LCFF Budget Overview for Parents

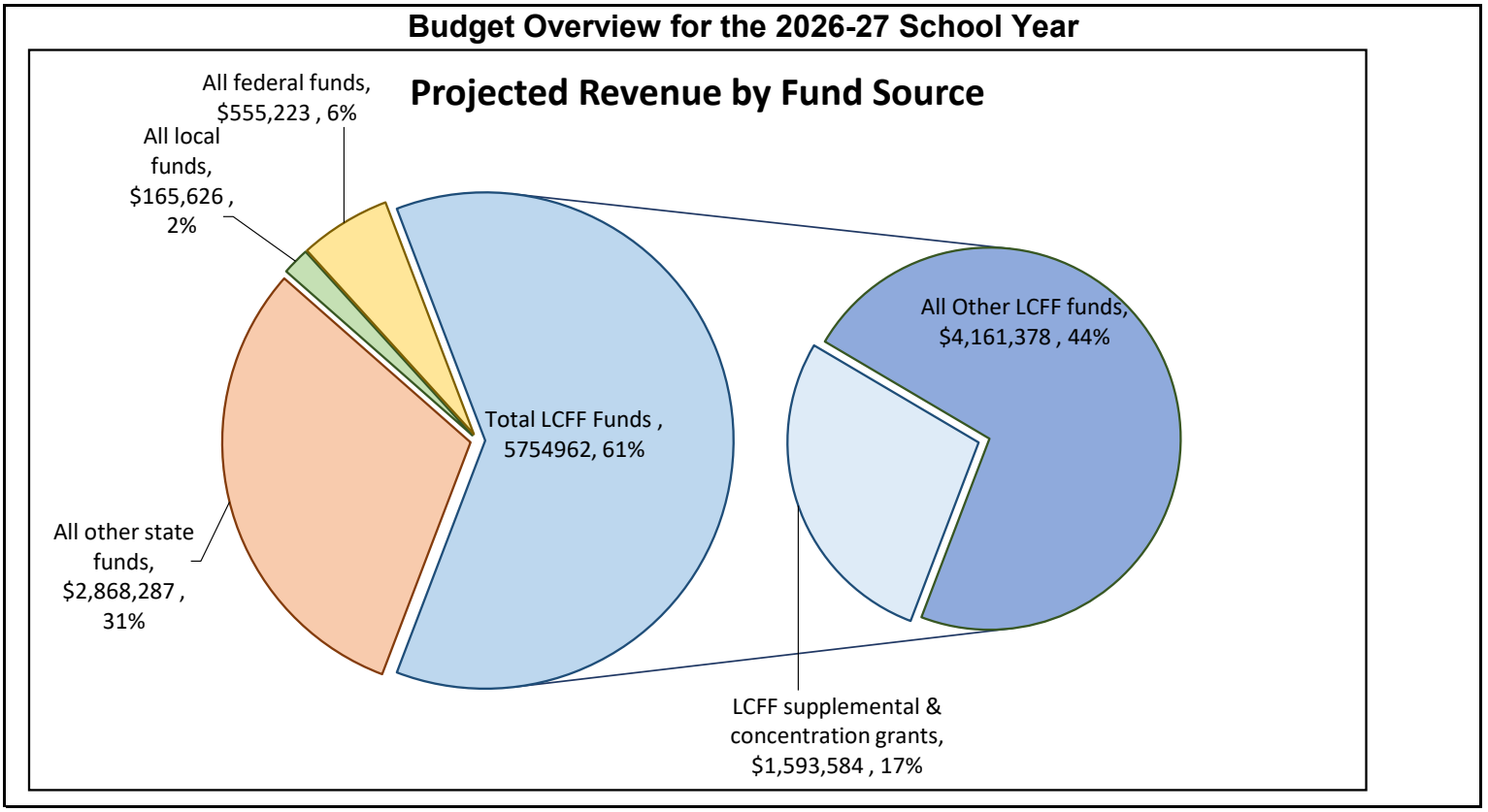
Local Educational Agency (LEA) Name: Vista Condor Global Academy

CDS Code: 30-10306-0137000

School Year: 2026-27

LEA contact information: Alejandro Cisneros, Principal, acisneros@vistacharterps.org,714-988-2719

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).

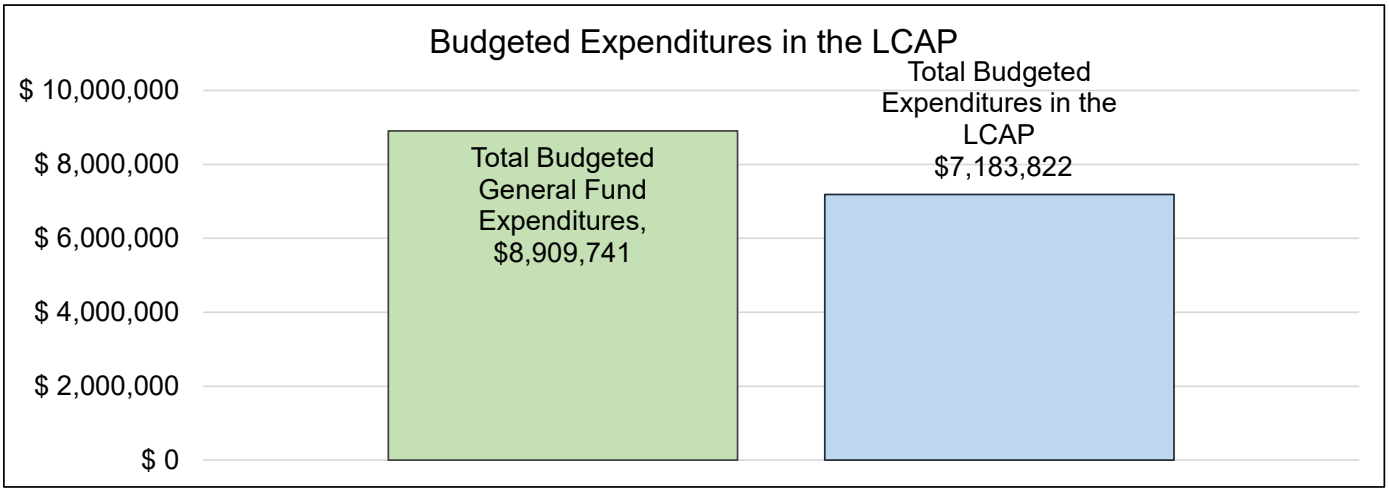


This chart shows the total general purpose revenue Vista Condor Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Condor Global Academy is $9,344,098.00, of which $5,754,962.00 is Local Control Funding Formula (LCFF), $2,868,287.00 is other state funds, $165,626.00 is local funds, and $555,223.00 is federal funds. Of the $5,754,962.00 in LCFF Funds, $1,593,584.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

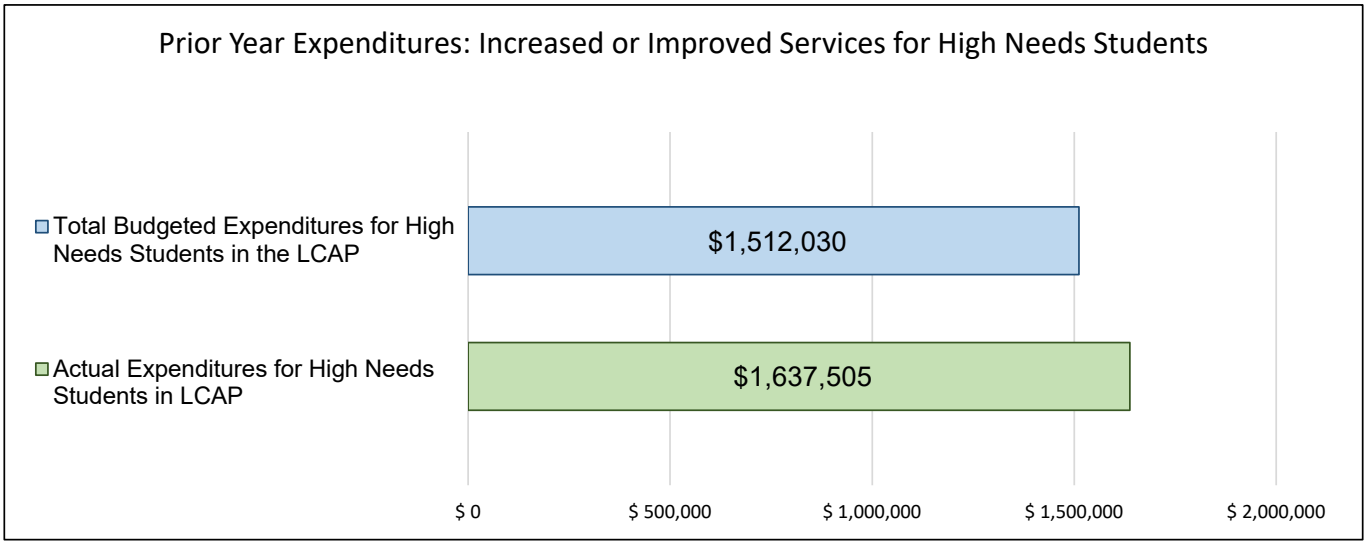
The text description of the above chart is as follows: Vista Condor Global Academy plans to spend $8,909,741.00 for the 2026-27 school year. Of that amount, $7,183,822.00 is tied to actions/services in the LCAP and $1,725,919.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, Vista Condor Global Academy is projecting it will receive $1,593,584.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Condor Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Condor Global Academy plans to spend $1,593,584.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Vista Condor Global Academy's LCAP budgeted $1,512,030.00 for planned actions to increase or improve services for high needs students. Vista Condor Global Academy actually spent $1,637,505.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Condor Global Academy	Alejandro Cisneros, Principal	acisneros@vistacharterps.org 714.988.2719

Plan Summary 2026-27

General Information

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

Vista Condor Global Academy (VCGA) is a public charter school established in 2018 and authorized by the Orange County Department of Education (OCDE). In January 2026, the Orange County Department of Education renewed VCGA's charter for a five-year term. Due to increased enrollment and growing community demand, VCGA has expanded to serve 373 students in grades TK through 5, including the recent addition of a Transitional Kindergarten class. VCGA operates as one of six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California.

The student body reflects the community VCGA serves, with 97% Hispanic students, 1% African American students, and 1% White students. VCGA serves low-income and historically underserved students who face significant educational challenges, including 51% English Learners, 11% Students with Disabilities, 94% Socioeconomically Disadvantaged, 1% Migrant, 2% Foster Youth, and 10% Homeless Youth.

Mission and Vision

VCGA's mission is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. The school provides quality education for all students by focusing on both heart and mind as critical tools of student engagement. VCGA's vision is to close the achievement gap for its targeted population of predominantly low-income and historically underserved students, while addressing the growing opportunity gap. The school's compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Foundational Frameworks: MTSS and the California Community Schools Framework

VCGA's educational program and LCAP are organized around two integrated frameworks that together provide the architecture for equitable, whole-child education: a Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework. These frameworks operate in tandem, with MTSS guiding how VCGA responds to the academic, behavioral, and social-emotional needs of every student, and the California Community Schools Framework guiding how VCGA organizes relationships, services, and partnerships to support students, families, and staff.

Multi-Tiered System of Supports (MTSS). MTSS at VCGA is a coherent, data-driven framework that integrates academic, behavioral, and social-emotional supports across three tiers of increasing intensity. At Tier 1, all students receive high-quality, standards-aligned core instruction, universal social-emotional learning through Ways of Council and Advisory, and schoolwide Positive Behavioral Interventions and Supports (PBIS). At Tier 2, students identified through universal screening, diagnostic assessment, and teacher referral receive targeted small-group intervention in reading and mathematics during the school day. At Tier 3, students with the most significant needs receive intensive, individualized supports coordinated through the Student Study Team (SST) process. Universal screening, progress monitoring, and data review cycles enable staff to match support intensity to student need, track response to intervention, and adjust instruction with precision.

California Community Schools Framework. As a CCSPP Implementation Grant recipient, VCGA is implementing the four pillars of the California Community Schools Framework: integrated student supports, family and community engagement, collaborative leadership and practices, and expanded and enriched learning time and opportunities. The school also operationalizes the Framework's cornerstone commitments to racial and social justice, relationship-centered schools, assets-driven and culturally responsive practices, and shared decision-making. This Framework positions VCGA as a community hub in which educators, families, students, and community partners share responsibility for student success and work together to remove academic and non-academic barriers to learning.

Alignment across the LCAP. Each LCAP goal and action is intentionally aligned to both frameworks. MTSS ensures that instructional, behavioral, and social-emotional resources are deployed strategically and responsively, while the California Community Schools Framework ensures that these resources are embedded within strong relationships, meaningful family partnerships, and coordinated community supports. Together, these frameworks drive VCGA's commitment to educational equity and measurable progress on the California School Dashboard.

Global Education and Equity Focus

VCGA is deeply committed to educating for global competence, closing the achievement gap, and addressing the opportunity gap through a relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy. The school's educational approach rests on the principle that students work harder and dream bigger when learning is relevant and meaningful to them. Across each grade level, students experience a well-rounded, holistic, and globally oriented curriculum with a STEAM focus, in which mathematics, science, technology, engineering, and the arts are integrated throughout the student experience. Students apply advanced technologies as creative tools for authentic purposes, while literature and history are taught through hands-on, research-based models that honor individual voices and productive dialogue.

Students master core subjects by applying knowledge in real-world contexts and developing essential 21st-century competencies including critical thinking, problem solving, and collaboration. Globally competent students investigate the world beyond their immediate environment, recognize divergent perspectives, communicate ideas effectively, and take action to improve conditions locally and globally. VCGA envisions a school where students enter to learn and leave prepared to humanely serve, with a deeper understanding of their role in creating positive change.

Student Support

VCGA embraces a comprehensive approach to student success, grounded in the belief that all students can thrive when provided appropriate support and opportunities. This holistic approach integrates academic excellence with social-emotional development through the school's MTSS framework. The Student Study Team (SST) is embedded in MTSS and serves as the cornerstone of Tier 3 intervention strategy, enabling teachers to identify and refer students who need additional support to reach grade-level proficiency in reading and mathematics. Struggling students receive targeted intervention during the school day, ensuring timely support. VCGA has also implemented Positive Behavioral Interventions and Supports (PBIS) as a Tier 1 universal behavioral foundation, and 100% of students participate in Ways of Council through Advisory as part of universal social-emotional learning.

Data-driven decision-making empowers VCGA to refine practice and improve outcomes, meeting the diverse needs of learners with precision and care. The school's commitment to student success extends beyond the instructional day through a comprehensive after-school tutoring program focused on reading and mathematics, open to all students.

Inclusive Education Model

VCGA takes pride in its full inclusion model for Students with Disabilities, reflecting the core belief that all students, and especially English Learners and Students with Disabilities, flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering the sense of belonging and community that positively shapes social-emotional development.

Community Schools Initiative

VCGA was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant as part of Cohort IV. This five-year grant provides critical resources to operationalize the four pillars of the California Community Schools Framework and strengthen the school's MTSS. The funding supports staff development through instructional coaching and comprehensive professional development that builds capacity among educators and the Instructional Leadership Team (ILT). The grant also partially funds a Community Schools Coordinator who co-leads the Attendance Team and pursues partnerships with community-based organizations and agencies to support student and family needs. These combined resources enable VCGA to expand integrated student supports, deepen family and community engagement, and create stronger connections between the school and the broader community.

Strategic Planning and Accountability

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

- Consultation with SELPA per CA EC 52062(a)(5)

- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Learning Recovery Emergency Block Grant Funds

Vista Condor Global Academy (VCGA) will expend a total of **$251,206** for the 2026-27 school year; and remaining LREBG Funds of $253,894 will be expended in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

VHGA is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

Transformative Community School Model

VCGA's community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach reflects the school's commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement. VCGA aims to revolutionize traditional education by creating an integrated ecosystem where learning, support services, and community engagement converge. The school serves as both an educational institution and a community hub where students receive high-quality instruction enhanced by comprehensive wraparound services, families access resources and meaningful engagement opportunities, and deep collaboration with community partners addresses both academic and non-academic barriers to learning. This environment enables educators, staff, administrators, and families to innovate and collaborate effectively, ensuring that VCGA serves not just as a school, but as a cornerstone of community transformation and student success.

Reflections: Annual Performance

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

The following table reflects Vista Condor Global Academy's (VCGA) performance on the **2025 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations. The CA State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard.

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

Zero Suspensions, Full Inclusion: VCGA's Blue Performance Across Every Student Group: Vista Condor Global Academy received a **Blue performance level** on the Suspension Rate Indicator on the 2025 California School Dashboard, the highest performance level on the Dashboard, with this designation consistently applied across the All Students group and every historically underserved student group reported on the Dashboard, including **English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students**. This Blue performance level reflects a 0% suspension rate during the 2024-25 school year, meaning that no student at VCGA was suspended at any point during the year. The consistency of this outcome across every student group indicates that VCGA's school climate practices are producing equitable results for every learner the school serves, not just for students in the majority.

Whole Child Approach to Student Well-Being: VCGA's suspension rate accomplishment is grounded in a comprehensive whole child approach that integrates academic excellence with the social, emotional, behavioral, and mental health development of every student. This approach is operationalized through the school's Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework, which together ensure that supports for student well-being are universal at Tier 1, targeted at Tier 2, and intensive at Tier 3. Behavioral expectations are taught proactively rather than reactively, classroom climate is intentionally designed to promote belonging, and staff are trained to recognize and respond to the social-emotional and mental health needs of students before those needs escalate into behavior that would otherwise lead to disciplinary exclusion. The whole child approach reflects the school's foundational belief that students cannot learn effectively unless they feel safe, seen, and connected, and that disciplinary exclusion is the wrong response to behavior driven by unmet social-emotional or mental health needs.

Restorative Practices: VCGA has implemented restorative practices schoolwide as the school's primary response to behavioral incidents. Rather than relying on exclusionary discipline, staff use restorative conversations, restorative circles, and relationship-centered problem-solving to address conflict, repair harm, and rebuild community when behavioral incidents occur. The Assistant Principal leads ongoing training for teachers and classified staff in restorative practices and de-escalation techniques, equipping every adult on campus to respond to student behavior in ways that preserve the student-school relationship and keep students engaged in learning. Restorative practices give students the opportunity to take responsibility, understand the impact of their actions, and develop the self-regulation and interpersonal skills needed to make different choices in the future. This approach contributed directly to the school's ability to maintain a 0% suspension rate across every student group.

Counseling Services and Mental Health Support: VCGA provides integrated counseling and mental health support that addresses the social-emotional and mental health needs that, when unaddressed, are most likely to contribute to behavioral challenges and disciplinary exclusion. The Board-Certified Behavior Analyst provides direct student support, family consultation, and staff coaching for students whose behavioral or engagement needs require additional intervention, connecting behavioral data to academic and attendance data through the Coordination of Services Team. The school's MTSS structure ensures that students with emerging social-emotional needs receive targeted Tier 2 support before patterns escalate, and that students with the most significant needs receive intensive Tier 3 support through the Student Study Team process. The school's full inclusion model extends these supports to Students with Disabilities, with behavioral support strategies provided in the Least Restrictive Environment so that Students with Disabilities remain part of the general education classroom community while receiving the individualized support they need to be successful. The continued investment in this layered structure, supported in part by Learning Recovery Emergency Block Grant (LREBG) funds, sustained the conditions that produced the Blue performance level on the Suspension Rate Indicator across every student group.

Social-Emotional Learning Curriculum: VCGA's signature social-emotional learning practices are central to the school climate that produced the 0% suspension rate. A total of 100% of students participate in Way of Council through Advisory, which provides structured, recurring opportunities for students and staff to engage in meaningful dialogue, build empathy, strengthen interpersonal communication, and reinforce a culture of mutual respect across the school community. Way of Council gives every student a consistent forum to be heard, to listen actively to others, and to develop the relational skills that prevent conflict from escalating into behavioral incidents. Calm Corners are maintained in classrooms and student spaces throughout the school, providing students with appropriate strategies and a safe space to de-escalate and refocus before returning to learning. These designated areas reinforce the self-regulation skills developed through Way of Council and give students a proactive, dignity-affirming alternative to escalation. Schoolwide Positive Behavioral Interventions and Supports (PBIS) establish consistent universal behavioral expectations, recognition of positive behavior, and a shared schoolwide language for behavior across every classroom. Kagan Cooperative Learning Structures and Educating for Global Competence further reinforce student engagement, belonging, and connection to the school community.

Sustaining the Accomplishment: The Blue performance level on the Suspension Rate Indicator across every reported student group reflects the cumulative effect of intentional investment in restorative, relationship-centered practices, whole child support systems, counseling and behavioral expertise, and signature SEL practices that are universal, consistent, and embedded throughout the school day. VCGA will continue to invest in Way of Council, Calm Corners, PBIS, Advisory, the Board-Certified Behavior Analyst, restorative practices training, and the professional learning that sustains these practices so that the conditions

producing a 0% suspension rate remain in place and so that every student, regardless of background, ability, or circumstance, continues to experience VCGA as a school where they are seen, supported, and able to remain present and engaged in learning.

Science Indicator: 2025 California School Dashboard Accomplishment: Vista Condor Global Academy received a **Green performance level** on the California Science Test (CAST) Indicator on the 2025 California School Dashboard for the All Students group, the Socioeconomically Disadvantaged student group, and the Hispanic student group. This Green performance level reflects a **5.2 Science Point gain** from the 2023-24 CAST administration to the 2024-25 CAST administration for All Students, indicating sustained, year-over-year growth in science achievement at a rate that produced a meaningful change in performance level on the Dashboard.

Attribution of Growth: The 5.2-point science gain is attributable to several connected practices that VCGA has invested in across recent years. The school's instructional program is anchored in the California Next Generation Science Standards (NGSS), with consistent emphasis on three-dimensional learning that integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts. Teachers received ongoing professional learning through weekly Friday professional development sessions, non-instructional professional development days, and grade-level Professional Learning Communities, which supported the consistent delivery of standards-aligned, inquiry-based science instruction across every classroom.

Science instruction at VCGA is embedded within the school's broader STEAM focus, in which science, technology, engineering, the arts, and mathematics are intentionally integrated across the instructional day rather than taught in isolation. This integration is reinforced through VCGA's signature GLOBAL Program, a year-long project-based initiative in which students in every grade investigate real-world problems aligned to the United Nations Sustainable Development Goals. The GLOBAL Program gives students authentic, hands-on opportunities to apply scientific reasoning, conduct age-appropriate research, analyze evidence, and communicate findings to authentic audiences, which strengthens the science and engineering practices assessed on the CAST. Bi-weekly Innovation Village experiences extend this hands-on, applied science learning, giving students additional opportunities to engage in scientific inquiry and engineering design.

Strong outcomes for the Socioeconomically Disadvantaged and Hispanic student groups also reflect VCGA's commitment to equitable access to rigorous science instruction. The school's full inclusion model ensures that all students, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, receive high-quality science instruction in heterogeneous, language-rich classrooms with the linguistic and instructional scaffolds they need to access grade-level content. Kagan Cooperative Learning Structures, productive academic discourse, vocabulary instruction, and visual supports allow students at varied proficiency levels to engage meaningfully with scientific concepts and to develop the academic language needed to demonstrate understanding on state assessments.

Sustaining the Accomplishment: VCGA will sustain this Green performance level by continuing to invest in NGSS-aligned instruction, ongoing professional learning for teachers, the GLOBAL Program and Innovation Village experiences, and integrated STEAM and language scaffolding so that science achievement continues to grow across All Students, the Socioeconomically Disadvantaged student group, and the Hispanic student group.

Comprehensive Needs Assessment

Vista Condor Global Academy (VCGA) developed a comprehensive needs assessment to satisfy federal and state requirements, to evaluate the effectiveness of its educational and instructional program, and to guide the equitable allocation of resources for the 2026-27 school year.

Alignment with Title I Requirements: As a school operating a Title I schoolwide program, VCMS is required under the Every Student Succeeds Act (ESSA) to conduct a comprehensive needs assessment of the entire school. The needs assessment is intended to examine multiple sources of data to identify the priority needs of the school and their root causes. Under California's implementation, the comprehensive needs assessment must include verifiable state data,

consistent with all state priorities and must be informed by the indicators reported on the California School Dashboard. ESSA further calls for annually reviewing the schoolwide plan, using data from State and local assessments, other indicators of academic achievement and growth, process data, and perception data, which makes an ongoing, data-based needs assessment a recurring obligation rather than a one-time exercise.

Alignment with Learning Recovery Emergency Block Grant Requirements: The needs assessment also responds to the requirements governing the Learning Recovery Emergency Block Grant (LREBG). Under California Education Code Section 32526, as amended by Senate Bill 153 in 2024, the funds can be expended in school years 2025-26, 2026-27, and 2027-28, which are subject to a needs assessment and need to be included in the LCAP. The state further directs that any LEA that anticipates having LREBG funds remaining in the 2025-26 school year must begin the needs assessment during the 2024-2025 school year to ensure that needs are identified, and evidence-based practices are selected as part of the LCAP development process in collaboration with educational partners. Conducting the needs assessment is itself an allowable use of the funds under the statute. Because VHGA has unexpended LREBG funds that it plans to fully expend during the 2026-27 school year, this needs assessment is necessary to identify learning-recovery needs and to select the evidence-based actions on which those funds will be spent.

Annual Assessment of Program Effectiveness Using Multiple Measures: Beyond meeting these requirements, the needs assessment serves an essential internal purpose: it allows VCGA to annually assess the effectiveness of its educational and instructional program using multiple measures. Rather than relying on a single data point, the school examines California School Dashboard performance across the academic, English learner progress, and other indicators alongside local data such as ELPAC results, i-Ready diagnostics, interim assessments, reclassification rates, and qualitative input from educational partners. Using multiple measures together produces a more complete and accurate picture of student performance, identifies the student groups with the greatest needs, and surfaces the root causes behind performance trends.

Informing Resource Allocation: Finally, the needs assessment positions VCMS to make more informed decisions about the allocation of physical, human, and financial resources for the upcoming school year. By clarifying where the greatest needs lie and which evidence-based strategies are most likely to address them, the assessment guides decisions such as scheduling dedicated instructional time, hiring and assigning staff, directing professional development, and targeting funding, including LREBG funds, toward the actions most likely to improve outcomes. In this way, the needs assessment connects identified needs directly to the resources and actions in the 2026-27 LCAP.

Suspension Rate Indicator (2025 Dashboard)

Vista Condor Global Academy earned a Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard for the ‘All Students’ group, reflecting a suspension rate of 0%. Blue is the highest of the five performance colors used on the Dashboard and represents the strongest tier of performance recognized by the California Department of Education for this state indicator. The school maintained this same Blue performance level across every reported student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, for the suspension rate indicator.

This outcome reflects the school's intentional investment in restorative, relationship-centered practices that build a positive school climate and equip students with the skills they need to navigate conflict and self-regulate. Central to this work is VCGA's successful implementation of Way of Council, a signature practice at the school that provides structured opportunities for students and staff to engage in meaningful dialogue. Way of Council builds empathy, strengthens interpersonal communication, and reinforces a culture of mutual respect across the school community, giving every student a consistent forum to be heard and to listen actively to others.

To further support students with self-regulation, classrooms and student spaces at VCGA maintain Calm Corners that offer students appropriate strategies and a safe space to de-escalate and refocus before returning to learning. These designated areas reinforce the social-emotional skills developed through Way of

Council and give students a proactive, dignity-affirming alternative to escalation, contributing directly to the absence of suspensions across all reported student groups.

The consistency of the Blue performance level across the 'All Students' group and every historically underserved student group reported on the Dashboard, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, indicates that these practices are producing equitable outcomes for every learner the school serves. VCGA will continue to invest in Way of Council, Calm Corners, and the staff professional learning that sustains these practices to ensure that the conditions producing a zero to near zero suspensions.

Science Academic Indicator (2025 Dashboard)

Vista Condor Global Academy earned a Green performance level on the Science Academic Indicator, a newly added indicator, on the 2025 California School Dashboard for the 'All Students' group. Green is the second-highest of the five Dashboard performance colors and reflects strong performance on the California Science Test (CAST). The school also earned a Green performance level on this indicator for the Socioeconomically Disadvantaged student group and for the Hispanic student group, indicating that the school's strongest-performing student groups include those that California's accountability system has historically identified as needing the most focused support.

Performance at the Green level across All Students, Socioeconomically Disadvantaged students, and Hispanic students indicates that VCGA's science instructional program is delivering rigorous, standards-aligned learning experiences and that students from these groups are meeting or exceeding expectations on the state science assessment. The school will continue to support strong outcomes in science by sustaining its focus on the California Next Generation Science Standards, providing teachers with ongoing professional learning, and ensuring that all students have consistent access to high-quality science instruction throughout their grade-level progression.

Chronic Absenteeism Indicator (2025 Dashboard)

Vista Condor Global Academy (VCGA) received a Red performance level on the 2025 California School Dashboard for the Chronic Absenteeism Indicator for all students. The schoolwide chronic absenteeism rate increased to 28.4% on the 2025 Dashboard, compared with 19.9% on the 2024 Dashboard, representing an 8.5% increase. This indicates that more than one in four students were chronically absent and that attendance barriers intensified during the reporting period.

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	107	28.4%
EL	55	28.4%
SED	105	28.8%
SWD	8	17.0%
Hispanic	106	29.3%

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	71	19.9%
EL	40	21.9%
SED	69	20.5%
SWD	8	20.0%
Hispanic	66	19.6%

The greatest areas of concern are among English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Hispanic students. English Learners had a chronic absenteeism rate of 28.4% on the 2025 Dashboard, an increase from 21.9% on the 2024 Dashboard. Socioeconomically Disadvantaged students had a chronic absenteeism rate of 28.8%, an increase from 20.5%. Hispanic students had a chronic absenteeism rate of 29.3%, an increase from 19.6%. These increases demonstrate that chronic absenteeism is a schoolwide concern, with particularly significant impact among student groups that may experience overlapping academic, linguistic, economic, health, transportation, and family-support barriers.

