenditures.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement: 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALSAS report Highly Qualified teachers	2020-21 100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization	2021-22 All CVC staff authorized as highly qualified teachers.	2022-23 93% CVC staff authorized as highly qualified teachers.	CVC staff is highly qualified and in compliance with the law. 100% of our teaching staff is highly qualified.	100% of teachers will continue to hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. There will be a 3% increase each year in meeting and exceeding standards, and 85% of students will continue to grow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					in ELA claims and Math
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 have access to textbooks and instructional materials	Williams Report: 100% of students access to textbooks and instructional materials
Renaissance STAR assessment Teacher created ELA SBAC aligned assessment	ELA STAR & SBAC aligned assessment 59% of students met or exceeded standards	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.	ELA STAR & SBAC aligned assessment project that 58% of students met or exceeded standards on CAASPP aligned assessments. 31% of students nearly meet standards on these assessments. Actual CAASPP results were: 54.77% Met or Exceeded 25.62 Nearly Met or exceeded 19.61 NOT met	ELA STAR & SBAC aligned assessments project that 58% of students met or exceeded standards on CAASPP aligned assessments. 31% of students nearly meet standards on these assessments. Actual 2023 CAASPP results were: 54.77% Met or Exceeded 25.09 Nearly Met or exceeded 17.47 NOT met	ELA Smarter Balanced Summative Assessments 60% of students met or exceeded standards
Renaissance STAR assessment Teacher created Math SBAC aligned assessment	Math STAR & SBAC aligned assessment 41% of students met or exceeded standards	Math STAR & SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP aligned	Math STAR & SBAC aligned assessment projects 40% of students met or exceeded standards on CAASPP aligned	Math STAR & SBAC aligned assessments project that 40% of students met or exceeded standards on CAASPP aligned	Math Smarter Balanced Summative Assessments 42% of students met or exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessments. 32% of students nearly meet standards on these assessments.	assessments. 32% of students nearly meet standards on these assessments. Actual CAASPP results were: 31.86% Met or Exceeded 31.86 Nearly Met or exceeded 36.28 NOT met	assessments. 35% of students nearly meet standards on these assessments. Actual 2023 CAASPP results were: 39.51% Met or Exceeded 27.73 Nearly Met or exceeded 32.76 NOT met	
Data Quest: English Language Proficiency for Summative ELPAC	<p>ELPAC annual assessment 5% of our current student population reclassifies each year. 6.38</p> <p>ELPAC assessment Level 4 - Well Developed - 51% Level 3 - Moderately Developed - 33.9% Level 2 - Somewhat Developed - 12.7% Level 1 - Beginning Stage - 2.4%</p>	<p>ELPAC annual assessment 6.38% of our current student population reclassified this year.</p> <p>ELPAC assessment Level 4 - Well Developed - 9.9% Level 3 - Moderately Developed - 42.8% Level 2 - Somewhat Developed - 33.8% Level 1 - Beginning Stage - 13.5%</p>	<p>ELPAC annual assessment 19.4% of our current student population reclassified this year.</p> <p>ELPAC assessment Level 4 - Well Developed - 15.57% Level 3 - Moderately Developed - 35.23% Level 2 - Somewhat Developed - 30.73% Level 1 - Beginning Stage - 18.47%</p>	<p>ELPAC annual assessment 18.7% of our current student population reclassified this year.</p> <p>ELPAC assessment Level 4 - Well Developed - 22.78% Level 3 - Moderately Developed - 46.11% Level 2 - Somewhat Developed - 26.67% Level 1 - Beginning Stage - 4.44%</p>	<p>ELPAC annual assessment 24.4% of our current student population will be reclassified in 2023-24.</p> <p>ELPAC assessment Level 4 - Well Developed - 21.57% Level 3 - Moderately Developed - 40.23% Level 2 - Somewhat Developed - 35.73% Level 1 - Beginning Stage - 23.47%</p>
Facilities Inspection Report	100% in all 8 areas	100% in all 8 areas	100% in all 8 areas	100% in all 8 areas	Maintain 100% on Facilities Inspection Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC annual assessment	To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. 100% of English Learners receive ELD each day for 30 minutes	To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. 100% of English Learners receive ELD each day for 30 minutes	To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. 100% of English Learners receive ELD each day for 30 minutes	100% of English Learners receive ELD each day for 30 minutes	To maintain English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. 100% of English Learners receive ELD each day for 30 minutes
School Attendance rate	98% of Daily Attendance rate	96.5%of Daily Attendance rate	93.8 %of Daily Attendance rate	94.56% of Daily attendance rate	98% or higher daily attendance rate.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was effective while implementing a comprehensive approach that includes professional development for teachers, the support of two instructional coaches, a Multi-Tiered System of Supports (MTSS), math intervention programs, and dedicated data analysis and planning days that significantly increased student outcomes, particularly for our unduplicated students. Professional development equips teachers with the latest pedagogical strategies and content knowledge, while instructional coaches provide ongoing, personalized support to refine instructional practices. The MTSS framework ensures that all students receive the appropriate level of academic and behavioral support, promoting equity and addressing diverse learning needs. Targeted math interventions help close achievement gaps in a critical subject area. Regular data analysis and planning days enable teachers to make informed instructional adjustments based on student performance data, fostering a responsive and dynamic learning environment. Collectively, these initiatives create a robust support system that can drive meaningful improvements in student achievement and well-being. Our achievement data showed that this goal did contribute to student outcomes with an increase of 2.67% ELA proficiency and 7.65 increase in proficiency in Mathematics.

1st grade students are 85% reading At or ABOVE grade level in May 2024.

77% Our unduplicated students are unduplicated students are participating in an extracurricular activity to increase their connection to school, this connection has a direct impact on learning metrics. Attendance has increase 2% for these students, and behavior referrals have dropped 65% this year.

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 is no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions have shown to be effective in making progress in a wide variety of ways. For example, 1st grade reading scores have increased from 66% of students reading at grade level in January 2024 to 85% of students reading at grade level in May 2024. This is from our STAR assessments, and teacher running records. Professional development significantly impacts student outcomes for unduplicated students—those who are English learners, foster youth, and economically disadvantaged—by equipping teachers with effective instructional strategies tailored to meet diverse learning needs. Through continuous learning and training, teachers can implement culturally responsive teaching practices, differentiated instruction, and evidence-based interventions that directly address the unique challenges faced by unduplicated students. This professional growth enhances teachers' ability to create inclusive, engaging, and supportive classroom environments, fostering better academic performance and closing achievement gaps. Additionally, professional development in data-driven instruction allows teachers to accurately assess student progress and tailor their teaching to provide targeted support, ultimately leading to improved educational outcomes for unduplicated students. 4th grade writing assessments show that 77% of students are writing at or above grade level. The 23% of students will be utilizing Writable this year to increase their writing proficiency. ELPAC annual assessment exited 18.7% of our current student population and they reclassified this year.

ELPAC assessment

English Language Proficiency for Summative ELPAC

Level 4 - Well Developed - 22.78%

Level 3 - Moderately Developed - 46.11%

Level 2 - Somewhat Developed - 26.67%

Level 1 - Beginning Stage - 4.44%

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

No changes were made to Goal number one as the data is increasing for all student groups each year.
A new metric on the 2024-27 LCAP was added to focus on ELL student data in both ELA and Mathematics and ELPI rates.

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.

