LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

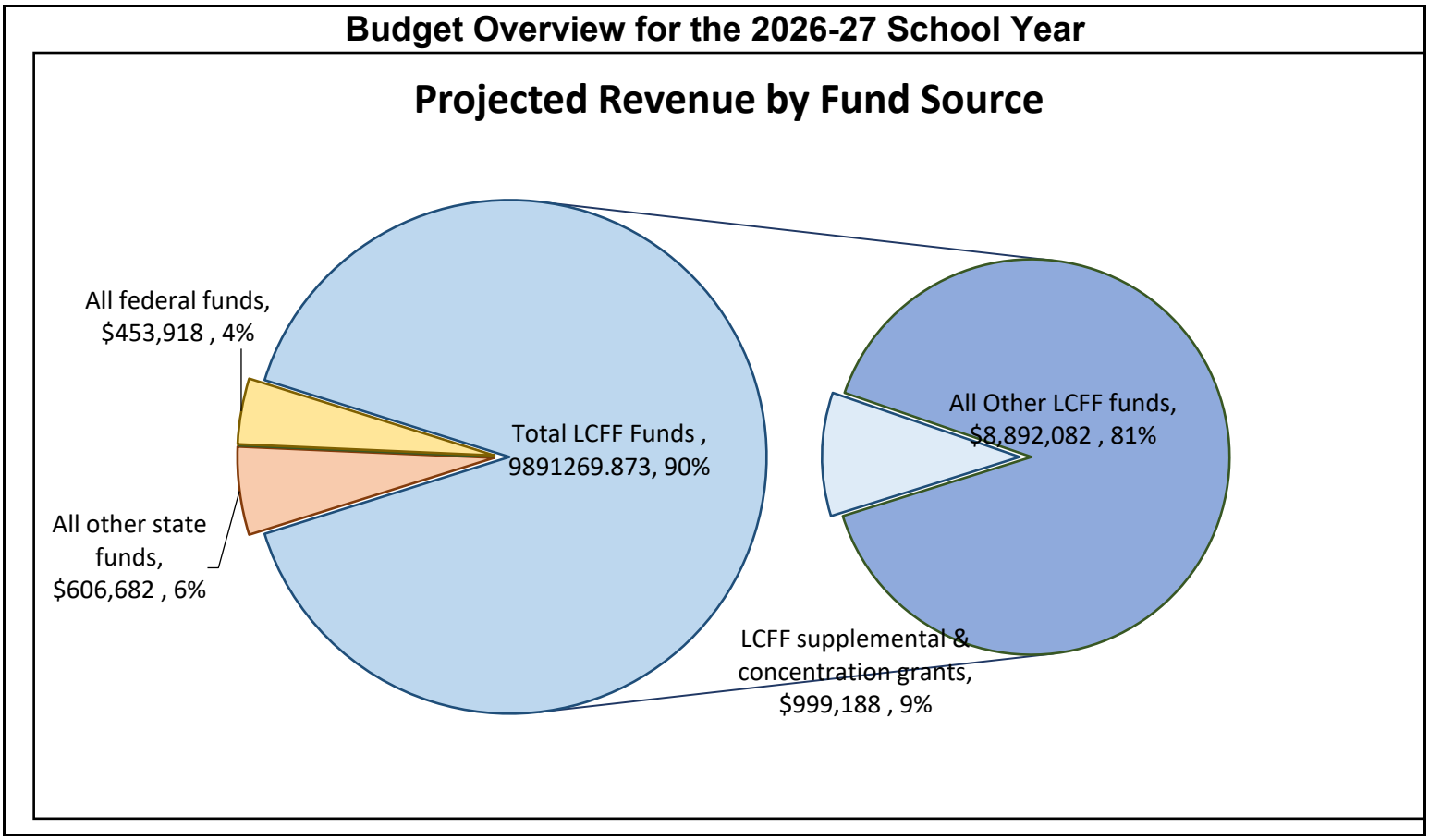
Local Educational Agency (LEA) Name: Van Gogh Charter School

CDS Code: 19 64733 6019673

School Year: 2026-27

LEA contact information: Lisa Stevens, Principal; lrs0201@lausd.net

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).

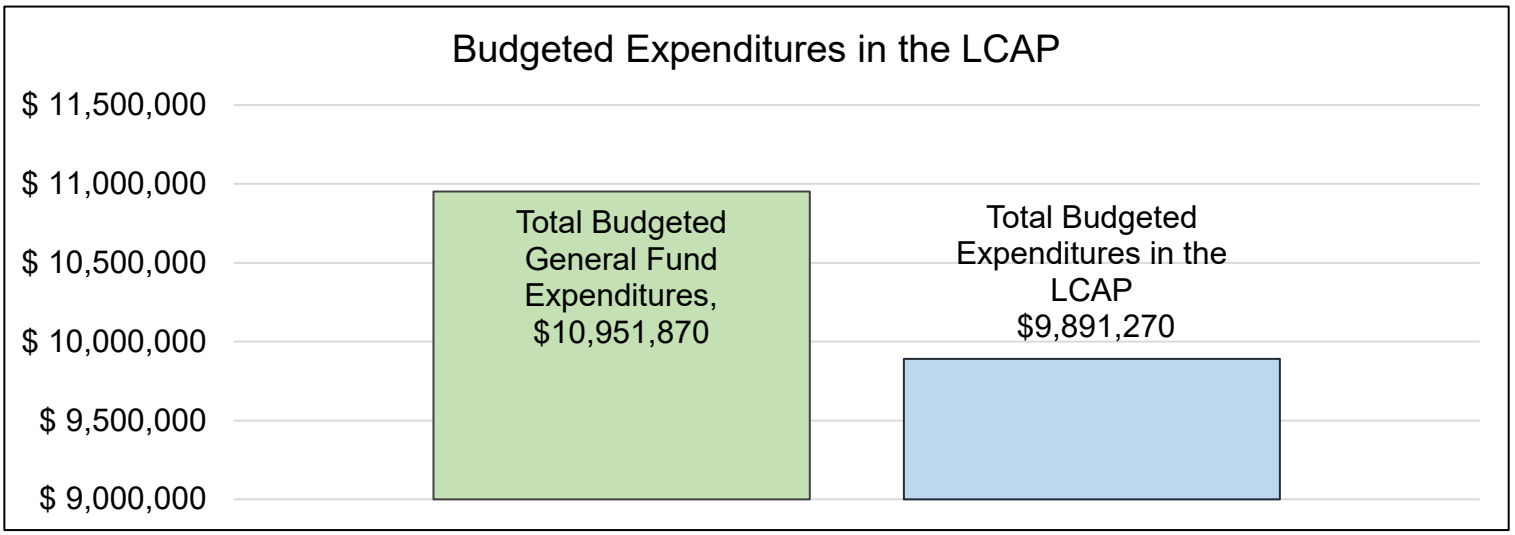


This chart shows the total general purpose revenue Van Gogh Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Van Gogh Charter School is $10,951,869.87, of which $9,891,269.87 is Local Control Funding Formula (LCFF), $606,682.00 is other state funds, $0.00 is local funds, and $453,918.00 is federal funds. Of the $9,891,269.87 in LCFF Funds, $999,187.53 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 Van Gogh Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Van Gogh Charter School plans to spend $10,951,869.87 for the 2026-27 school year. Of that amount, $9,891,269.87 is tied to actions/services in the LCAP and $1,060,600.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