Data Analyzed

The needs assessment draws on multiple data sources:

- California School Dashboard data (2023, 2024, 2025): Chronic absenteeism performance for VCGA and the California state average for the All Students group and each numerically significant student group
- PowerSchool attendance records (2024-25): Timing of absences within the school year, day-of-the-week and seasonal patterns, and the distribution of students at the 5%, 10%, and 15% absence thresholds
- Behavioral and disciplinary data: Reviewed for connections between behavioral incidents and attendance patterns, given the school's 0% suspension rate
- Health office logs: Examined for health-related contributors to absenteeism
- Demographic data**:** Confirmed that more than 97% of students are Socioeconomically Disadvantaged, approximately 51% are English Learners, and 95.7% are Hispanic

The three-year Dashboard trajectory was used to separate short-term fluctuation from emerging patterns. The demographic profile confirms that the student groups with the largest year-over-year increases on the 2025 Dashboard make up the majority of the school's enrollment.

The school's analysis identified chronic absenteeism as an area requiring focused strategic intervention. Contributing factors include health and wellness barriers, behavioral and engagement factors, socioeconomic challenges, school climate and belonging, and family understanding of attendance expectations. The analysis also identified the need to strengthen professional health support, expand behavioral support capacity, increase targeted family outreach, and implement more individualized attendance interventions.

Educational Partner Input Analyzed

VCGA will continue to analyze input from students, families, teachers, classified staff, school leadership, Community School Coordinators, the Board-Certified Behavior Analyst (BCBA), advisory committees, and Community Schools leadership structures. Educational partner input will focus on identifying why students miss school, what barriers families experience, which student groups need more intensive support, and what resources are most effective in improving consistent attendance.

Input will be gathered through individual family meetings, student check-ins, parent meetings, Community Schools Steering Committee discussions, English Learner Advisory Committee (ELAC) input, English Learner Parent Advisory Committee (EL-PAC) input, Parent Advisory Committee (PAC) input, staff feedback, attendance team reviews, and survey data. This input will help ensure that attendance interventions are not limited to compliance notifications, but are connected to student wellness, family engagement, basic needs, behavioral support, and culturally responsive outreach.

Identified Strengths: VCGA has several strengths that provide a foundation for improving attendance during the 2026-27 school year. The school maintains a Community Schools model that supports direct family outreach, resource coordination, and individualized problem-solving. This model allows staff to connect families with supports that address academic, social-emotional, behavioral, and basic needs.

VCGA also maintains a positive school climate and has demonstrated strong outcomes on the Suspension Rate Indicator. The school received a Blue performance level for suspension rate and maintained a 0% suspension rate for all students and key student groups. This indicates that students are not being excluded from instruction through suspension and that the school has established strong non-exclusionary discipline practices.

The school's use of Way of Council, calming corners, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-centered student support practices provides a strong foundation for addressing attendance barriers related to belonging, school avoidance, emotional regulation, peer relationships, and student engagement.

VCGA's Students with Disabilities student group also demonstrated comparatively stronger chronic absenteeism performance than other identified student groups. This suggests that more structured and individualized support systems can contribute to improved attendance when implemented consistently.

Greatest Need: VCGA's greatest need is to reduce chronic absenteeism schoolwide and among English Learners, Socioeconomically Disadvantaged students, and Hispanic students through a coordinated, data-driven, and family-centered attendance intervention system. The school must shift from reactive attendance outreach to early identification and prevention by monitoring attendance before students reach the chronic absenteeism threshold.

The 2025 Dashboard data show the following increases from the 2024 Dashboard:

- All students increased from 19.9% to 28.4%, an 8.5 percentage point increase.
- English Learners increased from 21.9% to 28.4%, a 6.5 percentage point increase.
- Socioeconomically Disadvantaged students increased from 20.5% to 28.8%, an 8.3 percentage point increase.
- Hispanic students increased from 19.6% to 29.3%, a 9.7 percentage point increase.

These increases indicate the need for more frequent data review, earlier student identification, individualized attendance plans, stronger family engagement, expanded health-related guidance, and targeted intervention for students and families experiencing the greatest barriers to consistent attendance.

Identified Issues This Year

The 2025 Dashboard results indicate that attendance challenges increased across the schoolwide population and among several major student groups. The school's attendance system needs to more consistently identify students who are approaching chronic absenteeism before absence patterns become entrenched. Students should be flagged for support when they approach early warning thresholds, such as 5%, 8%, and 10% absenteeism.

A second issue is that attendance barriers vary significantly by student and family circumstance. Some absences may be connected to student illness, family uncertainty about when a student should stay home, lack of access to health guidance, transportation needs, caregiving responsibilities, family work schedules, housing instability, economic stress, anxiety, behavioral concerns, or disengagement from school. These varied barriers require differentiated interventions rather than a single schoolwide attendance message.

A third issue is that attendance improvement must be integrated across the Community Schools model, behavioral support systems, health supports, family engagement structures, and academic intervention systems. Chronic absenteeism should be addressed as a student wellness and access issue, not only as an attendance compliance issue.

Identified Resource Inequities: VCGA's chronic absenteeism data show that attendance challenges disproportionately affect English Learners, Socioeconomically Disadvantaged students, and Hispanic students. These results suggest that students and families with greater linguistic, economic, health, and support needs may not yet have consistent access to the resources necessary to support daily attendance.

Critical resource gaps include the following:

- The absence of professional health services represents the most significant resource inequity, as families lack access to expert guidance about student health needs and appropriate responses to minor illnesses. This gap disproportionately affects families who may not have access to healthcare resources or medical expertise to make informed decisions about school attendance.
- Limited behavioral support expertise prevents the school from fully addressing the complex behavioral and social-emotional factors that contribute to chronic absenteeism among certain student populations. Students experiencing behavioral challenges, anxiety, school avoidance, or engagement difficulties require specialized intervention that current staffing cannot adequately provide at the level needed.

- Insufficient targeted intervention resources for the highest-risk student populations, particularly English Learners and Socioeconomically Disadvantaged students, limit the school's ability to address the multiple and intersecting factors that contribute to chronic absenteeism. These factors may include transportation barriers, family work schedules, caregiving responsibilities, housing instability, health access, economic stress, and limited access to outside support services.
- Cultural and linguistic barriers affect communication with families about attendance expectations, the importance of consistent school attendance, and available support resources. Limited bilingual support and culturally responsive intervention strategies may prevent effective family engagement around attendance improvement.
- The school needs a more formalized case-management structure for attendance intervention. Without a consistent system for early identification, individualized attendance planning, referral to appropriate supports, progress monitoring, and follow-up, students at risk of chronic absenteeism may not receive timely or sufficiently coordinated support.
- Families experiencing basic-needs barriers require more direct support through the Community Schools model. When families face challenges related to food insecurity, housing instability, transportation, healthcare access, or economic stress, attendance interventions must be connected to resource coordination rather than limited to attendance letters or general reminders.
- Students with emerging social-emotional or behavioral needs require structured intervention before attendance patterns decline. Without sufficient capacity for prevention-focused behavioral and social-emotional support, students experiencing anxiety, peer conflict, disengagement, or avoidance behaviors may continue to miss school at increasing rates.

Root Cause Analysis: The increase in chronic absenteeism appears to be connected to multiple overlapping root causes.

- Health and wellness barriers may contribute when families keep students home because of illness, chronic health concerns, mental health needs, or uncertainty about when students can safely attend school. The absence of professional health guidance may result in students missing school for minor illnesses or recurring health concerns that could be managed with appropriate support.
- Socioeconomic barriers may also contribute to absenteeism, particularly for Socioeconomically Disadvantaged students. Families may experience transportation challenges, unstable work schedules, caregiving responsibilities, housing instability, economic stress, or limited access to healthcare and basic-needs resources. These barriers can make consistent school attendance more difficult even when families value education and want students to attend.
- Behavioral and social-emotional factors may also be contributing to chronic absenteeism. Students experiencing anxiety, school avoidance, disengagement, behavioral challenges, peer conflict, or difficulty with emotional regulation may be more likely to miss school. These students require individualized support, relationship-based interventions, and structured strategies to help them feel connected, safe, and successful at school.
- For English Learners and Hispanic families, cultural and linguistic barriers may affect communication about attendance expectations and available support. If attendance messages are not consistently accessible, translated, individualized, and culturally responsive, families may not receive the information or support needed to address attendance barriers early.

2026-27 Action Plan: The 2026-27 LCAP will include the following actions to address the Red performance level on the Chronic Absenteeism Indicator. Each action is grounded in the needs assessment and root cause analysis above and is designed to build on the foundation established in the 2025-26 plan.

- **Action 1: Expanded Behavioral Support and BCBA Capacity**: VCGA will examine the feasibility of expanding the Board-Certified Behavioral Analyst role from part-time to a fuller scope of service in 2026-27 so the BCBA can provide direct student support, family consultation, and staff coaching at a scale that matches the needs identified on the 2025 Dashboard. The BCBA will connect behavioral and engagement data to attendance data, identify students whose absences are driven by social-emotional factors, and coordinate Tier 2 and Tier 3 interventions through the Coordination of Services Team.

Progress will be monitored through quarterly review of behavioral referrals, attendance trends for students receiving behavioral support, and family feedback.

- **Action 2: Health Clerk Infrastructure and Daily Health Protocols**: VCGA will fully operationalize the Health Clerk role and put written protocols in place for daily health screening, family communication, return-to-school guidance, and coordination with the Community School Coordinator. The Health Clerk will work with families to address chronic health conditions through individualized health plans, give families clear bilingual guidance on when students can safely attend school, and document health-related absence patterns to inform schoolwide planning. Progress will be monitored through reductions in unnecessary health-related absences and through family satisfaction with health services.
- **Action 3: Tiered Attendance Intervention System Aligned to MTSS**: VCGA will establish a formal tiered attendance intervention system within its existing Multi-Tiered System of Supports. Tier 1 will include schoolwide attendance promotion, classroom-level recognition, schoolwide messaging, and consistent daily attendance routines. Tier 2 will provide outreach, mentoring, and check-in routines for students reaching the 5% and 10% absence thresholds. Tier 3 will provide intensive case management through the Coordination of Services Team, including personalized attendance contracts, home visits when appropriate, connection to community resources, and direct family engagement led by the Community School Coordinator. Each tier will have documented thresholds, response timelines, and staff responsibilities. Progress will be monitored monthly through attendance dashboards and quarterly through MTSS data review.
- **Action 4: Early-Warning Attendance Data System**: VCGA will implement an early-warning attendance data system that uses PowerSchool data to flag students at the 5%, 10%, and 15% absence thresholds. The Principal, Assistant Principal, classroom teachers, the Community School Coordinator, and the BCBA will hold weekly attendance data review meetings where student-level data will be examined alongside academic and behavioral indicators. Data will be disaggregated by student group at every review point so that the disparities documented on the 2025 Dashboard remain visible and actionable throughout the year. Progress will be monitored through staff response time on early-warning flags and through reductions in the number of students reaching the chronic absenteeism threshold.
- **Action 5: Bilingual Family Engagement and Parent Education**: VCGA will expand its parent education programming on the academic and developmental consequences of chronic absenteeism. Parent education will be offered during summer orientation, at family events throughout the school year, and through individual meetings with the Community School Coordinator. All family-facing communication will be delivered in English and Spanish to reflect the linguistic profile of the school community, and culturally responsive engagement will honor family circumstances while building shared commitment to consistent attendance. The CCSPP infrastructure will be used to coordinate wraparound services that address transportation, caregiving, economic, and health-related barriers. Progress will be monitored through family attendance at parent education events, family feedback, and reductions in chronic absenteeism among families participating in personalized attendance plans.
- **Action 6: Targeted Support for Hispanic, Socioeconomically Disadvantaged, and English Learner Students**: VCGA will implement targeted strategies for the cultural, linguistic, and economic factors affecting attendance among the student groups most affected on the 2025 Dashboard. These strategies include culturally responsive family outreach led by bilingual staff, partnerships with community organizations that serve Hispanic and immigrant families, integration of attendance-supportive practices into Way of Council and Advisory, and a clear connection between students' sense of belonging and their daily attendance. The Community School Coordinator will lead the family-facing components, and the BCBA will lead the student-facing components. Progress will be monitored through disaggregated attendance data reviewed monthly.
- **Action 7: Schoolwide Professional Development on Attendance and Engagement**: VCGA will dedicate a defined portion of its weekly Friday professional development time and at least two of its non-instructional professional development days in 2026-27 to attendance and engagement. Topics will include the factors that contribute to chronic absenteeism, recognition of early warning signs, evidence-based Tier 1, Tier 2, and Tier 3 attendance interventions, culturally responsive family outreach, the relationship between classroom engagement and attendance, and use of PowerSchool early-warning data. Professional learning will be reinforced through coaching, instructional rounds, and grade-level team collaboration. Progress will be monitored through staff implementation of the tiered attendance system and through staff self-reported confidence in addressing attendance concerns.

- **Action 8: School Climate and Belonging Reinforcement**: VCGA will use its existing strong school climate, signature practices, and inclusive program to support attendance. Way of Council, Kagan Cooperative Learning Structures, student-led conferences, and student portfolios will be reviewed for opportunities to reinforce attendance-supportive relationships and student connection to the school community. Advisory time will include structured opportunities for students to feel seen, known, and connected to caring adults. The school will sustain its full inclusion model and its strong performance on the Suspension Rate Indicator as the foundation of a school environment in which all students want to be present. Progress will be monitored through student belonging surveys, ongoing climate indicators, and the attendance trajectory.

ELA Academic Indicator Needs Assessment (2025 Dashboard)

Vista Condor Global Academy received a Yellow performance level on the English Language Arts Academic Indicator on the 2025 California School Dashboard for the 'All Students' group, and an Orange performance level for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The full three-year trajectory documented in the school's 2025 Dashboard analysis is summarized below.

- **All Students:** Yellow performance level in 2025 at -68.2 Distance from Standard (DFS), a 7.6-point gain from -75.8 DFS (Red) in 2024 and a 1.3-point gain from -69.5 DFS (Yellow) in 2023
- **English Learners:** Orange performance level in 2025 at -86.8 DFS, an 8.9-point gain from -95.7 DFS (Red) in 2024 and a 3.2-point gain from -90.0 DFS (Red) in 2023
- **Socioeconomically Disadvantaged:** Orange performance level in 2025 at -72.1 DFS, an 8.7-point gain from -80.8 DFS (Red) in 2024 and a 0.4-point gain from -72.5 DFS (Orange) in 2023
- **Hispanic Students:** Orange performance level in 2025 at -71.1 DFS, a 6.5-point gain from -77.6 DFS (Red) in 2024 and a 2.4-point decline from -68.7 DFS (Yellow) in 2023
- **Students with Disabilities:** No performance level assigned in 2025 at -104.6 DFS (not numerically significant for the academic indicator)

2023-24 ELA CAASPP	
	DFS
All Students	-75.8
EL	-95.7
SED	-80.8
Hispanic	-77.6

2024-25 ELA CAASPP	
	DFS
All Students	-68.2
EL	-86.8
SED	-72.1
Hispanic	-71.8

The 2025 Dashboard shows clear recovery from the 2024 Dashboard across all reported student groups and a return to or improvement from 2023 levels for All Students, English Learners, and Socioeconomically Disadvantaged students. The 2026-27 LCAP will build on this recovery while addressing the continued performance gaps for English Learners, Socioeconomically Disadvantaged students, and Hispanic students.

Data Analyzed

The needs assessment draws on multiple data sources:

- California School Dashboard data (2023, 2024, 2025): ELA Distance from Standard scores and performance levels for VCGA and the California state average for the 'All Students' group and each numerically significant student group
- CAASPP Smarter Balanced Assessment results (2022-23, 2023-24, 2024-25): Schoolwide and student group performance in ELA for grades 3 through 5
- i-Ready Reading Diagnostic data (2022-23, 2023-24, 2024-25): Median Progress to Typical Growth schoolwide, by grade level, and by student group, with all three years showing the school meeting or exceeding California's 75% growth threshold and the 2024-25 year reaching 126% (51 points above the threshold)
- Universal screening data: The K-2 dyslexia and reading difficulty screener
- Classroom formative assessment data: Weekly assessment results are used by teachers to inform instructional grouping and intervention

- ELPAC results: English Learner proficiency data used alongside ELA performance data for English Learners and Long-Term English Learners
- Demographic data**:** Over 97% of students are Socioeconomically Disadvantaged, approximately 51% are English Learners, and 95.7% are Hispanic

The three-year Dashboard trajectory was used to distinguish recovery patterns from sustained performance trends. The demographic profile confirms that the student groups still performing at the Orange level represent the majority of the school's enrollment.

Educational Partners Engaged: The development of the needs assessment drew on input from VCGA's existing governance and engagement structures. Parents and guardians provided input through the ELAC/PAC/ELPAC, Coffee with the Principal, the California Community Schools Partnership Program Steering Committee, family conferences and student-led conferences, and parent education sessions. Teachers and instructional staff contributed through the Instructional Leadership Team, grade-level professional learning communities, weekly Friday professional development sessions, and ongoing collaboration with the part-time ELA Instructional Coach. Students participated through Way of Council, Advisory, and student-led conferences where they discussed their academic progress and goals. Classified staff, including instructional aides who provide push-in classroom support and small-group intervention, contributed observations on student engagement and skill gaps. The school's Leadership and network leadership at Vista Charter Public Schools reviewed educational partner input. Community partners working through the CCSPP framework offered perspectives on family-facing supports for at-home reading and family literacy.

Identified Strengths: VCGA enters the 2026-27 LCAP cycle with several strengths in ELA that provide a foundation for the work ahead. The 2025 Dashboard shows clear recovery from the 2024 declines, with All Students returning to a Yellow performance level and English Learners, Socioeconomically Disadvantaged students, and Hispanic students all advancing from Red to Orange. The recovery is supported by strong i-Ready Reading verified data growth. In 2024-25, the school reached 126% Median Progress to Typical Growth schoolwide, 51 points above California's 75% threshold, with all grade levels and all student subgroups significantly exceeding the threshold. Grade 5 in particular demonstrated extraordinary growth, moving from 81% in 2023-24 to 162% in 2024-25. The school has hired a part-time ELA Instructional Coach who specializes in the Science of Reading and is leading the school's transition to evidence-based reading practices grounded in cognitive science and structured literacy. VCGA has adopted a new ELA curriculum with Science of Reading foundations and uses MyView for English Language Arts. Universal screening for dyslexia and other reading difficulties is in place for all students from kindergarten through second grade, and i-Ready Diagnostic is administered multiple times per year in language arts and mathematics. The school's Multi-Tiered System of Supports, Coordination of Services Team, and Student Success Team process provide structured pathways for students requiring additional reading intervention. Tier 2 small-group intervention runs four times per week for 30 minutes per session for students in groups of three to five, and Tier 3 intervention is provided through after-school tutoring with both certificated and classified personnel. The school's signature practices, Way of Council, Kagan Cooperative Learning Structures, and Educating for Global Competence, contribute to high student engagement that supports academic learning. As a CCSPP Planning and Implementation grant recipient, VCGA has funded infrastructure for integrated student supports and family engagement in literacy.

Identified Needs: The 2025 Dashboard data and educational partner input point to several connected needs in ELA. Performance for All Students remains at -68.2 DFS, which is 60.1 points below the California state Yellow level of -8.1 DFS, and performance for English Learners, Socioeconomically Disadvantaged students, and Hispanic students remains at the Orange level. VCGA needs to sustain the 2025 recovery and accelerate progress for the student groups still at Orange. Specifically, the school needs to expand the scope of its ELA Instructional Coach so that Science of Reading professional learning, classroom coaching, and evidence-based practice support reach every classroom consistently. Teachers need ongoing, embedded support in transitioning fully away from practices not aligned with reading science, including three-cueing and reliance on leveled texts, and toward systematic phonics, explicit morphology, vocabulary development, background knowledge building, and decodable texts for beginning readers. Differentiated instruction for English Learners needs to be deepened so that designated and integrated English Language Development is consistently present in ELA instruction, with appropriate language objectives, sentence frames, and scaffolds at each proficiency level. Diagnostic assessment use needs to be strengthened so that teachers identify specific

reading difficulties early, including characteristics of dyslexia, and respond with targeted intervention. Tier 2 and Tier 3 intervention capacity needs to be sustained and aligned to the Science of Reading framework so that students receiving small-group and after-school support are working on the same evidence-based skills using the same instructional language used in core instruction. Family engagement around literacy needs to be expanded with bilingual at-home reading resources, parent education on the Science of Reading, and consistent communication about student reading progress.

Identified Resource Inequities: Several resource conditions limit VCGA's ability to sustain the 2025 ELA recovery at the consistency and intensity the data require. The most significant gap is the part-time scope of the ELA Instructional Coach. Full-time coaching capacity is needed to consistently deliver the classroom observation, co-planning, modeling, and reflective coaching cycles that Science of Reading implementation requires across all grade levels and all teachers. Specialized intervention expertise for students with persistent reading difficulties, including students with characteristics of dyslexia, is also limited. Teachers and instructional aides need ongoing, embedded coaching to deliver structured literacy intervention with fidelity, and current staffing does not yet provide that level of support consistently. The integration of designated and integrated English Language Development within ELA instruction is similarly constrained. While VCGA has hired a part-time ELD Instructional Coach through CCSPP funding, embedding ELD into ELA at every proficiency level requires expanded coaching capacity and dedicated cross-content planning time. Instructional Aide capacity, while expanded under the current plan, is not always sufficient to provide push-in support, small-group intervention, and Tier 2 group facilitation simultaneously across all classrooms. Specialized intervention materials aligned to the Science of Reading, including decodable texts for beginning readers and structured phonics intervention programs, are not always present at the volume needed for consistent Tier 2 and Tier 3 implementation across all grade levels. Professional learning time, while structured through Friday professional development and five non-instructional days per year, must be balanced across multiple priorities, which limits the depth of focus available for ELA in any given year. Bilingual, evidence-based family literacy resources are not always available at the scale needed given that Spanish is the primary home language for most VCGA families, which constrains family engagement in literacy even when families are willing and available to support their children's reading at home. Most families served by VCGA also face economic constraints that affect at-home conditions for sustained reading, including limited access to children's books at home, limited time for at-home read-aloud and shared reading, and limited access to literacy enrichment outside of school hours.

Root Cause Analysis: ELA performance recovered substantially from the 2024 Dashboard to the 2025 Dashboard, but performance for All Students remains in the Yellow band and performance for English Learners, Socioeconomically Disadvantaged students, and Hispanic students remains at the Orange level. Several causes appear to be acting at the same time. First, the school's transition to Science of Reading aligned instruction is in progress but not yet fully implemented across all classrooms. Some teachers are further along in moving away from three-cueing, leveled texts, and balanced literacy practices than others, and the part-time ELA Instructional Coach cannot reach every classroom with the depth of support that systemic change requires. Second, the strong i-Ready growth at 126% in 2024-25 is not yet fully reflected in CAASPP results because the i-Ready growth measures progress toward typical growth while CAASPP measures performance against grade-level standards. The growth gains are real and meaningful, but students still need to close the cumulative distance to grade-level proficiency. Third, the demographic concentration of the school's enrollment means that the student groups most affected by the achievement gap, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, are also the school's largest groups, so schoolwide performance closely mirrors performance for these groups. Fourth, English Learner instructional support is split between designated ELD time and integrated ELD within ELA, and the integration is not yet consistent across all classrooms. English Learners need both the explicit language instruction provided in designated ELD and the linguistic scaffolds provided in integrated ELD during ELA instruction, and gaps in either reduce the effectiveness of both. Fifth, family literacy support outside of school hours is uneven because of economic, linguistic, and resource constraints in the homes of most VCGA families. The amount and quality of at-home reading varies considerably, and the school's family-facing literacy resources have not yet been scaled to address this variability. Sixth, intervention dosage and fidelity vary across Tier 2 and Tier 3 settings. While the school's MTSS structure provides for four 30-minute Tier 2 sessions per week and after-school Tier 3 support, consistency in instructional approach, alignment with core ELA instruction, and progress monitoring depth varies depending

on the staff member providing the intervention.

2026-27 Action Plan: The 2026-27 LCAP will include the following actions to address the Yellow performance level for All Students and the Orange performance level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students on the ELA Academic Indicator. Each action follows from the needs assessment and root cause analysis above and builds on the work begun in 2025-26.

- **Action 1: Expanded ELA Instructional Coach Capacity**: VCGA will examine the feasibility of expanding the ELA Instructional Coach role from part-time to a fuller scope of service in 2026-27 so the coach can deliver Science of Reading professional learning, classroom coaching cycles, co-planning sessions, and modeling consistently across every grade level and every teacher. The coach will continue leading the school's transition away from three-cueing and leveled-text practices and toward systematic phonics, explicit morphology, vocabulary instruction, background knowledge building, and decodable texts for beginning readers. Progress will be monitored through teacher observation data, coaching cycle completion rates, and classroom walkthrough evidence of Science of Reading practices.
- **Action 2: Sustained Implementation of the Adopted ELA Curriculum**: VCGA will continue full implementation of MyView and the school's adopted ELA curriculum with Science of Reading foundations. Implementation will be supported through pacing guides, common formative assessments, and grade-level professional learning community collaboration on student work and instructional practice. Progress will be monitored through curriculum implementation walkthroughs, formative assessment data, and student performance on i-Ready Reading and CAASPP ELA.
- **Action 3: Deepened Designated and Integrated ELD within ELA Instruction**: VCGA will expand the integration of designated and integrated English Language Development into ELA instruction. The ELD Instructional Coach and the ELA Instructional Coach will collaborate on planning support that ensures language objectives, sentence frames, structured academic discussion, and proficiency-level scaffolds are present in every ELA lesson. Designated ELD time will provide systematic, standards-aligned language instruction at each proficiency level, including specific support for Long-Term English Learners. Progress will be monitored through ELPAC results, ELA performance for English Learners, and reclassification rates.
- **Action 4: Strengthened Diagnostic Use and Early Reading Intervention**: VCGA will continue universal dyslexia and reading difficulty screening from kindergarten through second grade and will strengthen teacher use of diagnostic data, including i-Ready, classroom formative assessments, and reading screening results, to identify specific reading difficulties early. Teachers and instructional aides will receive coaching from the ELA Instructional Coach on recognizing and addressing characteristics of dyslexia and other reading challenges. Progress will be monitored through reductions in the number of students identified at risk on universal screening over time and through growth in early-grade reading proficiency.
- **Action 5: Tier 2 and Tier 3 Intervention Aligned to Science of Reading**: VCGA will sustain Tier 2 small-group intervention at four 30-minute sessions per week for students in groups of three to five, and Tier 3 intervention through after-school tutoring with certificated and classified personnel. Intervention content, materials, and instructional language will be aligned to the Science of Reading framework so that students receiving Tier 2 and Tier 3 support are working on the same evidence-based skills using the same instructional approach as in core ELA instruction. Bi-weekly progress monitoring will continue, and intervention adjustments will be made based on student response data. Progress will be monitored monthly through MTSS data review.
- **Action 6: Expanded Instructional Aide Capacity for Push-In Support**: VCGA will continue strategic deployment of Instructional Aides to provide push-in classroom support, small-group intervention, and Tier 2 group facilitation. Instructional Aides will receive specialized training in Science of Reading aligned practices, English Learner instructional strategies, and small-group intervention techniques so that the support they provide reinforces core ELA instruction. Progress will be monitored through classroom walkthroughs, Tier 2 group implementation fidelity, and student performance in classes with embedded Instructional Aide support.
- **Action 7: Bilingual Family Literacy Engagement**: VCGA will expand its family literacy engagement programming to address at-home reading conditions for the school's predominantly Spanish-speaking families. Parent education on the Science of Reading and on supporting reading at home will be offered during summer orientation, at family events throughout the school year, and through individual conferences. Bilingual at-home reading resources, including decodable texts and read-aloud recommendations, will be provided to families. The CCSPP infrastructure will be used to coordinate family literacy partnerships with community organizations. Progress will be monitored through family attendance at literacy events, family feedback, and student reading performance.

- **Action 8: Targeted Support for English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students**: VCGA will implement targeted strategies that address the cultural, linguistic, and economic factors affecting ELA performance for the student groups still at the Orange level on the 2025 Dashboard. These strategies include culturally and linguistically responsive instructional materials, integration of students' cultural and linguistic assets into ELA instruction through the school's Educating for Global Competence framework, expanded bilingual classroom resources, and targeted Tier 2 intervention groups for students from these groups who are not yet meeting grade-level expectations. Progress will be monitored through disaggregated ELA performance data reviewed monthly.

Math Academic Indicator Needs Assessment (2025 Dashboard)

Vista Condor Global Academy received a Yellow performance level on the Mathematics Academic Indicator on the 2025 California School Dashboard for the 'All Students' group, with continued performance gaps for English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The full three-year trajectory documented in the school's 2025 Dashboard analysis is summarized below.