Goals and Actions

Goal

Goal #	Description
2	College and Career Readiness: All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills and increases school connectedness for each child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Quest Chronic Absenteeism Rate	2018-19 0.4%	2020-21 4.9% of our student population is chronically absent	2022-23 11.2% of students have been absent 10 percent or more of the instructional days that they were enrolled.	2024 CA Dashboard identified 16.5% have been absent 10 percent or more of the instructional days that they were enrolled.	We will have less than 5% of our students chronically absent.
Panorama Survey School Connectedness	2021 100% of our student were not feeling connected at school.	2022 76 % of all students feel connected to school	2023 71% of all students feel connected to school	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%	100% of students will feel school connectedness and show at grade level achievement on high stakes testing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				School Connectedness Secondary Overall 63% (Down from 66%) EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59%	
Renaissance STAR assessment Teacher created ELA SBAC aligned assessment	2021 ELA SBAC aligned assessment 59% of students met or exceeded standards 2019 58.6% of ELL students made progress towards English Language Proficiency in 2019	2022 ELA STAR & SBAC aligned assessment project that 61% of students met or exceeded standards on CAASPP aligned assessments. 28% of students nearly meet standards on these assessments.	2023 ELA STAR & SBAC aligned assessment project that 58% of students met or exceeded standards on CAASPP aligned assessments. 31% of students nearly meet standards on these assessments. Actual CAASPP results were: 54.77% Met or Exceeded 25.62 Nearly Met or exceeded	ELA Beginning of the year: 40% Met or exceeded ELA Middle of the year: 55% Met or exceeded End of the Year prediction: 70% met or exceeded Actual CAASPP results were: 54.77% Met or Exceeded 25.62 Nearly Met or exceeded 51.8% of ELL students made progress towards	ELA Smarter Balanced Summative Assessments 60% of students met or exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			52.6% of ELL students made progress towards English Language Proficiency in 2022	English Language Proficiency in 2023	
Renaissance STAR assessment Teacher created Math SBAC aligned assessment	2021 Math STAR & SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments.	2022 Math SBAC aligned assessment projects 45% of students met or exceeded standards on CAASPP assessments. 32% of students nearly meet standards on these assessments.	Math STAR & SBAC aligned assessment projects 40% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments. Actual CAASPP results were: 31.86% Met or Exceeded 31.86 Nearly Met or exceeded	Math Beginning of the year: 59% Met or exceeded Math Middle of the year: 66% Met or exceeded Math End of the Year prediction: 72% met or exceeded Actual CAASPP results were: 31.86% Met or Exceeded 31.86 Nearly Met or exceeded	Math Smarter Balanced Summative Assessments 42% of students met or exceeded standards
Panorama Survey	School Safety 2021 Elementary Overall 81% SED 82%, non SED 79% EL 83%, non EL 76% Filipino 84% , Hispanic 83%, White	School Safety 2022 Elementary Overall 69% (Down from 81%) SED 63%, Non SED 70% EL Level Initial 76%, Level 2 62%, Level 3 78%, RFEP 75% Non EL 65%	School Safety 2023 Elementary Overall 66% (Down from 69%) SED 63%, Non SED 70% EL Level Initial 76%, Level 2 62%, Level 3 78%, RFEP 74% Non EL 65%	School Safety 2023 Elementary Overall 70% EL Level Initial 75%, Level 2 53%, Level 3 58%, RFEP 70% Non EL 67% Filipino 50% , Hispanic 66%,	Overall percentages will improve by 3% each year. All student groups will be at 80% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70% SWD 81%, non SWD 81% Secondary Overall 58% SED 59%, non SED 58% EL 62%, non EL 55% AA 49%, Filipino 67% Hisp 61%, White 46% SWD 61%, non SWD 58%	Filipino 62% , Hisp 70%, White 65% SWD 81% Non SWD 81% Secondary Overall 66% (Up from 58%) EL Level 2 65%, Level 3 72%, Level 4 68%, RFEP 70% Non EL 61% AA 61%, Filipino 67% Hisp 69%, White 57% SED 66%, Non SED 54% SWD 63 % Non SWD 60 %	Filipino 60% , Hisp 67%, White 61% SWD 81% Non SWD 81% Secondary Overall 66% (Up from 58%) EL Level 2 67%, Level 3 72%, Level 4 68%, RFEP 70% Non EL 64% AA 61%, Filipino 67% Hisp 69%, White 57% SED 67%, Non SED 64% SWD 63 % Non SWD 66 %	White 73% SWD 53% Non SWD 68% School Safety Secondary Overall 70% EL Level 2 58%, Level 3 69%, Level 4 76%, RFEP 64% Non EL 63% Filipino 61% Hisp 64%, White 64% SED 67%, Non SED 64% SWD 69 %	
Panorama Survey	School Connectedness 2021 Student Relationships (37% Favorable Ratings) Elementary Overall 42 %	School Connectedness 2022 Elementary Overall 85% (Up from 83%) SED 84% Non SED 85%	School Connectedness 2023 Elementary Overall 78% (down from 85%) SED 77% Non SED 80%	School Connectedness 2024vSchool Connectedness Elementary Overall 80% (up from 78%) EL Initial 94%, Level 2 85%,	Overall percentages will improve by 3% each year. All student groups will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED 43%, non SED 41% EL 43%, non EL 43% Filipino 36%, Hisp 44%, Wh 38% SWD 36%, non SWD 43% Secondary Overall 32% SED 30.5%, non SED 31% EL 32%, non EL 32% AA 30%, Filipino 30%, Hisp 34%, Wh 22% SWD 44%, non SWD 32%	EL Initial 86%, Level 2 77%, Level 3 85%, RFEP 82% Non EL 86% Filipino 92% Hisp 84% Wh 84% SWD 38%, Non SWD 45% Secondary Overall 66% (Down from 67%) SED 71% Non SED 66% EL Level 2 62%, Level 3 58%, Level 4 88%, RFEP 69% Non EL 63% AA 44% Filipino 72% Hisp 67% Wh 66% SWD 44% Non SWD 32%	EL Initial 81%, Level 2 73%, Level 3 82%, RFEP 80% Non EL 76% Filipino 82% Hisp 61% Wh 84% SWD 82%, Non SWD 77% Secondary Overall 63% (Down from 66%) SED 62% Non SED 71% EL Level 2 42%, Level 3 72%, Level 4 78%, RFEP 62% Non EL 62% AA 44% Filipino 82% Hisp 61% Wh 65% SWD 61% Non SWD 62%	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 Overall 63% EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59%	
Data Quest (expulsions)	2019 0.1%	2021 0.00%	2023 0.00	2024 0.00	expulsions will maintain
Data Quest (suspension rate)	2018 0.8 suspension rate	2019 2.2 suspension rate	2023 0.6% suspension rate	2024 1.2 suspension rate	suspensions will decline 10% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Acquisition 8th grade assessment	did not administer due to COVID 19	81% of students demonstrate language proficiency	79% of students demonstrate language proficiency	85% of students demonstrate language proficiency	82% of students demonstrate language proficiency
Data Quest (drop out rate)	0% drop out rate	0% drop out rate	0% drop out rate	0% drop out rate	Maintain a 0% dropout rate

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal number 2 was fully executed. It deals with College and Career readiness and exposing our students to many pathways. At CVC, we believe that exposing and duplicating students to college and career opportunities is crucial for many reasons. This equal opportunity will ensure that all students have access to the same resources and opportunities promoting equity in education through leveling the playing field for all students. Many unduplicated students may not be aware of the wide range of opportunities after high school. By introducing students to college and career options early on, educators can help them start preparing academically and emotionally for the challenges and opportunities that lie ahead. This can include providing guidance on course selection, standardized testing, and extracurricular activities that can strengthen college applications or build skills relevant to future careers. Through this goal our students feel empowered and build self-efficacy and a sense of agency over their own lives. Panorama survey showed an increase of 2% in self efficacy for all students in grades 3-8. Self-efficacy is an indicator to future academic success in schools.

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 is no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Hands on Science in the middle school grades has opened up a few opportunities for our students to consider going into teaching. The World Language class is taken by 7th and 8th graders and is an A-G approved course. Exposing unduplicated students to A-G courses, which are a set of high school classes required for admission to the University of California, and California State University systems, can significantly improve their academic outcomes. Rigorous Academic Preparation will lead to improved critical thinking, problem solving skills, and overall academic performance. Exposing unduplicated students to A-G courses improves their academic outcomes by providing rigorous academic

preparation, increasing college eligibility and awareness, promoting equitable access to resources, offering increased academic support, enhancing engagement and motivation, and improving overall college and career readiness. These factors collectively contribute to better educational and life opportunities for unduplicated students and at CVC we are proud to continue to offer this opportunity to them. The other programs that will continue to be offered are Art, Music, and Technology access.

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

A new action for this goal is ELL support. Under this action CVC will hire a reading specialist to work directly with ELL students in the 4 domains of acquiring language. The new metric will also be looking at ELL language acquisition.

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.

Goals and Actions

Goal

Goal #	Description
3	Social Emotional Learning: 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Quest (chronic absenteeism rate)	Chronic absentee rate (2018-19 0.4%	2021-22 2020-21 4.9% of our student population is chronically absent	2023-23 11.2% of our student population is chronically absent	Our chronic absenteeism is down to 5.2% this year.	Chronic absentee rate will decrease by 5% each year
School-wide Safety Plan	Schoolwide safety plan in place along with an active committee that meets 4 times a year.	Schoolwide safety plan in place along with an active committee that meets 4 times a year.	Schoolwide safety plan in place along with an active committee that meets 4 times a year.	School safety committee meets regularly and adjusts the plan as needed.	Continue Schoolwide safety plan in place along with an active committee that meets 4 times a year.
Status of site safety plans and maintenance of physical campus	Our most recent visit we received 100%	Our most recent visit we received 100%	Our most recent visit we received 100%	Our most recent visit we received 100%	Maintain 100% on our facilities inspection report
Safety drills	Due to school closures, we did not meet all of the safety drill requirements	We did meet all of the safety drill requirements	We did meet all of the safety drill requirements, a safety drill is conducted each month.	We did meet all of the safety drill requirements, a safety drill is conducted each month.	Participate and meet requirement for all safety drill requirement.
Panorama Survey	Panorama Survey	Elementary Student Survey (Climate)	Elementary Student Survey (Climate)	Panorama Survey Elementary Student Survey (Climate)	Each area as reflected in the baseline will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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%</p> <p>Secondary Student Survey (Climate) Climate of Support for Academic Learning: 80% Knowledge and Fairness of Discipline, Rules, and Norms: 81% Safety: 57%</p>	<p>Climate of Support for Academic Learning: 91% Knowledge and Fairness of Discipline, Rules, and Norms: 84% Safety: 69% Sense of Belonging(School Connectedness): 85% Elementary Student Survey (Social Emotional Learning) Grit:63% Growth mindset: 69% Self-Efficacy: 62% Self-Management: 70% Social Awareness: 69%</p> <p>Secondary Student Survey (Climate) Climate of Support for Academic Learning: 79% Knowledge and Fairness of Discipline, Rules, and Norms: 76% Safety: 66% Sense of Belonging(School Connectedness): 66%</p>	<p>Climate of Support for Academic Learning: 89% Knowledge and Fairness of Discipline, Rules, and Norms: 82% Safety: 66% Sense of Belonging(School Connectedness): 78% Elementary Student Survey (Social Emotional Learning) Grit:59% Growth mindset: 71% Self-Efficacy: 60% Self-Management: 63% Social Awareness: 64%</p> <p>Secondary Student Survey (Climate) The climate of Support for Academic Learning: 78% Knowledge and Fairness of Discipline, Rules, and Norms: 81% Safety: 64% Sense of Belonging(School Connectedness): 63%</p>	<p>Climate of Support for Academic Learning: 88% Knowledge and Fairness of Discipline, Rules, and Norms: 83% Safety: 66% Sense of Belonging (School Connectedness): 80% Elementary Student Survey (Social Emotional Learning) Grit:73% Growth mindset: 70% Self-Efficacy: 61% Self-Management: 67% Social Awareness: 64%</p> <p>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): 66%</p>	<p>increase 3% each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	Secondary Student Survey (Social Emotional Learning) Grit:50% Growth mindset: 63% Self-Efficacy: 49% Self-Management: 62% Social Awareness: 64%	Secondary Student Survey (Social Emotional Learning) Grit:52% Growth mindset: 67% Self-Efficacy: 52% Self-Management: 60% Social Awareness: 64%	Secondary Student Survey (Social Emotional Learning) Grit:49% Growth mindset: 64% Self-Efficacy: 50% Self-Management: 60% Social Awareness: 59%	
Panorama Survey	83% of students responded favorably Sense of Belonging (School Connectedness) Elementary	Sense of Belonging(School Connectedness): 85%	Sense of Belonging(School Connectedness): 78%	Sense of Belonging(School Connectedness): 80%	100% of students respond favorably
Panorama Survey	81% of students responded favorably Safety Elementary	69% of students responded favorably	66% of students responded favorably	66% of students responded favorably to to feeling extremely safe at school	100% of students respond favorably
Panorama Survey	67% of students responded favorably (School Connectedness) Middle School	Sense of Belonging(School Connectedness): 66% 66% of students responded favorably	Sense of Belonging(School Connectedness): 63% of students responded favorably	Sense of Belonging(School Connectedness): 66% of students responded favorably in middle school	100% of students respond favorably
Panorama Survey	58% of students responded favorably Safety Middle School	66% of students responded favorably	64% of students responded favorably	66% of students responded favorably to feeling extremely safe at school	100% of students respond favorably