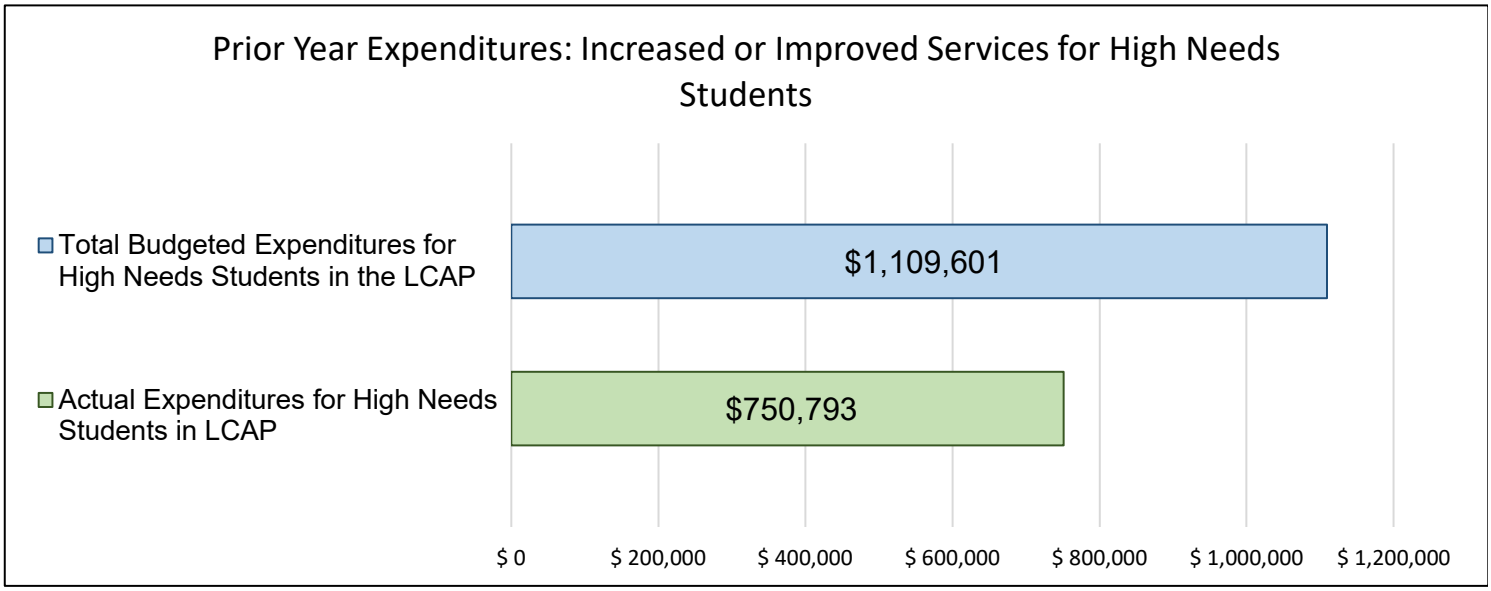
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Van Gogh Charter School is projecting it will receive $999,187.53 based on the enrollment of foster youth, English learner, and low-income students. Van Gogh Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Van Gogh Charter School plans to spend $999,187.53 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Van Gogh 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 Van Gogh Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Van Gogh Charter School's LCAP budgeted $1,109,601.00 for planned actions to increase or improve services for high needs students. Van Gogh Charter School actually spent $750,793.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $358,808.00 had the following impact on Van Gogh Charter School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Van Gogh Charter	Lisa Stevens, Principal	lrs0201@lausd.net (818) 360-2141

Plan Summary [2026-27]

General Information

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

The **Van Gogh Charter School** site is a conversion of an LAUSD school, Van Gogh Street Elementary School, located in the residential community of Granada Hills in the North San Fernando Valley. The school originally opened in 1968. However, much of the Van Gogh campus was rebuilt after the 1994 Northridge Earthquake. Van Gogh Charter continues to offer the highest quality education available for our community. As we have in the past, we maintain a culturally and ethnically diverse student enrollment. As a socially inclusive school that embraces children of all ethnic and socio-economic backgrounds, as well as all achievement levels, we foster a deep appreciation for the diversity inherent in Los Angeles and the greater global community.

Our school vision is that Van Gogh Charter is committed to helping students who will be academically successful, creative, critical thinkers, socially responsible citizens, successful and motivated. Currently, the school accepts Universal Transitional Kindergarten through Fifth Grade children who live within our local school boundaries. Other Students that are interested in attending can apply for our annual lottery. Based upon school enrollment we will select students by lottery to fill any available spaces. Those students that are not chosen will remain on a waiting list. Some facts about the current and sub-group population: Van Gogh Charter serves the neighborhood population in the current attendance boundary, and students from surrounding areas of Los Angeles, providing continued integration of the charter school.

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	-	-	-
Suspension Rate	-	-	-
Graduation Rate	-	-	-
College/Career	N/A	N/A	N/A
English Language Arts	-	-	-
Mathematics	-	-	-
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

Van Gogh Charter demonstrated strong academic performance on the 2025 CA School Dashboard.
Student achievement in English Language Arts and Mathematics increased from the previous year, and were higher than state progress. The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate, and science performance, as a newly reported informational indicator, showed consistent engagement among tested grade levels. Chronic Absenteeism indicator also showcased improvement, with a decrease of 0.6%, maintaining the same color code as the state.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Students	Van Gogh Charter actively engaged students by collecting and analyzing multiple data points, including the School Experience Survey in the area of Social-Emotional Learning (SEL). Student needs were identified, monitored, and addressed through intentional planning and collaboration. The school leadership team, in partnership with the Psychiatric Social Worker (PSW), designed and implemented SEL and community-building events during lunch that were accessible to all students. These activities provided opportunities for students to develop social awareness, relationship skills, and a sense of belonging, aligning with LAUSD's commitment to the Whole Child. To further celebrate and strengthen student engagement, Van Gogh hosted schoolwide Monday morning assemblies where students were recognized for their achievements. These assemblies highlighted academic success, progress toward SEL goals, attendance, and celebrations of the school's diverse community, reinforcing a culture of pride, inclusivity, and high expectations. The school also brought students together during recess and lunch, with support from the PSW, to celebrate attendance achievements, academic growth, and promote positivity across the student population. In addition to SEL, student instructional data was regularly analyzed with teachers, the Special Education team, and the Instructional Leadership Team (ILT). Schoolwide goals were established for each grade level, and teachers delivered purposeful small-group instruction aligned to these goals to ensure equitable access to grade-level standards. Van Gogh also promoted student engagement through enrichment opportunities, including technology-based learning programs and access to the library, fostering curiosity and academic growth beyond the classroom. Teachers collaborated in grade-level teams after school to conduct strategic planning for Tier 1 and Tier 2 small-group instruction and engaged in ongoing data goal-setting based on i-Ready periodic assessments administered throughout the school year.

	Through these efforts, Van Gogh Charter aligned with LAUSD's Teaching and Learning Framework by promoting high-quality instruction, data-driven decision-making, and culturally responsive practices. The focus on SEL, targeted academic support, and enrichment opportunities ensured that all students were engaged, challenged, and supported in reaching their full potential.
Parents	Van Gogh Charter created a variety of opportunities to engage educational partners throughout the 2025–2026 school year. From the beginning of the school year through culmination, families and community members were regularly informed of engagement opportunities through weekly Blackboard Connect messages, the school's website, marquee postings, paper flyers sent home with students, Schoology updates, teacher communication platforms, and the school's Instagram account. These multiple modes of communication ensured that families received timely and accessible information in alignment with LAUSD's vision for equitable family and community engagement. Parents and guardians were invited to participate in shared decision-making through the English Learner Advisory Committee (ELAC), School Site Council (SSC), Local School Leadership Council (LSLC), and Parent Teacher Organization (PTO). These groups allowed families to contribute directly to schoolwide planning, program implementation, and resource allocation. In addition, parents were encouraged to attend LAUSD FACE events sponsored by Region North to strengthen connections across the district. Family and community involvement also included Coffee with the Principal sessions held on August 15, September 26, October 24, November 7, December 12, January 16, and February 20. ELAC met multiple times throughout the year, and the School Site Council held monthly meetings from September through May. In December, Van Gogh administration and leadership staff engaged in a comprehensive budget development process by collecting stakeholder input, conducting parent meetings, and presenting the proposed 2026–2027 budget to promote transparency and inclusive decision-making. Additional engagement opportunities included Student Support and Progress Team (SSPT) meetings, 504 Plan meetings, Individualized Education Plan (IEP) meetings, 5th grade parent meetings, and Gifted and Talented parent meetings. Families also participated in weekday and Saturday intervention programs, Back to School Night, Open House, monthly PTO meetings, Kindergarten Orientation, Kindergarten tours for incoming families, and annual events such as the Holiday Winter Program, Halloween Parade, Valentine's Dance, Heart Health Assemblies, monthly Mindful Assemblies led by the PSW, and monthly awards assemblies.

	Van Gogh also hosted large community events such as Trunk or Treat, the VRock Dance, and restaurant nights. Culmination ceremonies were held for both Kindergarten and 5th grade students, and grade-level field trips and PTO-sponsored after-school activities provided additional opportunities for family engagement. During lunch and recess, the Psychiatric Social Worker (PSW) led schoolwide SEL activities to reinforce school expectations and promote acts of kindness, further strengthening school climate. Special schoolwide projects highlighted family involvement. For example, during Earth Day, the school community collaborated to create sensory bottles from recycled materials, with parent volunteers working alongside students in classrooms. Throughout the year, the Parent and Community Representative conducted ongoing outreach to support volunteer recruitment and clearance, ensuring families remained active participants in school life. Van Gogh Charter also held multiple fundraisers, including restaurant nights, while PTO-sponsored after-school events and community traditions enriched the overall school experience. These engagement efforts reflected the school's commitment to ensuring that families, students, staff, community members, neighborhood council representatives, and the local district support team felt welcomed, valued, and connected to the success of the school community.
Staff (Certificated and Classified)	Van Gogh Charter engaged certificated and classified staff through weekly meetings, morale-building activities, regular email communication, and a weekly Friday bulletin that shared school updates and upcoming activities. Throughout the year, staff were surveyed on professional development topics of interest, schoolwide needs, and priorities to inform the budget development process. In addition, staff completed the School Site Feedback Survey, and results were reviewed by the leadership team to guide decisions that best supported staff growth and well-being. Administration and the Psychiatric Social Worker (PSW) worked collaboratively to support teachers both inside and outside of the classroom through professional development, monthly wellness and community-building activities, and assistance with workload and stamina. Staff input was regularly collected and addressed through the Instructional Leadership Team (ILT), where teacher representatives served as liaisons for their grade levels to ensure feedback was shared and considered. Monthly meetings with classified staff were also held with the principal and leadership team to provide updates, address concerns, and collaborate on solutions.