- **All Students**: Yellow performance level in 2025 at -68.1 Distance from Standard (DFS), a 14.7-point gain from -82.8 DFS (Orange) in 2024 and a 6.9-point gain from -75.0 DFS (Yellow) in 2023
- **English Learners:** Yellow performance level in 2025 at -78.2 DFS, a 27.3-point gain from -105.5 DFS (Red) in 2024 and an 8.9-point gain from -87.1 DFS (Yellow) in 2023, **outperforming the California state Yellow level of -86.1 DFS by 7.9 points**
- **Socioeconomically Disadvantaged:** Yellow performance level in 2025 at -71.1 DFS, a 15.9-point gain from -87.0 DFS (Orange) in 2024 and a 6.4-point gain from -77.5 DFS (Yellow) in 2023, outperforming the California state Yellow level of -72.9 DFS by 1.8 points

2023-24 Math CAASPP	
	DFS
All Students	-82.8
EL	-105.5
SED	-87
Hispanic	-84.9

2024-25 Math CAASPP	
	DFS
All Students	-68.1
EL	-78.2
SED	-71.1
Hispanic	-69.8

- **Hispanic Students:** Yellow performance level in 2025 at -69.8 DFS, a 15.1-point gain from -84.9 DFS (Orange) in 2024 and a 4.9-point gain from -74.7 DFS (Yellow) in 2023, outperforming the California state Yellow level of -73.6 DFS by 3.8 points
- **Students with Disabilities:** No performance level assigned in 2025 at -106.0 DFS (not numerically significant for the academic indicator)

The 2025 Dashboard shows substantial recovery from the 2024 declines and strong growth across all reported student groups, with All Students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students all reaching the Yellow performance level. The 2026-27 LCAP will build on this recovery while continuing to close the distance to grade-level proficiency.

Data Analyzed

The needs assessment draws on multiple data sources:

- California School Dashboard data (2023, 2024, 2025): Mathematics Distance from Standard scores and performance levels for VCGA and the California state average for the 'All Students' group and each numerically significant student group
- CAASPP Smarter Balanced Assessment results (2022-23, 2023-24, 2024-25): Schoolwide and student group performance in mathematics for grades 3 through 5

- i-Ready Math Diagnostic data (2022-23, 2023-24, 2024-25): Median Progress to Typical Growth schoolwide, by grade level, and by student group, with the 2024-25 year reaching 107% (27 points above the 80% threshold) following two years of not meeting California's Verified Data threshold (78% in 2022-23 and 72% in 2023-24)
- Classroom formative assessment data: Weekly assessment results used by teachers to inform instructional grouping and intervention
- Demographic data: Confirmed that more than 97% of students are Socioeconomically Disadvantaged, approximately 51% are English Learners, and 95.7% are Hispanic

The three-year Dashboard trajectory and the i-Ready Math turnaround documented from 2023-24 to 2024-25 were used to identify the practices producing the recovery and the conditions that need to be sustained to maintain it. The demographic profile confirms that the student groups still showing performance gaps represent the majority of the school's enrollment.

Educational Partners Engaged: The development of the needs assessment drew on input from VCGA's existing governance and engagement structures. Parents and guardians provided input through the ELAC/PAC/ELPAC, Coffee with the Principal, the California Community Schools Partnership Program Steering Committee, family conferences and student-led conferences, and parent education sessions. Teachers and instructional staff contributed through the Instructional Leadership Team, grade-level professional learning communities, weekly Friday professional development sessions, and ongoing collaboration with the part-time ELA Instructional Coach. Students participated through Way of Council, Advisory, and student-led conferences where they discussed their academic progress and goals. Classified staff, including instructional aides who provide push-in classroom support and small-group intervention, contributed observations on student engagement and skill gaps. The school’s Leadership and network leadership at Vista Charter Public Schools reviewed educational partner input. Community partners working through the CCSPP framework offered perspectives on family-facing supports for at-home math learning.

Identified Strengths: VCGA enters the 2026-27 LCAP cycle with substantial strengths in mathematics that provide a foundation for the work ahead. The 2025 Dashboard shows substantial recovery from the 2024 declines, with All Students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students all advancing to the Yellow performance level. English Learners showed a 27.3-point gain, the largest single-year improvement documented across any student group on any academic indicator. The school outperforms the California state Yellow level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students, which means that VCGA's recovery is not just internal progress but is producing competitive performance against statewide benchmarks for these groups. The i-Ready Math turnaround from 72% in 2023-24 to 107% in 2024-25 represents a 35-point improvement and a move from non-compliance with California's Verified Data threshold to significant compliance, with all six grade levels and all student subgroups exceeding the 80% growth target. The school has hired a part-time Math Instructional Coach through the CCSPP Implementation Grant who works directly with teachers on student data analysis, gap identification, peer observation, co-planning, and modeling of evidence-based mathematical practices. VCGA uses i-Ready Math curriculum, which supports mathematical fluency, conceptual understanding, and procedural fluency through hands-on activities and differentiated instruction. The school's Multi-Tiered System of Supports, Coordination of Services Team, and Student Success Team process provide structured pathways for students requiring additional math intervention. Tier 2 small-group intervention runs four times per week for 30 minutes per session for students in groups of three to five, and Tier 3 intervention is provided through after-school tutoring with both certificated and classified personnel. Concrete-representational-abstract approaches, productive mathematical discourse, and problem-solving strategies are integrated into core instruction, with particular attention to engaging diverse learners. The school's signature practices, Way of Council, Kagan Cooperative Learning Structures, and Educating for Global Competence, contribute to high student engagement that supports mathematical learning. As a CCSPP Planning and Implementation grant recipient, VCGA has funded infrastructure for integrated student supports and family engagement in mathematics.

Identified Needs: The 2025 Dashboard data and partner input point to several connected needs in mathematics. Performance for All Students remains at -68.1 DFS, which is 25.7 points below the California state Yellow level of -42.4 DFS, even though performance for English Learners, Socioeconomically Disadvantaged students, and Hispanic students now exceeds the state Yellow level for those groups. VCGA needs to sustain the 2025 recovery and continue closing the distance to grade-level proficiency for All Students. The school needs to expand the scope of its Math Instructional Coach so that data analysis support, classroom coaching, peer observation, co-planning, and modeling reach every classroom consistently. Teachers need ongoing, embedded support in implementing concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Differentiated instruction for English Learners in mathematics needs to be deepened so that language demands of mathematical content are scaffolded appropriately at each proficiency level and language barriers do not impede mathematical learning. Diagnostic assessment use needs to be strengthened so that teachers identify specific mathematical misconceptions early and respond with targeted intervention. Tier 2 and Tier 3 intervention capacity needs to be sustained and aligned to the same evidence-based mathematical practices used in core instruction, so that students receiving small-group and after-school support are working on the same skills using the same instructional language. Family engagement around mathematics needs to be expanded with bilingual at-home math resources, parent education on supporting math at home, and consistent communication about student mathematical progress.

Resource Inequities: Several resource conditions limit VCGA's ability to address mathematics performance at the consistency and intensity the data require. The Math Instructional Coach position is currently part-time and funded through the CCSPP Implementation Grant, which limits the volume of teacher coaching cycles, classroom observations, co-planning sessions, and modeling that can take place across the school's grade levels and creates a sustainability question for when grant funding changes. Instructional Aide capacity, while expanded under the current plan, is not always sufficient to provide push-in support, small-group intervention, and Tier 2 group facilitation simultaneously across all classrooms. Specialized intervention materials, including manipulatives, concrete mathematical materials, and structured intervention programs aligned to evidence-based mathematical practices, may not be present at the volume needed for consistent Tier 2 and Tier 3 implementation across all grade levels. Professional learning time, while structured through Friday professional development and five non-instructional days per year, must be balanced across multiple priorities, including mathematics, ELA, ELD, attendance, and behavioral support, which limits the depth of focus available for any single content area. Bilingual family-facing math resources are not always available at the scale needed given that Spanish is the primary home language for most VCGA families. Most families served by VCGA also face economic constraints that affect at-home conditions for mathematical learning, including limited access to math manipulatives and games, limited time for at-home math practice, and limited access to math enrichment outside of school hours.

Identified Resource Inequities: Critical Resource Gaps: The needs assessment identifies several critical resource gaps in mathematics that disproportionately affect VCGA's most vulnerable student populations and that must be addressed in the 2026-27 LCAP. The most significant gap is the part-time scope of the Math Instructional Coach. Without full-time coaching capacity, the school cannot consistently deliver the volume of classroom observation, co-planning, modeling, and reflective coaching cycles that sustained mathematics improvement requires across all grade levels and all teachers. The second critical gap is the limited specialized intervention expertise for students with persistent mathematical misconceptions. Teachers and instructional aides need ongoing, embedded coaching to deliver structured math intervention with fidelity, and the current staffing does not yet provide that level of support consistently. The third gap is the limited capacity for English Learner support within mathematics instruction. While VCGA has hired a part-time ELD Instructional Coach through CCSPP funding for the upcoming 2026-27 school year, the linguistic scaffolding of mathematical content for English Learners at every proficiency level requires expanded coaching capacity and dedicated planning time across content areas. The fourth gap is the limited supply of bilingual family math resources. Without these resources, family engagement in mathematics is constrained even when families are willing and available to support their children's math learning at home. The fifth gap is the funding sustainability of the Math Instructional Coach role beyond the current CCSPP Implementation Grant period. Without identified continuation funding, the coaching capacity that produced the 2024-25 i-Ready turnaround remains at risk. School funding is an identiifed resource inequity for VCGA.

Root Cause Analysis: Mathematics performance recovered substantially from the 2024 Dashboard to the 2025 Dashboard, with all reported student groups reaching the Yellow level and three of four student groups now outperforming the California state Yellow level for those groups. Even with this recovery, performance for All Students remains 25.7 points below the California state Yellow level. Several causes appear to be acting at the same time. First, the Math Instructional Coach role, hired through the CCSPP Implementation Grant, has produced clear results in the 2024-25 i-Ready Math data, with a 35-point schoolwide improvement and all grade levels and all student subgroups exceeding the 80% growth target. The recovery is real, but the work is not yet complete, and continued progress requires sustained coaching capacity. Second, the strong i-Ready growth at 107% in 2024-25 is not yet fully reflected in CAASPP results because the i-Ready growth measures progress toward typical growth while CAASPP measures performance against grade-level standards. The growth gains are meaningful, but students still need to close the cumulative distance to grade-level proficiency. Third, the demographic concentration of the school's enrollment means that the student groups most affected by the achievement gap, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, are also the school's largest groups, so schoolwide performance closely mirrors performance for these groups. Fourth, language demands of mathematical content can create barriers for English Learners that are distinct from the barriers in ELA. Word problems, mathematical vocabulary, and academic discussion of mathematical reasoning all require linguistic scaffolds that are not yet consistently present across all classrooms. Fifth, family math support outside of school hours is uneven because of economic, linguistic, and resource constraints in the homes of most VCGA families. The amount and quality of at-home math practice varies considerably, and the school's family-facing math resources have not yet been scaled to address this variability. Sixth, intervention dosage and fidelity vary across Tier 2 and Tier 3 settings. While the school's MTSS structure provides for four 30-minute Tier 2 sessions per week and after-school Tier 3 support, consistency in instructional approach, alignment with core mathematics instruction, and progress monitoring depth varies depending on the staff member providing the intervention.

2026-27 Action Plan: The 2026-27 LCAP will include the following actions to sustain the 2025 recovery on the Mathematics Academic Indicator and continue closing the distance to grade-level proficiency. Each action follows from the needs assessment and root cause analysis above and builds on the work begun in 2025-26.

- **Action 1: Sustained and Expanded Math Instructional Coach Capacity**: VCGA will examine the feasibility of expanding the Math Instructional Coach role from part-time to a fuller scope of service in 2026-27 and will identify continuation funding to sustain the role beyond the current CCSPP Implementation Grant period. The coach will continue working directly with teachers on student data analysis, gap identification, classroom observation, peer observation cycles, co-planning, and modeling of evidence-based mathematical practices. Coaching will continue to focus on concrete-representational-abstract approaches, productive mathematical discourse, problem-solving strategies, and instructional practices that engage English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Progress will be monitored through teacher observation data, coaching cycle completion rates, and classroom walkthrough evidence of evidence-based mathematical practices.
- **Action 2: Sustained Implementation of the Adopted Math Curriculum**: VCGA will continue full implementation of i-Ready Math and the school's adopted mathematics curriculum. Implementation will be supported through pacing guides, common formative assessments, and grade-level professional learning community collaboration on student work and instructional practice. Vertical alignment will be strengthened through the Math Instructional Coach's collaboration with leadership on coherent mathematics programming across grade levels and smooth transitions between elementary grades. Progress will be monitored through curriculum implementation walkthroughs, formative assessment data, and student performance on i-Ready Math and CAASPP Mathematics.
- **Action 3: Linguistic Scaffolding of Mathematics Instruction for English Learners**: VCGA will expand the integration of designated and integrated English Language Development support into mathematics instruction. The ELD Instructional Coach and the Math Instructional Coach will collaborate on planning support that ensures language objectives, academic vocabulary instruction, sentence frames, structured mathematical discussion, and proficiency-level scaffolds are present in every mathematics lesson. Teachers will receive specialized training in supporting English Learners and other diverse populations in mathematics, ensuring that language barriers do not impede mathematical learning. Progress will be monitored through ELPAC results, mathematics performance for English Learners, and the linguistic scaffolds documented in classroom walkthroughs.

- **Action 4: Strengthened Diagnostic Use and Early Math Intervention**: VCGA will continue administration of the i-Ready Math Diagnostic multiple times per year and will strengthen teacher use of diagnostic data, including i-Ready, classroom formative assessments, and student work analysis, to identify specific mathematical misconceptions early. The Math Instructional Coach will support teachers in identifying mathematical misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. Progress will be monitored through reductions in the number of students identified at risk on i-Ready over time and through growth in early-grade math proficiency.
- **Action 5: Tier 2 and Tier 3 Mathematics Intervention**: VCGA will sustain Tier 2 small-group mathematics intervention at four 30-minute sessions per week for students in groups of three to five, and Tier 3 intervention through after-school tutoring with certificated and classified personnel. Intervention content, materials, and instructional language will be aligned to the same evidence-based mathematical practices used in core instruction, including concrete-representational-abstract approaches and use of manipulatives, so that students receiving Tier 2 and Tier 3 support are working on the same skills using the same instructional approach as in core mathematics instruction. Bi-weekly progress monitoring will continue, and intervention adjustments will be made based on student response data. Progress will be monitored monthly through MTSS data review.
- **Action 6: Expanded Instructional Aide Capacity for Push-In Support**: VCGA will continue strategic deployment of Instructional Aides to provide push-in classroom support, small-group mathematics intervention, and Tier 2 group facilitation. Instructional Aides will receive specialized training in evidence-based mathematical practices, English Learner support strategies in mathematics, and small-group intervention techniques so that the support they provide reinforces core mathematics instruction. Progress will be monitored through classroom walkthroughs, Tier 2 group implementation fidelity, and student performance in classes with embedded Instructional Aide support.
- **Action 7: Bilingual Family Math Engagement**: VCGA will expand its family math engagement programming to address at-home conditions for the school's predominantly Spanish-speaking families. Parent education on supporting math at home will be offered during summer orientation, at family events throughout the school year, and through individual conferences. Bilingual at-home math resources, including math games, manipulatives guidance, and grade-level math practice materials, will be provided to families. The CCSPP infrastructure will be used to coordinate family math partnerships with community organizations. Progress will be monitored through family attendance at math events, family feedback, and student math performance.
- **Action 8: Targeted Support for Hispanic, Socioeconomically Disadvantaged, and English Learner Students**: VCGA will continue targeted strategies that address the cultural, linguistic, and economic factors affecting mathematics performance for the student groups served by the school. These strategies include culturally and linguistically responsive instructional materials, integration of students' cultural and linguistic assets into mathematics instruction through the school's Educating for Global Competence framework, expanded bilingual classroom resources, and targeted Tier 2 intervention groups for students who are not yet meeting grade-level expectations. Progress will be monitored through disaggregated mathematics performance data reviewed monthly.

English Learner Progress Indicator Needs Assessment (2025 Dashboard)

Vista Condor Global Academy received a Yellow performance level on the English Learner Progress Indicator on the 2025 California School Dashboard, with 41.5% of English Learners making progress toward English language proficiency. The full three-year trajectory documented in the school's 2025 Dashboard analysis is summarized below.

- **2023 Dashboard:** Orange performance level at 48.3%, near-parity with the California state Yellow level of 48.7%
- **2024 Dashboard:** Red performance level at 38.1%, a 10.2-point decline from 2023 and below the California state Orange level of 45.7% by 7.6 points

- **2025 Dashboard:** Yellow performance level at 41.5%, a 3.4-point gain from 2024, narrowing the gap to the California state Yellow level of 46.4% to 4.9 points

The 2025 Dashboard shows clear recovery from the 2024 decline and a return to a positive trajectory. The 2026-27 LCAP will build on this recovery, sustain the practices producing it, and continue closing the gap to the California state Yellow benchmark.

Data Analyzed

The needs assessment draws on multiple data sources:

- California School Dashboard ELPI data (2023, 2024, 2025): Schoolwide English Learner Progress Indicator results for VCGA and the California state average
- ELPAC Summative Assessment results (2022-23, 2023-24, 2024-25): Annual English language proficiency results in listening, speaking, reading, and writing for all English Learners
- ELPAC Initial Assessment results: Identification data for students newly entering the school
- Reclassification data: Annual rates of English Learners reclassified as Fluent English Proficient
- CAASPP ELA results for English Learners (2022-23, 2023-24, 2024-25): Academic English Language Arts performance used alongside ELPAC data to triangulate language and literacy progress
- i-Ready Reading Diagnostic data for English Learners: Median Progress to Typical Growth for the English Learner subgroup, all of which met or exceeded the 75% threshold across the three years analyzed
- Long-Term English Learner data: Identification of LTEL students and their progress on ELPAC and academic indicators
- Demographic data: Confirmed that approximately 51% of students are English Learners and that approximately 50% of students reside in homes where English is not the primary language spoken, with Spanish as the predominant home language

The three-year Dashboard trajectory was used to distinguish recovery patterns from sustained performance trends. The demographic profile confirms that English Learners represent approximately half of the school's enrollment, making ELPI performance central to the school's overall academic outcomes.

Educational Partners Engaged: The development of the needs assessment drew on input from VCGA's existing governance and engagement structures. Parents and guardians provided input through the ELAC/PAC/ELPAC, Coffee with the Principal, the California Community Schools Partnership Program Steering Committee, family conferences and student-led conferences, and parent education sessions. Teachers and instructional staff contributed through the Instructional Leadership Team, grade-level professional learning communities, weekly Friday professional development sessions, and ongoing collaboration with the part-time ELA Instructional Coach. Students participated through Way of Council, Advisory, and student-led conferences where they discussed their academic progress and goals. Classified staff, including instructional aides who provide push-in classroom support and small-group intervention, contributed observations on student engagement and skill gaps. The school’s Leadership and network leadership at Vista Charter Public Schools reviewed educational partner input. Community partners working through the CCSPP framework offered perspectives on family-facing supports for multilingual families.

Strengths: VCGA enters the 2026-27 LCAP cycle with several strengths in English Learner programming that provide a foundation for the work ahead. The 2025 Dashboard shows clear recovery from the 2024 decline, with ELPI performance moving from Red at 38.1% to Yellow at 41.5%, a 3.4-point gain in a single Dashboard cycle. The gap to the California state Yellow level narrowed from 7.6 points in 2024 to 4.9 points in 2025. English Learners also demonstrated strong gains in academic content areas during the same period, with a 27.3-point ELA gain and an 8.9-point Math gain on the 2025 Dashboard,

and i-Ready Reading growth for the English Learner subgroup met or exceeded California's 75% threshold across all three years analyzed. The school has hired a part-time ELD Instructional Coach funded through the CCSPP Implementation Grant who works systematically to build teacher capacity in implementing English Language Development strategies across content areas while supporting the specific linguistic and academic needs of English Learners and Long-Term English Learners. The school operates an active English Learner Advisory Committee that advises on programs and services for English Learners and on the development of the LCAP. Universal annual ELPAC administration is in place for all English Learners, with reclassification monitored against state and federal guidelines and a four-year monitoring period for reclassified students. The school's curriculum integrates designated and integrated ELD into ELA and content instruction, with teachers using research-based strategies including realia, manipulatives, visuals, graphic organizers, structured peer interactions, controlled vocabulary, comprehension checks, and pre-teaching of key vocabulary. The school's signature practices, Way of Council, Kagan Cooperative Learning Structures, and Educating for Global Competence, validate students' cultural and linguistic assets while building academic English proficiency. The school's commitment to integrating language development with rigorous academic content is reflected in the strong 2025 academic recovery for English Learners across both ELA and Math.

Needs: The 2025 Dashboard data and partner input point to several connected needs in English Learner programming. Performance at 41.5% remains 4.9 points below the California state Yellow level of 46.4%, and VCGA needs to continue closing this gap while sustaining the 2025 recovery. The school needs to expand the scope of its ELD Instructional Coach so that designated and integrated ELD support, language objective development, and linguistic scaffolding reach every classroom consistently. Teachers need ongoing, embedded support in implementing daily designated ELD with proficiency-level differentiation and integrated ELD that makes content accessible while maintaining high academic expectations. The school needs to complete the adoption and implementation of a comprehensive ELD curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards. Long-Term English Learner support needs to be deepened, with targeted strategies that address the specific instructional needs of students who have not reclassified within the typical timeline. Diagnostic assessment use needs to be strengthened so that teachers analyze ELPAC data alongside academic performance data to identify specific areas where students struggle with both language acquisition and content mastery, and so that targeted intervention plans are developed at the individual student level. Family engagement around language development needs to be expanded with consistent bilingual communication, parent education on English language development, and culturally and linguistically responsive home-school partnerships. Reclassification monitoring needs to be sustained to ensure that English Learners progress through proficiency levels and reclassify before transitioning to middle school, consistent with the school's stated expectation.

Identified Resource Inequities: Several resource conditions limit VCGA's ability to sustain the 2025 ELPI recovery at the consistency and intensity the data require. The most significant gap is the part-time scope of the ELD Instructional Coach, currently funded through the CCSPP Implementation Grant. Full-time coaching capacity is needed to consistently deliver the classroom observation, co-planning, modeling, and reflective coaching cycles that systematic English Language Development implementation requires across all grade levels and all teachers, and continuation funding beyond the current grant period has not yet been identified, which puts the role's sustainability at risk. The integration of designated and integrated ELD into ELA and Math also requires cross-content coaching collaboration that is constrained when each content coach is part-time. Bilingual Instructional Aide capacity, while present, is not always sufficient to provide push-in classroom support, small-group designated ELD facilitation, and Tier 2 intervention simultaneously across all classrooms. Specialized ELD curriculum and materials, including a fully adopted comprehensive ELD program with proficiency-level differentiation and Long-Term English Learner specific resources, are not yet in place at the scale needed for consistent implementation across all grade levels. Professional learning time, while structured through Friday professional development and five non-instructional days per year, must be balanced across multiple priorities, which limits the depth of focus available for ELD in any given year. Bilingual family-facing resources, including parent education materials on English language development, home-school communication tools, and at-home language and literacy resources, are not always available at the scale needed given that Spanish is the primary home language for most VCGA families. Mental health and family support services that recognize the cultural and linguistic context of multilingual families are

limited because of the small number of community-based providers serving the school's catchment area in Spanish.

Root Cause Analysis: ELPI performance recovered substantially from the 2024 Dashboard to the 2025 Dashboard, moving from Red at 38.1% to Yellow at 41.5%, but performance remains 4.9 points below the California state Yellow level. Several causes appear to be acting at the same time.

1. The school's hiring of the part-time ELD Instructional Coach through the CCSPP Implementation Grant provided focused support that contributed directly to the 2025 recovery, but the part-time scope limits the depth and consistency of coaching that can be delivered across all classrooms and grade levels.
2. The integration of designated and integrated ELD into core ELA and content instruction is in progress but not yet consistent across all classrooms. Some teachers are further along in delivering systematic, daily ELD with proficiency-level differentiation than others, and uneven implementation produces uneven student progress.
3. The comprehensive ELD curriculum adoption is still in progress, which means that designated ELD instruction varies in structure and content across grade levels and classrooms.
4. Long-Term English Learners face distinct challenges that require targeted instructional approaches, and the school has not yet fully developed a differentiated LTEL strategy that addresses the specific reasons these students have not reclassified within the typical timeline.
5. Language development requires consistent practice across all four domains, listening, speaking, reading, and writing, and consistent practice across all four domains is not yet uniformly present in every classroom.
6. The demographic concentration of English Learners at VCGA, approximately 51% of enrollment, means that ELPI performance is shaped by the same systemic factors affecting overall academic performance, including economic constraints on family resources, limited access to enrichment outside of school hours, and limited bilingual community supports.
7. Family engagement in language development varies because of the linguistic, economic, and time constraints of most VCGA families, and the school's family-facing ELD resources have not yet been scaled to address this variability. Eighth, dosage and fidelity of designated ELD vary across classrooms, which means that even when a curriculum is present, the actual time students spend in differentiated ELD instruction differs depending on the staff member providing it.

2026-27 Action Plan: The 2026-27 LCAP will include the following actions to sustain the 2025 recovery on the English Learner Progress Indicator and continue closing the gap to the California state Yellow benchmark. Each action follows from the needs assessment and root cause analysis above and builds on the work begun in 2025-26.

- **Action 1: Sustained ELD Instructional Coach Capacity**: VCGA will examine the feasibility of the newly hired ELD Instructional Coach role and will seek to identify sources of funding to sustain the role beyond the current CCSPP Implementation Grant period. The coach will build teacher capacity in implementing daily designated ELD with proficiency-level differentiation, integrating ELD into ELA and content instruction, and providing the linguistic scaffolds English Learners need to access rigorous academic content. The coach will collaborate with the ELA Instructional Coach and the newly hired Math Instructional Coach to ensure language development is consistently embedded across content areas. Progress will be monitored through teacher observation data, coaching cycle completion rates, and classroom walkthrough evidence of designated and integrated ELD practices.
- **Action 2: Comprehensive ELD Curriculum Adoption and Implementation**: VCGA will complete the adoption and implementation of a comprehensive English Language Development curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards. Implementation will be supported by intensive professional development led by the ELD Instructional Coach. Pacing guides, common formative assessments, and grade-level professional learning community collaboration will support consistent implementation across all grade levels. Progress will be monitored through curriculum implementation walkthroughs, formative ELD assessment data, and student performance on ELPAC.

- **Action 3: Targeted Support for Long-Term English Learners**: VCGA will develop and implement a targeted strategy for Long-Term English Learners that addresses the specific instructional needs of students who have not reclassified within the typical timeline. The strategy will include differentiated instructional approaches in designated and integrated ELD, focused academic vocabulary development across content areas, structured opportunities for academic English production in all four domains, and individualized progress monitoring. Progress will be monitored through ELPAC results for LTEL students, academic performance for LTEL students, and reclassification rates.
- **Action 4: Strengthened Diagnostic Use and Data-Driven ELD Instruction**: VCGA will strengthen teacher use of ELPAC data and academic performance data to identify specific areas where English Learners struggle with both language acquisition and content mastery. The ELD Instructional Coach will provide training in analyzing ELPAC data, local language assessments, and academic performance indicators to create targeted intervention plans at the individual student level. Progress will be monitored through reductions in the number of English Learners identified at risk on ELPAC and through growth in proficiency level distribution across the English Learner population.
- **Action 5: Designated and Integrated ELD across All Four Language Domains**: VCGA will ensure that English Learners receive consistent practice across all four language domains, listening, speaking, reading, and writing, in both designated and integrated ELD settings. Teachers will be supported in providing daily designated ELD with proficiency-level differentiation and in embedding language objectives, sentence frames, structured academic discussion, and proficiency-level scaffolds into every ELA and content lesson. Progress will be monitored through classroom walkthrough evidence of practice across all four domains and through ELPAC subscale results.
- **Action 6: Bilingual Instructional Aide Capacity for ELD Support**: VCGA will continue strategic deployment of bilingual Instructional Aides to provide push-in classroom support, small-group designated ELD facilitation, and Tier 2 intervention. Bilingual Instructional Aides will receive specialized training in evidence-based ELD strategies, English Learner instructional approaches, and small-group facilitation techniques so that the support they provide reinforces designated and integrated ELD instruction. Progress will be monitored through classroom walkthroughs, small-group implementation fidelity, and ELPAC and academic performance for English Learners receiving embedded Instructional Aide support.
- **Action 7: Bilingual Family Engagement and Parent Education**: VCGA will expand its family engagement programming for the families of English Learners. Parent education on English language development, home-school partnership in language learning, and the value of biliteracy will be offered during summer orientation, at family events throughout the school year, and through individual conferences. All family-facing communication will be delivered in English and Spanish, and culturally and linguistically responsive engagement will honor families' home language and cultural assets. The English Learner Advisory Committee will continue advising on programs and services for English Learners and on the LCAP. Progress will be monitored through ELAC participation, family attendance at language development events, family feedback, and ELPAC progress for students whose families participate in family engagement programming.
- **Action 8: Sustained Reclassification Monitoring and Support**: VCGA will sustain its expectation that English Learners who start at the school in transitional kindergarten or kindergarten progress through proficiency levels and reclassify as Fluent English Proficient before transitioning to middle school. Reclassification monitoring will be sustained against state and federal guidelines, and the four-year monitoring period for reclassified students will continue with intervention provided when progress declines or stalls. The school will track reclassification rates as a key indicator of ELD program effectiveness. Progress will be monitored annually through reclassification data, RFEP student academic performance, and the rate at which English Learners reclassify within the expected timeline.

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

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning

recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Vista Condor Global Academy (VCGA) will expend a total of **$251,206** for the 2026-27 school year; and remaining LREBG Funds of $253,894 will be expended in the 2027-28 school year.

Needs Assessment: VCGA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified chronic absenteeism, academic achievement gaps, and instructional capacity as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, VCGA received a Red performance level for Chronic Absenteeism, with rates of 28.4% for English Learners, 28.8% for Socioeconomically Disadvantaged students, and 29.3% for Hispanic students. In ELA, VCGA received a Yellow performance level for All Students and an Orange performance level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students. In Mathematics, all reported student groups reached the Yellow level, with English Learners gaining 27.3 points, the largest single-year gain documented across any student group on any academic indicator. The English Learner Progress Indicator moved from Red at 38.1% to Yellow at 41.5%. Local i-Ready verified data shows schoolwide Reading growth at 126% and Math growth at 107% in 2024-25, exceeding California's 75% and 80% thresholds, with all student groups exceeding the targets. The needs assessment identified the part-time scope of instructional coaching capacity, the need for expanded behavioral support, the need for sustained Tier 2 and Tier 3 intervention infrastructure, and the need for extended learning opportunities as the primary drivers of continuing gaps for unduplicated students.