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey	97% of our families responded favorably	98% of our families responded favorably	98% of our families responded favorably	98% of our families responded favorably	100% of families respond favorably
Data Quest	2018 0.8% suspension rate	2019 2.2% suspension rate	2023 suspension rate 0.6%	2024 1.2% suspension rate	Suspension rate will decline by 2-3 suspensions each year.
Data Quest	2018 0.5 expulsion rate	2018 0.0 expulsion rate	2018 0.0 expulsion rate	2018 0.0 expulsion rate	2018 0.0 expulsion rate

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out and will continue into 2024-27 LCAP plan. The additional security guard has had a direct increase in student safety. 65% of students feel extremely safe at school while 25% report feeling moderately safe. 10% feel unsafe. We will continue to meet with these kids in small groups assuring them that our campus is a safe place. COVID 19 left many of our students feeling like school is a place that they can get sick from. We are working on ensuring they feel safe.

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 is no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Security Guards
3.2 PE/Nutrition/PlayWorks
House System
Student leadership

3.3 Mental Health

3.4 Supervision Aides

All of these actions have positively impacted this goal: Social Emotional Learning: 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.

Our students have reported an increase of feeling safe on school grounds due to having an additional security officer present. Our PE teachers serve as role models and mentors for our students and offer after school intramural that directly impact their mental health in a positive manner. The implementation of the house system has been a hit with all of our community. The sense of belonging shows throughout the day. Student Lighthouse members have given all students a voice on campus. On a survey given to all third to eighth grade students, CVC students reported that 82% of them feel like they have a voice on campus to influence their educational program. The additional supervision aides have helped with student safety. 65% of our 3rd-8th grade students feel extremely safe at school.

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

No changes were made to this goal.

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.

Goals and Actions

Goal

Goal #	Description
4	Parent and Community Partnerships will increase each year creating inclusive environments that support personal and academic growth of each child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Parent Participation	2020-21 100% of district governance groups are compliant and solicit parent input	2021-22 100% of district governance groups are compliant and solicit parent input	2022-23 100% of district governance groups are compliant and solicit parent input	2022-23 100% of district governance groups are compliant and solicit parent input	2023-24 100% of district governance groups are compliant and solicit parent input
Panorama Survey Parent Participation	Baseline 2020-21 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 314 parent or guardians participated in school-related activities Overall 36% EL - 28% FY - 2% SED - 83% AA - 1% LAT - 70% Homeless - 1%	Baseline 2 Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) 2021-22 587 parent or guardians participated in school-related activities Overall 41% EL - 31% FY - 0% SED - 87% AA - 20% LAT - 71% Homeless - 5%	Year 2 parent participation in programs for unduplicated pupils (EL, SED, FY)22-23 611 parent or guardians participated in school-related activities Overall 49% EL - 41% FY - 0% SED - 87% AA - 40% LAT - 77% Homeless - 9%	Year 3 parent participation in programs for unduplicated pupils (EL, SED, FY)23-24 677 parent or guardians participated in school-related activities Overall 61% EL - 47% FY - 0% SED - 88% AA - 44% Homeless - 15%	2023-24 Parent participation numbers 15% above baseline Overall 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Parent and Community Partnerships will increase each year creating inclusive environments that support personal and academic growth of each child. When parents, schools, and communities work together, they can provide a holistic support system that addresses the diverse needs of all children, fostering their development and success. By fostering strong partnerships between parents, communities, and schools, inclusive environments can be created where every child, including unduplicated students, receives the support and resources they need to thrive both personally and academically. These partnerships have allowed our students to access resources and support services that they need. These services include tutoring programs, mental health services, or in Richmond activities that support both personal and academic growth. 77% of our unduplicated students participate in one of these activities. We have implemented a wide variety of cultural competence and awareness celebratory events. When we promote cultural competence of awareness within our school, this allows us to celebrate diversity and recognize the unique strengths of each child's background. We have implemented a wide variety of cultural competence and awareness celebratory events. When we promote cultural competence of awareness within our school, this allows us to celebrate diversity and recognize the unique strengths of each child's background. Our events are highly attended by all members of the community. This goal allows for these services and events. 82% of CVC families feel connected to the school according to our most recent LCAP survey that was given in April 2024.

Our FACE specialist is available each day to families for whatever questions they may have. Some of her highlights from her work include:

- Latino Literacy workshops for parents
- Aiding PTG in planning school wide events
- Facilitating and providing families community resources during back to school nights, and parent teacher conference weeks
- Helping facilitate fingerprinting of all families to allow them to volunteer in the school
- Help families with many communication platforms, such as ClassDojo and Parent Vue
- Coordinated our first annual VIP dance, which was highly attended and raved about by both families and students
- Coordinate food pick up for our families through Find Food Bank
- Liaison to after school enrichment programs

Our next part of the school is our student engagement portion of the goal. This allows for college exposure field trip starting in grade 5. Each year grades 5 to 8 visit a UC and Cal State University. By the time our students enter ninth grade they would have visited eight college campuses. This has shown an increase in school connectedness, and a decrease in behaviors this school year. There has been a decrease of 65% in behaviors in all students this year due to the student engagement opportunities we provide. Suspension rates are also down from

3.7% to 1% this school year. Chronic Absenteeism is down from 2022-23 rate of 16.50 to 12.22 in 2023-24 school year. We will continue our Saturday School opportunities for students to make up their absences. This program started in January 2024. We will also host many house activities next year to engage the students in attending school each day. The Winter olympics hosted by the House of Courage (Isibindi) was a great success and attendance rates were close to being perfect in each grade. the kids do not want to miss out on this fun. We will continue being creative and hosting many similar events to this to help decrease our chronic absenteeism rate.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal has been effective and all of the actions have improved student outcomes. 82% of CVC families feel connected to the school according to our most recent LCAP survey that was given in April 2024. Students are also participating in extracurricular activities outside of the school day. These activities include intramural sports, ceramics, dance, esports, and theater. Our unduplicated students will also be given the opportunity to attend Ron Clark Academy Leadership PD.

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

Some changes that we have made to call number for are planning a parent college trip so that our unduplicated parents can experience and start learning about the process in which their child working admission to a UC or CSU. We also have added the opportunity for kids to attend Ron Clark Academy leadership PD. This goal will continue finding field trips for unduplicated students to college campuses each year.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Cielo Vista Charter School is in the southeastern part of Palm Springs. Cielo Vista Charter (CVC) serves approximately 848 students in grades kindergarten through eight. We have one principal and two assistant principals, two academic coaches, one reading intervention specialist, two counselors, one mental health therapist, three math intervention/coaches, one elementary STEAM teacher, and 41 teachers. Cielo Vista Charter works closely with Palm Springs Unified School District (PSUSD) and implements the district's goals, and is committed to providing quality standards-based education in all areas, as reflected in our LCAP plan, that meets the needs of all students. The Cielo Vista Charter Staff strives to promote academic excellence, safety, self-esteem, and character building and understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels. We are a Title One school and have a diverse makeup. 81% of our students are Hispanic or Latino while 11% are White. We also have 3% of our students who are Filipino and 2% that are African American. 97% of our students are from socioeconomically disadvantaged backgrounds.

The staff focuses instruction on the student's individual needs in their classrooms. All stakeholders in the Cielo Vista Charter (“CVC”) community (teachers, parents, staff, students, administrators, and community leaders) will be actively engaged in working collaboratively to help all students increase academic proficiency based on California content and performance standards. 60% technology and 40% traditional paper-pencil co-curriculum and hands-on academic activities will be enhanced to achieve our vision.

Cielo Vista Charter School creates a safe environment that fosters our students' social, emotional, intellectual, and character growth. A sense of unity exists between family, school, and community. Our cooperative learning environment enables the students to reach their full potential as responsible, informed citizens and lifelong learners.

A. OUR VISION: Lighting the love of learning for every student every day!

B. OUR MISSION program: All members of the Cielo Vista Charter (CVC) family, including teachers, parents, staff, students, administrators, board, and community members, work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential. We establish high expectations academically while nurturing the development of each child physically, emotionally, and socially. We promote each student's sense of belonging and commitment to the community, nation, and world through a restorative culture. We strive to create a love of life-long learning, a growth mindset, grit, and high self-efficacy. We embrace individual differences while encouraging independent thinking in a creative and challenging environment. We promote 21st-century innovative skills through collaboration, communication, self-reflection, problem-solving, and critical thinking. Students feel loved and empowered through voice and choice.