	All classified staff were trained in a variety of topics that supported campus operations and student safety, and they were encouraged to share input and request resources to meet their needs. These ongoing efforts reflected Van Gogh Charter's commitment to fostering a supportive, collaborative, and inclusive environment for all staff members.
Community	Van Gogh Charter created a variety of opportunities to engage educational partners throughout the 2025–2026 school year. From the beginning of the school year through culmination, families and community members were regularly informed of engagement opportunities through weekly Blackboard Connect messages, the school's website, marquee postings, paper flyers sent home with students, Schoology updates, teacher communication platforms, and the school's Instagram account. These multiple modes of communication ensured that families received timely and accessible information in alignment with LAUSD's vision for equitable family and community engagement. Parents and guardians were invited to participate in shared decision-making through the English Learner Advisory Committee (ELAC), School Site Council (SSC), Local School Leadership Council (LSLC), and Parent Teacher Organization (PTO). These groups allowed families to contribute directly to schoolwide planning, program implementation, and resource allocation. In addition, parents were encouraged to attend LAUSD FACE events sponsored by Region North to strengthen connections across the district. Family and community involvement also included Coffee with the Principal. ELAC met multiple times throughout the year, and the School Site Council (SSC) held monthly meetings from September through May. Additional engagement opportunities included Student Support and Progress Team (SSPT) meetings, 504 Plan meetings, Individualized Education Plan (IEP) meetings, 5th grade parent meetings, and Gifted and Talented parent meetings. Families also participated in weekday and Saturday intervention programs, Back to School Night, Open House, monthly PTO meetings, Kindergarten Orientation, Kindergarten tours for incoming families, and annual events such as the Holiday Winter Program, Halloween Parade, and monthly awards assemblies. Van Gogh also hosted large community gatherings such as Trunk or Treat, the VRock Dance, and restaurant nights. Culmination ceremonies were held for both Kindergarten and 5th grade students, and grade-level field trips and PTO-sponsored after-school activities provided additional opportunities for family engagement. During lunch and recess, the Psychiatric Social Worker (PSW) led schoolwide SEL activities to reinforce school expectations and acts of kindness, further strengthening the school climate. Special schoolwide projects highlighted family involvement. For example, during Earth Day, the school community collaborated to create sensory bottles from recycled materials, with parent volunteers working

	alongside students in classrooms. Throughout the year, the Parent and Community Representative conducted daily outreach to support volunteer recruitment and clearance, ensuring families remained active participants in school life. Van Gogh Charter also held multiple fundraisers, including restaurant nights, while PTO-sponsored after-school events and community traditions enriched the overall school experience. These engagement efforts reflected the school's mission to ensure that families, students, staff, community members, neighborhood council representatives, and the local district support team felt welcomed, valued, and connected to the success of the school community.

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

The adopted LCAP at Van Gogh Charter was directly informed by ongoing feedback from students, families, staff, and community partners throughout the school year. Input was gathered through parent workshops, Coffee with the Principal meetings, ELAC, SSC, PTO, informal school surveys, and LAUSD's School Experience Survey, particularly in the area of Social-Emotional Learning (SEL). This feedback highlighted the need for continued investment in SEL supports, community-building opportunities, and targeted academic interventions. In response, the LCAP prioritizes schoolwide SEL programming, lunchtime and recess engagement activities facilitated by the Psychiatric Social Worker, and enrichment opportunities that promote student belonging and engagement. Transparency during the budget development process, including parent meetings and presentations on the proposed 2026–2027 budget, ensured educational partners understood how data and input informed funding decisions. Families and staff were also educated on student data, schoolwide goals, and progress monitoring through regular communication and collaborative planning. As a result, the adopted LCAP reflects shared priorities focused on student well-being, academic growth, and equitable access to resources aligned with LAUSD's Whole Child framework.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Van Gogh Charter will focus on the consistent implementation of high-quality differentiated instruction to improve student outcomes through small group instruction in the classroom, local design after school intervention, and after school on-demand tutoring, and integrating the arts throughout the curriculum for all students to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 52.5 **Hispanic/Latino:** 44.9 **RFEP:** 67.4 **Standard English Learner:** 35.5 **Students with Disabilities:** -58.6 **Low Income:** 22.7 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.2 **Hispanic/Latino:** 25.4 **RFEP:** 61.9 **Standard English Learner:** 33.4 **Students with Disabilities:** -58.5 **Low Income:** 37.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.6 **Hispanic/Latino:** 38.0 **RFEP:** 31.9 **Standard English Learner:** 53.8 **Students with Disabilities:** -30.3 **Low Income:** 40.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.2 **Hispanic/Latino:** 30.4 **RFEP:** 70.9 **Standard English Learner:** 38.4 **Students with Disabilities:** -53.5 **Low Income:** 42.4	**All Students:** -0.9 **Hispanic/Latino:** -6.9 **RFEP:** -35.5 **Standard English Learner:** +18.3 **Students with Disabilities:** +28.3 **Low Income:** +18.1
2	**Smarter Balanced Distance from Standard (DFS) Met in Math Grades 3-5**	**2022-2023** **All Students:** 29.7 **Hispanic/Latino:** 19.0 **RFEP:** 46.9 **Standard English Learner:** 19.0 **Students with Disabilities:** -50.1 **Low Income:** 21.1 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 35.1 **Hispanic/Latino:** 22.6 **RFEP:** 56.1 **Standard English Learner:** 24.8 **Students with Disabilities:** -37.2 **Low Income:** 25.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 39.1 **Hispanic/Latino:** 36.9 **RFEP:** 41.2 **Standard English Learner:** 39.2 **Students with Disabilities:** -30.9 **Low Income:** 23.3 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 40.1 **Hispanic/Latino:** 27.0 **RFEP:** 61.1 **Standard English Learner:** 29.8 **Students with Disabilities:** -45.2 **Low Income:** 30.3	**All Students:** +9.4 **Hispanic/Latino:** +17.9 **RFEP:** -5.7 **Standard English Learner:** +20.2 **Students with Disabilities:** +19.2 **Low Income:** +2.2

3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 54.7% **Hispanic/Latino:** 54.8% **Standard English Learner:** 50.0% **Low Income:** 53.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 41.1% **Hispanic/Latino:** 37.5% **Standard English Learner:** 37.5% **Low Income:** 38.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 55.9% **Hispanic/Latino:** 36.4% **Standard English Learner:** 33.3% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 46.1% **Hispanic/Latino:** 42.5% **Standard English Learner:** 42.5% **Low Income:** 43.7%	**All Students:** +1.2% **Hispanic/Latino:** -18.4% **Standard English Learner:** -16.7% **Low Income:** -3.3%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 81.3% **Hispanic/Latino:** 79.3% **Standard English Learner:** 80.8% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 83.1% **Hispanic/Latino:** 89.3% **Standard English Learner:** 90.0% **Low Income:** 75% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 67.2% **Hispanic/Latino:** 50.0% **Standard English Learner:** 48.3% **Low Income:** 58.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 88.1% **Hispanic/Latino:** 87.3% **Standard English Learner:** 95.8% **Low Income:** 71.7%	**All Students:** -14.1% **Hispanic/Latino:** -29.3% **Standard English Learner:** -32.5% **Low Income:** -8.6%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 97% **Hispanic/Latino:** 100.0% **Standard English Learner:** 95.8% **Low Income:** 96.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.4% **Hispanic/Latino:** 89.7% **Standard English Learner:** 92.3% **Low Income:** 90.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 82.8% **Hispanic/Latino:** 82.6% **Standard English Learner:** 83.3% **Low Income:** 78.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.4% **Hispanic/Latino:** 93.7% **Standard English Learner:** 97.3% **Low Income:** 95.9%	**All Students:** -14.2% **Hispanic/Latino:** -17.4% **Standard English Learner:** -12.5% **Low Income:** -18.0%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 97% **Hispanic/Latino:** 100%	**2023-2024** **All Students:** 90.0% **Hispanic/Latino:** 96.0%	**2024-2025** **All Students:** 79.4% **Hispanic/Latino:** 64.0%	**2025-2026** **All Students:** 95.0% **Hispanic/Latino:** 99.0%	**All Students:** -17.6% **Hispanic/Latino:** -36.0%