Expenditure 1: Instructional Aides

Position (LCAP Goal and Action): Instructional Aides (Goal 1, Action 2: MTSS: Accelerating Learning)

Amount of LREBG Funds: $90,000

Rationale: Instructional Aides provide push-in support, small-group instruction, and Tier 2 intervention facilitation across all grade levels, with priority focus on English Learners, including Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Instructional Aides deliver real-time academic support within the general education classroom, enabling students who experienced pandemic-related learning disruption to receive additional adult-guided instruction during core ELA and Mathematics blocks without being removed from grade-level content. Aides reinforce designated and integrated English Language Development for English Learners and align their support with IEP goals for dually identified EL/SWD students. Aides receive specialized training in Science of Reading aligned practices, English Learner instructional strategies, characteristics of dyslexia, and small-group facilitation. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

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

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups; i-Ready Reading and Mathematics diagnostic data administered three times annually and disaggregated by student group; and California School Dashboard performance levels for ELA and Mathematics Academic Indicators for unduplicated student groups.

Expenditure 2: After-School Tutoring

Position (LCAP Goal and Action): After-School Tutoring (Goal 1, Action 2: MTSS: Accelerating Learning)

Amount of LREBG Funds: $62,845

Rationale: After-school tutoring programs, staffed by both certificated and classified personnel, provide individualized Tier 3 academic support for students requiring intensive intervention in reading and mathematics. After-school sessions integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. Tier 3 intervention uses the same instructional language, materials, and evidence-based practices as Tier 1 and Tier 2 instruction so that students experience continuity between core instruction, small-group intervention, and intensive after-school support. After-school tutoring is delivered as part of VCGA's Expanded Learning Opportunities Program (ELOP) pursuant to Education Code Section 46120, ensuring that students whose learning was most disrupted by the pandemic receive sustained academic intervention beyond the regular school day. English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students performing below grade level receive priority placement. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing additional academic services, intersessional instructional programs, and supporting expanded learning opportunity program services pursuant to Section 46120.

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

Metric(s): i-Ready Reading and Mathematics diagnostic growth for participating students; and CAASPP ELA and Mathematics Distance from Standard for participating student. .

Expenditure 3: Board-Certified Behavior Analyst

Position (LCAP Goal and Action): Board-Certified Behavior Analyst (Goal 1, Action 3: MTSS: SEL & Mental Health Supports)

Amount of LREBG Funds: $22,951

Rationale: The Board-Certified Behavior Analyst (BCBA) provides direct student support, family consultation, and staff coaching for students whose behavioral, social-emotional, and engagement needs contribute to chronic absenteeism, classroom disruption, or barriers to learning. The BCBA connects behavioral and engagement data to attendance data, identifies students whose absences are driven by social-emotional factors, and coordinates Tier 2 and Tier 3 interventions through the Coordination of Services Team. The BCBA's work is essential to addressing the Red performance level documented on the Chronic Absenteeism Indicator on the 2025 California School Dashboard, with rates highest among English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The BCBA also supports VCGA's full inclusion model for Students with Disabilities by providing behavioral support strategies for students with extensive needs in the Least Restrictive Environment. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). Behavior analyst services that integrate functional behavior assessment, tiered behavioral intervention, family consultation, and staff coaching are associated with reductions in problem behavior, improvements in school attendance and engagement, and gains in inclusive classroom participation for Students with Disabilities. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of applied behavior analysis-informed school-based behavioral support models.

Metric(s): Chronic absenteeism rates as reported on the California School Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group.

Expenditure 4: ELA Instructional Coach

Position (LCAP Goal and Action): ELA Instructional Coach (Goal 2, Action 2: Professional Learning & Development)

Amount of LREBG Funds: $40,404

Rationale: The ELA Instructional Coach provides professional development and coaching grounded in the Science of Reading, the California ELA/ELD Framework, and structured literacy practices. The coach conducts classroom observations with targeted feedback cycles, models evidence-based instructional practices, co-plans lessons, leads grade-level Professional Learning Communities, and uses observational and assessment data to drive coaching priorities. Coaching directly addresses the instructional capacity gap identified in the needs assessment as a primary driver of the Orange ELA performance level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students on the 2025 California School Dashboard. The coach leads VCGA's transition away from practices not aligned with reading science, including three-cueing and reliance on leveled texts, and toward systematic phonics, explicit morphology, vocabulary development, background knowledge building, and decodable texts for beginning readers. The coach collaborates with the ELD Instructional Coach to ensure that designated and integrated English Language Development is consistently embedded into ELA instruction at every proficiency level. The coaching model ensures that professional development translates into classroom-level implementation and sustained changes in instructional practice. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

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

Metric(s): CAASPP ELA Distance from Standard disaggregated by English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups; and California School Dashboard ELA Academic Indicator performance levels/

Expenditure 5: Math Instructional Coach

Position (LCAP Goal and Action): Math Instructional Coach (Goal 2, Action 2: Professional Learning & Development)

Amount of LREBG Funds: $35,006

Rationale: The Math Instructional Coach provides professional development and coaching grounded in the California Mathematics Framework and evidence-based mathematical practices. The coach conducts classroom observations, leads co-planning sessions, models instructional strategies, facilitates Professional Learning Communities, and uses student data to identify gaps in mathematical understanding and develop targeted instructional responses. Coaching focuses on the Concrete-Representational-Abstract approach, productive mathematical discourse, problem-solving strategies, and linguistic scaffolding of mathematical content for English Learners. The coach collaborates with the ELD Instructional Coach to ensure that language objectives, academic vocabulary instruction, sentence frames, and structured mathematical discussion are present in every mathematics lesson, so that language barriers do not impede mathematical learning for English Learners. Coaching directly addresses the cumulative 25.7-point distance from the California state Yellow level in mathematics for All Students documented on the 2025 California School Dashboard and sustains the 27.3-point English Learner gain. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Studies meeting ESSA Tier 1 evidence standards demonstrate that content-specific instructional coaching in mathematics produces statistically significant improvements in teaching quality and student achievement, particularly when coaching includes observation, feedback, modeling, and co-planning. Research consistently identifies coaching as the most effective mechanism for translating mathematics professional development into sustained classroom practice.

Metric(s): CAASPP Mathematics Distance from Standard disaggregated by English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups as reported on the California School Dashboard Mathematics Academic Indicator performance levels.

LCAP Alignment: All five expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. Instructional Aides and After-School Tutoring are included under Goal 1, Action 2 (MTSS: Accelerating Learning). The Board-Certified Behavior Analyst is included under Goal 1, Action 3 (MTSS: SEL & Mental Health Supports). The ELA Instructional Coach and Math Instructional Coach are included under Goal 2, Action 2 (Professional Learning & Development). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, Title I, Title II, Title III, Title IV, CCSPP Implementation Grant funds, Literacy and Reading Specialist Grant funds, ELOP, ASES, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The Parent Advisory Committee expressed strong support for continued use of LREBG funds for learning recovery and behavioral supports, expanded academic intervention, and continued investment in the Expanded Learning Opportunities Program. The combined ELAC, DELAC, and EL-PAC supported continued LREBG investment in Kagan cooperative learning training that benefits English Learners and continued investment in instructional aides supporting English Learner instruction. Classified staff emphasized the importance of continued use of LREBG funds to sustain instructional aide and supervision aide positions and supported continued investment in de-escalation and behavior intervention training. Teachers and administrators identified continued investment in the ELA Instructional Coach, the Math Instructional Coach, the Board-Certified Behavior Analyst, instructional aides, and after-school tutoring as priorities. The needs assessment and expenditure plan were reviewed through the PAC, the combined ELAC, DELAC, and EL-PAC, and the El Dorado Charter SELPA advisory processes.

2024 CA SCHOOL DASHBOARD

The following table reflects Vista Condor Global Academy's (VCGA) performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Red	Orange
English Learners	Red	Red	Blue	N/A	Red	Red
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Red	Orange
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Red	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

English Learner Progress Indicator (ELPI): Needs Assessment (2024 Dashboard)

Vista Condor Global Academy received a **RED performance level** for the ***English Learner Progress Indicator*** on the 2024 CA School Dashboard, representing the most critical level of concern for English Learner academic progress. The ELPI data shows that only 38.1% of English Learners made progress toward English Language Proficiency, representing a significant decline from the previous year's 48.4% progress rate. This deteriorating performance indicates that current English Language Development programs and instructional strategies require immediate, comprehensive intervention to support the academic success of the school's substantial English Learner population.

Data Analyzed (Quantitative & Qualitative)

- **Primary Data Sources:** Comprehensive English Learner data analysis included ELPAC (English Language Proficiency Assessments for California) scores, which revealed a concerning decline in English proficiency levels from 9.04% proficient in 2022-23 to 4.65% proficient in 2023-24. The English Learner

Reclassification Rate showed a dramatic decrease from 13.69% in 2022-23 to 6.1% in 2023-24, indicating that fewer students are achieving the linguistic and academic milestones necessary for reclassification.
- CAASPP performance data for English Learners revealed severe achievement gaps, with EL students scoring 95.7 points below standard in ELA with a decline of 5.7 points, and 105.5 points below standard in Mathematics with an increase of 17.5 points below standard from the previous year. i-Ready assessment data provided additional insight into student progress across language domains, while local assessments offered ongoing monitoring of student language development.
- The 2024 CA Dashboard English Learner Progress Indicator data showed that 38.1% of EL students made progress toward English Language Proficiency, representing a 10.3 percentage point decline from the previous year's performance of 48.4%. This deterioration indicates systemic challenges in English language development programming and instructional delivery.

Identified Strengths & Demonstrated Growth

- **Positive Indicators:** Teachers demonstrate exceptional dedication to supporting English Learner students through various creative approaches, including translating lessons and materials, seeking assistance from Spanish-speaking Instructional Aides, and utilizing artificial intelligence tools to develop lessons that specifically meet English Learners' linguistic and academic needs. This commitment to innovation and student support represents a significant strength in the school's approach to serving EL students.
- The school has established a strong focus on vocabulary instruction to help students deepen their understanding, recognizing vocabulary development as fundamental to both language acquisition and academic success. Teachers actively look for multiple ways to support EL students, showing flexibility and responsiveness to diverse learning needs.
- Despite the overall declining performance, 38.1% of English Learners did demonstrate progress toward English Language Proficiency, indicating that some instructional strategies and interventions are yielding positive results for a portion of the EL population. Additionally, the school's recognition of the need for systematic ELD programming represents an important step toward comprehensive improvement.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** The most critical need involves developing and implementing a comprehensive, structured English Language Development curriculum that provides systematic instruction across all four language domains: listening, speaking, reading, and writing. Currently, 41.6% of English Learners maintained their EL level without progress, while 20.4% actually decreased a level, indicating that current instructional approaches are insufficient to support meaningful language development.
- English Learners require intensive, targeted linguistic support that addresses both social and academic language development while maintaining access to rigorous grade-level content. The dramatic decline in reclassification rates from 13.69% to 6.1% suggests that students are not developing the academic English proficiency necessary for success in mainstream academic settings.
- Long-Term English Learners (LTELs) represent a particularly vulnerable population requiring specialized interventions, as these students have been in the English learning system for extended periods without achieving proficiency. The substantial English Learner population at Vista Condor Global Academy requires comprehensive, systematic support to address both immediate language development needs and long-term academic success.

Issues Identified This Year

- **Instructional and Programmatic Challenges:** The absence of a structured English Language Development curriculum represents the most significant systemic challenge, leaving teachers without comprehensive resources and systematic approaches to support language acquisition. Teachers lack

adequate understanding and training in evidence-based strategies specifically designed to address the linguistic and academic needs of English Learners at various proficiency levels.
- Current instructional practices do not adequately integrate language development objectives alongside content objectives, resulting in missed opportunities for systematic language instruction across subject areas. Teachers require enhanced support in scaffolding instruction, developing academic vocabulary systematically, and creating meaningful opportunities for language production in authentic academic contexts.
- The school has identified insufficient coordination between English Language Development instruction and content area teaching, limiting students' opportunities to practice and apply developing language skills in meaningful academic contexts. Additionally, assessment practices do not adequately monitor progress in all four language domains or provide actionable data for instructional planning.

Identified Resource Inequities

- **Critical Resource Gaps:** The most significant inequity involves the absence of specialized instructional coaching in English Language Development, leaving teachers without expert guidance in implementing effective ELD strategies and interventions. Teachers lack access to comprehensive, evidence-based ELD curriculum and materials that support systematic language development.
- Professional development opportunities specifically focused on English Language Development remain inadequate, particularly training that addresses the intersection of language acquisition and content learning. Teachers need enhanced access to strategies for supporting Long-Term English Learners, newcomer students, and students at various English proficiency levels.
- Current assessment tools do not provide comprehensive data on student progress across all language domains, limiting teachers' ability to make informed instructional decisions and track meaningful language development over time. The school lacks adequate bilingual support personnel and resources to bridge communication gaps between home and school.

Root Cause Analysis

- **Primary Root Causes:** The absence of a structured, comprehensive English Language Development curriculum has created systemic gaps in language instruction, leaving teachers without the tools and resources necessary to support systematic language acquisition. This fundamental gap affects all aspects of EL instruction and student progress.
- Insufficient professional development in English Language Development methodologies has left teachers inadequately prepared to address the complex linguistic and academic needs of English Learners. Teachers lack understanding of how to integrate language objectives with content objectives, how to scaffold instruction appropriately, and how to support students at various proficiency levels simultaneously.
- The lack of specialized ELD instructional coaching means teachers do not receive ongoing, expert support in implementing evidence-based language development strategies. Without systematic coaching and support, even well-intentioned teachers struggle to provide the intensive, targeted instruction that English Learners require for meaningful progress.
- Limited coordination between ELD instruction and content area teaching results in fragmented language development opportunities, preventing students from experiencing the intensive, integrated language instruction necessary for academic English proficiency development.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan: English Language Development Instructional Leadership

- Vista Condor Global Academy will hire a part-time ELD Instructional Coach funded by the CCSPP Implementation Grant. The ELD Instructional Coach will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of English Learner and Long-Term English Learner students.
- The ELD coach will collaborate extensively with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle with both language acquisition and content mastery. The coach will help teachers develop and implement targeted language objectives alongside content objectives, ensuring lessons provide both rigorous academic content and appropriate linguistic support tailored to individual student proficiency levels.

Integrated Language and Content Instruction

- A key area of focus will involve supporting teachers in making content accessible while maintaining high academic expectations for all students. The ELD coach will model evidence-based strategies for integrating language development into content instruction, including using visual supports, implementing sentence frames and language structures, facilitating structured academic discussions, and developing students' metalinguistic awareness about how language functions in academic contexts.
- The coaching support will include guiding teachers in scaffolding instruction appropriately for different English proficiency levels, developing academic vocabulary systematically across content areas, and creating meaningful opportunities for language production in all four domains: listening, speaking, reading, and writing. This comprehensive approach ensures that language development occurs authentically within academic learning contexts.

Curriculum Development and Implementation

- The school will complete the adoption and implementation of a comprehensive English Language Development curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards. This curriculum adoption will be supported by intensive professional development led by the ELD coach, ensuring teachers understand both the theoretical foundations and practical implementation of evidence-based ELD practices.
- Professional development will focus on designated and integrated English Language Development instruction, strategies for supporting Long-Term English Learners, assessment practices that inform instruction, and methods for creating linguistically responsive learning environments that honor students' cultural and linguistic assets while building academic English proficiency.

Data-Driven Instructional Support

- The ELD coach will establish comprehensive systems for monitoring student progress across all four language domains, helping teachers use assessment data to make informed instructional decisions and adjust support based on individual student needs. This includes training teachers in analyzing ELPAC data, local language assessments, and academic performance indicators to create targeted intervention plans.
- Enhanced Instructional Aide support will include specialized training in ELD strategies, enabling assistants to provide targeted linguistic support during small group instruction and intervention sessions. The coaching model will ensure that all support personnel understand how to reinforce language development objectives consistently across instructional settings.

Professional Learning Communities and Systematic Support

- The ELD coach will facilitate professional learning communities focused on English Language Development, where teachers can collaborate on analyzing student language development, sharing effective practices, and developing common assessments that measure both language and content learning. These collaborative structures will enable teachers to translate research-based ELD practices into practical classroom strategies proven effective for diverse English Learner populations.
- The comprehensive support system will include regular coaching cycles with classroom observations, co-planning sessions, and reflective conferences that build teacher expertise in ELD instruction over time. The coach will work with school leadership to ensure vertical alignment of language development programming across grade levels and coordinate with content area instruction for maximum impact.

Chronic Absenteeism: Needs Assessment (2024 Dashboard)

All Students: ORANGE; English Learners (EL): RED; Socioeconomically Disadvantaged (SED): RED; Students with Disabilities (SWD): ORANGE

The 2024 CA School Dashboard chronic absenteeism data reveals that 19.9% of students were chronically absent, representing a critical concern for student engagement and academic success. English Learners and Socioeconomically Disadvantaged students show the most severe performance levels in the RED category, indicating that these vulnerable populations face the greatest barriers to consistent school attendance.

Data Analyzed (Quantitative & Qualitative)

- **Primary Data Sources:** Comprehensive attendance data analysis included CA Dashboard chronic absenteeism metrics showing 19.9% of students chronically absent in 2023-24, compared to the previous baseline of 20.10%. PowerSchool attendance reports provided detailed daily attendance patterns, absence reasons, and trend analysis across student subgroups. The school's overall attendance rate reached 93.61% in 2023-24, representing a slight improvement from the 93.54% baseline.
- Disaggregated data revealed significant disparities among student populations, with English Learners and Socioeconomically Disadvantaged students demonstrating RED performance levels for chronic absenteeism. Qualitative data collection included parent surveys, staff observations, and community input identifying barriers to consistent attendance such as transportation challenges, health concerns, family responsibilities, and cultural factors affecting school engagement.
- Administrative records documented patterns of student absences, including frequent tardiness, early dismissals, and extended absences that contribute to chronic absenteeism rates. Behavioral incident reports and disciplinary data provided additional insight into potential connections between student engagement challenges and attendance patterns.

Identified Strengths & Demonstrated Growth

- **Positive Indicators:** School staff demonstrates exceptional commitment to ensuring students attend school regularly through multiple communication strategies, including daily teacher messages via ClassDojo and systematic attendance calls to notify parents of student absences. The Community School Coordinator plays a vital role in meeting with families to explain the critical importance of attendance on student achievement and collaboratively troubleshooting reasons for chronic absenteeism while providing targeted family support.
- The school has implemented proactive attendance monitoring systems that enable early identification of students at risk for chronic absenteeism, allowing for timely intervention and family engagement. Staff members work diligently to build relationships with families and understand the underlying factors contributing to attendance challenges, demonstrating cultural responsiveness and family-centered approaches.
- Vista Condor Global Academy's overall attendance rate of 93.61% indicates that the majority of students attend school regularly, suggesting that existing systems and interventions are effective for a significant portion of the student population. The slight improvement from the baseline attendance rate demonstrates that current efforts are yielding some positive results.

Greatest Needs & Specific Student Groups

Primary Areas of Need: English Learners and Socioeconomically Disadvantaged students represent the most critical populations requiring immediate, intensive attendance intervention, as both groups demonstrate RED performance levels for chronic absenteeism. These students face multiple, intersecting barriers to consistent school attendance that require comprehensive, culturally responsive support systems.

The school has identified a critical need for enhanced health services to address student illness-related absences effectively. Many parents keep students home for minor illnesses or when children report not feeling well, often due to limited understanding of when students should remain home versus when they can safely attend school with appropriate support.

Behavioral challenges that interfere with student engagement and school connectedness contribute to attendance patterns, particularly among students who may experience anxiety, social difficulties, or academic frustration that makes school attendance less appealing. The intersection of behavioral, academic, and social-emotional factors requires comprehensive intervention approaches that address root causes of attendance barriers.

Issues Identified This Year

- **Systemic and Instructional Challenges:** Parent education represents a significant challenge, as many families do not fully understand the critical importance of consistent school attendance on long-term academic achievement and life outcomes. Cultural factors, economic pressures, and competing family priorities sometimes result in decisions that prioritize immediate needs over consistent school attendance.
- The absence of adequate health services limits the school's ability to address student health concerns effectively, assess illness severity appropriately, and communicate with families about when students can safely attend school. Without professional health expertise, minor health issues often result in extended absences that could be prevented with appropriate intervention and support.
- Behavioral challenges among students create additional barriers to consistent attendance, as students experiencing academic frustration, social difficulties, or engagement challenges may resist attending school or develop patterns of avoidance. Current systems lack comprehensive behavioral support strategies that address the underlying causes of student disengagement and attendance resistance.
- Transportation barriers, family economic challenges, and competing responsibilities affect some families' ability to ensure consistent school attendance, particularly among Socioeconomically Disadvantaged families who may face multiple stressors that impact daily routines and priorities.

Identified Resource Inequities

Critical Resource Gaps:

- The absence of professional health services represents the most significant resource inequity, as families lack access to expert guidance about student health needs and appropriate responses to minor illnesses. This gap disproportionately affects families who may not have access to healthcare resources or medical expertise to make informed decisions about school attendance.
- Limited behavioral support expertise prevents the school from addressing the complex behavioral and social-emotional factors that contribute to chronic absenteeism among certain student populations. Students experiencing behavioral challenges, anxiety, or engagement difficulties require specialized intervention that current staffing cannot adequately provide.
- Insufficient targeted intervention resources for the highest-risk student populations, particularly English Learners and Socioeconomically Disadvantaged students, limit the school's ability to address the multiple, intersecting factors that contribute to chronic absenteeism in these vulnerable groups.
- Cultural and linguistic barriers affect communication with families about attendance expectations, the importance of consistent school attendance, and available support resources. Limited bilingual support and culturally responsive intervention strategies may prevent effective family engagement around attendance improvement.

Root Cause Analysis

- **Primary Root Causes:** Insufficient health services expertise creates a fundamental gap in addressing illness-related absences appropriately, leading to unnecessary extended absences when students could safely attend school with appropriate support. This lack of professional health guidance affects family decision-making about student attendance during minor health concerns.
- Limited understanding among families about the critical importance of consistent school attendance on academic achievement and long-term life outcomes contributes to decisions that prioritize short-term convenience or minor concerns over educational continuity. This knowledge gap particularly affects families who may not have experienced the connection between attendance and academic success in their own educational experiences.
- Behavioral and social-emotional challenges that remain unaddressed create barriers to student engagement and school connectedness, leading to patterns of avoidance and resistance to school attendance. Without comprehensive behavioral support and intervention, these underlying issues perpetuate chronic absenteeism among affected students.
- Systemic barriers including transportation challenges, economic pressures, family responsibilities, and cultural factors create multiple, intersecting obstacles to consistent school attendance that require comprehensive, coordinated intervention approaches rather than isolated solutions.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Behavioral Support and Intervention Services

- Vista Condor Global Academy will hire a part-time Board Certified Behavioral Analyst (BCBA) for the upcoming school year. The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism.
- The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially. This comprehensive approach will implement restorative practices and utilize systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies.
- The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences.

Health Services and Family Support

- The school will implement a comprehensive plan to hire a Health Clerk who will assist with assessing student illnesses, documenting health concerns, and communicating effectively with parents about appropriate responses to student health needs. This professional health support will help families make informed decisions about when students should remain home versus when they can safely attend school with appropriate accommodations.
- Enhanced family engagement strategies will include individual meetings between parents and the Community School Coordinators to determine specific support needed for students to attend school consistently. These personalized interventions will address transportation, health, economic, and family responsibility barriers that contribute to chronic absenteeism among vulnerable student populations.

Parent Education and Community Engagement

- Comprehensive parent education programming will focus on helping families understand the critical importance of consistent school attendance on both immediate academic success and long-term life outcomes. Parent classes will be offered during summer orientation and throughout the school year, providing practical strategies for overcoming common attendance barriers while building strong home-school partnerships.

- The Community School Coordinator will continue facilitating individual family meetings to develop personalized attendance improvement plans that address specific challenges faced by chronically absent students. These culturally responsive interventions will honor family circumstances while building understanding of educational priorities and available support resources.

Systematic Monitoring and Intervention

- Enhanced attendance monitoring systems will utilize CA Dashboard data and PowerSchool attendance reports to identify students at risk for chronic absenteeism early in the academic year, enabling proactive intervention before patterns become entrenched. The BCBA will collaborate with school staff to analyze behavioral data alongside attendance data to identify connections between student engagement challenges and attendance patterns.
- Professional development for all staff will focus on understanding the multiple factors that contribute to chronic absenteeism, recognizing early warning signs, and implementing evidence-based interventions that address both immediate attendance concerns and underlying contributing factors.

Targeted Support for High-Risk Populations

- Specialized intervention strategies will be developed for English Learners and Socioeconomically Disadvantaged students, addressing the unique cultural, linguistic, and economic factors that contribute to chronic absenteeism in these populations. The BCBA will work with teachers and support staff to create culturally responsive behavioral supports that honor students' backgrounds while building engagement and school connectedness.
- Restorative practices implemented by the BCBA will help students develop positive relationships with school staff and peers, creating a sense of belonging and engagement that supports consistent attendance. These evidence-based approaches will address both behavioral challenges and attendance barriers through comprehensive, student-centered interventions.

English Language Arts (ELA): Needs Assessment (2024 Dashboard)

Vista Condor Global Academy received RED performance levels for all students, English Learners, and Hispanic students on the 2024 CA School Dashboard ELA Academic Indicator. Socioeconomically Disadvantaged students received an ORANGE performance level, indicating significant achievement gaps across multiple student subgroups that require immediate and comprehensive intervention.

Data Analyzed (Quantitative & Qualitative)

The analysis drew from multiple comprehensive data sources to understand student performance patterns. CAASPP ELA assessments from 2023-24 revealed that only 20.33% of all students met or exceeded standard, representing a decrease from the 24.72% baseline performance. The CA Dashboard metrics showed students performing 75.8 points below standard with a concerning decrease of 6.3 points from the previous year. English Learner students demonstrated the most significant gaps, scoring 95.7 points below standard with a decline of 5.7 points.

i-Ready ELA Diagnostic Assessments provided detailed insights across three assessment periods throughout the school year, complemented by weekly comprehension checks that offered ongoing formative assessment data. These multiple data points created a comprehensive picture of student literacy development and highlighted specific areas requiring targeted intervention.

Identified Strengths & Demonstrated Growth

- **Positive Growth Indicators:** K-2nd grade students demonstrated exceptional progress, exceeding expected growth targets on i-Ready D3 and averaging 112% expected annual growth in reading. Similarly, 3rd-5th grade students surpassed expectations with 136% expected annual growth in reading. The comprehension domain showed remarkable improvement, increasing from 2% to 29% proficiency throughout the school year.

- Teacher dedication remains a significant strength, as staff actively seeks innovative ways to support EL students through translation services, collaboration with bilingual Instructional Aides, and utilization of AI technology for differentiated lesson development. The school has established a strong focus on vocabulary instruction to deepen student understanding, recognizing this as a fundamental component of reading success.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** Vocabulary development represents the most critical gap, with proficiency only increasing from 10% to 25% during the current school year. As a fundamental skill essential for reading comprehension, students require significantly higher proficiency levels in this domain. English Learner support emerges as the most pressing need, as EL students demonstrate the most significant performance gaps across all literacy metrics.
- The data clearly indicates that English Learners, Hispanic students, and all students require comprehensive ELA support, with Socioeconomically Disadvantaged students also needing targeted intervention to prevent further decline from their current ORANGE performance level.

Issues Identified This Year

- **Instructional Challenges:** The absence of Science of Reading-based ELA curriculum implementation has created systemic gaps in foundational literacy instruction. Teachers require support in moving away from practices not aligned with reading science, such as three-cueing strategies or relying solely on leveled texts, toward evidence-based approaches grounded in cognitive science and structured literacy principles.
- Current instructional practices lack sufficient focus on systematic phonics instruction, explicit morphology teaching, and structured vocabulary development. The school has identified inadequate emphasis on building background knowledge crucial for comprehension, along with limited use of decodable texts for beginning readers and appropriately challenging texts for advanced knowledge and vocabulary building.
- Additional concerns include insufficient small group instruction delivery, limited data-driven instructional practices, inadequate evidence-based intervention programs, and insufficient Instructional Aide time in classrooms for individualized support.

Identified Resource Inequities

- **Critical Resource Gaps:** The most significant inequity involves insufficient personnel to provide quality small group support and classroom intervention. The absence of specialized instructional coaching in literacy represents a critical gap, particularly the need for expertise in Science of Reading methodologies and structured literacy practices.
- Current curriculum resources lack alignment with evidence-based reading instruction principles, and teachers have limited access to high-quality professional development in literacy instruction methodologies. The school lacks structured English Language Development curriculum and materials, along with appropriate diagnostic assessment tools to identify specific reading difficulties and implement targeted interventions.

Root Cause Analysis

Primary Root Causes

- Insufficient staffing represents the foundational challenge, preventing quality intervention and small group instruction delivery. The absence of specialized instructional coaching expertise in Science of Reading has left teachers without adequate support in implementing evidence-based literacy practices.
- Current ELA curriculum implementation lacks fidelity across all classrooms, primarily due to inadequate professional development in Science of Reading-based curriculum and structured literacy methodologies. Teachers need support in understanding both the theoretical foundation and practical application of reading science, including systematic approaches to phonics, morphology, and vocabulary instruction.