In conjunction with Palm Springs Unified School District, Cielo Vista Charter is committed to creating a coherent Local Control and Accountability Plan to provide support to all students, supplemental and enrichment resources, and ensure that all students graduate with 21st-century skills as well as college and career readiness. As a charter school, we are committed to increasing student achievement while working in partnership with our school community and our highly qualified staff, all of whom share the vision of providing students with a safe, rigorous, and engaging learning environment.

As we move into the 2024-25 school year, we will continue to build our capacity towards becoming a Green School in the 2026-27 school year.

Reflections: Annual Performance

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

Cielo Vista Charter is consistently defined as a school where students and parents feel that their students are safe and secure physically, emotionally, socially, and academically. We have a variety of systems in place that allow us to provide this atmosphere for all students. Most recently, we have introduced the house system at CVC. The house system allows each person to feel a sense of belonging while in our school building. The CVC community builds closer bonds through the house system. Students gain a sense of belonging and feel supported, which helps reduce disciplinary problems. Students take ownership in their school. Students learn to self-govern themselves and their behavior. The data for chronic absenteeism, school culture, and suspension rate indicators provide concrete evidence of the culture established and enhanced throughout the years. Our systems for ensuring the maintenance of this environment are reflected, revised, and honed to meet the current needs of our school community on an ongoing basis. We embody the ideal of a growth mindset as we develop each student's character traits and ability to grow as a lifelong learner. As concerns arise, staff and students address them with great urgency. Discipline, when needed, is focused on natural consequences and character development. Our suspension rate indicator shows this positive approach to building students and learning from mistakes. In 2024 the suspension rate was 3.7%. Data projects that 2025 suspension rate will be 1.88%. This shows that the house system had a direct impact on student behavior.

The staff and community of Cielo Vista are constantly monitoring and educating parents, students, and families on the importance of attendance. As attendance concerns begin to emerge, teachers and administration take a proactive approach to working with families to identify solutions to the barriers they face in helping their child attend school regularly. We continue to develop the overall school culture based on the philosophy that we are a large extended family. This is apparent in the conversations we have in the classroom, on the fields, and during discipline as well as the active involvement of parents in our school community. As a school, with 24.9% of our population considered English Language Learners (ELLs), we are constantly monitoring in order to ensure progress in language acquisition as well as in academic readiness. Our ELLs showed great progress according to our ELPAC scores with 51.8% of students making progress towards English language proficiency. Our status on the English Language Arts Indicator for English Learners currently identifies them as performing at an orange(low) achievement status in English Language Arts. This is a direct impact of school closures. Many of our ELL students did not attend virtual learning due to poor connectivity. Some simply struggled with learning in that modality. As a staff, we are constantly striving to develop our students' academic skills as we prepare them each year for College and Career Readiness. The staff has been trained in backward mapping accountability measures to monitor the effects and diagnose causes of growth or decreases in student achievement on a regular basis beyond the yearly state assessments. This allows us to identify areas of focus and make course corrections as needed in our collaborative teams on a regular basis so that we are always focused on student achievement at the highest rigor of the standards. This professional development and ongoing collaboration allow teachers to better understand the skills and rigor needed for proficiency at each grade level in the continuum of preparing for college and career readiness. Local assessments are given 3 times a year and the data from these results are used to refine the process and develop instructional strategies and interventions for groups and individual students. As a staff, we have committed to continuing this model as our standards and the accountability systems for the state have changed due to its effectiveness and ability to identify and address the needs of all students. With the shifts in instruction, standards, and the new accountability measures, we have achieved a high ranking of student achievement in English Language Arts. With continued use of the systems mentioned in the previous paragraph and our focus on educating the child, we will increase our overall average of student growth performance by 10.0 points for the 2024-25 school year. Our local assessments also show continual growth toward proficiency in the standards for all student groups. We attribute this growth to our collaborative approach to identifying the rigor of the standards, designing instruction across the grade levels to reflect those understandings and the continual focus on college and career readiness at all grade levels. This cross-curricular collaborative approach to backward mapping standards and accountability measures allows teachers and students a better understanding of meeting high expectations. The 2024-27 LCAP will emphasize continued high achievement and academic excellence for all students, focusing on learning recovery and acceleration strategies to mitigate the adverse impact on student learning because of long-term campus closures and limited in-person instruction due to the COVID-19 pandemic. We have seen the impact of COVID on all areas of learning. We will continue to dedicate the first 20 minutes of each instructional day to connecting with kids. This sacred time has been beneficial in lowering anxiety levels in our students. We will continue this practice as we build our master schedule. We have added an intervention specialist to directly provide services to our ELL students in all of the domains. Data will drive this small group instruction, and build the necessary skills to have a language rich background allowing them to learn at their maximum potential. These groups will also have a heavy emphasis on writing.

- CVC is committed to providing high-quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). We continue to support teachers with implementing a Guaranteed Viable Curriculum in Mathematics Programs. A guaranteed and viable curriculum ensures that all students have an equal learning opportunity. Each student has access to a highly effective teacher and the same content, knowledge, and skills in each section or class. The mathematics programs are comprehensive to support all students, including interventions that may require supplemental instructional and curricular support or more intensive instructional and curricular support. We have also added Freckle Mathematics for intervention and expanded learning, which all our educational

partners have requested we continue for student practice beyond the school day. As our mathematics scores dropped significantly from the 2019 data, we have added two additional math intervention teachers for the 2023-24 school year. We will continue with these 2 positions in 2024-25. Our school-wide proficiency for mathematics in 2023-2024 was 39.51% compared to 47.17% in 2019. The school's English Language Arts assessment scores for all students demonstrated similar achievement on our local and state assessments, including the SBAC Interim Assessment blocks in Trimester 1 and 2 and running record data. Based on multiple measures of reading data, (68.00%) of students are at or above grade level. Student groups that are outperforming the average are Filipino (78%), Black not of Hispanic origin (65%), and White not of Hispanic origin (71%). We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers, provide the necessary supplemental and intensive support for students to show academic progress. The school continues to provide professional learning to support deeper implementation of a balanced literacy program for all students as part of our MTSS. The ELA/ELD programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular support to more intensive instructional and curricular supports. As our ELA scores dropped from the 2019 data. Our school-wide proficiency for ELA in 2023 was 57.44% compared to 66.20% in 2019. Success: Ongoing assessment will also be a key piece of CVC's learning program. Teachers will be using multiple measures to track student progress. Some of these include: Interim Assessment Blocks and Interim Comprehensive Assessments (3-8) Benchmark Assessment System grades (K-3) ESGI (TK-K) Curriculum-based assessments Running records Teacher created short cycle assessments Performance Assessments in ELA and Mathematics Formative Assessment Rubrics Family engagement is a cornerstone of CVC. We have provided numerous training courses at both the site and district level. Based on Survey data, 95% of parents felt welcome to participate at school, 90% felt academic excellence was available to all students, and 90% also felt that students were respected by CVC staff. We offer multiple training courses to support family engagement and provide training opportunities. We pride ourselves in having such great relationships with all of our families. They are an asset to our instructional model. Our parents report that they feel heard and are empowered in helping their child have success outside of the school building.

- Success: Ongoing assessment will also be a key piece of CVC's learning program. Teachers will be using multiple measures to track student progress. Some of these include: Interim Assessment Blocks and Interim Comprehensive Assessments (3-8) Benchmark Assessment System grades (K-3) ESGI (K) Curriculum-based assessments Running records Teacher created short cycle assessments Performance Assessments in ELA and Mathematics Formative Assessment Rubrics Family engagement is a cornerstone of CVC. We have also implemented Power Hour in grades K & 1. Students are given individualized reading support four days a week in a small group setting. This has created 85% of our first grade students reading at or above grade level. We will continue this model and include second grade as well in the 2024-25 school year. This system that we have created is ensuring that ALL of our students learn to read by third grade. We have provided numerous training courses at both the site and district level. Based on Survey data, 95% of parents feel welcome to participate at school, 90% felt academic excellence was available to all students, and 90% also felt that students were respected by CVC staff. We offer multiple training courses to support family engagement and provide training opportunities. We pride ourselves in having such great relationships with all of our families. They are an asset to our instructional model. Our parents report that they feel heard and are empowered in helping their child have success outside of the school building.

Based on our 3rd – 8th Grade Panorama Climate & Culture Survey, (71.5%) of students responded favorably for feeling a sense of belonging at school. This is a increase of 2% from the previous year. The 3rd-5th grade respondents averaged (80%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (63%) responded favorably on school

connectedness. In general, all other student groups reported similarly on school connectedness. We will continue the designated block of time for social-emotional learning. Second Step, Inner Explorer, and the Leader in Me are a few resources that our teachers utilize. Additionally, we have an MTSS system for referring students for additional support as needed with our counseling team. CVC is most proud of our students' growth around literacy. Running record data and Renaissance STAR assessment proves that the opportunity gap is closing for our students. We are also thrilled that our elementary students reported a strong sense of belonging to the school. We will continue to be committed to providing high quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). Small group instruction will continue for our foster youth, English learners, and low-income students. The data clearly shows continuous growth in all student groups and our unduplicated student group. In the 2024-25 school year, we will be offering a Words to the Mic Club that allow our unduplicated students a time where they can share out their stories. This will empower them to speak publicly and build their skill sets while presenting. We also will continue to build lifelong learners with a strong sense of self through utilizing the Leader in Me Practices and Seven Healthy Habits for Successful People. We are also proud of the partnership that we have created with our families. They are very much involved and open to feedback. Our monthly Coffee Chats are attended regularly by a diverse parent group.