		Standard English Learner: 95.8% **Low Income:** 96.6% *Source: Open Data Dashboard*	**Standard English Learner:** 96.0% **Low Income:** 83.3% *Source: Open Data Dashboard*	**Standard English Learner:** 69.6% **Low Income:** 76.5% *Source: Open Data Dashboard*	**Standard English Learner:** 99.0% **Low Income:** 88.3%	**Standard English Learner:** -26.2% **Low Income:** -20.1%
7	**English Learner Reclassification Rate**	**2022-2023 All Students:** 36.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 26.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 43.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 31.3%	**All Students:** +6.8%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 57.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** 68.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 59.0%	**All Students:** N/A
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 40.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 35.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 54.8% *Source: Open Data Dashboard*	**2025-2026 All Students:** 44.0%	**All Students:** +14.1%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023 All Students:** 97.4% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 97.6% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 94.6% **Hispanic/Latino:** 93.8% **Standard English Learner:** 93.3% **Low Income:** 96.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 99.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -2.8% **Hispanic/Latino:** -6.2% **Standard English Learner:** -6.7% **Low Income:** -3.3%
11	**Percent of Students Whose Eligibility for**	**2022-2023 All Students:** 85.7%	**2023-2024 All Students:** No Data	**2024-2025 All Students:** No Data	**2025-2026 All Students:** 87.0%	**All Students:** N/A

	Special Education Services Were Determined Within 60 Days of Guidelines	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 52.6% **Hispanic/Latino:** 60.9% **Standard English Learner:** 57.1% **Low Income:** 45% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.1% **Hispanic/Latino:** 95.5% **Standard English Learner:** 95.7% **Low Income:** 90% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 71.4% **Hispanic/Latino:** 69.0% **Standard English Learner:** 66.7% **Low Income:** 73.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.1% **Hispanic/Latino:** 99.0% **Standard English Learner:** 99.0% **Low Income:** 93.0%	**All Students:** +18.8% **Hispanic/Latino:** +8.1% **Standard English Learner:** +9.6% **Low Income:** +28.1%

Goal Analysis for [2025-2026]

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

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

Action 1: Base Instructional Supports, including General Fund School Program

This action was implemented to address the needs of all students at Van Gogh Charter by ensuring access to high-quality, standards-aligned instruction. Van Gogh Charter utilized general fund resources to support targeted small-group instruction, collaborative planning within the full inclusion Special Education model, and the integration of arts-based learning across the curriculum.

These instructional strategies created engaging and rigorous learning experiences that addressed diverse student needs. Assessment results from the California Dashboard, i-Ready diagnostics, and classroom-based measures indicated that the majority of students performed at or above grade-level expectations in English Language Arts and Mathematics.

As a result, consistent academic growth was observed across grade levels, demonstrating the effectiveness of these instructional investments in supporting student achievement.

Action 2: Special Education Supports

This action was implemented to address the needs of students at Van Gogh Charter through targeted special education supports designed to improve academic outcomes while maintaining access to rigorous, grade-level instruction. Van Gogh Charter utilized both push-in and pull-out service models to provide individualized interventions aligned to students' IEP goals.

Early literacy data and i-Ready benchmarks showed steady improvement among students receiving targeted support. Smarter Balanced Assessment results further reflected academic growth for students with disabilities, including an 18.5-point increase in English Language Arts and a 5.4-point increase in Mathematics.

These outcomes demonstrated that inclusive instructional practices and specialized support were effective in promoting meaningful academic progress for students with disabilities.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students at Van Gogh Charter by expanding academic and enrichment opportunities beyond the regular school day. The school provided targeted after-school interventions in English Language Arts and Mathematics to reinforce core instruction and address diverse learning needs.

In addition, the after-school robotics program increased student access to hands-on STEAM learning, promoting creativity, problem-solving, and engagement. These extended learning opportunities supported consistent academic growth, as reflected in i-Ready and Smarter Balanced Assessment results.

As a result, students benefited from increased engagement, strengthened academic performance, and a safe, structured environment during extended and unstructured times.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Van Gogh Charter through the addition of a fifth-grade teacher to reduce class sizes and increase instructional capacity across grade levels. Smaller class sizes allowed for stronger student–teacher relationships and more individualized attention.

Smarter Balanced Assessment results reflected positive outcomes, with a high percentage of students meeting or exceeding standards in English Language Arts and Mathematics. In the primary grades, i-Ready literacy benchmark data showed steady growth among early learners.

As a result, teachers were better able to differentiate instruction, provide targeted feedback, and engage students in effective small-group learning, supporting improved academic outcomes.

Action 5: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Van Gogh Charter by sustaining a comprehensive, schoolwide arts education program for all students. Van Gogh Charter ensured that 100% of students participated in music, dance, theater, and visual arts, providing equitable access to creative learning experiences.

Arts integration supported strong student engagement and contributed to positive attendance trends, with chronic absenteeism remaining below district averages. Academic data indicated that students continued to perform at high levels in both English Language Arts and Mathematics.

As a result, the arts program enhanced creativity, collaboration, and critical thinking while strengthening social-emotional development, family engagement, and the overall sense of school community.

Action 6: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Van Gogh Charter by providing after-school tutoring and enrichment opportunities that extended learning beyond the regular instructional day. Van Gogh Charter offered targeted academic support in English Language Arts and Mathematics aligned to grade-level standards. Formative assessments and benchmark data indicated measurable academic growth among participating students.

In addition to academic gains, enrichment activities fostered student confidence, curiosity, and engagement in learning. As a result, the after-school programs effectively reinforced classroom instruction while promoting positive learning habits and a well-rounded educational experience. Afterschool services extended learning opportunities beyond the regular school day, fostering sustained motivation, higher-order thinking, and academic growth through meaningful and comprehensive learning experiences.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Van Gogh Charter by providing targeted academic and enrichment supports for identified student groups. Additional staffing, including the Targeted Student Population Coordinator and a teacher assistant, focused on supporting English Learners through individualized instruction and language development interventions.

Smarter Balanced Assessment results and early literacy data reflected strong academic outcomes, with English Learners demonstrating notable growth and a 41% reclassification rate, representing a 15% increase from the prior school year. Fifth-grade students also met grade-level expectations in science, indicating progress across content areas.

These outcomes demonstrated that targeted investments effectively supported English Learners and other high-need students, ensuring equitable access to instruction, enrichment, and academic success.

Action 8: SENI Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Van Gogh Charter by strengthening academic outcomes for students requiring additional support. Van Gogh Charter utilized these funds to provide after-school interventions, data-driven small-group instruction, and focused academic supports aligned to student needs.

Early literacy assessments demonstrated steady progress toward grade-level standards among participating students, while Smarter Balanced Assessment results reflected strong achievement in English Language Arts and Mathematics across upper grades and key subgroups. SENI funding also supported additional staffing, including a Targeted Student Population Advisor and a designated teacher assistant for English Learners, as well as professional development aligned to instructional priorities.

As a result, the school improved equitable access to intervention and enrichment opportunities, supporting academic growth for its most vulnerable learners.

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.

No material differences.

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

Van Gogh Charter continued to outperform district and state averages in both English Language Arts and mathematics. In 2024–25, 73% of 3rd–5th graders met or exceeded grade-level expectations in reading, though growth had leveled off and many students remained just below proficiency. English Language Arts achievement was a schoolwide strength, with students scoring 45.8 points above standard and showing notable gains, particularly among Hispanic and socioeconomically disadvantaged students.

English Learners also demonstrated exceptional progress, with a 41% reclassification rate that reflected the strength of the English Learner program. The school's next steps focused on accelerating students who were close to proficiency, closing subgroup gaps in math, and building on the strong outcomes for English Learners.

Metrics and Data:

Smarter Balance Distance from Standard English Language Arts (ELA) (3rd- 5th):
51.6 Above Standard
English Learners: -75.8 Distance from Standard
Low Income: 40.5 Distance from Standard
Special Education: -35.7(Below Standard)
GATE: 105.1 Above Standard Students in Foster Care: (not reported because not a significant subgroup)

Smarter Balanced Distance From Standard Math (3rd-5th): 39.1 Above Standard Math English Learners: -53.2 Distance from Standard Low Income: 21.9 Distance from Standard Special Education: -40.9 (Below Standard) GATE: 91.5 points above standard Students in Foster Care: (not reported because not a significant subgroup)

iReady ELA Beginning of the Year (BOY) 25-26 All Students Overall: 15% Mid or Above Standard, 21% Early on Grade Level, 49% 1 Grade Level Below, 12% Two Grade Levels Below, 3% Three or More Grade Levels Below English Learners: 0% Mid or Above Standard, 7% Early on Grade Level, 57% 1 Grade Level Below, 30 % Two Grade Levels Below,7% Three or More Grade Levels Below Low-income students: 12% Mid or Above Standard, 20% Early on Grade Level, 22% 1 Grade Level Below, 10% Two Grade Levels Below, 6% Three or More Grade Levels Below Students in Foster Care: (not reported because not a significant subgroup)

iReady ELA Beginning of the Year **(**MOY**)** 25-26 All Students Overall: 33% Mid or Above Standard, 27% Early on Grade Level, 35% 1 Grade Level Below, 3% Two Grade Levels Below, 2% Three or More Grade Levels Below