- The systemic challenge involves limited coordination between curriculum adoption, staff training, implementation monitoring, and ongoing coaching support. Without specialized literacy coaching, teachers continue to rely on practices that may not align with current reading science research.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Instructional Leadership and Coaching

- Vista Condor Global Academy will hire a part-time ELA Instructional Coach who specializes in the Science of Reading (SoR) and serves as a critical change agent in addressing the low literacy performance evident on the CA School Dashboard and SBAC assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices that align with cognitive science and structured literacy principles, ensuring students receive systematic, explicit instruction in all components of skilled reading.
- A key focus will involve supporting teachers in transitioning away from practices not aligned with reading science, such as three-cueing or relying solely on leveled texts, toward evidence-based approaches. The ELA coach will provide comprehensive training on implementing systematic phonics instruction, explicit morphology teaching, and vocabulary development while building the background knowledge crucial for comprehension. Additionally, the coach will guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.

Professional Development and Teacher Support

- The ELA coach will facilitate extensive professional learning around structured literacy practices, helping teachers understand both the theoretical foundation and practical implementation of science-based reading instruction. This comprehensive approach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including helping teachers recognize and address characteristics of dyslexia and other reading challenges that may have previously gone unidentified.
- Continued professional development will focus on the newly adopted ELA curriculum implementation with Science of Reading foundations, evidence-based intervention programs, and systematic approaches to differentiated small group literacy instruction. Specialized training for teachers and Instructional Aides in English Learner instructional strategies will ensure comprehensive support for our most at-risk student populations.

Systemic Alignment and Assessment

- Beyond individual classroom support, the ELA coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels. This collaboration will help establish comprehensive assessment systems that monitor student progress in all reading components and guide the selection of evidence-based instructional materials that support systematic, explicit instruction.
- The implementation plan includes increased Instructional Aide presence in classrooms to provide targeted intervention support, enhanced support for English Learners through dedicated personnel and resources, and systematic monitoring of student response to interventions with established adjustment protocols.

Math: Needs Assessment (2024 Dashboard)

Vista Condor Global Academy received mixed performance levels for mathematics on the 2024 CA School Dashboard that indicate significant achievement gaps requiring immediate intervention. English Learners received a RED performance level, representing the most critical area of concern. All students, Socioeconomically Disadvantaged students, and Hispanic students all received ORANGE performance levels, demonstrating that mathematics achievement challenges affect multiple student subgroups and require comprehensive, targeted intervention strategies.

Data Analyzed (Quantitative & Qualitative)

Primary Data Sources

- Comprehensive mathematics data analysis included CAASPP Math Assessments from 2023-24, revealing that 13.19% of all students met or exceeded standard, representing a decrease from the 16.94% baseline. i-Ready Math Diagnostic Assessments provided detailed diagnostic data across three assessment periods, while CA Dashboard metrics showed students performing 82.8 points below standard with a decline of 7.9 points from the previous year. Weekly math comprehension checks offered ongoing formative assessment data to track student understanding of mathematical concepts and procedures.
- The i-Ready Math Diagnostic data indicated that 35% of VCGA students met the annual typical growth benchmark, providing insight into student progress throughout the academic year. English Learner specific data revealed this subgroup as the only group performing in the RED category for mathematics, highlighting the critical need for targeted intervention and support.

Identified Strengths & Demonstrated Growth

- **Positive Growth Indicators:** K-2nd grade students demonstrated exceptional mathematical growth, exceeding expected growth targets on i-Ready D3 and averaging 107% expected annual growth in mathematics. Similarly, 3rd-5th grade students surpassed expectations with 106% expected annual growth in mathematics, indicating that when students receive appropriate instruction and support, significant progress is achievable.
- The Numbers and Operations domain showed remarkable improvement throughout the school year, increasing from 9% at the beginning of year to 37% at the end of year, representing substantial growth in foundational mathematical understanding. This 28-percentage-point increase demonstrates that focused instruction in core mathematical concepts can yield significant results.
- Teachers have shown dedication to supporting students in mathematics through various approaches, including seeking additional resources, collaborating with colleagues, and implementing intervention strategies during small group instruction time.

Greatest Needs & Specific Student Groups

- **Primary Areas of Need:** English Learners represent the most critical area of concern, as they are the only subgroup performing in the RED category for mathematics. These students require intensive, targeted mathematical intervention that addresses both mathematical concepts and language barriers that may impede their understanding of mathematical vocabulary and problem-solving processes.
- Mathematical conceptual understanding across all grade levels requires significant attention, particularly in building connections between concrete experiences, visual representations, and abstract mathematical thinking. Students need enhanced support in developing both procedural fluency and conceptual understanding to ensure long-term mathematical success.
- The targeted student groups requiring immediate attention include English Learners who are performing in the RED category, while All Students, Socioeconomically Disadvantaged students, and Hispanic students in the ORANGE category need continued support to prevent further decline and promote advancement to higher performance levels.

Issues Identified This Year

- **Instructional Challenges:** Mathematics curriculum implementation lacks fidelity across classrooms, resulting in inconsistent instructional delivery and student outcomes. Teachers require enhanced support in implementing research-based mathematical practices that build conceptual understanding alongside procedural fluency, particularly concrete-representational-abstract approaches that help students develop deep mathematical understanding.
- Current instructional practices show limited use of manipulatives and hands-on mathematical experiences that support diverse learners, especially among the lowest performing student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Teachers need additional support in facilitating productive mathematical discourse and integrating problem-solving strategies that engage all learners.
- Formative assessment practices require strengthening to help teachers make informed instructional decisions, identify mathematical misconceptions, and plan differentiated instruction that addresses individual student needs. The school has identified insufficient Instructional Aide time in classrooms for individualized mathematical support and intervention.

Identified Resource Inequities

- **Critical Resource Gaps:** The absence of specialized instructional coaching in mathematics represents the most significant resource inequity, particularly expertise in research-based mathematical practices and interventions for struggling learners. Teachers lack adequate support in analyzing mathematical data, identifying specific gaps in student understanding, and developing targeted interventions.
- Insufficient personnel resources prevent quality small group mathematical instruction and individualized intervention delivery. The school lacks adequate manipulatives and concrete mathematical materials necessary for implementing hands-on learning experiences that support conceptual understanding.
- Professional development opportunities in mathematics instruction remain limited, particularly training that focuses on supporting English Learners, Students with Disabilities, and other historically underperforming student groups in mathematics. Teachers need enhanced access to evidence-based mathematical instructional strategies and assessment tools.

Root Cause Analysis

- **Primary Root Causes:** Insufficient specialized mathematics instructional support has left teachers without adequate guidance in implementing research-based mathematical practices and interventions. The absence of systematic coaching in mathematics instruction prevents teachers from receiving the ongoing support necessary to improve student outcomes.
- Mathematics curriculum implementation lacks consistency and fidelity across classrooms, primarily due to inadequate professional development in mathematical content knowledge, pedagogical practices, and intervention strategies. Teachers need enhanced understanding of how to support diverse learners, particularly English Learners who face both mathematical and linguistic challenges.
- Limited coordination exists between mathematics curriculum adoption, teacher training, ongoing coaching support, and systematic progress monitoring. Without specialized mathematics coaching, teachers continue to rely on instructional practices that may not effectively address the needs of struggling learners or build the conceptual understanding necessary for long-term mathematical success.

2025-26 Plan of Action (Evidence-Based Interventions)

Strategic Implementation Plan:

Mathematics Instructional Leadership and Coaching

- Vista Condor Global Academy will hire a part-time Math Instructional Coach as part of the CCSPP Implementation Grant. The Math Instructional Coach will focus on addressing achievement gaps and serve as a catalyst for improving mathematics instruction through multiple strategic roles. The Math Coach

will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions tailored to individual student needs.
- The Math Instructional Coach will conduct classroom observations with teachers through peer observation processes, lead collaborative co-planning sessions, and model effective instructional strategies with a focus on implementing research-based practices that build conceptual understanding alongside procedural fluency. This comprehensive approach includes supporting teachers in using concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage diverse learners, especially among the lowest performing student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Data-Driven Instruction and Assessment

- The Math Instructional Coach will provide extensive support to teachers in using formative assessment data to make informed instructional decisions and guide them in identifying mathematical misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. This systematic approach will ensure that interventions are targeted, effective, and responsive to individual student needs.
- Professional development will focus on evidence-based mathematical instructional practices, enhanced implementation of adopted mathematics curriculum with fidelity, and systematic approaches to differentiated small group mathematics instruction. Teachers will receive specialized training in supporting English Learners and other diverse populations in mathematics, ensuring that language barriers do not impede mathematical learning.

Professional Learning Communities and Collaboration

- The Math Instructional Coach will facilitate professional learning communities where teachers can collaborate on analyzing student work, sharing effective practices, and developing common assessments that accurately measure student understanding and progress. These collaborative structures will enable teachers to translate research-based mathematical practices into practical classroom strategies, particularly those proven effective for students who have historically struggled in mathematics.
- Enhanced Instructional Aide support will be provided in classrooms to deliver targeted mathematical intervention, with specialized training to ensure assistants can effectively support small group instruction and individualized intervention. The implementation includes systematic monitoring of student response to mathematical interventions with clearly defined adjustment protocols.

Systemic Alignment and Program Development

- Beyond individual teacher support, the Math Coach will collaborate with the school's leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions between elementary, middle, and high school mathematics, and assist in establishing comprehensive systems for monitoring student progress and adjusting support structures based on data analysis.
- The comprehensive plan includes strategic use of manipulatives and concrete mathematical materials to support conceptual understanding, implementation of evidence-based intervention programs targeting specific mathematical skills and concepts, and establishment of assessment systems that monitor student progress in all mathematical domains.

2023 CA School Dashboard

The following table reflects Vista Condor Global Academy's (VCGA) performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

VCGA has experienced post-pandemic declines in academic performance schoolwide and among all student groups, with ELs as the lowest performing student group, as reflected in the 2023 CA School Dashboard. VCGA has seen a surge in referrals for social-emotional and mental health counseling, combined with escalating behavioral challenges and disruptive behavior, combined with high chronic absenteeism rates.

VCGA received a RED performance level for the Chronic absenteeism indicator for the Hispanic student group; and for the ELA Academic Indicator received a RED performance level for the English Learner student group as evidenced on the 2023 CA School Dashboard.

Reflections: Technical Assistance

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

Vista Condor Global Academy is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Vista Condor Global Academy is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators & Principal	Vista Condor Global Academy engaged its educational partners in the development of the 2026-27 LCAP through a sustained, multi-month process that brought together the governing board, district leadership, site administrators, staff, families, and community stakeholders. The process was designed to ensure that decisions about goals, actions, and resource allocation, including the use of federal Title funding (Title I, Title II, Title III, and Title IV) and Learning Recovery Emergency Block Grant (LREBG) funding, were informed by the perspectives of those closest to the work and to the students the LCAP is intended to serve. Engagement was organized around recurring forums for each educational partner group. Each forum provided structured opportunities to review data, discuss progress, surface site-based needs, and provide feedback that shaped the development of the plan. **Monthly Board Meetings** *Dates: August 18, 2025 through June 15, 2026* Throughout the monthly board meetings, district leadership, staff, families, and community stakeholders engaged in ongoing discussion related to the development and implementation of the LCAP. Key topics included student academic achievement, intervention supports, attendance trends, school climate, social-emotional learning, and equitable access to programs and services. Updates were provided regarding progress toward district and school goals, state assessment data, and the actions aligned to student outcomes. The board also reviewed the use of categorical and supplemental funding, including Title I funding for academic interventions, instructional aides, and parent and family engagement; Title II funding for professional development and instructional coaching; Title III funding for English Learner services and the Ellevation Platform; Title IV funding for well-rounded educational opportunities and safe and healthy student supports; and Learning Recovery Emergency Block Grant funding for targeted academic recovery, behavior supports, and the school psychologist.

Educational Partner(s)	Process for Engagement
	Board members and stakeholders also discussed the allocation of resources to support targeted student groups, including English Learners, foster youth, and low-income students. Feedback emphasized the importance of academic intervention, mental health supports, family engagement, staff professional development, and expanded enrichment opportunities. Board members supported continued use of Title I funding for the Assistant Principal position and academic intervention staffing, Title III funding for English Learner technology and professional development, and LREBG funding for the school psychologist and behavior intervention systems. The board reviewed progress monitoring data, celebrated student and staff accomplishments, and identified priorities for continuous improvement to ensure all students receive a high-quality educational experience. **Monthly Principal Meetings** *Dates: August 20, 2025 through April 29, 2026* During the monthly principal meetings, school leaders collaborated with district administration to review progress toward LCAP goals and to discuss site-based needs, student achievement data, and continuous improvement efforts. Meetings focused on academic performance, intervention systems, attendance, student engagement, school climate, and strategies to support the success of all students. Principals reviewed the alignment of Title and LREBG funding with site-level needs, including the use of Title I funds for intervention staffing and instructional aides, Title II funds for instructional coaching and Science of Reading professional development, Title III funds for ELD instructional support and the Ellevation Platform, Title IV funds for well-rounded student supports, and LREBG funds for the school psychologist, Kagan cooperative learning training, and behavior support systems. Principals shared updates on instructional practices, professional development, family engagement efforts, and programs designed to support English Learners, foster youth, and low-income students. Discussions also included the implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional supports, safety procedures, and equitable access to enrichment opportunities. Principals provided feedback on the need for additional support in implementing intervention programs consistently across sites, as well as continued professional development in data-driven instruction funded through Title II and LREBG. They highlighted staffing needs supported by Title I and LREBG funding, scheduling considerations for intervention blocks, and strategies to improve attendance and student engagement. Collaboration across sites was noted as a key strength, with a request for continued alignment of expectations and resources.
Teachers	VCGA engaged teachers in the development of the 2026-27 LCAP through two recurring forums: bi-weekly leadership team meetings and weekly professional development meetings. Both forums provided sustained, structured opportunities for teachers and teacher leaders to review data, plan instruction and supports, and

Educational Partner(s)	Process for Engagement
	offer feedback that informed the actions and priorities reflected in this LCAP, including the use of Title and LREBG funding. **Bi-Weekly Leadership Team Meetings** *Dates: August 2025 through May 2026, every other Tuesday* During the bi-weekly leadership team meetings, administrators and teacher leaders met regularly to collaborate on schoolwide initiatives aligned to LCAP goals and district priorities. Discussions focused on student achievement, instructional practices, intervention and support systems, attendance, school climate, and strategies to improve outcomes for all students. The leadership team reviewed academic and behavioral data to monitor progress, identify areas of need, and develop action steps to support student success. Meetings also included planning for professional development, school events, family engagement activities, PBIS implementation, and social-emotional learning supports. The team reviewed how Title and LREBG funds were being used to support these efforts, including Title I funding for academic intervention and family engagement, Title II funding for instructional coaching and Friday professional development, Title III funding for ELD strategies and English Learner services, Title IV funding for well-rounded student supports, and LREBG funding for behavior interventions, the school psychologist, and Kagan professional development. The leadership team emphasized refining systems for MTSS implementation, improving consistency in instructional practices, and strengthening schoolwide behavior and attendance supports. Feedback included the need for clearer progress monitoring tools, increased coaching support for teachers funded through Title II, and expanded opportunities for staff collaboration supported by LREBG. Team members also highlighted the importance of family engagement strategies and communication consistency, and supported continued investment of Title I family engagement funds in ParentSquare, translation services, and parent education workshops. **Weekly Professional Development Meetings** *Dates: August 2025 through May 2026, every Friday* During the weekly teacher professional development meetings, staff engaged in collaborative learning opportunities focused on improving instructional practices and supporting student achievement aligned to LCAP goals. Topics included standards-based instruction, differentiated learning strategies, data analysis, intervention supports, classroom management, and student engagement practices. Teachers collaborated to review student data, share effective instructional strategies, and plan targeted supports for diverse learners, including English Learners, foster youth, and low-income students. Many of the professional development topics were supported through Title II funding for instructional coaching and teacher development, Title III funding for ELD professional development, and LREBG funding for Kagan cooperative learning, Science of

Educational Partner(s)	Process for Engagement
	Reading training, and behavior support strategies. Teachers also engaged with the resources and platforms funded by Title III, including the Ellevation Platform for English Learner progress monitoring. Teachers provided feedback requesting more targeted professional development tied to classroom needs, particularly in differentiation, ELD strategies, and behavior support, all of which are areas funded through Title II, Title III, and LREBG. They expressed a need for additional planning time for data review and intervention design. Teachers also highlighted the value of collaborative planning and requested continued support with instructional tools, curriculum alignment, and classroom management strategies, including continued use of LREBG funds for Kagan training and behavior intervention systems.
Classified Staff/Other School Personnel	VCGA engaged classified staff and other personnel in the development of the 2026-27 LCAP through ongoing meetings and discussions held throughout the school year. These engagement opportunities recognized that classified employees, including office staff, instructional aides, supervision aides, custodial staff, and other support personnel, play a critical role in supporting student well-being, fostering positive school environments, and ensuring effective day-to-day school operations. Many classified roles, including instructional aides supporting intervention and English Learner instruction, are funded in whole or in part through Title I, Title III, and LREBG. **Discussion Topics** Throughout the school year, classified staff engaged in discussions regarding school operations, student support services, school climate, safety, and the implementation of district and school goals. Meetings included updates on student attendance, behavior supports, campus safety procedures, family engagement efforts, and strategies to improve the overall student experience. Staff also discussed the important role classified employees play in supporting student well-being, building positive relationships with students and families, and contributing to a coordinated approach to student success. Discussions included the alignment of Title I funded intervention support and lead translator and interpreter services, Title III funded English Learner support and instructional aide roles, Title IV funded supports for well-rounded student services, and LREBG funded supervision aide training, behavior interventions, and the Check-In, Check-Out system. **Feedback Provided** Classified staff emphasized the importance of maintaining safe, welcoming, and inclusive school environments for students and families. They expressed a desire for continued communication and collaboration among departments to better support student needs. Staff highlighted the value of professional development opportunities related to customer service, student engagement, de-escalation strategies, safety procedures, and culturally responsive practices, including training opportunities supported through Title II and LREBG funding.

Educational Partner(s)	Process for Engagement
	Additional feedback included the need for clear communication regarding school initiatives and expectations, as well as opportunities for input into decision-making processes that affect their work and the services they provide to students. Classified staff also emphasized the importance of adequate resources, staffing support, and recognition of their contributions to student success, and expressed support for continued use of Title I and LREBG funds to sustain instructional aide and supervision aide positions. Overall, feedback reflected a strong commitment to supporting students and families while fostering a positive, collaborative school culture.
Students	VCGA engaged students in the development of the 2026-27 LCAP through Student Leadership meetings held weekly for fourth and fifth grade students. These meetings provided a consistent forum for student voice and helped ensure that the perspectives of students were reflected in the priorities and actions of the LCAP, including the activities and supports funded through Title and LREBG sources. **Student Leadership Weekly Meetings (Grades 4 and 5)** *Dates: September 2025 through May 2026, every Wednesday* During the weekly Student Leadership meetings for grades 4 and 5, students collaborated with staff to develop leadership skills, strengthen student voice, and promote a positive school culture aligned to schoolwide and LCAP goals. Students participated in discussions and activities focused on responsibility, teamwork, communication, problem-solving, and community involvement. Student leaders provided input on school events, campus initiatives, student recognition activities, and ways to improve school climate and student engagement, including activities and enrichment supported through Title I and Title IV funding. Meetings also emphasized character development, inclusivity, peer support, and opportunities for students to model positive behavior throughout the school community. Through these leadership experiences, students built confidence, developed collaboration skills, and contributed to creating a safe, welcoming, and supportive environment for all students. **Feedback Provided** Students shared feedback focused on improving school climate, increasing fun and engaging school events, and expanding opportunities for student voice. They requested more recess activities, student recognition programs, and ways to support kindness and inclusion across campus, all of which intersect with Title IV well-rounded student supports and LREBG funded behavior recognition systems. Students also emphasized the importance of feeling heard and having ongoing opportunities to contribute ideas for school improvement.

Educational Partner(s)	Process for Engagement
Student Advisory Committee	Not applicable. Vista Condor Global Academy serves grades TK-5.
Parents including those representing Unduplicated Pupils & Students with Disabilities	VCGA engaged parents and families in the development of the 2026-27 LCAP through monthly Coffee with the Principal meetings, which provided a consistent and accessible forum for families to discuss schoolwide priorities, ask questions, and share feedback that informed the LCAP, including feedback on the use of Title and LREBG funding. The PAC and combined ELAC, DELAC, and EL-PAC engagement summaries are reflected in the dedicated subsections below. **Monthly Coffee with the Principal** *Dates: August 21, 2025 through May 27, 2026* During the monthly Coffee with the Principal meetings, families were invited to engage in open dialogue with school administration regarding schoolwide priorities, LCAP goals, and ongoing initiatives. These meetings provided an opportunity to share updates on academic programs, student achievement, attendance, school climate, and family engagement efforts. Administration also shared information about the school's use of Title I, Title II, Title III, Title IV, and LREBG funding, including how each funding source supports academic intervention, professional development, English Learner services, well-rounded student opportunities, and learning recovery efforts. Parents and guardians participated in collaborative discussions, asked questions, and provided feedback on areas such as instructional support, communication practices, campus safety, enrichment opportunities, and social-emotional learning supports, including programs and services funded through Title I family engagement, Title III English Learner services, Title IV well-rounded student supports, and LREBG-funded mental health and behavior supports. The meetings strengthened school-family partnerships by fostering transparency, building trust, and ensuring that family voice is included in decision-making processes that support student success and continuous improvement. **Feedback Provided** Families shared feedback requesting clearer and more frequent communication regarding academic expectations, school events, and student progress. They expressed interest in additional academic support resources, enrichment opportunities, and expanded after-school programs, supporting continued investment of Title I and LREBG funds in academic intervention and the Expanded Learning Opportunities Program. Parents also highlighted the importance of campus safety, a welcoming school culture, and continued opportunities for family engagement supported through Title I family engagement funds.
Parent Advisory Committee	Dates: February 4, 2026; February 19, 2026; March 26, 2026; May 7, 2026

Educational Partner(s)	Process for Engagement
	During the Parent Advisory Committee meetings, families and school representatives collaborated to review and provide input on district and school initiatives aligned with LCAP goals. Meetings focused on student achievement, academic supports, school climate, attendance, and programs designed to meet the needs of diverse learners, including English Learners, foster youth, and low-income students. The committee also reviewed the use of Title and LREBG funding in supporting LCAP actions, including Title I funding for academic intervention, intervention staffing, and family engagement; Title II funding for instructional coaching and teacher professional development; Title III funding for English Learner services; Title IV funding for well-rounded student supports; and LREBG funding for the school psychologist, behavior intervention systems, and Kagan cooperative learning training. Committee members engaged in meaningful dialogue regarding instructional programs, family engagement strategies, school resources, and opportunities for enrichment and intervention. Feedback from parents and guardians was collected to help guide decision-making and ensure that district priorities reflect the needs and perspectives of the school community. These meetings strengthened communication between families and the school and supported a shared commitment to student success and continuous improvement. **Feedback Provided** Parents provided input on strengthening academic support programs, improving communication between school and home, and expanding resources for English Learners and struggling students. Committee members supported continued use of Title I funds for academic intervention and family engagement, Title III funds for English Learner services, and LREBG funds for learning recovery and behavioral supports. Feedback also included requests for more parent education opportunities funded through Title I and Title III, and increased transparency around student progress and schoolwide data. Families emphasized the importance of continued collaboration and meaningful involvement in decision-making processes that shape the LCAP and the broader instructional program.
English Language Advisory Committee (ELAC), DELAC, & English Learner PAC	Dates: February 4, 2026; February 19, 2026; March 26, 2026; May 7, 2026 During the combined ELAC, DELAC, and EL-PAC meetings, staff and families collaborated to support the academic success and language development of English Learners in alignment with LCAP goals. Meetings provided updates on student progress, English language proficiency growth, reclassification criteria, and instructional programs designed to strengthen language acquisition and academic achievement. The committee also reviewed the use of Title III funding for English Learner services, including the ELD Instructional Coach, the Ellevation Platform, instructional aides supporting English Learners, and English Learner professional development, along with the use of Title I funds for academic intervention and family engagement supporting English Learner families and the use of LREBG funds for Kagan cooperative learning training that benefits English Learners.

Educational Partner(s)	Process for Engagement
	Parents and guardians participated in discussions focused on instructional supports, intervention strategies, attendance, school engagement, and resources available to support learning at home. The committee also reviewed schoolwide data and provided input on programs and services that impact English Learners. These meetings strengthened family engagement, promoted shared understanding of student needs, and ensured that the voices of English Learner families are included in ongoing school improvement efforts. **Feedback Provided** Committee members shared feedback focused on increasing supports for English language development, including more targeted interventions and resources for families supported through Title III funding. Parents requested additional information on reclassification criteria and strategies to support language learning at home. They also emphasized the importance of translation services funded through Title I family engagement, communication accessibility, and continued support for English Learner success through Title III and LREBG funded programs and personnel.
SELPA	VCGA engaged the El Dorado Charter SELPA in the development of the 2026-27 LCAP through ongoing consultation with assigned SELPA Program Specialists throughout the school year, supplemented by a dedicated feedback session focused on LCAP goals. **Ongoing Consultation with SELPA Program Specialists** *Dates: Ongoing throughout the 2025-26 school year* Throughout the school year, the Director of Special Education and the Special Education Coordinator engaged in ongoing communication and consultation with El Dorado Charter SELPA Program Specialists on topics central to serving Students with Disabilities and ensuring compliance with state and federal requirements. Consultation topics included supporting students with extensive needs in the Least Restrictive Environment, behavioral support strategies in the general education setting, Independent Educational Evaluation (IEE) guidelines and procedures, Alternative Dispute Resolution resources and processes, the SELPA procedural guide and program recommendations for the special education program, and the interpretation of and compliance with IDEA, California Department of Education, and CALPADS policy. These consultations supported the planning and refinement of LCAP actions related to Students with Disabilities, including special education program oversight, IEP compliance, professional development for general education and special education staff, and the strengthening of inclusive practices across the school. **SELPA Feedback on LCAP Goals**

Educational Partner(s)	Process for Engagement
	Date: May 26, 2026 On May 26, 2026, the El Dorado Charter SELPA provided dedicated feedback on VCGA's LCAP goals as part of the development of the 2026-27 LCAP. The session focused on actions and outcomes related to Students with Disabilities, the alignment of LCAP commitments with SELPA best practices and compliance expectations, and opportunities to strengthen services and supports for students served through the special education program. Feedback from this session was incorporated into the refinement of LCAP actions related to special education program oversight, professional development, collaboration between general education and special education staff, and the continued partnership with the SELPA to ensure compliance and improved outcomes for Students with Disabilities.

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

The following describes, by Goal and Action, how feedback from educational partners influenced the adopted 2026-27 LCAP. Partner groups referenced include teachers and administrators, classified staff, students participating in weekly Student Leadership meetings, parents and guardians participating in monthly Coffee with the Principal meetings, the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), DELAC, and EL-PAC, and the El Dorado Charter SELPA.

Goal 1, Action 1 (Assessment of Learning). The PAC and parents participating in Coffee with the Principal requested greater transparency regarding student progress and schoolwide data. This feedback shaped the trimester i-Ready Data Chat Family Nights, quarterly data reporting structures, and the multi-level data review cycles embedded in this action.

Goal 1, Action 2 (MTSS: Accelerating Learning). Parents participating in Coffee with the Principal requested additional academic support resources, enrichment opportunities, and expanded after-school programs. The PAC requested strengthened academic support programs and expanded resources for English Learners and struggling students. The combined ELAC, DELAC, and EL-PAC requested more targeted interventions for English Learners. Classified staff supported continued investment in instructional aide positions. Together, this feedback shaped continued investment in Tier 2 and Tier 3 intervention, the Expanded Learning Opportunities Program, and the integration of academic intervention within MTSS, with continued use of Title I and LREBG funds.

Goal 1, Action 3 (MTSS: SEL & Mental Health Supports). Classified staff emphasized the importance of safe, welcoming, and inclusive school environments and requested professional development in de-escalation strategies, student engagement, and culturally responsive practices. Students requested expanded recognition, opportunities for student voice, and a campus culture grounded in kindness and inclusion. Parents requested campus safety and a welcoming school culture. The PAC supported continued use of LREBG funds for behavioral supports. This convergence of feedback, combined with the needs assessment finding that chronic absenteeism received a Red performance level on the 2025 California School Dashboard, shaped the strengthened attendance response in this action, the Assistant Principal-led training in restorative

practices and de-escalation techniques, the tiered attendance intervention system aligned to MTSS, expanded behavioral support capacity, and reinforcement of Way of Council, Advisory, Calm Corners, and student-led conferences.

Goal 1, Action 4 (Broad Course of Study). Students requested more engaging school events, expanded recess activities, and student recognition programs. Parents and the PAC requested expanded enrichment opportunities. This feedback shaped continued investment in enrichment programming and Title IV-supported well-rounded student supports.

Goal 1, Action 5 (Empowering SWD Academically). The El Dorado Charter SELPA, through ongoing consultation with assigned Program Specialists and a dedicated LCAP feedback session on May 26, 2026, provided input on supporting Students with Disabilities in the Least Restrictive Environment, behavioral support strategies in the general education setting, IEE guidelines, Alternative Dispute Resolution processes, IEP compliance, and the strengthening of inclusive practices across the school. This feedback shaped the special education program oversight, IEP compliance structures, collaboration between general education and special education staff, and the full inclusion model articulated in this action.