As for our Suspension rates the following student groups have met the lowest performance band. Our EL group placed in the red designation due to having 5% suspended at least one day. This was an increase of 4.6% from the prior year. The Hispanic group also met red designation with having 3.9% suspended at least one day. An increase of 3.5% as well. Our SED (socioeconomically disadvantaged) had 3.9% suspended at least one day. Our overall ALL student group placed in the red as well with having 3.7% suspended at least one day, an increase of 3.1 from the previous year. We plan to address these need by with Actions 3.1 our security guards will continue to mentor our youth and build positive relationships so that the students make great choices bell to bell and throughout their lives. The security guards are present each day throughout the campus and also serve as out intramurals coaches. Action 3.3 will also help these students build a stronger sense of self by working on their mental well being and this will transfer into their actions they take. This will allow them to have the appropriate tools to make great choices and in school each day. Action 3.4 having additional supervision aides present allow the students to feel connected to the school. We are working closely with our supervision aides to proactively build positive relationships with our students rather than reprimand them for breaking the rules. The restorative approach allows for our students to learn from their mistakes and keeps them integrated with their peers throughout the day. Action 4.2 will allow our students to attend leadership day at Ron Clark Academy, we will ensure that these student groups are equally represented when creating our participant lists.

As for our Chronic Absenteeism we did have our all student group, SED, EL, and Hispanic group fall into the RED category, the lowest performance band on the CA dashboard. Our 2023 Chronic Absenteeism for all students is 16.5% and increase of 5.3%. The EL rate was 20.6% an increase of 7%. The Hispanic rate was 18% with an increase of 6.5% from the previous year. The SED rate was 16.7% with an increase of 5.5%. There were many factors that played into why these students were not consistently attending school each day. the factors and barriers that we are able to remove we did such as leaving the gates open for 15 minutes when we have all of the roads closed that lead into our school and city. Also, Action 4.2 has had a few activities added this year to increase student engagement and a sense of belonging to our school. These will be measured by Panorama data and the results on both ELA and Math scores on the dashboard. We have also incorporated Saturday school this year into our schedule allowing our students to gain back instructional days they have lost due to many different causes. We will continue this in the 2024-25 school year and hold one event each month.

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	The process of engaging educational partners in the development of the Local Control and Accountability Plan (LCAP) typically involves several key steps to ensure meaningful collaboration and input from a diverse range of stakeholders. Here’s a summary of How CVC conducts the process. The first step is to identify our stakeholders, this includes students, parents, teachers, school, staff, community members, and representatives from local businesses and organizations. We ensure that the voices from underrepresented groups are included. Next, we ensure our outreach in communication is equitable and reaches all our families. There are many ways that information is disseminated, using a wide variety of channels, such as newsletters, emails, social media, individual meetings with the principal, and school meetings to inform school stakeholders about the process. This clear communication allows for the information to be accessible and the importance of getting stakeholders involved. There are many ways that we engage our stakeholders to partner with us in the development of this plan. These activities include surveys and questionnaires, focus groups and workshops, public meetings and hearings, CVC advisory board meetings, and advisory committees. As we come together to form our L cap, we keep data collection and analysis at the forefront of the development of this plan. We analyze the feedback given from the wide variety of stakeholders. We also use qualitative and quantitative data to inform development of goals and actions in the plan. The goals and actions are developed based on stakeholder feedback to address identify needs. The draft LCAP is

Educational Partner(s)	Process for Engagement
	<p>shared with the stakeholders to make revisions based on additional feedback. Our final draft of our LCAP is available for public review and comment and is presented to the school board for approval. Once approved, the implementation in progress monitoring takes place. We keep the stakeholders informed throughout the process and progress towards goals. Each year, we evaluate the effectiveness of the plan and make necessary adjustments. Providing regular updates to stakeholders about progress and outcomes, allow our school to be transparent with our community.</p>

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:

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)

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

This goal was developed because in English language Arts, our All students group, socioeconomically disadvantaged students, students with disabilities, and Hispanic students are all performing in the YELLOW performance level on the CA dashboard. Our Hispanic students are 0.7 points above standard while our students with disabilities are 45.5 below standard. This opportunity gap amongst our students was evident in the data and the reason for the development of this goal. Also, or English Learner student group is also 32.5 points below standard, this is a decline of 16.7 points from the previous testing year.

In mathematics, our All-students group, socioeconomically disadvantaged students, and Hispanic students are all performing in the YELLOW performance level on the CA dashboard. Our Hispanic students are 41.1 points below standard while our students that are socioeconomically disadvantaged are 33.9 points below standard. Our ALL-student group which are 33.3 points below standard. When comparing these three student groups to the white student group which are 2.4 below standard there is an opportunity gap amongst our students that was evident in the data and the reason for the development of this goal. Also, or English Learner student group is also 68 points below standard, this is a decline of 6.2 points from the previous testing year.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	
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 61.22 % of students in K-8 met or exceeded standards	
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 71.63% of students in 1-8 met or exceeded standards	
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 28.4% who maintained at their current ELPI level 19.9% of students decreased one ELPI level			English Learner Progress Indicator ELPI levels ELPAC assessment ELL progress 75% of students progressed at least ONE ELPI level 25% who maintained at their current ELPI level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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: 36.50% (well developed) Level 3: 53.77% (moderately developed) Level 2: 9.77% (Somewhat developed)	
1.7	School Attendance Rate	95% of daily attendance rate			98% of daily attendance rate	
1.8	Chronic absenteeism Ca dashboard	16.5% chronically absent			5% chronically absent	
1.9	English Language Arts Performance levels Ca Dashboard	Orange Performance Band: EL's 32.5 points below standard Yellow Performance Band: All students 9.4 points above standard Hispanic 0.7 points above standard Socioeconomically Disadvantaged 8.9 points above standard			All students including student groups will perform in the GREEN performance band.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities 45.5 points below</p> <p>Blue Performance Band: White 48.4 above standard</p>				
1.10	Mathematics Performance levels Ca Dashboard	<p>Orange Performance Band: EL's 68 points below standard AND Students with Disabilities 65.2 points below</p> <p>Yellow Performance Band: Hispanic 41.1 points below Socioeconomically Disadvantaged 33.9 points below</p> <p>Green Performance Band: White 2.4 below standard</p>			All students including student groups will perform in the GREEN performance band.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>Provide professional development to enhance the delivery of California State Standards, ensuring they meet the specific learning needs of all student groups.</p> <p>Encourage attendance at conferences and professional development events that support the implementation of CCSS, NGSS, standards-based instruction, ELD, GATE, technology, and PBL instructional strategies. Offer stipends and cover travel expenses for participating teachers.</p> <p>Offer professional development to all teaching staff on integrated and designated ELD strategies and scaffolds, improving access to core content for all learners.</p> <p>Provide training on Tier 1 and 2 interventions, including small group instruction, shared reading groups, one-on-one conferencing, and other necessary intervention strategies.</p> <p>Maintain two full-time Literacy Coaches to support instruction and reading interventions, focusing on developing early literacy skills and provide professional development to our teachers and paraprofessionals</p> <p>Contract with outside consultants to deliver staff development on aligning research-based instructional and learning strategies: Building Thinking</p>	\$135,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Classrooms, Eduprotocols, Powers of Wonder, Ron Clark Academy House PD, and ELD training with Dr. Kate Kinsella.</p> <p>Maintain additional assistant principal to work on data analysis and professional development coordination for our teachers.</p>		
1.2	Instructional Coaches	<p>Enhance classroom support through Academic Coaches, particularly in implementing Building Thinking Classrooms and facilitating its integration into ELA. Strengthen instructional support capacity via Instructional Coaches, aiding teachers and administrators in content, pedagogy, and reflective practice. Maintain two Literacy Coaches dedicated to early literacy skill development through instructional support and reading intervention.</p> <p>Based on our needs assessment, continue to revise and implement a coherent, aligned professional learning structure with a multi-tiered approach to support the following:</p> <p>Professional learning communities Site-embedded coaching and observations Opportunities for feedback Subject matter expert professional learning design and implementation Ensure curriculum and supplemental materials are aligned with the rigor of the CCSS. Provide standards-based, data-driven instruction to all students. Engage outside consultants for staff development focused on aligning research-based instructional and learning strategies.</p>	\$377,170.00	Yes
1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered	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	\$757,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
	System of Support for all students as outlined in our charter petition	<p>WIGs based on their progress, which will be stored in their leadership notebooks.</p> <p>Provide additional instructional aides to support tier 2 interventions for all TK-3 grade students. All classrooms will implement Tier 1 interventions based on checks for understanding in the gradual release of responsibility instructional method. Additionally, all classrooms will offer Tier 2 interventions to address individual student needs in all academic areas. All paraprofessionals will be utilized for the SOAR reading hour in grades K-2, with a 45-minute block in kindergarten, four days a week.</p> <p>Provide Tier 3 reading intervention classes during school hours for students who lack the foundational skills necessary to progress in reading comprehension.</p>		
1.4	Math Intervention	<p>Continue Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards. Maintain a second teacher in MS math sections with high numbers of unduplicated students to offer support in the classroom.</p> <p>Freckle Math subscription</p> <p>Dream box subscription to provide practice of grade level skills in game format</p> <p>99 Math subscription</p> <p>Blooket subscription</p>	\$523,441.00	Yes
1.5	Sub Coverage for Data Analysis days	<p>Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and Benchmark assessments, and CAASSP assessments</p> <p>Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies.</p>	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School business subs will be utilized to cover the classrooms providing each teacher release time throughout the year.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

School Connectedness Elementary
vertical alignment 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
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%