English Learners: 0% Mid or Above Standard, 20% Early on Grade Level, 68% 1 Grade Level Below, 68 % Two Grade Levels Below,7% Three or More Grade Levels Below Low-income students: 23% Mid or Above Standard, 23% Early on Grade Level, 47% 1 Grade Level Below, 5% Two Grade Levels Below, 1% Three or More Grade Levels Below Students in Foster Care: (not reported because not a significant subgroup)

iReady Math Beginning of the Year (BOY) 25-26 All Students Overall: 6% Mid or Above Standard, 14% Early on Grade Level, 61% 1 Grade Level Below, 15% Two Grade Levels Below, 4% Three or More Grade Levels Below English Learners: 0% Mid or Above Standard, 0% Early on Grade Level, 70% 1 Grade Level Below, 23% Two Grade Levels Below, 7% Three or More Grade Levels Below Low-income students: 2% Mid or Above Standard, 12% Early on Grade Level, 59% 1 Grade Level Below, 20% Two Grade Levels Below, 8% Three or More Grade Levels Below Students in Foster Care: (not reported because not a significant subgroup).

iReady Math Beginning of the Year **(**MOY**)** 25-26 All Students Overall: 22% Mid or Above Standard, 23% Early on Grade Level, 48% 1 Grade Level Below, 7% Two Grade Levels Below, 4% Three or More Grade Levels Below English Learners: 16% Mid or Above Standard, 72% Early on Grade Level, 12% 1 Grade Level Below, 0% Two Grade Levels Below, 0% Three or More Grade Levels Below Low-income students: 16% Mid or Above Standard, 22% Early on Grade Level, 50% 1 Grade Level Below, 11% Two Grade Levels Below, 8% Three or More Grade Levels Below Students in Foster Care: (not reported because not a significant subgroup).

From BOY to MOY in ELA, all students demonstrated strong growth, with the percentage at or above grade level increasing from 36% to 60% and notable reductions in students performing two or more grade levels below. While English Learners and low-income students also showed progress, particularly with increases in Early on Grade Level and Mid/Above Standard, the data indicates a continued need for targeted support to accelerate movement out of below-grade-level performance bands.

In Math, all students made significant gains from BOY to MOY, with those at or above grade level more than doubling from 20% to 45% and substantial decreases in students performing two or more grade levels below. English Learners showed especially strong improvement, with the majority moving into Early on or Mid/Above Grade Level, alongside steady growth for low-income students, reflecting the positive impact of instructional supports and interventions.

100% percent of Students with Disabilities receive Services Specifics in their IEPs

Action 1: Base Instructional Supports, including General Fund School Program

In the 2024–25 Smarter Balanced Assessment, according to the California Dashboard, Van Gogh Charter students demonstrated strong academic performance. Specifically, 71.14% of students met or exceeded the standard in ELA, and 69.69% met or exceeded the standard in Mathematics. These results reflected a commitment to academic excellence and the effectiveness of instructional strategies. Additionally, i-Ready diagnostics and classroom-based assessments indicated that the majority of students were performing at or above grade-level expectations, further confirming the alignment of instructional practices with student needs.

Effectiveness: These outcomes were supported by targeted small-group instruction, collaborative planning within the full inclusion Special Education program, and the integration of arts into the curriculum, which created engaging and rigorous learning opportunities for all students. Teachers noted that growth was evident not only on standardized assessments but also through formative measures, with consistent progress observed across grade levels.

Action 2: Special Education Supports

Early literacy data indicated steady improvement among students who received targeted interventions, with notable gains on i-Ready benchmarks. Smarter Balanced Assessment (SBA) results also reflected growth for students with disabilities, particularly in ELA, where scaffolded supports and specialized instruction were emphasized. Overall, the school achieved an 18.5-point increase in ELA and a 5.4-point increase in Math.

Effectiveness: These supports proved effective, as teachers implemented inclusive practices that provided access to rigorous content. Both pull-out and push-in models ensured that students engaged with grade-level instruction while also receiving targeted support to meet individualized goals.

Action 3: Charter School Categorical Block Grant

The block grant supported after-school interventions in both ELA and Math, as well as an after-school robotics program. These opportunities increased student engagement, consistently supported academic growth, and addressed the diverse needs of all learners. The robotics program also expanded access to Science, Technology, Engineering, Arts, and Math (STEAM) activities, engaging students in hands-on, innovative learning experiences.

Effectiveness: This action directly enhanced daily instructional programs. Students benefited from additional after-school academic support, which improved engagement, reinforced strong performance on i-Ready and Smarter Balanced Assessments (SBA), and promoted student safety during unstructured times such as recess and lunch.

Action 4: Class Size Reduction

The addition of a fifth-grade teacher helped lower class sizes, creating opportunities for stronger student–teacher connections. Smarter Balanced Assessment (SBA) outcomes reflected this success, with a high percentage of students meeting or exceeding standards in both ELA and Math. In the primary grades, i-Ready literacy benchmarks demonstrated steady growth among early learners.

Effectiveness: Reduced class sizes enabled teachers to more consistently differentiate instruction, deliver targeted feedback, and devote additional time to small-group learning.

Action 5: Supplemental Arts Education

Arts integration continued as a schoolwide practice, ensuring that 100% of students participated in music, dance, theater, and visual arts experiences. Attendance rates remained strong, with chronic absenteeism below district averages. Academic measures also confirmed that students sustained high levels of achievement in both ELA and Math.

Effectiveness: This initiative proved highly effective, as it expanded access to arts education and provided students with equitable opportunities to develop creativity, collaboration, and critical thinking skills. The integration of the arts deepened engagement, reinforced core academic learning, and promoted social-emotional growth. Families and students expressed strong enthusiasm for arts performances and showcases, which contributed to high motivation, a strong sense of community, and consistent student attendance.

Action 6: Supplemental Afterschool Programs

Students who engaged in after-school tutoring and enrichment activities showed measurable growth in both English Language Arts and Math, as reflected in formative assessments and benchmark data.

Effectiveness: The after-school programs proved successful by offering focused academic support beyond the regular school day. These programs provided students with additional opportunities to reinforce grade-level standards while participating in enrichment experiences that fostered confidence, curiosity, and a love of learning.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

Smarter Balanced Assessment results demonstrated strong achievement across grade levels, with English Learners showing notable progress, including a 41% reclassification rate. K–2 early literacy data indicated gains in foundational reading skills, and fifth-grade students met grade-level expectations in science. Reclassification rates for English Learners improved by 15% compared to prior years, increasing from 26.3% in the 2023–2024 school year to 41% in the 2024–2025 school year. The Targeted Student Population Coordinator and teacher assistant worked closely with English Learner students to support language proficiency, contributing to academic growth and helping many students advance to Level 4 in their language development.

Effectiveness: This LCAP action directly supported additional staffing and arts programming that benefited targeted student groups. English Learners, in particular, showed significant progress, demonstrating that the targeted supports were successfully reaching the students who needed them most.

Action 8: SENI Investments towards Academic Excellence

Early literacy assessments indicated that students participating in after-school interventions and targeted, data-driven small-group instruction made steady progress toward grade-level standards. Smarter Balanced Assessment results showed strong achievement in both English Language Arts and Math among upper-grade students, including key subgroups.

Effectiveness: SENI investments proved effective by enabling the school to employ a Targeted Student Population Advisor and a designated teacher assistant for English Learner students. These staff members provided additional instructional time and supported professional development tailored to student needs. These resources focused on supporting the most vulnerable learners, ensuring equitable access to both intervention and enrichment opportunities.

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

Van Gogh Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Van Gogh Charter's LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Supports,General Fund School Program	Van Gogh Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,166,224 **School Discretionary Fund: $411,706**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Van Gogh Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,772,020	N
3	Charter School Categorical Block Grant	Van Gogh Charter will continue to support all students by ensuring that students are safe and supported on campus, through the work of supervision aides, campus aides. A Library aide, GATE Coordinator along with instructional materials and general supplies were purchased to continue to support our school's academic program and student growth.	**School Discretionary Fund Cost: $271,592**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Van Gogh Charter.	District Cost: $636,840	Y
5	Supplemental Arts Education	Van Gogh Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $75,015	Y
	Supplemental Afterschool Programs	Van Gogh Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Van Gogh Charter's LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	Van Gogh Charter will implement support for English Learners, students in foster care, and low income students, including supervision aides and instructional resources.	**School Discretionary Fund Cost: $24,441**	Y