Goal 1, Action 6 (Accelerating English Learner Success). The combined ELAC, DELAC, and EL-PAC requested stronger English Language Development supports, more targeted interventions for English Learners, clearer information on reclassification criteria, and resources to support language learning at home. The PAC requested expanded resources for English Learners. Classified staff supported continued use of Title III funds for instructional aides supporting English Learner instruction. This feedback shaped expanded designated and integrated ELD, targeted support for Long-Term English Learners, strengthened diagnostic use of ELPAC data, continued investment in the Ellevation Platform, and consistent monitoring of reclassification progress.

Goal 2, Action 1 (Core Instructional Staffing). Classified staff requested continued use of Title I and LREBG funds to sustain instructional aide and supervision aide positions. The PAC supported continued investment in intervention staffing. The combined ELAC, DELAC, and EL-PAC supported continued investment in the ELD Instructional Coach funded with Title III. This feedback shaped continued staffing of the ELA Instructional Coach, the Math Instructional Coach, the ELD Instructional Coach, instructional aides, and supervision aides.

Goal 2, Action 2 (Professional Learning & Development). Classified staff requested professional development in de-escalation, student engagement, safety procedures, and culturally responsive practices. The PAC supported continued use of Title II funds for instructional coaching and teacher professional development. The SELPA recommended professional development for general education and special education staff on inclusive practices. The combined ELAC, DELAC, and EL-PAC supported continued investment in English Learner professional development funded with Title III. This feedback shaped the structure and content of Friday professional development, non-instructional professional development days, and the use of Title II, Title III, and LREBG funds for adult capacity building.

Goal 2, Action 3 (Core Curricular & Instructional Materials). The combined ELAC, DELAC, and EL-PAC requested continued investment in English Language Development curriculum and materials. The PAC and parents requested continued investment in evidence-based ELA and mathematics instructional programs. This feedback shaped the continued implementation of MyView, i-Ready Math, and the adoption and implementation of a comprehensive ELD curriculum.

Goal 3, Action 1 (Safe Facilities). Classified staff emphasized the importance of safe, welcoming, and inclusive school environments and campus safety procedures. Parents requested campus safety. Students requested a safe, welcoming, and supportive environment. This feedback shaped continued investment in safe campus conditions, supervision aide capacity, and the daily operational practices that support a welcoming environment.

Goal 3, Action 2 (Parents as Decision-makers). The PAC emphasized the importance of continued collaboration and meaningful involvement in decision-making processes that shape the LCAP. The combined ELAC, DELAC, and EL-PAC emphasized the importance of including the voices of English Learner families in ongoing school improvement. Students emphasized the importance of feeling heard and having ongoing opportunities to contribute ideas. This feedback shaped continued investment in the structures that elevate student, parent, and English Learner family voice in LCAP development and school improvement, including the PAC, the combined ELAC, DELAC, and EL-PAC, and weekly Student Leadership meetings.

Goal 3, Action 3 (School-Family Partnerships). Parents participating in Coffee with the Principal requested clearer and more frequent communication regarding academic expectations, school events, and student progress. The PAC requested expanded parent education and improved communication between school and home. The combined ELAC, DELAC, and EL-PAC requested continued translation services, communication accessibility, and bilingual communication. Classified staff highlighted the importance of clear communication and the lead translator and interpreter services funded through Title I. This feedback shaped expanded bilingual family engagement and parent education, continued investment in translation and interpretation services, and the family-facing communication practices supported through Title I family engagement, Title III, and LREBG funds.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Vista Condor Global Academy developed this goal because the 2025 California School Dashboard, the school's verified data, and partner input together point to a single conclusion: academic outcomes, language development, attendance, and student wellness move together at VCGA, and progress in any one area depends on the strength of the others. Sustained gains require a coordinated, whole-child response rather than isolated interventions in separate domains.

The Dashboard data make this connection visible. The 2025 Dashboard documents a Yellow performance level for All Students in ELA and Math, an Orange performance level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students in ELA, a Yellow ELPI rating with continued movement toward the state benchmark, and a Red performance level on Chronic Absenteeism for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The school's strong climate is reflected in the Blue performance level on the Suspension Rate Indicator across every reported student group. These results show that VCGA's most pressing needs are interconnected. Students who are not consistently present cannot fully benefit from the Science of Reading aligned ELA instruction, the Concrete-Representational-Abstract mathematics instruction, or the designated and integrated English Language Development that produced the 2025 academic recovery and the 2024-25 i-Ready turnaround in Reading (126%) and Math (107%). Likewise, language development, behavioral support, and family engagement directly affect students' ability to engage academically.

The goal also reflects the demographic realities of VCGA's student population. More than 97% of students are Socioeconomically Disadvantaged, approximately 51% are English Learners, and 95.7% are Hispanic. The student groups identified in the Dashboard as needing accelerated support are the school's largest groups, which means that schoolwide outcomes track closely with outcomes for these groups. Closing achievement gaps for VCGA's students requires a comprehensive approach that addresses the cultural, linguistic, economic, health, and engagement factors that influence learning for the majority of the school's enrollment.

The goal aligns directly with VCGA's newly revised charter petition. The mission articulated in the petition is to create a transformative TK through 5 learning experience that is engaging, culturally and socially relevant, and globally oriented, and that builds a strong STEAM foundation for college and career readiness while educating both heart and mind. The petition commits the school to closing the achievement gap for low-income and historically underserved students, integrating academic excellence with social-emotional development through signature practices including Way of Council, Kagan Cooperative Learning Structures, and Educating for Global Competence, and operating a fully inclusive education model for Students with Disabilities and English Learners. The goal translates this mission into measurable LCAP commitments.

The goal further aligns with VCGA's designation as a CCSPP grant recipient. The California Community Schools Framework and its four pillars (integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities) provide the structural foundation for the integrated services described in this goal. VCGA's existing Multi-Tiered System of Supports, Coordination of Services Team, Student Success Team, Positive Behavioral Interventions and Supports framework, and Community School Coordinator role are all in place to deliver this integrated response. The goal organizes these existing structures around a coherent whole-child commitment.

Finally, the goal reflects what VCGA's educational partners identified as priorities through the LCAP development process. Parents, students, teachers, classified staff, administrators, and community partners engaged through the English Learner Advisory Committee, the CCSPP Steering Committee, the Instructional Leadership Team, the Coordination of Services Team, family conferences, student-led conferences, and Way of Council all surfaced the same connected priorities: rigorous academics, language development, behavioral and social-emotional wellness, attendance and engagement, and family partnership. This goal is the school's response to that input, framing the eight LCAP actions that follow within a unified whole-child commitment that builds on the school's strengths and addresses the specific needs documented across the 2025 Dashboard, verified data, and partner engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -69.5 EL -90 SED -72.5 Hispanic -68.7	2023-24 ELA CAASPP DFS All Students -75.8 EL -95.7 SED -80.8 Hispanic -77.6	2024-25 ELA CAASPP DFS All Students -68.2 EL -86.8 SED -72.1 Hispanic -71.8	2025-26 ELA CAASPP DFS All Students -67 EL 85 SED -72 Hispanic -70	All Students: +1.3 EL: +3.2 SED: +0.4 Hispanic: -3.1
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -75 EL -87.1 SED -77.5 Hispanic -74.7	2023-24 Math CAASPP DFS All Students -82.8 EL -105.5 SED -87 Hispanic -84.9	2024-25 Math CAASPP DFS All Students -68.1 EL -78.2 SED -71.1 Hispanic -69.8	2025-26 Math CAASPP DFS All Students -65 EL -87 SED -73 Hispanic -70	All Students: +6.9 EL: +8.9 SED: +6.4 Hispanic: +4.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	CA Science Test: Source: CAASPP website/ CA School Dashboard	2022-23 CAST % Met/exceeded All 16.67% EL 6.45% SED 15.25% Hispanic 15.62%	2023-24 CAST % Met/exceeded All 8.34% EL 0.00% SED 7.25% Hispanic 7.35%	2024-25 CAST % Met/exceeded All 16.66% EL 4.88% SED 15.71% Hispanic 15.71% Source: CAASPP website 2024-25 CAST (Science Points) All Students 45.6 EL 42.5 SED 45.3 Hispanic 45.2 Source: Dashboard	2025-26 CAST (Science Points) All Students 47 EL 44 SED 47 Hispanic 46.5 Source: Dashboard	All Students: -0.01% EL: -1.57% SED: -0.46% Hispanic: -0.09%
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	48.4% 2023 CA School Dashboard	38.1% 2024 CA School Dashboard	41.5% 2025 CA School Dashboard	2025-26: 42%	-6.9%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 9.04%	2023-24: 4.65%	2024-25: 7%	2025-26: 7.5%	-2.04%
6	Reclassification Rate Source: CALPADS	2022-23: 12.5%	2023-24: 6.1%	2024-25: 5.6%	2024-25: 5.2%	-6.9%
7	Attendance Rate Source: CALPADS	2022-23: 94%	2023-24: 93.6%	2024-25: 92.2%	2025-26: 93.5%	-1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 19.4% EL 19.4% SED 19.1% SWD 13.0% Hispanic 20.2%	2023-24: Chronic Absenteeism Rate All Students 19.9% EL 21.9% SED 20.5% SWD 20.0% Hispanic 19.6%	2024-25: Chronic Absenteeism Rate All Students 28.4% EL 28.4% SED 28.8% SWD 17.0% Hispanic 29.3%	2025-26 Chronic Absenteeism Rate All Students 26.0% EL 27.5% SED 20.0% SWD 16.5% Hispanic 17.0%	All Students: EL: SED: SWD: Hispanic:
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 29%	2023-24: 27%	2024-25: 96%	2025-26: 100%	+67%

NOTE: Vista Condor Global Academy currently serves grades TK-5, therefore the following CDE required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (Gr 11 SBAC)

- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-26

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

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

Action 1: Vista Condor Global Academy (VCGA) fully implemented this action: Assessment of Learning. The school administered i-Ready Diagnostic Assessments in Reading and Mathematics across all grade levels and maintained participation rates above 95%. Teachers and school leadership used i-Ready data to identify student learning gaps, guide small-group instruction, and provide targeted support in English Language Arts (ELA), Mathematics, and English Language Development (ELD).

The action was implemented substantially as described in the adopted Local Control and Accountability Plan (LCAP). VCGA implemented its assessment system to support universal screening, progress monitoring, data analysis, and instructional planning. The only substantive timing difference noted at midyear is that the Amira Screening for Risk of Reading Difficulties for students in grades K–2 is scheduled for Spring 2026 and had not yet been completed at the time of the Midyear Update.

LREBG Funding: The action incorporated 2025 Learning Recovery Emergency Block Grant (LREBG) funds into the 2025–26 LCAP. LREBG funds were included for i-Ready Diagnostic Assessments in the amount of $1,475 and the K–2 Screening for Risk of Reading Difficulties in the amount of $2,500. The action's total budgeted amount was $16,104.

Challenges: A key implementation challenge is the level of student need. VCGA serves a highly vulnerable student population, including 97.2% Socioeconomically Disadvantaged students, 51% English Learners, and 9% Students with Disabilities. These needs require a comprehensive assessment and intervention system that addresses both academic and non-academic barriers to learning. VCGA also identified the need to strengthen student engagement with standardized assessments and test-taking strategies to improve academic performance.

Successes: The assessment system has strengthened the school's ability to identify students needing additional support and align instruction to student needs. Teachers use assessment results to plan targeted lessons, provide small-group instruction, and monitor progress. VCGA also provides after-school tutoring by credentialed teachers for students struggling in ELA and Mathematics, along with push-in and pull-out intervention supports for at-risk students.

Action 2: VCGA has fully implemented a Multi-Tiered System of Support (MTSS) to address student needs. The MTSS team operates as a coordinated system that identifies students requiring additional support and develops individualized plans to address their specific academic, behavioral, and social-emotional needs. This systematic, data-driven approach ensures interventions are responsive to individual student circumstances, including the development of accommodated assessment plans that allow all students to demonstrate their learning in ways appropriate to their needs.

Support Staff: The Special Education department consists of one full-time Education Specialist, a Special Education Teacher Assistant, and a School Psychologist. Additional support includes:

- **Behavior Interventionist:** Conducts push-in classroom observations to support expected behavior and provides pull-out services as needed, offering students a dedicated space to develop improved behavioral skills.
- **Intervention Coordinator:** Supports students with academic needs based on Student Study Team (SST) referrals, i-Ready and unit assessment data, and teacher or parent input. The Intervention Coordinator provides both in-class and pull-out support, as well as coaching and supervision of Teacher Assistants.

Tier 1: Core Instruction: The newly adopted SAVVAS curriculum includes an integrated phonics and phonemic awareness component aligned with the broader ELA program, ensuring students receive consistent, contextualized phonics instruction.

Tier 2: Targeted Support: Struggling students receive daily Tier 2 instructional support in the classroom, provided by Teacher Assistants who receive specialized training from the Intervention Coordinator. Support is typically delivered in small group settings within the classroom, with occasional pull-out sessions for students with similar academic needs.

Tier 3: Intensive Intervention: Students requiring intensive support receive individualized after-school tutoring in ELA and Mathematics, provided by credentialed classroom teachers.

Enrichment (ELOP): Students have access to a wide variety of after-school enrichment activities, including STEM, Robotics, Art, Music, and Global Dance. The Expanded Learning Opportunities Program (ELOP) is currently open to all students with no waitlist.

Action 3: This action is fully implemented. VCGA's implementation has prioritized a holistic, community-centered approach to student and family wellness through its Community Schools Model. The school maintains consistent engagement and intentional outreach to connect families with resources and partnerships that address academic, social-emotional, and basic needs. Supports are tailored to individual family circumstances to help ensure students are ready to learn and feel supported.

Student Climate, SEL Practices, and Recognition Systems: VCGA continues to implement the *Way of Council* signature practice, providing structured opportunities for students and staff to engage in meaningful dialogue that builds empathy, strengthens interpersonal communication, and reinforces mutual respect. To further support student self-regulation, all classrooms and student spaces maintain calming corners that provide students with appropriate strategies and space to de-escalate and refocus.

The Weekly Hall of Fame Recognition program did not take place as originally described because it was determined that it was not having the intended positive effect on the school community. While the goal was to celebrate student achievement and encourage positive behavior, staff feedback indicated that the structure was producing unintended outcomes, including increased competition among students and discouragement among students who were not selected. Rather than strengthening motivation and school pride, the program had a limited impact on overall student behavior and school climate. As a result, VCGA discontinued the program and is exploring more inclusive and meaningful approaches to recognize student growth and positive contributions in ways that support all learners.

Attendance and Transportation: VCGA has strengthened chronic absenteeism prevention and intervention efforts through expanded collaboration with the Orange County Department of Education (OCDE). A new Office Assistant position was added this school year to lead attendance-related outreach and follow-

up. The Office Assistant participates in OCDE trainings focused on improving school attendance and communicates directly with families to identify barriers, connect them to resources, and support improved attendance outcomes.

VCGA provides transportation for more than 50% of students. While transportation has had a positive impact on overall enrollment and general attendance, it has not, on its own, produced measurable improvement in chronic absenteeism.

Counseling and Mental Health Supports (Turning Point): The overall implementation of contracted counseling services through Turning Point has been carried out as planned. Turning Point counselors have been integrated into VCGA's Multi-Tiered System of Supports (MTSS) and work collaboratively with teachers, the school psychologist, and school administration to address student mental health and social-emotional needs. Services include individual and small-group counseling, crisis intervention, and staff consultation to support trauma-informed practices.

There were no substantive differences between the intended plan and actual implementation. The Assistant Principal has consistently facilitated communication among the counseling team, teachers, and families to ensure coordinated support. Overall, the program functions as an embedded resource that supports timely interventions and promotes a positive, emotionally safe learning environment.

MTSS and Intensive Behavioral Supports (BCBA): This action has been implemented as intended through the ongoing work of the school's MTSS team. The MTSS team—comprised of the Principal, Assistant Principal, Instructional Coach, Psychologist, Counselor, Behavior Interventionist (BII), and Community Schools Coordinator—meets monthly to review student needs and determine appropriate academic, behavioral, and social-emotional supports. Interventions and services are delivered by one or more team members based on each student's individualized needs.

A substantive implementation enhancement occurred with the hiring of a Board Certified Behavior Analyst (BCBA) in December 2025. Prior to this hire, Tier 3 and Tier 4 behavioral supports were coordinated by existing MTSS team members. With the addition of the BCBA, VCGA now has dedicated expertise to observe students with significant behavioral needs and develop individualized behavior intervention plans, strengthening the intensity and effectiveness of higher-level supports.

Supervision and Training: Supervision aides have begun receiving training and will continue this training through the Spring 2026 semester to strengthen campus supervision practices and support a safe, consistent school environment.

Action 4: This action is fully implemented at Vista Condor Global Academy (VCGA) and supports a broad course of study through integrated Visual and Performing Arts experiences. VCGA's Visual and Performing Arts program enriches students' learning through hands-on opportunities that expose students to diverse artistic techniques, creative processes, and modes of performance.

The program culminates in an annual Performing Arts Show, which celebrates student achievement and showcases artistic growth over the course of the year. This performance is embedded within VCGA's GLOBAL Program and is presented to an authentic audience, strengthening students' confidence, communication skills, and pride in their work. The event also serves as a community-centered experience that highlights student progress and the program's impact on developing artistic skill and creative expression. In addition, every grade level participates in the GLOBAL Program, VCGA's signature project-based practice, in which students investigate a global issue and present their learning schoolwide each year. Music and art are intentionally integrated into each grade-level GLOBAL project to deepen content understanding, enhance student engagement, and ensure that Visual and Performing Arts are consistently embedded across grade levels.

Action 5: This action is fully implemented. VCGA has implemented a comprehensive, student-centered approach grounded in the belief that all students can thrive when provided appropriate supports and meaningful opportunities. This approach is embedded in curriculum implementation and deliberately integrates academic learning with social-emotional development. VCGA continues to implement Positive Behavioral Interventions and Supports (PBIS), and all students participate in the *Way of Council* as a schoolwide practice to strengthen relationships, self-awareness, and a positive learning climate.

Identification of Student Needs and Instructional Supports: VCGA provides multiple professional development sessions focused on identifying student needs, implementing accommodations, and using the "IEP Passport" process to ensure students with disabilities receive appropriate interventions and supports. Teachers collaborate closely with Special Education staff to ensure instruction and supports align to students' Individualized Education Programs (IEPs).

Special Education staff provide each general education teacher with an IEP Passport (IEP-at-a-glance) for every student with an IEP. The Education Specialist prepares the IEP Passport and meets with general education teachers to review key goals, services, accommodations, and instructional strategies. This structured process supports consistent implementation of IEPs across instructional settings.

Ongoing Collaboration and PLC Structures: The action has been implemented as planned through the use of weekly professional development time to provide structured collaboration between general education and special education staff. During this PLC time, teams plan instruction for both general education classrooms and specialized settings, review student progress, and align academic and behavioral supports.

Staff use this collaboration time to increase access to grade-level curriculum by identifying and implementing appropriate instructional strategies, accommodations, and modifications. Resource Specialist Teachers (RSTs) and special education staff also coordinate with general education teachers to plan targeted instruction for students receiving services in small-group or specialized settings. There were no substantive differences between the intended action and actual implementation.

SELPA Engagement and Compliance Systems: VCGA has implemented this action as intended through consistent participation in the El Dorado Charter SELPA Professional Learning Network (PLN) and ongoing engagement with SELPA resources and supports. The Special Education Director and Special Education Coordinator regularly attend PLN meetings to remain current on special education requirements, compliance expectations, and evidence-based practices.

Through PLN participation and collaboration with the assigned SELPA Program Specialist, VCGA receives guidance related to 504 plans, Least Restrictive Environment (LRE) requirements, supports for students with disabilities who are also English Learners, IDEA updates, and other compliance and implementation requirements. In addition, the Director and Coordinator of Special Education monitor and ensure CALPADS data are accurate and updated, and they work closely with the SELPA data team during CALPADS reporting windows to ensure timely and accurate special education submissions. There were no substantive differences between the planned action and actual implementation.

Action 6: This action was partially implemented. VCGA received a Yellow performance level for the ELPI on the 2025 California School Dashboard. The 2025 Dashboard indicates that 41.5% of EL students made progress toward English language proficiency, representing an increase from 38.1% in 2024 Dashboard. In 2024, this result corresponded with a Red performance level.

Professional Learning and Capacity Building: Because the ELD Instructional Coach position remains vacant, VCGA's Director of Instruction and Assistant Superintendent are currently providing professional learning for teachers on strategies to support English Learners, supplemented by training opportunities through the Orange County Department of Education (OCDE).

Administrators have completed initial training on the Ellevation platform. Teachers are scheduled to receive Ellevation training during the January 12 all-day professional development session for Vista staff.

VCGA has also implemented training in Kagan Cooperative Structures for all teachers. Kagan strategies are reinforced during weekly professional development, and a Kagan coach has provided on-site support for trained teachers. A key implementation improvement has been teachers' increased use of collaborative structures for content instruction, not solely for team-building activities.

ELD Program Implementation: The ELD program has been implemented as planned. Designated ELD is delivered daily in grades TK–5 through structured warm-up routines that focus on explicit language instruction, including grammar, vocabulary, and syntax. This daily practice provides targeted language development to support EL students' growth.

Integrated ELD has also been implemented as intended across content areas. Teachers embed language objectives within science, mathematics, and reading instruction and use scaffolds to ensure students can access grade-level content while developing language proficiency. Teachers report that the dual focus on language and content is consistently applied across classrooms, and there were no substantive differences between the planned action and actual implementation in this component.

Access to Authentic Texts and Instructional Practices: As planned, all students received monthly issues of Time Magazine throughout the 2025–26 school year. Teachers incorporated these texts to strengthen reading comprehension, vocabulary, and structured discussion of current events. This component is best characterized as implemented as planned in distribution and use; however, the school notes it was partially implemented in terms of fully leveraging the resource as an authentic-text system to the depth originally intended, despite students having consistent access to varied and real-world informational texts.

Teachers have consistently implemented structured "Think Time" by using timers during instruction to provide English Learners adequate processing time before responding. This strategy has been applied across grade levels and subject areas to support language production and increase student confidence in academic discourse.

Assessment and Progress Monitoring: Assessment and progress monitoring have been carried out through regular interim assessments to track both language development and academic progress for English Learners. Teachers use assessment results to adjust instruction and identify areas of need. Due to the vacancy in the ELD Instructional Coach role, data review and instructional adjustments have been supported through leadership and site-based collaboration rather than through the fully staffed coaching model originally planned.

Substantive Difference: Trimester Intervention Planning: Trimester intervention planning was not implemented as planned. Teachers were not able to meet at the beginning of each trimester with an ELD Instructional Coach and support staff to develop comprehensive, individualized intervention plans for English Learners. The intended structure—reviewing assessment data, language proficiency levels, and academic goals to develop targeted intervention strategies—did not occur.

The primary reason for this substantive difference is that an ELD Coordinator/Instructional Coach has not yet been hired. Without this position in place, VCGA did not have the dedicated personnel needed to coordinate and facilitate the trimester-based intervention planning cycle. As a result, English Learner supports have continued through general classroom practices and site-led professional learning rather than through the coordinated planning system described in the action.

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.

The following material differences between budgeted expenditures and estimated actual expenditures occurred for the actions under Goal 1 during the 2025-26 LCAP implementation year.

- **Action 4**: Budgeted expenditures for Action 4 exceeded estimated actual expenditures because the school overbudgeted for Maestro Music services. Actual costs for Maestro Music came in approximately $7,000 below the budgeted amount, resulting in lower estimated actual expenditures for this action.
- **Action 6**: Budgeted expenditures for Action 6 exceeded estimated actual expenditures because the school did not hire an ELD Coordinator until the end of the school year. As a result, the salary and benefits associated with the position were not expended for the majority of the year, and estimated actual expenditures came in below the budgeted amount.

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

Action 1: This action has been highly effective in establishing the assessment infrastructure called for in the approved LCAP. i-Ready is administered with fidelity at greater than 95 percent participation, the EC Section 53008 K-2 screener has been completed via Amira, state-required assessments have been administered as scheduled, and data are being used by teachers and leadership to inform small-group instruction and tiered intervention.

Action 2: Action 2 has been effective in advancing educational equity through a fully operational MTSS structure that delivers differentiated support to all student subgroups. The dedicated MTSS team, supported by specialized personnel, ensures that students requiring additional intervention receive timely, appropriate, and individualized services across academic, behavioral, and social-emotional domains. Students receive daily targeted small-group instruction from teachers and support staff, and increased collaboration around data-driven practices has strengthened progress monitoring and enabled more intentional, student-specific goal setting. While areas for continued growth remain, the structures in place are producing positive outcomes, and ongoing professional development is expected to support sustained improvement and continued progress toward meeting the needs of all learners.

Action 3: This action has made meaningful progress toward the goal. The school's strong emphasis on social-emotional learning has fostered a culture of belonging and community that has improved classroom climates and strengthened interpersonal communication and relationships. As these supports have become more consistent, student attendance has risen to 92.6%, reflecting a promising upward trajectory toward improved engagement and reduced chronic absenteeism at 26%.

Action 4: This action has made meaningful progress toward the goal by ensuring that all TK through 5th grade students receive consistent, structured access to visual and performing arts. The integration of music and art into the schoolwide GLOBAL Program, combined with the annual Performing Arts Show, has strengthened student engagement, creative expression, and critical thinking, while reinforcing the school's commitment to a broad and rigorous course of study. This action has been effective because families feel welcome at Vista Condor Global Academy. This connection with families has driven steady enrollment growth over the past three years, increasing from 333 students in 2023-2024, to 357 in 2024-2025, and 375 in 2025-2026.

Action 5: This action was effective. The Student Support Team (SST) serves as the cornerstone of the intervention strategy at Vista Condor Global Academy, enabling teachers to identify and refer students who need additional support in reaching grade-level proficiency in reading and mathematics. Through this established system, struggling students receive targeted intervention through both individualized and small-group instruction during the school day, ensuring they receive timely support without disrupting their regular classroom participation.

This action has also been effective in making progress toward the goal of improving instructional planning and support for students with disabilities. Dedicated collaboration time has increased coordination between general education and special education teachers and has resulted in more appropriate accommodations and differentiated instruction. Students are benefiting from more cohesive and aligned educational experiences, and teachers feel better equipped to meet diverse learning needs. While ongoing refinement is needed to maximize collaboration time and deepen instructional strategies, the action has clearly supported improved access to the curriculum and more effective inclusive practices.

The action has been highly effective in maintaining compliance and improving services for students with disabilities. Consistent involvement in SELPA PLN meetings by the SPED Director and SPED Coordinator has ensured that the school stays current with legal requirements, procedural updates, and best practices in special education. Ongoing collaboration with the SELPA Program Specialist and data team has strengthened reporting accuracy, program implementation, and overall support for students. These resources have directly contributed to the school's ability to provide appropriate services, maintain compliance, and continuously improve outcomes for students with disabilities.

Action 6: This action has been effective overall, as reflected in the 2024-2025 California Dashboard results. Teachers receive ongoing professional development to better support English Learners through Designated ELD and Integrated ELD strategies across all classes.

Daily Designated ELD instruction combined with Integrated ELD support in content areas ensures students receive consistent and targeted opportunities to build English skills while engaging with grade-level material. Teachers report improved student engagement and understanding, and English Learners are demonstrating growth in grammar, vocabulary, syntax, and overall academic language use. Continued monitoring is needed to refine strategies for varying proficiency levels, but the action has clearly contributed to meaningful language development and improved access to the curriculum.

The Time Magazine subscription has supported the goal of increasing students' access to authentic texts, building academic vocabulary, and enhancing cultural knowledge. Regular use of Time has provided students with opportunities to engage with real-world content and diverse text structures, reinforcing language and literacy skills across grade levels. Some students require additional scaffolding to fully access the material, but the subscription has successfully promoted engagement with nonfiction, expanded students' knowledge of current events, and strengthened language development.

The consistent use of timers to provide "Think Time" has supported increased language production, greater student confidence, and more equitable participation in classroom discussions. The systematic use of interim assessments has provided valuable data to guide instruction and intervention, and teachers and the ELD Instructional Coach are better equipped to monitor growth, identify needs, and adjust instructional strategies accordingly. Together, these components have strengthened the school's ability to support English Learners and have positively impacted both language development and academic achievement.

The component of this action focused on hiring an ELD Coordinator was ineffective because it was not implemented. The absence of a hired ELD Coordinator made it impossible to conduct the planned trimester meetings, analyze data collaboratively, or develop individualized intervention plans. Moving forward, successful implementation will depend on filling the ELD Coordinator position and establishing dedicated time for teacher collaboration and data-driven planning. Until those structures are in place, the intended impact of this action cannot be fully realized.

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.

Vista Condor Global Academy develops a one-year LCAP annually, anchored in a comprehensive needs assessment that examines program effectiveness and identifies root causes of underperformance. The 2025-26 needs assessment surfaced chronic absenteeism as the area requiring the most significant revision to Goal 1, as VCGA received a red performance level on the chronic absenteeism indicator on the California School Dashboard.

No changes were made to the Goal 1 goal statement or target outcomes for 2026-27. One metric refinement was made: for the California Science Test (CAST), VCGA will report the metric in Science Points, consistent with how the indicator is reported on the California School Dashboard per State Board of Education guidelines and as reflected on the 2025 California School Dashboard. This adjustment aligns the LCAP metric reporting with the state's official Dashboard methodology and ensures consistency between VCGA's local reporting and authorizer-facing accountability data.

Revisions to Goal 1 actions were driven by a focused root cause analysis, with updates to **Action 3** to strengthen VCGA's chronic absenteeism response and ensure faithful implementation. The revised action aligns with VCGA's MTSS and the California Community Schools Framework, clarifies roles for the Attendance Team and Community Schools Coordinator, integrates Tier 1 universal attendance practices with Tier 2 family engagement and Tier 3 SST-coordinated case management, and embeds regular data review cycles to monitor implementation fidelity.