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate Data Quest	2023 16.5% of students chronically absent			5% of students chronically absent	
2.2	Panorama Survey	2023 100% of our student were not feeling connected at school.			100% of students are connected to CVC	
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.			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.	
2.4	Renaissance STAR assessment Math and Teacher created Math SBAC aligned assessment	2024 ELA STAR & SBAC aligned assessment project that 42% of students met or exceeded standards on CAASPP aligned assessments. 32% of students nearly meet standards on these assessments. 26% of students did not meet standards on these assessments.			2027 ELA STAR & SBAC aligned assessment project that 65% of students met or exceeded standards on CAASPP aligned assessments. 22% of students nearly meetstandards on these assessments. 13% of students did not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					meet the standards on these assessments.	
2.5	Panorama Survey	<p>School Safety 2024</p> <p>Elementary Overall 69% SED 63%, Non SED 70% EL Level Initial 76%, Level 2 62%, Level 3 78%, RFEP 75% Non EL 65% Filipino 62% , Hisp 70%, White 65% SWD 81% Non SWD 81%</p> <p>Secondary Overall 66% EL Level 2 65%, Level 3 72%, Level 4 68%, RFEP 70% Non EL 61% AA 61%, Filipino 67% Hisp 69%, White 57% SED 66%, Non SED 54% SWD 63 % Non SWD 60 %</p>			<p>School Safety 2027</p> <p>Elementary Overall 78% SED 72%, Non SED 79% EL Level Initial 85%, Level 2 71%, Level 3 87%, RFEP 84% Non EL 74% Filipino 71% , Hisp 79%, White 74% SWD 90% Non SWD 90%</p> <p>Secondary Overall 75% EL Level 2 74%, Level 3 81%, Level 4 77%, RFEP 79% Non EL 70% AA 70%, Filipino 76% Hisp 78%, White 66% SED 75%, Non SED 63% SWD 72% Non SWD 69%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Panorama Survey	<p>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%</p> <p>School Connectedness Secondary Overall 63% (Down from 66%) EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59% Non SWD 63%</p>			<p>School Connectedness 2027</p> <p>Elementary Overall 100% EL Level Initial 100%, Level 2 95%, Level 3 85%, RFEP 92% Non EL 88% Filipino 92% , Hisp 89%, White 99% SWD 84% Non SWD 84%</p> <p>Secondary Overall 63% EL Level 2 85%, Level3 76%, Level 4 95%, RFEP 70% Non EL 72% Filipino 73% Hisp 72%, White 72% SWD 69% Non SWD 73%</p>	
2.7	Expulsion rates Data Quest	2023 Expulsion Rate 0.00			2027 Expulsion Rate 0.00	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Suspension rates Data Quest	2023-24 Suspension rate 3.7%			2027 suspension rate 1%	
2.9	Language Acquisition 8th grade assessment	2023 81% of students demonstrate language proficiency			2027 85% of students demonstrate language proficiency	
2.10	Panorama Survey	2024 56% 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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CVC Green School Middle School Science related	<p>Students in grades 6-8 will be provided direct instruction and application of cross-content literacy through an integrated PBL approach as they study:</p> <p>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</p> <p>Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.</p> <p>Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.</p> <p>Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.</p> <p>2024: Maintain Elementary STEAM teacher to provide STEAM lessons to all students in grades TK-5.</p> <p>Our English language learners have STEAM opportunities each week throughout the school day, and after school. We most recently added e-sports to the elementary levels to establish a connectedness to school.</p>	\$24,000.00	Yes
2.2	World Language	<p>At CVC we will provide cultural and linguistic development that is developmentally appropriate and prepares students for college readiness. Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective.</p>	\$170,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.3	Fine Arts	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas. Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. Purchase of art materials for student visual arts 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.	\$120,409.00	Yes
2.4	Music Appreciation	At CVC we will provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them or future vocal or instrumental skill development. Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area. Grades 6-8 will be provided an afterschool club that will focus on beginning and intermediate levels of vocal and instrumental skill development. Provide PD for music teachers to continue the development of the music program.	\$146,104.00	Yes
2.5	Technology	Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction. Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies, and science.	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	ELL support	Hire an intervention/reading specialist to work with ELL students only. Provide Listen Wise and Writable to all ELL students. Plan a celebration for our reclassified students each year. This reading specialist will work with teachers in supporting the delivery of our language acquisition curriculum and the coordination of professional development for teachers. Dr. Kinsella will come in as a follow up this year and model lessons and team teach with our teachers. For LTELs, they will be provided support from our reading intervention specialists and have access to after school tutoring as well. LTELs will utilize Listen Wise and Writable from home as well.	\$246,085.00	Yes

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			73% of students responded favorably Safety Middle School	
3.2	School-wide safety plan	Schoolwide safety plan in place along with an active committee that meets 4 times a year.			Schoolwide safety plan in place along with an active committee that meets 4 times a year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Status of site safety plans and maintenance of physical campus	Restrooms need improvements			Improvements to school facility will be made periodically	
3.4	Safety drills	Each month a monthly drill will be held			We will be in 100% compliance with our mandated monthly drills.	
3.5	Panorama Survey	<p>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%</p> <p>Secondary Student Survey (Climate) Climate of Support for Academic Learning: 80%</p>			<p>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%</p> <p>Climate of Support for Academic Learning Secondary SED 94%, Non SED 87% EL Level Initial 97%,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			Level 2 82%, Level 3 83%, RFEP 91% Non EL 87% Filipino 79% , Hisp 87%, White 61% SWD 81% Non SWD 76%	
3.6	Panorama Survey	80% of ALL student group responded favorably Sense of Belonging (School Connectedness) Elementary			89% of students responded favorably Sense of Belonging (School Connectedness) Elementary	
3.7	Panorama Survey	66% of ALL student group responded favorably School Safety Elementary			75% of students responded favorably Safety Elementary	
3.8	Panorama Survey	67% of ALL student group responded favorably (School Connectedness) Middle School			72% of students responded favorably (School Connectedness) Middle School	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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.	\$171,137.00	Yes
3.2	PE/Nutrition	Our PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home.Grades TK-5 participate in	\$547,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>weekly nutrition lessons that focus on healthier food options that impact overall health.</p> <p>Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks</p> <p>Maintenance and replacement of PE equipment to enhance the educational program and accessibility</p> <p>Provide release time for track meet duties, grant writing and award applications.</p> <p>School-wide implementation of the Game On structured recess K-8 including full-time recess coach, program development assistance and equipment necessary for the program.</p> <p>Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.</p>		
3.3	School Counselors and a Mental Health Therapist	<p>Develop identified social/emotional needs of target students</p> <p>Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</p> <p>Educate the school community on A-G requirements and pathway programs to promote college and career readiness</p> <p>Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</p> <p>Facilitate SST meeting and serve as the SST coordinator</p> <p>Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.</p> <p>We will continue our mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full-time counselor through PSUSD mental health.</p>	\$443,369.00	Yes
3.4	Supervision Aides	We will continue to employ 5 supervision aides to ensure the safety of our students during their recess and lunch times.	\$141,047.00	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			2024-25 100% 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%			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%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent engagement, involvement, and leadership	<p>We will hire a parent/family liaison that will promote parent involvement and engagement and implement the parent/family plan; in addition:</p> <p>*Offer parent education to enhance home and school partnerships as well as cater to parental interests</p> <p>*Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)</p> <p>*Provide translation as needed for all events</p> <p>Leader in Me Book Club</p> <p>Health habits of Successful Families Participation</p> <p>Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families</p>	\$69,894.00	Yes
4.2	Student engagement/College and career Readiness	<p>Build a Culturally Responsive Library</p> <p>Provide many opportunities for students to be recognized (beyond academics)</p> <p>Classroom furniture that lends itself to student collaboration (desks/chairs and small group tables)</p>	\$487,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Whiteboards that can be anchored around the classrooms to align with a thinking classroom UC/CSU college exposure field trips Field trips that connect to college and career Ron Clark Leadership Academy for 45 middle school students Steam materials Makerspace materials		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,947,164.00	\$592,074.60