7	SENI Investments towards Academic Excellence	Van Gogh Charter will implement support for English Learners, students in foster care, and low income students, including TSP Coordinator, Teaching support staff and instructional resources.	**School Discretionary Fund Cost: $220,213**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Van Gogh Charter Elementary must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Van Gogh Charter will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, student recovery, prompt enrollment, and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 37.0% **African American/Black:** 50% **Hispanic/Latino:** 39.3% **English Learner:** 19.2% **RFEP:** 39.4% **Standard English Learner:** 38.6% **Students with Disabilities:** 41% **Low Income:** 33.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 52.9% **African American/Black:** 57.1% **Hispanic/Latino:** 48.0% **English Learner:** 43.3% **RFEP:** 63.9% **Standard English Learner:** 47.7% **Students with Disabilities:** 48.8% **Low Income:** 44.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 59.5% **African American/Black:** 54.5% **Hispanic/Latino:** 54.1% **English Learner:** 52.2% **RFEP:** 70.5% **Standard English Learner:** 52.3% **Students with Disabilities:** 54.7% **Low Income:** 52.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 57.9% **African American/Black:** 62.1% **Hispanic/Latino:** 53.0% **English Learner:** 48.3% **RFEP:** 48.3% **Standard English Learner:** 52.7% **Students with Disabilities:** 53.8% **Low Income:** 49.2%	**All Students:** +22.5% **African American/Black:** +4.5% **Hispanic/Latino:** +14.8% **English Learner:** +33.0% **RFEP:** +31.1% **Standard English Learner:** +13.7% **Students with Disabilities:** +13.7% **Low Income:** +18.6%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 18.7% **African American/Black:** 25.0% **Hispanic/Latino:** 18.8% **English Learner:** 39.1% **RFEP:** 11.1% **Standard English Learner:**	**2023-2024** **All Students:** 11.0% **African American/Black:** 21.0% **Hispanic/Latino:** 11.0% **English Learner:** 29.0% **RFEP:** 11.0% **Standard English Learner:**	**2024-2025** **All Students:** 11.7% **African American/Black:** 9.1% **Hispanic/Latino:** 13.6% **English Learner:** 21.7% **RFEP:** 11.4% **Standard English Learner:**	**2025-2026** **All Students:** 9.0% **African American/Black:** 19.0% **Hispanic/Latino:** 9.0% **English Learner:** 27.0% **RFEP:** 9.0% **Standard English Learner:**	**All Students:** -7.0% **African American/Black:** -15.9% **Hispanic/Latino:** -5.2% **English Learner:** -17.4% **RFEP:** 0.3% **Standard English Learner:**

		19.5% **Students with Disabilities:** 16.7% **Low Income:** 22.5% *Source: Open Data Dashboard*	12.0% **Students with Disabilities:** 16.0% **Low Income:** 17.0% *Source: Open Data Dashboard*	12.7% **Students with Disabilities:** 16.0% **Low Income:** 14.5% *Source: Open Data Dashboard*	10.0% **Students with Disabilities:** 14.0% **Low Income:** 15.0%	-6.8% **Students with Disabilities:** -0.7% **Low Income:** -8.0%
3	**Percent of All Students Chronically Absent (91% or Lower) Grades K-5 (District Calculation)**	**2022-2023** **All Students:** 25.4% **African American/Black:** 37.5% **Hispanic/Latino:** 24.2% **English Learner:** 50.0% **RFEP:** 15.2% **Standard English Learner:** 25.6% **Students with Disabilities:** 20.5% **Low Income:** 30.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 17.6% **African American/Black:** 28.6% **Hispanic/Latino:** 22.0% **English Learner:** 30.0% **RFEP:** 16.7% **Standard English Learner:** 22.7% **Students with Disabilities:** 24.4% **Low Income:** 26.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 15.3% **African American/Black:** 9.1% **Hispanic/Latino:** 16.9% **English Learner:** 26.1% **RFEP:** 11.4% **Standard English Learner:** 15.9% **Students with Disabilities:** 17.0% **Low Income:** 20.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 12.6% **African American/Black:** 23.6% **Hispanic/Latino:** 17.0% **English Learner:** 23.0% **RFEP:** 25.0% **Standard English Learner:** 17.7% **Students with Disabilities:** 19.4% **Low Income:** 21.0%	**All Students:** -10.1% **African American/Black:** -28.4% **Hispanic/Latino:** -7.3% **English Learner:** -24.0% **RFEP:** +9.8% **Standard English Learner:** -7.9% **Students with Disabilities:** -1.1% **Low Income:** -9.1%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 67.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 78.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 73.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 83.0%	**All Staff:** +6.2%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0%

6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0%	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** -0.01%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 88.9% **Hispanic/Latino:** 88.9% **RFEP:** 61.5% **Standard English Learner:** 92.3% **Students with Disabilities:** 71.4% **Low Income:** 89.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 81.9% **Hispanic/Latino:** 83.0% **RFEP:** 92.3% **Standard English Learner:** 80.4% **Students with Disabilities:** 83.3% **Low Income:** 80.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 80.9% **Hispanic/Latino:** 86.5% **RFEP:** 87.5% **Standard English Learner:** 86.5% **Students with Disabilities:** 75.0% **Low Income:** 87.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.9% **Hispanic/Latino:** 88.0% **RFEP:** 97.3% **Standard English Learner:** 85.4% **Students with Disabilities:** 88.3% **Low Income:** 85.4%	**All Students:** -2.0% **Hispanic/Latino:** -0.9% **RFEP:** +25.8% **Standard English Learner:** -6.9% **Students with Disabilities:** +16.9% **Low Income:** -3.7%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 93.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 99.0%	**All Parents:** +5.8%
10	**Percent of Staff who Feel Safe at School (per School**	**2022-2023** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 98.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0.0%

	Experience Survey)					
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 86.3% **Hispanic/Latino:** 94.4% **RFEP:** 69.2% **Standard English Learner:** 94.2% **Students with Disabilities:** 71.4% **Low Income:** 87.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 75.8% **Hispanic/Latino:** 77.1% **RFEP:** 76.9% **Standard English Learner:** 73.9% **Students with Disabilities:** 66.7% **Low Income:** 80.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 67.2% **Hispanic/Latino:** 78.8% **RFEP:** 52.9% **Standard English Learner:** 76.9% **Students with Disabilities:** 50.0% **Low Income:** 70.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.6% **Hispanic/Latino:** 83.0% **RFEP:** 81.9% **Standard English Learner:** 78.9% **Students with Disabilities:** 71.7% **Low Income:** 85.4%	**All Students:** -5.7% **Hispanic/Latino:** -11.4% **RFEP:** +12.7% **Standard English Learner:** -15.3% **Students with Disabilities:** +0.3% **Low Income:** -1.9%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 95.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 99.0%	**All Parents:** +3.4%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 91.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 95.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 90.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 99.0%	**All Staff:** +7.7%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

This action was implemented to address the needs of all students at Van Gogh Charter to provide comprehensive health and wellness support. Van Gogh Charter ensured the ongoing presence of a full-time school nurse to address students' physical health needs and support timely interventions. These services reduced health-related barriers to learning and contributed to strong student attendance during the first semester. By responding to both physical and emotional wellness needs, the school maintained a safe and inclusive learning environment.

As a result, students were better able to attend school consistently, remain engaged in instruction, and demonstrate readiness to learn.Van Gogh successfully trained all teachers who had children with specific health needs in their classrooms such as diabetes or epilepsy.

Action 2: Base-Funded School Climate Support Staff

This action was implemented to address the needs of all students at Van Gogh Charter through the strategic use of base funding to maintain essential school climate support staff and sustain a positive, student-centered learning environment. Van Gogh Charter ensured the continued presence of a Psychiatric Social Worker, along with the consistent implementation of schoolwide Positive Behavior Interventions and Supports and regular community-building and safety assemblies. School Experience Survey data indicated high levels of student safety and connectedness, exceeding district averages and reflecting the effectiveness of these supports. These coordinated efforts established clear expectations, emotional support, and inclusive practices across the campus.

As a result, students benefited from an emotionally secure, well-structured environment that supported both academic success and social-emotional development.Through the support of the school's PSW and parent input, Monday Assemblies supported our school's climate and involved collaboration with our school's community.

Action 3: Supplemental School Climate Support Staff

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Van Gogh Charter through the strategic addition of supplemental school climate support staff to strengthen student safety, belonging, and equity. These staff members provided targeted outreach, mentoring, and relational supports, with a particular focus on English Learners, foster youth, and low-income students. School Experience Survey results indicate that students felt safe on campus and connected to the school community, reflecting the effectiveness of these supports. Community-building initiatives, including Joy and Wellness programming, further enhanced students' social-emotional well-being and sense of inclusion.

As a result, students across all demographics demonstrated improved engagement, sustained attendance, and readiness to learn, contributing to a positive and inclusive school climate.

Action 4: SENI Investments towards Joy and Wellness

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Van Gogh Charter through targeted SENI investments to strengthen student wellness and sustain a positive, supportive school climate. Van Gogh Charter expanded social-emotional supports by funding a Psychiatric Social Worker two days per week to address student mental health, attendance, and overall well-being. The PSW delivered services through classroom lessons, small group interventions, individual counseling, and family outreach, ensuring comprehensive support for students and caregivers. School Experience Survey results, along with attendance and behavioral data, indicate that these supports contributed to students feeling safe, supported, and engaged at school.

As a result, chronic absenteeism decreased among participating students, classroom behavior improved, and the school continued to foster a joyful, inclusive learning environment aligned with Van Gogh Charter's commitment to wellness and belonging. This staffing structure supported consistent delivery of schoolwide and targeted social-emotional supports.

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.

No material differences.

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

Action 1: Base-Funded Health Supports

Attendance data indicated that 84% at Van Gogh Charter maintained strong attendance falling in the excellent or basic band of attendance.