The revised action is supported by a coordinated funding strategy that braids Title funds and Learning Recovery Emergency Block Grant (LREBG) funds to sustain personnel, family engagement resources, and targeted attendance interventions, ensuring the attendance plan is fully resourced and embedded within VCGA's broader systems of support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment of Learning	VCGA is committed to ensuring that every student, including its English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, reaches grade-level proficiency. This action establishes a comprehensive assessment system that drives instruction, intervention, and accountability across all grade levels. **Universal Screening and Progress Monitoring** VCGA will administer i-Ready Diagnostic Assessments (Title I Funded: $19,627) in ELA and Mathematics three times annually (Fall, Winter, Spring), using the Fall and Spring administrations to establish and measure each student's Typical Growth target consistent with the SBE-approved methodology under California Education Code Section 47607.2(b). For students receiving Tier 2 and Tier 3 interventions, monthly progress monitoring will be conducted to verify response to instruction and adjust supports. Students in grades K-2 will complete the Screening for Risk of Reading Difficulties as required by EC Section 53008, supporting early identification of dyslexia and other reading difficulties. Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments. **State-Required Assessments** All students will participate in mandated assessments according to state testing schedules, including CAASPP ELA and Mathematics (grades 3-5), the California Alternate Assessment for eligible students, CAST (grade 5), the Physical Fitness Test (grade 5), and ELPAC for English Learners in grades K-5. VCGA will ensure that current and accurate student data are submitted and maintained in CALPADS as required. **Data Analysis and Inquiry Cycle Process**	$22,202	N

Action #	Title	Description	Total Funds	Contributing
		VCGA will implement a multi-level data review structure that ensures comprehensive analysis and responsive action planning across leadership, grade-level, and individual student levels. The Principal and Instructional Leadership Team (ILT) will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. These leadership meetings will examine achievement gaps, intervention effectiveness, and resource allocation to maximize student outcomes, in alignment with the ILT's role under the school's distributed leadership model. Bi-weekly grade-level Professional Learning Community (PLC) meetings will provide collaborative opportunities for teachers to analyze student group data, share effective instructional practices, develop targeted intervention plans, identify students who need additional support, celebrate growth, and ensure alignment between assessment results and instructional delivery across classrooms. Weekly individual student review processes will allow teachers to examine specific student progress data and inform daily instructional decisions and intervention adjustments. This ongoing analysis will drive flexible grouping, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps. **Standards-Mastery Approach** VCGA will use a standards-mastery framework that systematically identifies specific learning gaps for each student through diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards and create targeted intervention plans that address root causes of learning challenges. Progress toward mastery will be monitored through frequent checkpoint assessments to ensure students receive appropriate support and challenge. **Data-Driven Instructional Response System** Assessment results will drive immediate instructional adjustments through daily lesson modifications informed by exit tickets and formative assessment outcomes. Teachers will implement flexible grouping strategies based on real-time student performance data and design targeted skill-building activities tied to identified gaps. Tier 2 and Tier 3 intervention groups will be formed using i-Ready diagnostic results consistent with the school's MTSS framework, with progress monitored every two weeks for students receiving targeted support, and with		

Action #	Title	Description	Total Funds	Contributing
		intervention groups of 3 to 5 students meeting four times weekly for 30-minute sessions. **Professional Learning and Accountability** The Principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement consistent with VCGA's commitment to data-driven decision-making. Quarterly data reports will be shared with Vista Public Schools Central Office, the school leadership team, and teaching staff to ensure transparency and accountability. In addition, families will be engaged as partners in student progress through trimester i-Ready Data Chat Family Nights, where families review student data and set academic goals collaboratively.		
2	MTSS: Accelerating Learning	VCGA's 2025 California School Dashboard results document both meaningful recovery and continuing performance gaps that this action is designed to close. In ELA, VCGA received a Yellow performance level for All Students and an Orange performance level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students on the 2025 Dashboard, reflecting a strong recovery from the Red performance level documented across these groups on the 2024 Dashboard. In Math, the 2025 Dashboard shows a Yellow performance level for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, with English Learners, Socioeconomically Disadvantaged students, and Hispanic students now outperforming the California state Yellow benchmark for those groups. Verified data from i-Ready supports this recovery, with schoolwide Reading growth reaching 126% Median Progress to Typical Growth in 2024-25 (51 points above California's 75% threshold) and schoolwide Math growth reaching 107% (27 points above the 80% threshold), with all grade levels and all student subgroups exceeding the targets. These results frame VCGA's commitment to sustaining the 2025 recovery and continuing to close achievement gaps through a comprehensive Multi-Tiered System of Supports. **Tier 1: Universal Core Instruction Enhancement** Instructional Aides (LREBG Funded $90,000; LCFF S&C Funded $244,112; Literacy & Reading Specialist Grant Funded $73,000), will provide additional Tier 1 support directly within general education classrooms, working collaboratively	$1,863,398	Y

Action #	Title	Description	Total Funds	Contributing
		with teachers to strengthen core instruction for all students. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement. All students in grades TK through 5 will engage in integrated, multidisciplinary learning through the year-long Global Project initiative, in which students investigate real-world problems identified by the United Nations. This project-based approach will strengthen academic language development across content areas while building the critical thinking and collaboration skills essential for English Learners' success. To strengthen foundational reading, VCGA will implement the Heggerty Phonemic Awareness curriculum for all students in grades TK through 2. This systematic, explicit instruction program builds essential pre-reading and early reading skills, including phoneme isolation, blending, segmentation, and manipulation. Daily Heggerty lessons will be delivered by classroom teachers to ensure that all students develop the phonemic awareness foundation necessary for successful reading development. To sustain and accelerate ELA performance, VCGA's part-time ELA Instructional Coach, who specializes in the Science of Reading, will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles. The Coach will support teachers in transitioning fully away from practices not aligned with reading science, such as three-cueing and reliance on leveled texts, toward systematic phonics instruction, explicit morphology, vocabulary development, and the building of background knowledge essential for comprehension. The Coach will also guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary, with specialized professional development for teachers and Instructional Aides on English Learner instructional strategies and on identifying and addressing characteristics of dyslexia. The ELA Coach will collaborate with the ELD Instructional Coach to ensure that designated and integrated English Language Development is consistently embedded into ELA instruction at every proficiency level. To sustain and accelerate Math performance, VCGA's part-time Math Instructional Coach, funded through the CCSPP Implementation Grant, will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. The Math Coach will conduct classroom observations, lead co-planning sessions, and model instructional strategies focused on building conceptual understanding alongside procedural fluency. This includes supporting teachers in using the Concrete-Representational-Abstract approach, facilitating productive		

Action #	Title	Description	Total Funds	Contributing
		mathematical discourse, and integrating problem-solving strategies that engage English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The Math Coach will collaborate with the ELD Instructional Coach to ensure that linguistic scaffolds, academic vocabulary instruction, and structured mathematical discussion are present in every mathematics lesson so that language barriers do not impede mathematical learning. Both Coaches will facilitate Professional Learning Communities where teachers analyze student work, share effective practices, and develop common assessments that measure student understanding and progress over time. **Tier 2: Targeted Group Interventions** The Intervention Coordinator will deliver Tier 2 reading and math interventions and provide instructional coaching for the Instructional Aides who are strategically placed with students performing below grade level during the instructional day, ensuring consistent and high-quality intervention delivery across classrooms. Struggling learners will receive daily small-group instruction and individual one-on-one support during the instructional day. Using i-Ready diagnostic data and ongoing teacher observations, intervention groups of three to five students will meet daily for targeted sessions addressing specific skill gaps in phonemic awareness, reading fluency, academic vocabulary, and foundational mathematics. Tier 2 intervention content, materials, and instructional language will be aligned to the Science of Reading framework in ELA and to the Concrete-Representational-Abstract approach in mathematics so that students receiving small-group support are working on the same evidence-based skills using the same instructional approach as in core instruction. Students will use i-Ready MyPath to access additional academic support and personalized learning pathways, with classroom teachers monitoring access and progress to ensure continuous improvement and data-driven instructional adjustments. Teachers and students will use i-Ready manipulatives and tools, along with concrete mathematical materials supporting the Concrete-Representational-Abstract approach, to provide hands-on, concrete learning experiences. Progress will be monitored every two weeks, with data-driven adjustments to instruction based on student response. The Math and ELA Coaches will support teachers in using formative assessment data to plan differentiated instruction and scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. **Tier 3: Intensive Individual Support**		

Action #	Title	Description	Total Funds	Contributing
		After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. Tier 3 intervention will use the same instructional language, materials, and evidence-based practices as Tier 1 and Tier 2 instruction so that students experience continuity between core instruction, small-group intervention, and intensive after-school support. **Targeted Academic Support Through Additional Tutoring** Additional Instructional Aides will provide targeted academic support for underperforming students in ELA and Math, with priority focus on English Learners (including Long-Term English Learners), Socioeconomically Disadvantaged students, and Students with Disabilities, the student groups identified in Dashboard performance data as requiring accelerated support. Working in close coordination with classroom teachers and the ELA and Math Instructional Coaches, Instructional Aides will deliver individualized or small-group instruction that addresses specific skill gaps while building on students' strengths before and after school. For English Learners and dually identified EL/SWD students, Instructional Aides will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, native language support, and structured opportunities for academic discourse, including productive mathematical discourse during math sessions. For Students with Disabilities, Instructional Aides will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement. For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that may not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction so that support remains targeted and effective, while also serving as confidence builders who create safe learning environments where students feel comfortable taking risks and developing academic self-efficacy. **Expanded Learning Opportunities Program (ELOP)** VCGA students will have access to comprehensive academic and social enrichment through ELOP programming (LREBG Funded $62,845; ELOP Funded		

Action #	Title	Description	Total Funds	Contributing
		$740,000; ASES Funded $152,612), which provides support daily after school, before school, during intervention periods, and through summer school programming. Students performing below grade level will be prioritized for additional academic tutoring through ELOP to ensure accelerated learning and gap closure. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating student achievement across all student populations and learning needs. **Systematic Monitoring and Adjustment** Across all three tiers, VCGA will implement systematic monitoring of student response to interventions with clearly defined adjustment protocols. The ELA and Math Instructional Coaches will collaborate with school leadership to align curriculum and instruction across grade levels, establish comprehensive assessment systems that monitor student progress in all reading and mathematical domains, and ensure that intervention adjustments are timely, evidence-based, and responsive to the needs of the student groups identified in Dashboard data. Progress will be reviewed monthly through MTSS data review, with student-level data examined alongside academic, behavioral, and attendance indicators and disaggregated by student group at every review point so that the disparities documented on the 2025 Dashboard remain visible and actionable throughout the year.		
3	MTSS: SEL & Mental Health Supports	VCGA's three-year Chronic Absenteeism trajectory documents a sustained pattern of need that this action is designed to address. On the 2025 California School Dashboard, VCGA received a Red performance level for All Students (28.4%), English Learners (28.4%), Socioeconomically Disadvantaged students (28.8%), and Hispanic students (29.3%), and a Yellow performance level for Students with Disabilities (17%). The 2025 results reflect significant year-over-year increases across All Students and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups compared to the 2024 Dashboard. The improvement among Students with Disabilities, who moved from 20% in 2024 to 17% in 2025, provides an internal model for the work ahead. These results reinforce VCGA's commitment to a comprehensive, tiered system of social-emotional and mental health supports that strengthens attendance, engagement, and student wellness across every student group. **Holistic Approach to Student and Family Wellness** VCGA endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and	$435,046	Y

Action #	Title	Description	Total Funds	Contributing
		positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students. The framework directly addresses the root causes identified in the 2026-27 needs assessment for Chronic Absenteeism, including health-related factors, behavioral and social-emotional factors, family engagement, and student belonging. **Daily Social-Emotional Learning Implementation** All teachers will implement daily social-emotional learning during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach will provide students with essential skills for academic success, positive peer relationships, emotional regulation throughout the school day, and the sense of school connectedness that supports consistent attendance. **Monthly Character Trait Recognition Program** Each month, VCGA will celebrate a specific SEL topic based on desired character traits such as respect, kindness, perseverance, responsibility, and empathy. This systematic approach reinforces social-emotional learning concepts through schoolwide recognition and celebration. **Positive Behavior Recognition System** Students who demonstrate the monthly character traits will be awarded tickets that recognize the desired behavior. These tickets serve as tangible acknowledgment of positive choices and character development, and students can trade tickets weekly for prizes. This incentive system encourages consistent demonstration of positive behaviors and character traits while reinforcing the daily presence and engagement that support strong attendance. **Monthly Awards Assembly and Class Presentations** Each month, one class will present the character trait of the month during the awards assembly to teach the rest of the school about the desired behavior. These student-led presentations reinforce learning while building leadership skills and school community connections. Students will receive awards for demonstrating monthly character traits, celebrating their growth in social-emotional development. **Weekly Hall of Fame Recognition**		

Action #	Title	Description	Total Funds	Contributing
		Two students will be chosen from each class every week as Hall of Fame winners, recognizing their consistent demonstration of positive character traits and behaviors. Their pictures will be posted outside their classroom and displayed on screens throughout the school, including hallways, the cafeteria, and the front office. This visible recognition system is intended to create a culture of celebration, motivate students to continue demonstrating positive behaviors, and build the school pride and community connection that strengthen students' daily attendance. **Targeted Attendance Support** VCGA's PBIS Team is comprised of the Assistant Principal (Title I Funded: $169,136), teachers, contracted counselors from Turning Point (Title I Funded $2,011; LCFF S&C Funded $8,289), and Behavior Interventionists (LREBG Funded $22,951). This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism, with particular focus on the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups identified in the 2025 Dashboard as performing in the Red level. The PBIS Team will continue to participate in OCDE's PBIS Community of Practice to access research-based strategies and ongoing professional development. The PBIS Team will operate within a formal tiered attendance intervention system aligned to VCGA's Multi-Tiered System of Supports. Tier 1 will include schoolwide attendance promotion, classroom-level recognition, schoolwide messaging, and consistent daily attendance routines. Tier 2 will provide outreach, mentoring, and check-in routines for students reaching the 5% and 10% absence thresholds. Tier 3 will provide intensive case management through the Coordination of Services Team, including personalized attendance contracts, home visits when appropriate, connection to community resources, and direct family engagement led by the Community School Coordinator. Each tier will have documented thresholds, response timelines, and staff responsibilities. An early-warning attendance data system using PowerSchool will flag students at the 5%, 10%, and 15% absence thresholds. The Principal, Assistant Principal, classroom teachers, the Community School Coordinator, and the BCBA will hold weekly attendance data review meetings where student-level data will be examined alongside academic and behavioral indicators and disaggregated by student group at every review point so that the disparities documented on the 2025 Dashboard remain visible and actionable throughout the year. **Transportation Support**		

Action #	Title	Description	Total Funds	Contributing
		VCGA will provide transportation services (costs identified in Goal 1, Action 2) for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support is intended to remove a significant logistical obstacle to consistent attendance for families experiencing transportation-related challenges, which the needs assessment identified as one of the recurring economic barriers affecting VCGA's predominantly Socioeconomically Disadvantaged student population. **Comprehensive Mental Health and Wellness Support Services** VCGA will provide multi-layered mental health support through strategic partnerships and staffing enhancements. VCGA will contract counseling services from Turning Point to provide group counseling for students during the instructional day, ensuring immediate access to mental health support without disrupting academic learning time. **Contracted Group Counseling Services** Through the partnership with Turning Point, students will receive group counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These group interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in a supportive peer environment. Working collaboratively with teachers, families, and community mental health partners, the Assistant Principal will coordinate with Turning Point counselors to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports and restorative practices. Turning Point counselors will also provide immediate intervention for students experiencing acute emotional distress or behavioral challenges. **Trauma-Informed School Environment** The contracted counseling services from Turning Point will play an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification and intervention, Turning Point counselors will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance. The Assistant Principal will work collaboratively with the school psychologist, Turning Point counselors, and the MTSS team to foster a welcoming, inclusive		

Action #	Title	Description	Total Funds	Contributing
		school community that supports the social-emotional wellness of all students and families. **Behavioral Support and Intervention** The Board-Certified Behavior Analyst will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA will develop, train, and deliver evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially. This comprehensive approach will implement restorative practices and use systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The BCBA will systematically connect behavioral and engagement data to attendance data, identify students whose absences are driven by social-emotional factors, and coordinate Tier 2 and Tier 3 interventions through the Coordination of Services Team. The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement and increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences. VCGA will examine the feasibility of expanding the BCBA role from part-time to a fuller scope of service in 2026-27 to match the volume of need identified on the 2025 Dashboard. **Health Clerk Infrastructure and Daily Health Protocols** VCGA will fully operationalize the Health Clerk role and put written protocols in place for daily health screening, family communication, return-to-school guidance, and coordination with the Community School Coordinator. The Health Clerk will work with families to address chronic health conditions through individualized health plans, give families clear bilingual guidance on when students can safely attend school, and document health-related absence patterns to inform schoolwide planning. This component directly addresses the elevated post-pandemic health-related absences identified in the 2026-27 needs assessment as a primary driver of the 2025 chronic absenteeism increase.		

Action #	Title	Description	Total Funds	Contributing
		Bilingual Family Engagement and Parent Education VCGA will deepen and expand its parent education programming on the academic and developmental consequences of chronic absenteeism, the social-emotional development of elementary-age students, and the relationship between school attendance and long-term student outcomes. Parent education will be delivered during summer orientation, at family events throughout the school year, and through individual meetings facilitated by the Community School Coordinator. All family-facing communication will be delivered in English and Spanish to reflect the linguistic profile of the school community, and culturally responsive engagement strategies will honor family circumstances while building shared commitment to consistent attendance. The CCSPP infrastructure will be used to coordinate wraparound services that address transportation, caregiving, economic, and health-related barriers identified in the needs assessment. **Additional Support Systems** VCGA will employ supervision aides trained in PBIS and restorative practices to provide additional supervision throughout the school day, helping to ensure a safe and welcoming learning environment that supports student attendance, engagement, and belonging. **School Climate Measurement** Students will be administered the California Healthy Kids Survey to measure school climate, student connectedness, and progress with SEL implementation. Survey results will be used to inform ongoing refinement of the SEL and mental health supports described in this action and will be reviewed alongside attendance data, behavioral data, and academic indicators in monthly MTSS data review meetings, with disaggregation by student group so that the disparities documented on the 2025 Dashboard remain visible and actionable throughout the year.		
4	Broad Course of Study	Vista Condor Global Academy provides all students with enrichment opportunities beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) through a comprehensive Visual and Performing Arts program. The program includes sequential, standards-aligned instruction in vocal and instrumental music as well as hands-on learning experiences in diverse artistic mediums and techniques. Together, these offerings expose students to a broad range of artistic processes, creative techniques, and modes of performance.	$56,617	N

Action #	Title	Description	Total Funds	Contributing
		Research Foundation Arts education significantly enhances student development across multiple domains. Longitudinal research from the National Endowment for the Arts indicates that students involved in arts programs demonstrate greater academic achievement, higher graduation rates, and higher college enrollment compared to non-participating peers. Neuroscience research, including studies published in the Journal of Neuroscience, indicates that music instruction during adolescence is associated with increased brain development in areas linked to language processing, executive function, and memory, as well as with improved academic performance across multiple subjects. Visual arts instruction has similarly been shown to strengthen critical thinking, visual literacy, observational skill, persistence on challenging tasks, and the ability to express complex ideas, all of which are competencies that transfer across academic disciplines. This arts-centered approach aligns with California's educational goals for developing well-rounded students prepared for further education, career pursuits, and civic engagement in the 21st century. **Visual and Performing Arts Program** VCGA's Visual and Performing Arts program enriches student learning through hands-on opportunities that expose students to diverse artistic techniques, creative processes, and modes of performance. The program culminates in an annual Performing Arts Show that celebrates student achievement and showcases artistic growth over the course of the year. The performance is embedded within VCGA's GLOBAL Program and is presented to an authentic audience, strengthening students' confidence, communication skills, and pride in their work. The event also functions as a community-centered experience that highlights student progress and the program's impact on developing artistic skill and creative expression. **Integration with the GLOBAL Program** Every grade level participates in the GLOBAL Program, VCGA's signature project-based practice, in which students investigate a global issue and present their learning schoolwide each year. Music and art are intentionally integrated into each grade-level GLOBAL project to deepen content understanding, enhance student engagement, and ensure that Visual and Performing Arts are consistently embedded across grade levels.		
5	Empowering SWD Academically	VCGA will continue to implement a comprehensive, student-centered approach grounded in the belief that all students can thrive when provided with	$642,425	N

Action #	Title	Description	Total Funds	Contributing
		appropriate supports and meaningful opportunities. This approach is embedded in curriculum implementation and deliberately integrates academic learning with social-emotional development. VCGA continues to implement Positive Behavioral Interventions and Supports (PBIS), and all students participate in the Way of Council as a schoolwide practice that strengthens relationships, self-awareness, and a positive learning climate. **Bi-Weekly Special Education Leadership Meetings** VCGA's site administrators, the Special Education Coordinator, and the Director of Special Education will meet on a bi-weekly basis to address and strengthen the special education program for students with disabilities. These meetings will focus on monitoring and assessing student services, analyzing caseload data, identifying and planning professional development needed at the site throughout the school year, and analyzing and planning instruction for students with disabilities based on assessment data, including i-Ready and ELA curriculum assessments. The Director of Special Education, Special Education Coordinator, Resource Specialist Teacher (RST), and Designated Instruction and Services (DIS) providers will also meet on a bi-weekly basis to highlight best practices and ensure consistent service delivery. **Identification of Student Needs and Instructional Supports** VCGA provides multiple professional development sessions focused on identifying student needs, implementing accommodations, and using the IEP Passport (IEP-at-a-Glance) process to ensure students with disabilities receive appropriate interventions and supports. Teachers collaborate closely with Special Education staff to align instruction and supports with each student's Individualized Education Program (IEP). The Education Specialist prepares the IEP Passport and meets with general education teachers to review key goals, services, accommodations, and instructional strategies. The RST will distribute updated IEP Passports to general education teachers on a monthly basis as IEP meetings are held, ensuring that teachers always have the most current and accurate information for their students with disabilities. This structured process supports consistent implementation of IEPs across instructional settings. **Professional Development** The Director of Special Education, Special Education Coordinator, RST, school psychologist), and site administrators will deliver professional development designed to strengthen the special education program. These sessions will		

Action #	Title	Description	Total Funds	Contributing
		provide both certificated and classified general education staff with the tools to support students with disabilities inside and outside the general education setting. Topics will be selected based on site needs and may include ELA, ELD, and Math support for students with disabilities; the Coordination of Services Team (COST), Student Success Team (SST), 504, and IEP processes; academic and behavioral classroom accommodations; behavior supports such as Behavior Intervention Plans (BIPs) and Check-In, Check-Out systems; de-escalation strategies; and collaboration time between special education and general education teachers. **PLC Collaboration Time** During allotted time at weekly professional development, special education and general education teachers will be provided with collaboration time to plan instruction inside and outside the general education setting. During this Professional Learning Community (PLC) time, staff will plan for instruction in the general education classroom, identify appropriate strategies for making the general education curriculum accessible to students with disabilities, and discuss and select appropriate accommodations. The RST will plan for instruction in the smaller setting in collaboration with general education teachers. **Special Education Oversight and Compliance** The Director of Special Education and Special Education Coordinator will provide ongoing oversight to ensure compliance and continuity of services. During summer break and throughout the school year, CALPADS will be monitored to ensure that no students with IEPs are missed. Upon enrollment at VCGA, students will be transferred into the Special Education Information System (SEIS) so that compliance is maintained and services begin as soon as the school year starts. SEIS will be monitored on a weekly basis by the Director of Special Education, and when discrepancies are identified, the responsible DIS Provider will be notified and supported in correcting them by the Director or the Special Education Coordinator. An IEP Master Calendar will be created and ready before the beginning of the school year, and IEP meetings will be scheduled a month ahead of time to maintain compliance. IEP meetings will be held in person or via Zoom according to parent preference, ensuring meaningful parent participation in the IEP process. **El Dorado Charter SELPA Resources and Support** VCGA will continue to participate actively in all El Dorado Charter SELPA Professional Learning Network (PLN) meetings, with the Director of Special Education and the Special Education Coordinator attending and providing pertinent updates to site administrators, general education staff, and parents.		

Action #	Title	Description	Total Funds	Contributing
		VCGA will continue to work closely with its assigned SELPA Program Specialist and to draw on the resources and networking opportunities the SELPA provides. PLN meetings provide ongoing updates on 504 plans, Least Restrictive Environment (LRE) requirements, English Language Development support for students with disabilities, and IDEA changes, and the SELPA data team provides compliance support during CALPADS reporting windows. These resources and supports allow VCGA to maintain compliance for students with disabilities and to incorporate SELPA-shared best practices into the school's special education program.		
6	Accelerating English Learner Success	VCGA's three-year Dashboard performance for English Learners documents both the urgency of continued investment and clear evidence of recovery. On the 2023 California School Dashboard, VCGA received a Red performance level on the ELA Academic Indicator for the English Learner student group. On the 2024 Dashboard, ELA performance declined further to a Red performance level, and the English Learner Progress Indicator also fell to a Red performance level at 38.1%, representing a 10.2-point decline from the prior year. On the 2025 Dashboard, VCGA's English Learner student group received a Yellow performance level on the ELPI at 41.5%, an Orange performance level on the ELA Academic Indicator, a Yellow performance level on the Math Academic Indicator (now outperforming the California state Yellow benchmark for English Learners by 7.9 points), a Yellow performance level on the Science Indicator, a Red performance level on the Chronic Absenteeism Indicator, and a Blue performance level on the Suspension Rate Indicator. The 2025 ELPI improvement of 3.4 points and the substantial academic gains for English Learners on both ELA and Math, including a 27.3-point Math gain documented in the 2025 Dashboard analysis, frame VCGA's continued commitment to accelerating English Learner language acquisition, academic achievement, and engagement. **Specialized ELD Instructional Support** VCGA will continue to fund a part-time ELD Instructional Coach, currently supported through the CCSPP Implementation Grant, who works systematically to build teacher capacity in implementing effective English Language Development strategies across content areas while supporting the specific linguistic and academic needs of English Learners and Long-Term English Learners. VCGA will examine the feasibility of expanding the ELD Instructional Coach role from part-time to a fuller scope of service in 2026-27 and will identify continuation funding to sustain the role beyond the current CCSPP Implementation Grant period. The ELD Instructional Coach will collaborate with teachers to analyze language	$39,484	N

Action #	Title	Description	Total Funds	Contributing
		proficiency data alongside academic performance data, identify areas where students struggle, and develop targeted language objectives alongside content objectives so that lessons provide both rigorous academic content and appropriate linguistic support. The ELD Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains of listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through the modeling of strategies that integrate language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness. The ELD Coach will collaborate with the ELA Instructional Coach and the Math Instructional Coach to ensure that designated and integrated ELD is consistently embedded into ELA and Math instruction at every proficiency level. **Targeted Support for Long-Term English Learners** VCGA will develop and implement a targeted strategy for Long-Term English Learners that addresses the specific instructional needs of students who have not reclassified within the typical timeline. The strategy will include differentiated instructional approaches in designated and integrated ELD, focused academic vocabulary development across content areas, structured opportunities for academic English production in all four domains, and individualized progress monitoring. LTEL progress will be monitored through ELPAC results, academic performance, and reclassification rates. **Technology-Enhanced EL Support** VCGA will implement the Ellevation Platform (Title III Funded: $3,299) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services. **Comprehensive English Language Development Framework** VCGA will implement Designated ELD as daily focused instruction on English language skills, including grammar, vocabulary, and syntax, delivered each morning as part of structured warm-up activities for students in grades 1 through 6. This consistent and systematic approach will provide English Learners with		

Action #	Title	Description	Total Funds	Contributing
		explicit language instruction that builds the foundational skills necessary for academic success across content areas. English Language Development will also be reinforced daily through Integrated ELD across content areas, with embedded instruction throughout science, mathematics, and reading. Teachers will use scaffolded support strategies to make academic content accessible while simultaneously building language proficiency, and will systematically integrate language objectives with content objectives so that academic learning and language development are addressed together. VCGA will complete the adoption and implementation of a comprehensive English Language Development curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards, with implementation supported by intensive professional development led by the ELD Instructional Coach. To provide authentic language exposure, all students will receive monthly issues of Time Magazine through a year-long subscription. This subscription provides opportunities to engage with real-world texts and authentic language use, exposing students to current events and varied text structures that enhance academic vocabulary development and cultural knowledge essential for academic success. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (Title III Funded: $7,000), which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in advancing English Learner success. **Bilingual Instructional Aide Capacity for ELD Support** VCGA will continue strategic deployment of bilingual Instructional Aides to provide push-in classroom support, small-group designated ELD facilitation, and Tier 2 intervention. Bilingual Instructional Aides will receive specialized training in evidence-based ELD strategies, English Learner instructional approaches, and		

Action #	Title	Description	Total Funds	Contributing
		small-group facilitation techniques so that the support they provide reinforces designated and integrated ELD instruction. **Instructional Enhancement and Resource Integration** The continued implementation of the adopted ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English Learner materials and ongoing professional development. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will use timers to support "Think Time" during lessons, providing English Learners with the processing time needed to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication. **Systematic Assessment and Progress Monitoring** Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled co-planning sessions to design lessons that address both language and content objectives, ensuring alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners. The ELD Instructional Coach will provide training in analyzing ELPAC data, local language assessments, and academic performance indicators to create targeted intervention plans at the individual student level. **Trimester Intervention Planning** At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. **Bilingual Family Engagement and Parent Education**		

Action #	Title	Description	Total Funds	Contributing
		VCGA will expand its family engagement programming for the families of English Learners. Parent education on English language development, home-school partnership in language learning, and the value of biliteracy will be offered during summer orientation, at family events throughout the school year, and through individual conferences. All family-facing communication will be delivered in English and Spanish, and culturally and linguistically responsive engagement will honor families' home language and cultural assets. The English Learner Advisory Committee will continue advising on programs and services for English Learners and on the LCAP. Family engagement progress will be monitored through ELAC participation, family attendance at language development events, family feedback, and ELPAC progress for students whose families participate in family engagement programming. **Reclassification Monitoring and Support** VCGA will sustain its expectation that English Learners who start at the school in transitional kindergarten or kindergarten progress through proficiency levels and reclassify as Fluent English Proficient before transitioning to middle school. Reclassification monitoring will be sustained against state and federal guidelines, and the four-year monitoring period for reclassified students will continue with intervention provided when progress declines or stalls. Reclassification rates will be tracked annually as a key indicator of ELD program effectiveness, alongside ELPAC progress and academic performance for English Learners and reclassified students.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Vista Condor Global Academy developed this goal because the 2025 California School Dashboard results, the verified data documenting the 2024-25 i-Ready turnaround, and partner input across the LCAP development process all point to the same conclusion: the gains documented in 2025 were produced by focused, coach-led professional learning, and sustaining and accelerating those gains depends on continued investment in educator capacity. The school's most significant areas of recovery, ELA, Math, and ELPI, align directly with the work of the part-time ELA Instructional Coach, the part-time Math Instructional Coach, and the part-time ELD Instructional Coach. Each of these roles has produced measurable improvement in classroom practice and student outcomes, and each is currently funded through the CCSPP Implementation Grant with a part-time scope that limits the depth and consistency of coaching that can be delivered across all classrooms and grade levels.