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.501%	0.000%	\$0.00	45.501%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: EI's orange performance band and scoring 32.5 points below standard in comparison to their white peer group that scored in the BLUE (highest performance level) with 48.4 points ABOVE standard identifies the need for this goal. Cielo Vista UPP which included EL, FY</p>	Best first instruction and high teacher efficacy will produce positive student outcomes in close alignment to that of their peers. In oder to meet the academic need of our UPP teachers will be trained in Best, First Instruction in order to provide the best tier 1 instruction for UPP students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and LI are performing below the standard in ELA and Math.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Instructional Coaches</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 32.5 points below standard declining 16.7 points from the previous testing year. 466 Hispanic students scored 0.7 points above standard maintaining -0.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 8.9 points above standard maintaining 1.5 points from the previous testing year.</p> <p>Math</p> <p>159 EI's scored 68 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 33.9 points below standard</p>	<p>Instructional coaches help create an environment where teachers are well-equipped to meet the diverse needs of unduplicated students, ultimately leading to improved academic outcomes and overall student success. Our coaches will develop personalized Professional Development for Teachers while including a PD on the Implementation of Evidence-Based Practices and utilizing Data-Driven Decision Making when making instructional choices. These actions: Building Relationships with Students and Families and Resource Allocation and Utilization will close the opportunity gaps that exist amongst ALL students and UPP students. The following actions will also be utilized on a school-wide basis due to the importance on the impact on student outcomes.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and increasing 14 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition</p> <p>Need: CVC UPP students are performing below standard in ELA.</p> <p>Reading</p> <p>159 EI's scored 32.5 points below standard declining 16.7 points from the previous testing year. 466 Hispanic students scored 0.7 points above standard maintaining -0.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 8.9 points above standard maintaining 1.5 points from the previous testing year.</p>	<p>Our UPP students will benefit from an MTSS system to increase their skill set in all academic areas. The system creates a supportive, responsive, and equitable educational environment that addresses the unique challenges faced by unduplicated students, leading to improved academic and behavioral outcomes.</p> <p>Tiered Support Levels:</p> <p>Tier 1: High-quality, inclusive instruction for all students. Tier 2: Targeted interventions for students needing extra help. Tier 3: Intensive, individualized support for those with the greatest needs.</p> <p>UPP students benefit from Early Identification and Intervention, Holistic and Comprehensive Support, Culturally Responsive Practices, and Equity and Resource Allocation. These actions also benefit all students and will be utilized on a school-wide basis.</p>	<p>ELA and Math CAASPP (Metric #1.9 and 1.10) Running Records Jen Jones assessments Word Knowledge assessment STAR reading IAB's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	<p>Action: Math Intervention</p> <p>Need: CVC UPP students are performing below standard in Math.</p> <p>Math 159 EI's scored 68 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 33.9 points below standard and increasing 14 points from the previous testing year.</p> <p>Scope: LEA-wide</p>	In order to meet the academic needs of of UPP students the following actions will be executed.Targeted interventions help close the achievement gap, leading to better performance on math assessments and standardized tests. When students understand the content being taught it will lead to an Increased Engagement and Attendance: Engaging and relevant math instruction can improve student engagement and reduce absenteeism.By addressing the unique challenges faced by unduplicated students through targeted math interventions, we can help these students build the skills and confidence needed to succeed in math and beyond. This action will also be provided on a school-wide basis, because all students will benefit as well.	ELA and Math CAASPP (Metric #1.9 and 1.10) Math running record Freckle data STAR math
1.5	<p>Action: Sub Coverage for Data Analysis days</p> <p>Need: CVC UPP students are performing below standard in Math.</p>	Utilizing Data Analysis Teams and Grade/Vertical teams to discuss data from our UPP students will allow teachers to customize instructional paths that will serve their needs. Once they get instruction tailored to their individualized needs, our UPP students will build more confidence in their academics.	ELA and Math CAASPP (Metric #1.9 and 1.10) Panorama Data Vertical alignment and articulation Grade levels using the same academic registry

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math 159 EI's scored 68 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 33.9 points below standard and increasing 14 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: CVC Green School Middle School Science related</p> <p>Need: CVC UPP students are performing below standard in Math.</p> <p>Math 159 EI's scored 68 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 33.9 points below standard and increasing 14 points from the previous testing year.</p>	<p>As we read the results of our student surveys our UPP students wanted more STEM Career Awareness and Exposure to STEM Fields. This included more Hands-on science activities when introducing students to various material aligned to the Science standards. These actions will equip our students with the skill set of Future Innovators in the field of STEM. In summary, hands-on science activities in middle school provide unduplicated students with engaging, equitable, and effective learning experiences that support their academic and personal development. By catering to diverse learning styles, enhancing motivation, and building critical skills, these activities help bridge gaps and promote success for all students and this is why this action will be utilized as a school-wide basis.</p>	<p>CAASPP CAST scores Panorama Survey data Individual Student Survey results</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Our UPP students data showed high of stress on their student surveys and Panorama Surveys. This stress was bleeding into their academic results and social emotional learning. This action will provide students in the fin arts that will enhance their experiences in school and also increase creativity and problem-solving. This is also a support for trauma and mental health</p> <p>Scope: LEA-wide</p>	<p>experience and outcomes for unduplicated students. By supporting cognitive, social, emotional, and practical development, art provides an inclusive, enriching environment that helps these students thrive both academically and personally. Through equitable access to art education, schools can help unduplicated students unlock their potential and achieve greater success.</p>	<p>Panorama survey results in the area of mental health</p>
2.4	<p>Action: Music Appreciation</p> <p>Need: CVC's UPP students in the primary grades showed a difficulty with mastering the foundational skills to reading as seen on the Jen Jones early phonics assessment. The older students struggles in ELA as well according to their CAASPP results.</p> <p>CVC UPP students are performing below standard in ELA.</p> <p>Reading</p> <p>159 EI's scored 32.5 points below standard declining 16.7 points from the previous testing year.</p>	<p>Music education provides unduplicated students with a rich, engaging, and supportive learning environment that enhances cognitive, social, and emotional development. By fostering critical academic and life skills, promoting equity, and preparing students for future opportunities, music education helps unduplicated students overcome challenges and achieve greater academic and personal success. With the results of our early phonics assessments and our ELA results in reading this action was created. We feel confident with this action being executed, and monitoring it with the metrics mentioned that the school will be accomplished. Our UPP students will experience an improvement in literacy and language skills and build confidence and self-esteem. Through the music appreciation program for UPP students can be part of our musical cast. This action is also serving as a school-wide basis, because it will benefit all students.</p>	<p>Panorama survey results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>466 Hispanic students scored 0.7 points above standard maintaining -0.7 points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 8.9 points above standard maintaining 1.5 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Technology</p> <p>Need: At CVC, our UPP students were achieving below the standards in both ELA and mathematics.</p> <p>CVC UPP students are performing below standard in Math.</p> <p>Math 159 EI's scored 68 points below standard declining 6.2 points from the previous testing year. 466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 33.9 points below standard and increasing 14 points from the previous testing year.</p>	<p>Our ELL can utilize technology programs to build their mathematical foundational skills. We have provided Freckle to our UPP students. they spend 120 minutes each week practicing at their own individualized learning path. Our ELL' scan also benefit from the language learning tools such as translation and language Apps. Speech-to-Text and Text-to-Speech also provides access to all UPP students. This action is also serving as a school-wide basis, because it will benefit all students.</p>	CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	<p>Action: ELL support</p> <p>Need: CVC UPP students are performing below standard in both ELA and mathematics.</p> <p>159 EL's scored 32.5 points below standard declining 16.7 points from the previous testing year.Math 159 EL's scored 68 points below standard declining 6.2 points from the previous testing year.</p> <p>Scope: LEA-wide</p>	Adding our additional reading intervention specialist that will focus on providing services to our English language learners will increase performance outcomes for our EL students. Our reading specialist will focus on the four domains of language acquisition. She will spend a great majority of time working on close reading skills and the transfer to applying it to writing. We will build an ELD intervention program using Kate Kinsella's research and strategies and Thinking Maps Write from the Beginning, as the core writing intervention tool. This will be supplemented with Patterns of Power for grammar, along with Morphine Magic and Mrs. Word Smith for building vocabulary. With the emphasis on writing, our EL students will learn to organize, structure, and produce quality writing. This in turn would improve their classroom proficiency as writers as well as their ELPAC and SBAC scores. With improved proficiency as writers, many more of our students will be able to reclassify as RFEP'd.	ELA and Math CAASPP (Metric #1.9 and 1.10)
3.1	<p>Action: Safe School Environment</p> <p>Need: Safety and school belongingFostering Positive School ClimateCreating a Sense of Security and Well-Being</p> <p>Scope:</p>	Our unduplicated students need to have a stronger sense of security while on campus. While the primary role of security guards on campus is to ensure physical safety and security, their presence can also contribute to improved student outcomes for unduplicated students by creating a safe and supportive learning environment, promoting positive school climate, preventing truancy and disruption, supporting conflict resolution and intervention, and fostering collaboration with	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
	LEA-wide	school staff and community partners. By addressing safety concerns and promoting student well-being, security guards play a vital role in supporting the academic success and holistic development of unduplicated students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	
3.2	<p>Action: PE/Nutrition</p> <p>Need: Our English learner student group has a chronic absenteeism rate of 20.6%. This is higher than the all students rate of 16.6%. With implementing more school connectedness activities this will decrease the absenteeism rate noted above.</p> <p>School Connectedness Elementary vertical alignment 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%</p> <p>School Connectedness Secondary Overall 63% (Down from 66%)</p>	Having PE teachers who offer intramural sports after school and circuit training on campus benefits unduplicated students by promoting physical health and fitness, enhancing mental and emotional well-being, fostering social connections and support networks, teaching lifelong fitness habits, improving academic performance, and addressing equity and inclusion. By providing opportunities for physical activity and promoting holistic well-being, PE programs play a vital role in supporting the academic success and overall development of unduplicated students. Although this action will benefit UPP students we will provide it on a school-wide basis because all students will benefit as well.	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
	<p>EL Level 2 75%, Level 3 66%, Level 4 85%, RFEP 60% Non EL 62% Filipino 63% Hisp 62% Wh 62% SWD 59% Non SWD 63%</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: School Counselors and a Mental Health Therapist</p> <p>Need: When reading student individual a survey about their mental health and stress that they are experiencing, our UPP students had 55% higher rates of stress they were experiencing. This was alarming and prompted us to provide enhanced access to mental health support throughout the school day. Also, school connectedness rates on panorama survey showed that there were high numbers of UPP students not feeling connected to school.</p>	<p>Having two full-time counselors and one full-time mental health therapist on campus significantly improves student outcomes for unduplicated students by enhancing access to mental health support, promoting social-emotional well-being, supporting academic success, providing crisis intervention and prevention, engaging families and communities, implementing culturally responsive practices, and addressing equity and inclusion. By prioritizing the mental health and well-being of unduplicated students, schools create a supportive and inclusive environment where all students can thrive academically and personally.</p>	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	<p>Action: Supervision Aides</p> <p>Need: Student feedback surveys showed an increase of 75% of students felt there needed to be and enhanced need of safety and security during unstructured times especially during recess. The students data reported that they would like more Positive Role Modeling and Opportunities for Mentorship. 25% of our ELL students felt like they did not have an adult that they connect to at school. This data led to the hiring of two additional supervision needs during unstructured times.</p> <p>Scope: LEA-wide</p>	Having more supervision on a school campus is essential for improving student outcomes for unduplicated students by enhancing safety and security, promoting positive behavior and discipline, supporting social-emotional development, fostering academic engagement and success, cultivating a positive school climate, and preventing truancy and delinquency. By providing a supportive and inclusive environment where all students feel safe, valued, and supported, schools can help unduplicated students reach their full potential academically and personally.	behavior referrals data Panorama data
4.1	<p>Action: Parent engagement, involvement, and leadership</p> <p>Need: Our Feedback during our stakeholder meetings, and parent surveys it showed that there was a need to bridge the homeschool gap that was created after Covid. Parents also</p>	Parental involvement is a critical factor in improving student outcomes for unduplicated students by providing academic support and reinforcement, fostering positive attitudes towards education, facilitating communication and advocacy, building social-emotional skills, encouraging involvement in school activities, and bridging the home-school gap. By actively engaging with their child's education and	Panorama data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>expressed the desire for the school to help facilitate trainings, so that the two can build social emotional skills in their children. The data showed that a high percentage of UPP parents felt disconnected from the school after the pandemic. The parents also shared the desire for their children to attend leadership training opportunities to build their social, emotional competencies, such as growth, mindset, grit, and resilience.</p> <p>Scope: Schoolwide</p>	<p>partnering with schools and communities, parents can empower unduplicated students to succeed academically and thrive personally. Here at Cielo Vista. We are excited to hold several opportunities that allow the parents to grow and gain new skill sets to enhance their child's educational experiences. We will continue providing college trips to all fifth grade through eighth grade students each year. We have also added an opportunity for this year for our UPP parents to join their children on our college tours.</p>	
4.2	<p>Action: Student engagement/College and career Readiness</p> <p>Need: CVC UPP students are performing below standard in both ELA and Math.</p> <p>Reading</p> <p>159 EI's scored 32.5 points below standard declining 16.7 points from the previous testing year. 466 Hispanic students scored 0.7 points above standard maintaining -0.7 points from the previous testing year. 561 Socioeconomically disadvantaged students scored 8.9 points above standard maintaining 1.5 points from the previous testing year.</p>	<p>Providing unduplicated students with engaging opportunities, such as college visits, positively impacts their academic outcomes by increasing aspirations and motivation, expanding knowledge and awareness, building confidence and self-efficacy, strengthening college readiness, improving college access and persistence, and fostering community and peer support. By exposing unduplicated students to the possibilities of higher education and equipping them with the resources and support needed to pursue their college aspirations, schools empower them to achieve academic success and realize their full potential.</p>	Data on Ca Dashboard Panorama Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math</p> <p>159 EI's scored 68 points below standard declining 6.2 points from the previous testing year.</p> <p>466 Hispanic students scored 41.1 points below standard increasing 13.7 points from the previous testing year.</p> <p>561 Socioeconomically disadvantaged students scored 33.9 points below standard and increasing 14 points from the previous testing year.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,674,800.00	3,947,164.00	45.501%	0.000%	45.501%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,405,164.00			\$186,000.00	\$4,591,164.00	\$3,619,921.00	\$971,243.00