Effectiveness: This action was effective in improving conditions for learning by ensuring equitable access to health and wellness services. The presence of a full-time school nurse and the provision of comprehensive health supports helped reduce barriers that might have prevented students from attending school consistently. By addressing students' physical and emotional well-being in a timely and supportive manner, Van Gogh Charter maintained a safe, inclusive environment that promoted student engagement, daily attendance, and readiness to learn.

Action 2: Base-Funded School Climate Support Staff

Results from the most recent Los Angeles Unified's School Experience Survey indicated that Van Gogh Charter students expressed strong confidence in their school's climate. (92%) of students reported feeling safe on campus, and (89%) stated they felt connected to and valued within the school community. These data reflected Van Gogh Charter's continued success in maintaining a positive, student-centered environment that exceeded district averages in both safety and connectedness.

Effectiveness: This action was highly effective in sustaining a positive school climate and strengthening students' sense of belonging. The ongoing presence of a Psychiatric Social Worker (PSW), implementation of schoolwide Positive Behavior Interventions and Supports (PBIS), and regular community-building and safety assemblies helped establish consistent expectations and emotional support systems. These efforts promoted inclusivity, respect, and mutual care across the campus.

As a result, students experienced a learning environment that was emotionally secure, well-structured, and conducive to academic and social-emotional growth.

Action 3: Supplemental School Climate Support Staff

According to the most recent Los Angeles Unified's School Experience Survey, 92% of Van Gogh Charter students reported feeling safe on campus, and 89% reported feeling that they were part of the school community. These metrics indicate strong perceptions of safety and belonging among students.

Effectiveness: This action proved effective in advancing equity and inclusion, particularly for student groups such as English Learners, foster youth, and low-income students. The addition of supplemental school climate support staff allowed Van Gogh Charter to provide targeted outreach, mentoring, and relational supports to those students, helping them feel more integrated within the school community.

Community-building programs like Joy and Wellness initiatives further strengthened students' socio-emotional well-being, increasing overall positive indicators in school climate. Together, these efforts contributed to students feeling safe, valued, and connected, which supported sustained attendance and readiness to learn across all demographics.

Action 4: SENI Investments towards Joy and Wellness

Based on results from the School Experience Survey, 91% of Van Gogh Charter Elementary parents and 89% of students reported feeling safe and supported at school. To continue strengthening our positive school climate, the school invested in purchasing a Psychiatric Social Worker (PSW) for two days per week. The PSW provides vital support to students and families by addressing social-emotional needs, improving attendance, and promoting overall well-being. Through classroom presentations, small group sessions, and individual counseling, the PSW helped students develop self-management, resilience, and healthy coping strategies, to support the key components of a joyful and inclusive school environment. This position also provides outreach and resources to parents, supporting strong home-school partnerships aligned with our commitment to student wellness and belonging.

Effectiveness: SENI investments proved effective by funding the PSW position, which has had a measurable impact on school climate and student engagement. Attendance data show a reduction in chronic absenteeism among students who receive PSW support, and teachers report improvements in classroom behavior and emotional regulation. By integrating wellness lessons into the school's social-emotional learning framework and collaborating with teachers to provide proactive interventions, the PSW helps ensure that students' mental health and academic success are equally prioritized. This targeted investment continues to foster a culture of care, safety, and connection supporting core elements of Van Gogh's joyful learning community.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Van Gogh Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Van Gogh Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Van Gogh Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Van Gogh Charter will implement support for English Learners, students in foster care, and low income students through Psycho-Social Worker (PSW) to ensure students feel safe and welcome at school.	**School Discretionary Fund Cost: $34,524**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal focused on strengthening partnerships with parents and the school community. At Van Gogh Charter, positive, collaborative relationships with families supported student success and enhanced the social-emotional well-being of both students and staff. Engaging parents as active partners fostered trust, communication, and a shared commitment to learning, contributing to an inclusive and supportive school environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 88.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.5%	**All Parents:** +0.7%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 93.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 97.0%	**All Parents:** 0.0%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 87.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 91.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 87.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 96.6%	**All Parents:** +0.4%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 97.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 96.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 96.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 99%	**All Parents:** -0.6%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Van Gogh Charter with fidelity through intentional investments in family engagement, community partnerships, and collaborative governance structures. Van Gogh Charter successfully facilitated multiple schoolwide events and cultural celebrations that resulted in high levels of family participation and strengthened school-community relationships. Parent representation on the Local School Leadership Council and Charter School Governance Committee ensured that families played an active and meaningful role in shared decision-making.

Additionally, the Friends of Van Gogh parent organization provided both financial support and volunteer involvement that enhanced supplemental programs and school initiatives. As a result, collaboration among parents, staff, and community members remained strong, contributing to a positive school climate and supporting the school's mission of creativity, academic excellence, and inclusivity.

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.

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

Evidence of strong family and community engagement at Van Gogh Charter was demonstrated through high participation in schoolwide events, including the Holiday Program and other cultural celebrations. Governance structures, such as the Local School Leadership Council and Charter School Governance Committee, consistently benefited from parent involvement, ensuring families had a meaningful role in school decision-making. The parent organization, Friends of Van Gogh, not only provided critical funding for supplemental programs but also created opportunities for parents to volunteer and actively support school initiatives.

Effectiveness: Teacher and staff engagement remained robust, with high participation in professional development and positive feedback regarding school culture. Parents, staff, and community members collaborated consistently to enrich both the academic and cultural life of the school. These partnerships strengthened the overall school climate and supported Van Gogh Charter's mission to promote creativity, academic excellence, and a connected, inclusive school community.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Van Gogh Charter will implement support for English Learners, students in foster care, and low income students through a Community Representative to support school wide initiatives of engagement and collaboration.	**School Discretionary Fund Cost: $215**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Van Gogh Charter, we believe that students flourish when they feel safe, valued, and connected to their school community. During the first half of the school year, Van Gogh maintained a positive and orderly environment where students and staff alike were supported and respected. The campus continued to serve as a welcoming space that nurtured both academic success and social-emotional well-being, allowing every child to learn and grow with confidence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

This action was implemented to address the needs of all students through continued collaboration with LAUSD to support high-quality charter operations, facilities management, and instructional compliance. Facilities inspections confirmed that the campus remained in good repair, providing a safe, clean, and welcoming environment that supports teaching and learning.

Van Gogh Charter maintained full compliance with Williams Act requirements, ensuring all students had access to standards-aligned instructional materials and fully credentialed teachers. Ongoing district support, along with the plant manager's consistent oversight of daily maintenance, contributed to the sustained quality of the school's physical environment. As a result, families and staff consistently reported positive perceptions of school operations, and the stable operational infrastructure supported a rigorous, supportive, and engaging educational experience for all students.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

The Facilities Inspection Tool (FIT), as reported in the School Accountability Report Card (SARC), confirmed that Van Gogh Charter School's campus was in Good Repair with an overall exemplary rating, reflecting the school's commitment to maintaining a safe, clean, and welcoming learning environment. All teachers at Van Gogh Charter held the appropriate credentials for their assignments, and every student had access to up-to-date, standards-based instructional materials in full compliance with Williams Act requirements. Parents, staff, and community members regularly expressed appreciation for the overall condition of the school and the quality of instructional support, noting that these operational investments directly contributed to a positive and engaging school climate. Operational effectiveness remained a notable strength at Van Gogh Charter, as facilities, staffing, and instructional resources consistently supported high-quality teaching and learning aligned with the school's academic and social-emotional goals.

Effectiveness: As an affiliated charter within the Los Angeles Unified School District, Van Gogh Charter benefits from ongoing district support for both school operations and facilities management. This partnership ensures that the campus remains well maintained, safe, and conducive to learning. The plant manager continues to oversee day-to-day maintenance with care and precision, ensuring that classrooms and common areas are kept in excellent condition. Families and staff consistently recognize the positive impact of this upkeep on the school environment.

Additionally, Van Gogh Charter's fully credentialed teachers provide instruction aligned with state standards, supported by professional development opportunities and access to current instructional materials. Together, these efforts ensure that every student benefits from a rigorous, supportive, and enriching educational experience in a well-managed school setting.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Van Gogh Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,069,844	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$279,393.00 (School Discretionary Funds- new S/C revenues) $999,187.53 (Total District and School S/C funds including carryover)	$0

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
40.89%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	40.89%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Van Gogh Charter. **Scope:** School-wide	Los Angeles Unified School District, including Van Gogh Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	**Action:** Supplemental Arts Education **Need:**	Los Angeles Unified School District, including Van Gogh Charter, continues to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships.	For the identified student group(s): EL, LI, FY, ALL • Smarter Balanced Assessment: ELA- Grades 3-5

	Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Van Gogh Charter. **Scope**: School-wide	In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Van Gogh Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	• Smarter Balanced Assessment: Math-Grades 3-5 • Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) • Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	**Action:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Van Gogh Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	Van Gogh Charter used Charter Supplemental/Concentration Funds in Lieu of EIA to purchase teacher's assistants and instruction materials to support our academic program.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

			• Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Percent Met/Exceed Standard on California Science Test - Grade 5 • English Learner Reclassification Rate
Goal 1 Action 7	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Van Gogh Charter will continue to support English Learners, low-income students and	Van Gogh Charter ES will provide targeted small-group instruction that meets the individual needs of all students by implementing high-impact intervention practices both during the school day and in after-school programs for target students and subgroups. This work will be supported through ongoing professional development focused on the use of highly effective small-group resources such as iReady and Amplify CKLA, as well as research-based instructional strategies including Thinking Maps, Vocabulary Maps, UFLI Foundations, Close Reading routines, and Academic Discourse structures that promote language development and deep comprehension. Teachers will implement daily small-group instruction supported by trained Teacher Assistants, ensuring that students receive	• Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5

	students in foster care. **Scope:** School-wide	differentiated instruction aligned to their specific literacy and math needs. Additionally, the TSP Coordinator and Instructional Leadership Team will design and oversee a locally developed after-school intervention program that extends learning time for students requiring additional support. Student progress will be continuously monitored using iReady, Amplify CKLA assessments, classroom observation data, and teacher-created formative assessments to ensure that instructional groups remain flexible and responsive. This comprehensive approach aims to accelerate achievement, close learning gaps, and support sustained growth across all student populations, especially English Learners, socioeconomically disadvantaged students, and students performing below grade level. Implementing small-group instruction to support in-class intervention within a multi-tiered system provides a highly effective approach for meeting the diverse needs of all learners. By focusing on mastery of foundational skills in reading and mathematics, teachers build students' capacity to access and understand grade-level standards with greater confidence. Resources will support daily, structured small-group instruction based on ongoing formative and summative assessment data, allowing teachers to intentionally group students by specific instructional needs and adjust groups as students demonstrate progress. Instruction within SGI will be aligned to grade-level standards while providing scaffolded supports, including	● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		designated and integrated ELD strategies, explicit skill instruction, and frequent opportunities for guided practice. Funds will also support professional development and collaboration time to strengthen implementation along the SGI Continuum, ensuring consistent use of effective instructional practices, progress monitoring, and reflective use of the SGI rubric to continuously improve outcomes for students requiring additional academic support. Research on the Science of Reading underscores this need. Scarborough's Reading Rope illustrates that reading proficiency is composed of multiple interconnected strands—including phonological awareness, decoding, language comprehension, and vocabulary development. As Scarborough (2018) notes, a weakness in any single strand can disrupt reading development, and weaknesses across multiple strands have an even greater impact on a student's ability to learn to read. This framework reinforces the importance of providing targeted, systematic instruction that strengthens each component of literacy. Meaningful small-group instruction offers precisely this kind of targeted support. It increases student engagement, allows for personalized learning pathways, and builds confidence by providing a low-risk environment where students can practice skills with immediate feedback. Through intentional planning, ongoing progress monitoring, and differentiated strategies, small-group instruction becomes a powerful tool for accelerating student growth and	

		addressing skill gaps across all tiers of instruction.	
Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Van Gogh Charter will also provide supplemental school climate support staffing. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning **Scope:** School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Van Gogh Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	• Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to	Van Gogh Charter ES will create a positive school climate that prioritizes social-emotional well-being by leveraging a Multi-Tiered Systems of Support (MTSS) framework designed to reduce barriers to learning and provide a comprehensive range of services. This framework ensures equitable access to support for all students, particularly English Learners, Low-Income students, and Foster Youth, by promoting engagement, emotional regulation, and academic success.	• Percent of All Students with Excellent Attendance (96% or Higher) • State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 • Single Student Suspension Rate

	ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	In collaboration with the Psychiatric Social Worker (PSW), the school will continue prior goals focused on identifying individual and systemic barriers, delivering case-management services, and implementing evidence-based interventions, outreach activities, and crisis response supports. The PSW will also help cultivate a schoolwide environment that nurtures the whole child by embedding wellness practices across classrooms and promoting a positive climate that builds students' confidence, resilience, and emotional health. Staff will be supported in fostering strong classroom communities characterized by collaboration, inclusivity, and positive relationships to strengthen students' sense of belonging. Professional development and coaching will equip staff with restorative and trauma-informed strategies to prevent and respond to escalating behaviors in ways that emphasize accountability, connection, and skill-building rather than punitive consequences. The school will continuously evaluate the effectiveness of its support systems and use data to inform adjustments and identify emerging needs. Through this comprehensive approach, Van Gogh Charter ES will strengthen its capacity to eliminate barriers to learning, enhance social-emotional wellness, and maintain a safe, welcoming, and inclusive environment that promotes student growth, connection, and academic achievement. Research from the Centers for Disease Control (CDC) indicates that children with multiple Adverse Childhood Experiences (ACEs)—or even one severe traumatic	● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		event—often struggle with learning and participation in classroom activities without targeted support. By providing trauma-informed services, the school will be better equipped to support low-income students and families experiencing high levels of stress, thereby increasing students' coping skills, engagement, and readiness to learn. Expected Outcomes 1. Increased student sense of safety and connectedness, as reflected in student surveys 2. Reduction in office referrals and suspensions due to the implementation of trauma-informed and restorative strategies 3. Improved academic engagement and attendance 4. Greater social-emotional competence across student groups 5. Evidence-Based Mental Health Services Provided 6. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) 7. Managing and Adapting Practice (MAP) 8. Families Overcoming Under Stress (FOCUS) 9. Bio-psychosocial assessments Impact of PBIS/RP on Student Outcomes According to the PBIS Center, implementing PBIS improves: 1. Academic performance 2. Social-emotional competence 3. Attendance 4. School climate 5. Reduction in exclusionary discipline (suspension and expulsion)	

		Reference: https://www.pbis.org/pbis/why-implement-pbis	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	To support student learning, improve attendance, and strengthen communication with families, Van Gogh Charter ES will implement a comprehensive parent engagement strategy focused on building family capacity to participate actively in their child's education. The school will register parents of students in grades TK–5 on the Parent Portal by offering informational and hands-on workshops, providing access to devices, and offering individualized support as needed. Outreach efforts—including flyers, emails, Blackboard Connect messages, phone calls, and parent workshops—will help increase parent familiarity with and access to key LAUSD platforms such as Parent Portal, Schoology, and Home Income Forms, ensuring families can monitor student progress and access essential services. Additionally, the school will engage in ongoing monitoring and data analysis of Parent Portal registration, workshop attendance, and volunteer participation to guide future outreach, identify areas of need, and ensure equitable involvement for all families. Additionally, the Parent and Community Rep will build parent engagement through coordinating and maintaining a parent volunteer program at the school. Through these efforts, the school aims to empower parents as partners in learning and strengthen the home–school connection. Data-informed decision-making is a core component of the District's Strategic Plan and an essential practice for understanding	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		students' needs throughout continuous improvement cycles, including the Plan–Do–Study–Act (PDSA) process. Research strongly supports the impact of family engagement on student outcomes. According to John Hattie's Visible Learning Meta-Analysis, parent programs demonstrate a positive effect on student achievement, with a weighted mean effect size of 0.39, indicating a meaningful influence on learning (Visible Learning Meta, Version 1.2, retrieved 10/18/23).	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

Van Gogh Charter is not eligible for these funds.

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	19.81 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 466 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	32.31 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 466 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Van Gogh Charter School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Van Gogh Charter School 2026-2027	$ 683,298	$ 279,393	40.89%	0.000%	40.89%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 962,691	$ -	$ -	$ -	$ 962,691.00	$ 767,818	$ 194,873

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Base Instructional Supports,General Fund Schoo Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 390,274	$ 21,432	$ 411,706	$ -	$ -	$ -	$ 411,706	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 123,104	$ 148,488	$ 271,592	$ -	$ -	$ -	$ 271,592	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 19,680	$ 4,761	$ 24,441	$ -	$ -	$ -	$ 24,441	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 200,021	$ 20,192	$ 220,213	$ -	$ -	$ -	$ 220,213	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 34,524	$ -	$ 34,524	$ -	$ -	$ -	$ 34,524	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 215	$ -	$ 215	$ -	$ -	$ -	$ 215	0.000%

Van Gogh Charter School 2026-2027 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
$ 683,298	$ 279,393	40.89%	0.000%	40.89%	$ 279,393	0.000%	40.89%	**Total:**	$ 279,393
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 279,393

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	Base Instructional Supports,General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide		0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 24,441	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 220,213	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 34,524	0.000%

Van Gogh Charter School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,109,601.00	$ 750,793.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports,General Fund School Program	No	$ 429,554	$ 287,340
1	3	Charter School Categorical Block Grant	No	$ 326,216	$ 166,894
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 55,718	$ 43,922
1	8	SENI Investments towards Academic Excellence	Yes	$ 232,216	$ 183,950
2	4	SENI Investments towards Joy and Wellness	Yes	$ 65,680	$ 68,687
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 217	$ -

Van Gogh Charter School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 344,831	$ 353,831	$ 296,559	$ 57,272	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 55,718	$ 43,922	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 232,216	$ 183,950	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 65,680	$ 68,687	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 217	$ -	0.000%	

Van Gogh Charter School 2025-2026 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)
$ 755,770	$ 344,831	0.000%	45.626%	$ 296,559	0.000%	39.239%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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