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
1	1.1	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$135,293.00	\$135,293.00				\$135,293.00
1	1.2	Instructional Coaches	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$372,170.00	\$5,000.00	\$377,170.00				\$377,170.00
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$757,518.00	\$0.00	\$757,518.00				\$757,518.00
1	1.4	Math Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$508,441.00	\$15,000.00	\$337,441.00			\$186,000.00	\$523,441.00
1	1.5	Sub Coverage for Data Analysis days	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$90,000.00	\$0.00	\$90,000.00				\$90,000.00
2	2.1	CVC Green School Middle School Science related	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$24,000.00	\$24,000.00				\$24,000.00
2	2.2	World Language	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$167,131.00	\$3,000.00	\$170,131.00				\$170,131.00

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
2	2.3	Fine Arts	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$110,409.00	\$10,000.00	\$120,409.00				\$120,409.00
2	2.4	Music Appreciation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$141,104.00	\$5,000.00	\$146,104.00				\$146,104.00
2	2.5	Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$140,000.00	\$140,000.00				\$140,000.00
2	2.6	ELL support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$186,085.00	\$60,000.00	\$246,085.00				\$246,085.00
3	3.1	Safe School Environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$171,137.00	\$0.00	\$171,137.00				\$171,137.00
3	3.2	PE/Nutrition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$513,616.00	\$34,000.00	\$547,616.00				\$547,616.00
3	3.3	School Counselors and a Mental Health Therapist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$431,369.00	\$12,000.00	\$443,369.00				\$443,369.00
3	3.4	Supervision Aides	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$141,047.00	\$0.00	\$141,047.00				\$141,047.00
4	4.1	Parent engagement, involvement, and leadership	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$29,894.00	\$40,000.00	\$69,894.00				\$69,894.00
4	4.2	Student engagement/College and career Readiness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$487,950.00	\$487,950.00				\$487,950.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,674,800.00	3,947,164.00	45.501%	0.000%	45.501%	\$4,405,164.00	0.000%	50.781 %	Total:	\$4,405,164.00
								LEA-wide Total:	\$4,335,270.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$69,894.00

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		\$135,293.00	
1	1.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income		\$377,170.00	
1	1.3	Provide access to standards aligned instructional materials and clear evidence of a Multi Tiered System of Support for all students as outlined in our charter petition	Yes	LEA-wide	English Learners Foster Youth Low Income		\$757,518.00	
1	1.4	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$337,441.00	
1	1.5	Sub Coverage for Data Analysis days	Yes	LEA-wide	English Learners Foster Youth Low Income		\$90,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	CVC Green School Middle School Science related	Yes	LEA-wide	English Learners Foster Youth Low Income		\$24,000.00	
2	2.2	World Language	Yes	LEA-wide	English Learners Foster Youth Low Income		\$170,131.00	
2	2.3	Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income		\$120,409.00	
2	2.4	Music Appreciation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$146,104.00	
2	2.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$140,000.00	
2	2.6	ELL support	Yes	LEA-wide	English Learners		\$246,085.00	
3	3.1	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$171,137.00	
3	3.2	PE/Nutrition	Yes	LEA-wide	English Learners Foster Youth Low Income		\$547,616.00	
3	3.3	School Counselors and a Mental Health Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$443,369.00	
3	3.4	Supervision Aides	Yes	LEA-wide	English Learners Foster Youth Low Income		\$141,047.00	
4	4.1	Parent engagement, involvement, and leadership	Yes	Schoolwide	English Learners		\$69,894.00	
4	4.2	Student engagement/College and career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$487,950.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,083,109.80	\$3,938,599.46

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	\$85,000.00	\$161,235
1	1.2	Instructional coaches	Yes	\$398,000.00	\$439,874
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	\$298,255.00	\$333,452
1	1.4	Math intervention	Yes	\$494,572.00	\$498,796
1	1.5	Provide release days for grades TK-8 three times per year for data analysis and learning labs	Yes	\$118,000.00	\$147,852
2	2.1	CVC Green School	Yes	\$321,009.00	\$336,785
2	2.2	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:	Yes	\$299,000.00	\$322,411
2	2.3	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:	Yes	\$175,000.00	\$176,456

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	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.	Yes	\$126,000.00	\$126,477
2	2.5	Implementing and maintaining instructional technology in each classroom:	Yes	\$119,000.00	\$142,951
2	2.6	Kid Grit (English Learner focused)	Yes	\$25,000.00	0
2	2.7	English Learner Supports	Yes	\$75,000.00	\$84,736
3	3.1	Maintain and enhance a sense of community on campus, within classroom, grade level and school community.	Yes	\$212,000.00	\$214,789
3	3.2	Provide a 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.	Yes	\$505,000.00	\$518,436
3	3.3	Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.	Yes	\$416,250.00	\$428.456
3	3.4	Employ 6 Supervision Aides as mentors to our students during their lunchtime	Yes	\$101,000.00	\$112,548
4	4.1	Parent engagement, involvement, and leadership	Yes	\$72,000.00	\$74,888
4	4.2	Student engagement	Yes	\$243,023.80	\$246,485

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,947,164	\$3,898,537.80	\$4,505,792.00	(\$607,254.20)	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	\$85,000.00	161,235		
1	1.2	Instructional coaches	Yes	\$398,000.00	439,874		
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	\$298,255.00	333,452		
1	1.4	Math intervention	Yes	\$310,000.00	498,796		
1	1.5	Provide release days for grades TK-8 three times per year for data analysis and learning labs	Yes	\$118,000.00	147,852		
2	2.1	CVC Green School	Yes	\$321,009.00	336,785		
2	2.2	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:	Yes	\$299,000.00	322,411		
2	2.3	Provide fine art experiences through the development of community partnerships and educational programs that	Yes	\$175,000.00	176,456		

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)
		develop student abilities in a variety of areas, to include:					
2	2.4	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels.	Yes	\$126,000.00	126,477		
2	2.5	Implementing and maintaining instructional technology in each classroom:	Yes	\$119,000.00	142,951		
2	2.6	Kid Grit (English Learner focused)	Yes	\$25,000.00	0		
2	2.7	English Learner Supports	Yes	\$75,000.00	84,736		
3	3.1	Maintain and enhance a sense of community on campus, within classroom, grade level and school community.	Yes	\$212,000.00	165,490		
3	3.2	Provide a 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.	Yes	\$505,000.00	549,137		
3	3.3	Employ two full-time School Counselor and a Mental Health Therapist that will perform a variety of duties.	Yes	\$416,250.00	430,315		
3	3.4	Employ 6 Supervision Aides as mentors to our students during their lunchtime	Yes	\$101,000.00	148,579		
4	4.1	Parent engagement, involvement, and leadership	Yes	\$72,000.00	102,210		
4	4.2	Student engagement	Yes	\$243,023.80	339,036		

To Add a Row: Click “Add Row.”

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)
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To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
8,674,800	3,947,164	0.00	45.501%	\$4,505,792.00	0.000%	51.941%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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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