The 2024-25 i-Ready data illustrate what focused professional learning can produce. Schoolwide Reading growth reached 126% Median Progress to Typical Growth, 51 points above California's 75% threshold, with all grade levels and all student subgroups significantly exceeding the target. Schoolwide Math growth reached 107%, 27 points above the 80% threshold, representing a 35-point improvement from the prior year and a move from non-compliance with California's Verified Data threshold to significant compliance. The 2025 Dashboard recovery for English Learners, including a 27.3-point Math gain and a 3.4-point ELPI gain, reflects the same pattern. These results were produced by coaching cycles, co-planning sessions, classroom observations, modeling, professional learning communities, and grade-level collaboration. They were not produced by curriculum adoption alone or by isolated professional development events. The Professional Growth goal commits VCGA to sustaining and expanding the conditions that produced these outcomes.

The goal also responds to the resource inequities documented in the 2026-27 needs assessments across ELA, Math, ELPI, and Chronic Absenteeism. Each needs assessment identified the part-time scope of the relevant Instructional Coach as a critical resource gap. Without expanded coaching capacity, the school cannot consistently deliver the volume of classroom observation, co-planning, modeling, and reflective coaching cycles that Science of Reading implementation, evidence-based mathematics practices, designated and integrated English Language Development, and tiered behavioral and attendance support require across all grade levels and all teachers. The goal frames Professional Growth as the structural answer to these gaps and as the lever through which the LCAP actions in academics, language development, attendance, and wellness will be delivered with fidelity.

The goal aligns directly with VCGA's newly revised charter petition. The petition commits the school to a distributed leadership model through the Instructional Leadership Team, which includes representatives from all staff groups and meets regularly to plan professional development, analyze school data, develop strategic plans for instructional improvement, and eliminate barriers to improvement. The petition also commits the school to comprehensive professional learning structures, including five full days of summer professional development, weekly Friday professional development, five non-instructional days for data analysis and instructional planning, four All Vista Days dedicated to professional development common to all Vista Charter Public Schools, peer coaching, instructional rounds, and the Danielson Framework for teacher growth and development. The goal translates these petition commitments into LCAP actions that will be delivered, monitored, and resourced as part of the school's accountability framework.

The goal further aligns with VCGA's designation as a CCSPP grant recipient. The California Community Schools Framework identifies collaborative leadership and practices as one of its four pillars, and VCGA's CCSPP Steering Committee, comprised of educational partners including parents, students, educators, support staff, administrators, and community members and led by the Community Schools Coordinator, provides the existing structure for the shared decision-making and continuous improvement work described in this goal. The Instructional Leadership Team, the Coordination of Services Team, grade-level professional learning communities, and the network-level collaboration with Vista Charter Public Schools complete the collaborative infrastructure that this goal will strengthen.

Finally, the goal reflects what VCGA's educational partners identified as priorities through the LCAP development process. Teachers and instructional staff engaged through the Instructional Leadership Team, grade-level professional learning communities, weekly Friday professional development, and the Coordination of Services Team consistently identified expanded coaching capacity, sustained professional learning time, and strong cross-content collaboration among the ELA, Math, and ELD coaches as essential to the work ahead. Administrators identified continuation funding for coaching roles beyond the current CCSPP Implementation Grant period as a sustainability priority. Classified staff, including instructional aides, identified embedded coaching and specialized training as essential to delivering small-group intervention with fidelity. This goal is the school's response to that input, framing the LCAP actions that build educator capacity, strengthen collaborative leadership, and create the sustainable systems through which the academic, language development, attendance, and wellness goals of the LCAP will be delivered.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 76%	2022-23: 84.6%	2023-24: 100%	2024-25: 100%	+24%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 2 Math: 4 Social Science: 3 Science: 2 CTE: NA Health: 4 PE: 4 VAPA: 3 World Language: N/A	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: N/A	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: N/A	ELA: +1 ELD: +3 Math: +1 Social Science: +2 Science: +3 CTE: NA Health: 0 PE: 0 VAPA: +1 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: The action was fully implemented as planned. VCGA employs one full-time principal who serves as both the instructional and administrative leader. In this role, the principal provides instructional coaching, analyzes student performance data, facilitates professional development, leads the Instructional Leadership Team, and oversees implementation of the school's Multi-Tiered System of Supports (MTSS) framework. All teachers held appropriate credentials, with one exception: one teacher is currently working toward obtaining English Learner (EL) authorization.

Professional development was delivered as scheduled and included five full days of summer training, five non-instructional professional development days focused on data analysis and instructional planning, and weekly professional learning sessions throughout the school year.

The instructional calendar was fully implemented, providing 180 instructional days and meeting the state instructional day requirement for charter schools. There were no substantive differences between planned and actual implementation. Any minor adjustments were logistical and did not impact the action's scope or intent.

LREBG Funding: The action was funded with LCFF funds instead of LREBG funds. The LREBG funds will be expended in 2026-27 instead.

Action 2: VCGA implemented its professional learning and development program as planned and aligned to this goal. All staff participated in five full days of summer professional development, and new teachers received an additional five days of onboarding support. During the academic year, weekly professional development sessions were held consistently, supplemented by five non-instructional professional development days focused on data analysis, instructional planning, and role-specific learning. Professional learning was intentionally differentiated by staff role, content area, grade level, and experience level to ensure relevance and impact.

Role-specific training was provided for administrators, teachers, and instructional aides and addressed key instructional and schoolwide priorities, including ELA and mathematics curriculum implementation; Multi-Tiered System of Supports (MTSS); integrated and designated ELD strategies; Science of Reading (SoR); Kagan Cooperative Learning; global competence; and restorative practices through the Way of Council. Administrators and leadership staff also engaged in specialized training focused on data-driven instruction, instructional coaching, multilingual learner services aligned to the EL Roadmap Policy, and strengthening site leadership systems. The Assistant Superintendent of Instruction provided ongoing leadership coaching to build the Principal's instructional leadership capacity.

Instructional coaching was structured to support teachers in applying evidence-based practices, with targeted attention to priority student groups, including English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. VCGA received weekly support from the math instructional coach, who provided direct classroom-based coaching, immediate feedback, live coaching, and in-person debriefs, with prioritized support for

Coaching capacity in ELA has not been initiated since the position was vacant until December 2025. The ELD instructional coach position remains vacant, and ELD-related support has been delivered through weekly professional development, administrative support, and external training opportunities rather than a dedicated coaching model.

All planned summer retreats, conferences, and leadership development sessions occurred as scheduled. There were no substantive differences between planned and actual implementation. Minor adjustments were limited to scheduling and coaching logistics to accommodate classroom coverage and teacher availability and did not affect the program's scope or overall effectiveness.

Action 3: VCGA has fully implemented this action as planned to ensure equitable access to standards-aligned curriculum and instructional materials across all disciplines. The school has purchased and adopted the new ELA curriculum, *myPerspectives* (Savvas), and is partnering with curriculum providers to deliver ongoing training and implementation support for teachers throughout the year. Additional purchases of science manipulatives have also taken place this year. Supports include onsite coaching from curriculum partners, collaboration with VCPS staff, and instructional leadership from site administrators to reinforce consistent lesson delivery and effective instructional practices.

School leadership remains actively engaged in monitoring implementation and supporting instructional quality. Administrators conduct biweekly classroom observations using the Vista Public Schools instructional rubric to assess curriculum implementation and provide actionable feedback. These observation cycles promote reflection, strengthen instructional alignment across classrooms, and support continuous improvement. Through sustained coaching, targeted professional learning, and intentional monitoring of practice, VCGA is advancing implementation of the new curriculum while maintaining its commitment to equitable access and high-quality learning experiences for all students.

Action 4: The action was implemented as planned. VCGA maintained a 1:1 device program, providing every student and staff member with an individual device to ensure equitable access to curricular materials, digital tools, and instructional resources.

A dedicated IT Support staff member managed day-to-day technology operations, including device troubleshooting, inventory control, connectivity support, content filtering, and cybersecurity protocols to ensure safe and reliable technology use across campus. The school regularly assessed its technology infrastructure to identify and address connectivity or security issues in a timely manner.

VCGA also purchased new devices annually based on its replacement cycle analysis and projected enrollment growth to maintain device reliability and ensure continued access for all users.

There were no substantive differences between planned and actual implementation. Any minor adjustments were limited to device deployment timelines and network upgrade scheduling to accommodate enrollment changes and did not affect program scope, equity of access, or overall functionality.

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.

The following material differences between budgeted expenditures and estimated actual expenditures occurred for the actions under Goal 2 during the 2025-26 LCAP implementation year.

- **Action 1**: Estimated actual expenditures for Action 1 were less than budgeted expenditures because teacher salaries came in lower than projected. New teachers hired during the year were placed on a lower position on the pay scale than what had been projected at the time the budget was developed, resulting in lower actual salary costs.
- **Action 2**: Estimated actual expenditures for Action 2 were less than budgeted expenditures because the school hired its own instructional coaches rather than contracting for outside professional development services. This staffing decision resulted in actual costs that were lower than the amount originally budgeted for contracted professional development.
- **Action 3**: Estimated actual expenditures for Action 3 exceeded budgeted expenditures due to the purchase of the SAVVAS ELA curriculum, which came in at a higher cost than originally budgeted.
- **Action 4**: Estimated actual expenditures for Action 4 exceeded budgeted expenditures because the cost of IT services was higher than projected. The school shifted the IT role from a part-time to a full-time position, which increased actual costs beyond the budgeted amount.

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

Action 1: This action was effective in making progress toward the goal by strengthening instructional quality, improving teacher practice, and supporting more consistent implementation of data-driven instruction. Instructional coaching, professional development, and leadership provided by the Principal and Instructional Leadership Team supported teachers in refining instructional strategies, analyzing student performance data, and implementing Multi-Tiered System of Supports (MTSS) practices with greater consistency.

The extended instructional calendar also provided additional time for teaching, intervention, and student engagement, which helped support academic progress across core content areas. Evidence of effectiveness includes increased teacher confidence, stronger collaboration around data, improved

implementation of targeted supports, and more consistent delivery of rigorous instruction aligned to student needs. Overall, the action contributed to improved instructional coherence and supported continued progress toward improving student outcomes.

Action 2: This action was effective in making progress toward the goal of improving instructional practice and student outcomes. The comprehensive and differentiated professional learning structure, including summer institutes, weekly professional development, role-specific training, instructional coaching, and leadership development, strengthened staff capacity across instructional and support roles. As a result, teachers increased their use of data-driven instructional practices in English Language Arts (ELA) and mathematics, implemented evidence-based Science of Reading strategies with greater consistency, and strengthened both integrated and designated English Language Development (ELD) supports for multilingual learners.

Targeted instructional coaching in literacy and mathematics, combined with Multi-Tiered System of Supports (MTSS) coaching and restorative practices training, contributed to more consistent instructional practices, stronger intervention systems, and increased teacher confidence in addressing diverse student needs, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Leadership coaching also strengthened instructional leadership and supported alignment between professional development, classroom implementation, and schoolwide priorities. Overall, this action was effective in improving instructional quality, strengthening collaboration, and supporting continued progress toward more equitable student outcomes.

Action 3: This action was effective in making progress toward the goal of improving instructional practices and student outcomes. The professional learning program strengthened teacher capacity to implement research-based English Language Arts (ELA), mathematics, and literacy strategies, while also improving the use of student assessment data to inform planning, instruction, and intervention.

Professional development and coaching supported more consistent implementation of the Multi-Tiered System of Supports (MTSS) to address students' academic, behavioral, and social-emotional needs. Staff also strengthened alignment between curriculum, instructional practices, and assessment data, resulting in more targeted support for students, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The action also contributed to stronger instructional leadership and collaboration across the school. Teachers engaged in ongoing professional growth, shared instructional practices, and used data more consistently to monitor progress and adjust instruction. Overall, this action supported a culture of data-driven instruction, continuous improvement, and equitable learning experiences for all students.

Action 4: This action was effective in making progress toward the goal of supporting 21st century learning and ensuring equitable access to technology. Students and staff consistently had reliable access to devices, digital platforms, and instructional resources needed to support teaching and learning. The continued availability of technology helped ensure uninterrupted access to curricular materials and allowed teachers to implement technology-enhanced instruction across content areas.

Instructional integration of technology also increased, supporting student engagement, collaboration, and access to differentiated learning opportunities. In addition, cybersecurity measures helped protect sensitive student and staff data and supported the safe use of digital tools. Overall, this action successfully contributed to a technology-rich learning environment where all students had equitable access to the digital resources needed to participate fully in instruction and support academic progress.

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.

Vista Condor Global Academy develops a one-year LCAP annually, informed by the school's comprehensive needs assessment findings and feedback from educational partners. For the 2026-27 school year, VCGA has revised Goal 2 actions to expand instructional coaching capacity and strengthen schoolwide behavioral supports in response to identified achievement gaps and persistent chronic absenteeism.

Revisions to Goal 2 actions include the addition of an ELA Instructional Coach, a Math Instructional Coach, and an ELD Coordinator for the 2026-27 school year. These positions will support all students in closing achievement gaps and will build teacher capacity through job-embedded coaching, instructional feedback, and targeted professional development in core content delivery and designated and integrated English Language Development. In addition, the Assistant Principal will train teachers in restorative practices and de-escalation techniques to address student behavioral concerns, strengthen classroom climate, and increase student engagement. Together, these revised actions are designed to deepen student engagement, improve daily attendance, and further reduce chronic absenteeism rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Instructional Staffing	VCGA will employ one full-time Principal who will serve as the school's instructional leader in addition to their administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. VCGA will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional	$2,018,667	Y

Action #	Title	Description	Total Funds	Contributing
		development sessions throughout the academic school year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. **Instructional Calendar** VCGA provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days.		
2	Professional Learning & Development	VCGA will implement a robust, differentiated professional learning and development program for all staff in the 2026-27 school year to enhance instructional practices and accelerate student outcomes. Professional development will be differentiated by role, content area, grade level, and experience level so that each member of the instructional team receives the training most relevant to their work. **Professional Learning Calendar** Teachers and instructional staff will participate in five days of summer professional development prior to the start of the school year, with an additional three days of professional development specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. **Role-Specific Professional Development** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation,	$214,583	N

Action #	Title	Description	Total Funds	Contributing
		developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. **Special Training Programs and Retreats** All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Way of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), VCGA will continue its partnership with OCDE for coaching that systematizes the schoolwide MTSS approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while providing timely interventions for those needing additional integrated support. Systematic MTSS implementation will also guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction. Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English Learners because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. VCGA will continue to implement comprehensive Science of Reading professional development to strengthen literacy across all disciplines and address achievement gaps among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Training will focus on the five foundational components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported		

Action #	Title	Description	Total Funds	Contributing
		in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development. **Instructional Coaching** The ELA (LREBG Funded $40,404) and Math Instructional Coach (LREBG Funded $35,006); and ELD, Instructional Coach, funded through the CCSPP Implementation Grant, along with the Assistant Principal of Academics (Instructional Coach Goal 1, Action 3), will support teachers in implementing the new ELA curriculum using the Science of Reading, developing differentiation strategies to address diverse learning needs, and delivering content-specific coaching for rigorous, standards-aligned lessons. Coaches will collaborate with the Principal to ensure that strategies taught during professional development are implemented with fidelity and to build leadership capacity across the instructional team. The Associate Director of Instruction, also funded through the CCSPP Grant, will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. The part-time ELA Instructional Coach will specialize in the Science of Reading and serve as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building, while supporting the transition away from practices not aligned with reading science such as three-cueing or sole reliance on leveled texts. The Coach will help teachers select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary,		

Action #	Title	Description	Total Funds	Contributing
		use diagnostic assessments to identify specific reading difficulties, and implement targeted interventions including the recognition of dyslexia and other reading challenges. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across grade levels, establish assessment systems that monitor student progress in all reading components, and guide the selection of evidence-based instructional materials. The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through classroom observations, co-planning sessions, and instructional modeling, the Math Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency, including the" Try, Discuss, and Connect" approach, productive mathematical discourse, and problem-solving strategies that engage diverse learners. The Math Coach will guide teachers in using formative assessment data to identify misconceptions, plan differentiated instruction and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate Professional Learning Communities in which teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments, and will work with school leadership to develop coherent mathematics programming across grade levels and to establish systems for monitoring student progress. **Leadership Development** VCGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff. This is complemented by monthly principal professional development meetings and ongoing coaching led by the Assistant Superintendent of Instruction. **Conference Opportunities** Staff will have opportunities to attend relevant conferences throughout the year to further professional growth and networking. Across all professional		

Action #	Title	Description	Total Funds	Contributing
		development structures, key areas of focus will include data-driven instruction in ELA and Math using i-Ready assessments, developing global competence through project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VCGA will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. The school will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	$61,206	N
4	Educational Technology & Support	VCGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities. A dedicated IT Support position will be maintained to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy. The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth	$103,930	N

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Vista Condor Global Academy developed this goal because the 2025 California School Dashboard results, the 2026-27 needs assessments across Chronic Absenteeism, ELA, Math, and ELPI, and educational partner input throughout the LCAP development process all point to a single reality: the academic, language development, attendance, and wellness outcomes documented in the Dashboard are shaped as much by the conditions outside the school day as by the conditions inside it. Strong family and community partnerships are not a supplementary feature of VCGA's work; they are a structural requirement for closing the achievement gaps and the chronic absenteeism gaps documented for the school's largest student groups.

The 2025 Dashboard data make this connection concrete. The Red performance level on Chronic Absenteeism for All Students (28.4%) and for the English Learner (28.4%), Socioeconomically Disadvantaged (28.8%), and Hispanic (29.3%) student groups reflects barriers that originate primarily outside the school, including transportation, work schedules, caregiving responsibilities for younger siblings, limited access to healthcare, and elevated post-pandemic health-related absences. The continued ELA performance gap at the Orange level for English Learners, Socioeconomically Disadvantaged students, and Hispanic students reflects at-home reading conditions that vary considerably across families because of economic and resource constraints. The ELPI performance gap of 4.9 points below the California state Yellow benchmark reflects, in part, the linguistic context of the families served by the school, with Spanish as the primary home language for most VCGA families. Each of these performance gaps is connected to family circumstances that the school can address only through deep, culturally and linguistically responsive partnership.

The goal also responds directly to the resource inequities documented in the 2026-27 needs assessments. Across Chronic Absenteeism, ELA, Math, and ELPI, each needs assessment identified the limited supply of bilingual family resources as a critical gap. Family literacy resources, family math resources, family-facing parent education on chronic absenteeism, and family-facing materials on English language development are not yet available at the scale needed given that Spanish is the primary home language for most VCGA families and that more than 97% of students are Socioeconomically Disadvantaged. The Family and Community Partnerships goal frames the LCAP's response to these gaps and commits the school to building the bilingual, culturally responsive family engagement infrastructure that the data require.

The goal aligns directly with VCGA's newly revised charter petition. The petition commits the school to a Community School Model and a "whole child, whole family" approach, recognizing that academic success is inextricably linked to student well-being and community involvement. The petition describes families as fundamental to the learning process at VCGA and commits the school to maintaining an open-door policy with multiple communication channels, including state-of-the-art learning management systems, websites, email communications, and hard-copy newsletters delivered in each family's preferred format. The petition also commits the school to regular social and educational events that foster community building, including back-to-school events, parent educational workshops, exhibitions of student work, student performances, and student-led conferences. The petition explicitly identifies the English Learner Advisory Committee, the Coordination of Services Team, the Student Success Team, and the Community School Coordinator role as the structural mechanisms through which family partnership is delivered. The goal translates these petition commitments into measurable LCAP actions.

The goal further aligns with VCGA's designation as a CCSPP grant recipient. The California Community Schools Framework identifies family and community engagement as one of its four pillars, and VCGA's CCSPP infrastructure, including the Community Schools Coordinator and the CCSPP Steering Committee comprised of parents, students, educators, support staff, administrators, and community members, provides the existing structure for the partnership work described in this goal. The CCSPP framework also funds wraparound services that address transportation, caregiving, economic, and health-related barriers identified in the Chronic Absenteeism needs assessment as recurring obstacles to consistent attendance.

Finally, the goal reflects what VCGA's educational partners identified as priorities through the LCAP development process. Parents and guardians engaged through the English Learner Advisory Committee, the CCSPP Steering Committee, family conferences, student-led conferences, and individual meetings facilitated by the Community School Coordinator consistently identified bilingual communication, culturally responsive engagement, and family education on attendance, literacy, mathematics, and English language development as priorities. Teachers identified family partnership as essential to sustaining the classroom-level work described in the academic and language development goals. Community partners working through the CCSPP framework identified continued investment in wraparound services as essential to addressing the family-facing barriers that affect attendance and academic performance. This goal is the school's response to that input, framing the LCAP actions that strengthen family partnership, expand bilingual engagement, build community partnerships, and create the collaborative support network through which the academic, language development, attendance, and wellness goals of the LCAP will be delivered.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Questions 9-12) Rating Scale: 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability Source: Score – CDE Priority 3 Self-reflection tool.	11. 4 12. 4	11. 4 12. 4	11. 5 12. 5	11. 5 12. 5	12. +1
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 5 3. 5 4. 4	2024-25: 1. 4 2. 5 3. 4 4. 4	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 2. 3. 4.	1. +1 2. 0 3. 0 4. +1
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 54% Sense of Safety 78% School Connectedness	2024-25: 95% Sense of Safety 91% School Connectedness	2025-26: 96% Sense of Safety 93% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+42% Sense of Safety +15% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 94% Sense of Safety 94% School Connectedness	2024-25: 73% Sense of Safety 73% School Connectedness	2025-26: 75% Sense of Safety 75% School Connectedness	2026-27: 80% Sense of Safety 80% School Connectedness	-19% Sense of Safety -19% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 86% Sense of Safety 86% School Connectedness	2024-25: 70% Sense of Safety 70% School Connectedness	2025-26: 75% Sense of Safety 75% School Connectedness	2026-27: 80% Sense of Safety 80% School Connectedness	-11% Sense of Safety -11% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: The action has been fully implemented as planned. VCGA has maintained a safe, secure, and well-functioning learning environment through consistent campus supervision, enhanced security systems, regular staff training, and a proactive approach to preventative facilities maintenance.

VCGA completed its annual Facility Inspection Tool (FIT) assessment, and any identified deficiencies were addressed promptly, with health and safety concerns prioritized. Facility conditions and safety efforts were also reported through required accountability documents, including the LCAP and SARC, to ensure transparency and compliance.

There were no substantive differences between the planned actions and actual implementation. Any minor adjustments made during the year were operational in nature and did not change the action's scope or intent. Overall, implementation closely matched the original plan and effectively supported student and staff safety and well-being.

Action 2: The action was implemented as planned. VCGA established and maintained all required parent advisory and governance committees in alignment with California Education Code requirements, including the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), English Learner Parent Advisory Committee (EL-PAC), and the Community Schools Steering Committee. These groups met regularly and provided consistent, structured opportunities for family input—particularly from families of multilingual learners—regarding school programs, services, and the development of the Local Control and Accountability Plan (LCAP).

To support meaningful participation, VCGA provided training and ongoing assistance to committee members to strengthen their understanding of committee roles and responsibilities, key educational terminology, and relevant school policies. This capacity-building approach helped ensure that parent feedback was informed and effectively incorporated into school decision-making processes.

There were no substantive differences between planned actions and actual implementation. Any adjustments during the year were logistical (e.g., meeting formats or scheduling) and did not change the intent, scope, or impact of the action. The overall purpose and structure of parent engagement and shared governance remained consistent with the original plan.

Action 3: This action was fully implemented as planned. VCGA has implemented a comprehensive, multi-faceted approach to strengthen school-family partnerships, coordinated jointly by the Principal and the Community Schools Coordinator.

The Community Schools Coordinator implemented the California Community Schools Partnership Program by coordinating integrated student support services, conducting schoolwide needs assessments, chairing the Community Schools Leadership Team, and serving as the primary liaison to community partners. Throughout the year, VCGA consistently provided parent education workshops, monthly Coffee with the Principal meetings, academic engagement events, and culturally responsive communication practices to deepen family engagement and strengthen school-community connections.

To ensure equitable access for linguistically diverse families, VCGA provided interpretation and translation services and conducted home visits as needed. ParentSquare was used as the school's primary communication platform, and families received training to support accessibility and promote two-way communication.

There were no substantive differences between the planned actions and actual implementation. Any adjustments were logistical in nature and did not change the intent or scope of the action.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 3 during the 2025-26 LCAP implementation year that require an explanation.

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

Action 1: This action was effective in making progress toward the goal by maintaining a safe, secure, clean, and well-maintained campus that supports student learning and well-being. Enhanced safety measures, regular staff training, and the implementation of a preventative maintenance plan contributed to a consistent and proactive approach to campus safety and facility upkeep.

Annual Facility Inspection Tool (FIT) results and Local Indicator data indicate that the school's facilities met state standards, with no significant safety deficiencies identified. When minor maintenance or safety concerns were identified, they were addressed promptly to minimize disruption and maintain a safe learning environment.

The absence of major safety incidents, along with positive feedback from staff and families, further demonstrates the effectiveness of this action. Overall, this action successfully supported a secure and well-maintained learning environment conducive to student achievement, engagement, and overall well-being.

Action 2: This action was effective in making progress toward the goal of strengthening parent engagement, family partnership, and shared decision-making. Parent participation in the English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and community-based committees increased, providing families with more meaningful opportunities to participate in school planning and provide input on programs, services, and priorities.

Feedback gathered through these committees directly informed school planning processes, including Local Control and Accountability Plan (LCAP) development and Community Schools initiatives. Training and capacity-building opportunities also strengthened parents' understanding of school systems, data, and decision-making processes, allowing families to provide more informed and actionable input.

As a result, VCGA strengthened collaboration with families, particularly families of multilingual learners, and ensured that parent voice was meaningfully incorporated into school governance, continuous improvement efforts, and decisions designed to improve student outcomes.

Action 3: This action was effective in making progress toward the goal of strengthening meaningful school-family partnerships and supporting student success. Coordinated efforts by school leadership and the Community Schools Coordinator helped improve communication with families, expand engagement opportunities, and connect students and families with academic, health, social-emotional, and community-based supports.

Culturally responsive practices and integrated support services strengthened trust between the school, families, and community partners. Families had increased opportunities to participate in engagement activities, share input, and access resources aligned to their needs. Evidence of effectiveness includes increased participation in school engagement activities, improved two-way communication with families, and stronger collaboration between VCGA, families, and community partners. Overall, this action supported a more connected and responsive school community that promotes student well-being, engagement, and success.

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.

Vista Condor Global Academy develops a one-year LCAP annually, informed by feedback from educational partners and analysis of local and California School Dashboard data indicators. Based on this year's reflection on prior practice, VCGA has determined that Goal 3 is functioning as intended and that no changes will be made to the goal statement, metrics, target outcomes, or actions for the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	VCGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. This includes: • **Security Systems and Supervision:** The school will employ adequate supervision staff and maintain an enhanced security system including	$1,448,092	N

Action #	Title	Description	Total Funds	Contributing
		surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **Facility Inspection and Assessment:** The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels including the annual Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), and Local Indicators Report. VCGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.		
2	Parents as Decision-makers	VCGA will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school will maintain and support the following to ensure meaningful input from families of multilingual learners. • English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), • English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2) • A Parent Advisory Committee (PAC) will be established and maintained as required by California Education Code 52062(a)(1) to gather broader parent perspectives on school's LCAP, and programs The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework.	$2,000	N

Action #	Title	Description	Total Funds	Contributing
		Training and Capacity Building: VCGA will provide training for parent committee members on their roles and responsibilities, educational terminology, and school policies to build capacity for meaningful participation in decision-making processes.		
3	School-Family Partnerships	**Coordinated Leadership of Family Engagement:** VCGA will implement a multi-faceted approach to school-family partnerships coordinated jointly by the Principal and the Community Schools Coordinator. The Community Schools Coordinator will implement the California Community Schools Partnership Program, oversee integrated student support services, assess schoolwide needs, chair the Community Schools Leadership Team, and serve as the primary liaison to community partners. Working collaboratively with the Principal, the Community Schools Coordinator will host parent education workshops and ensure ongoing communication between the school and families to strengthen the home-school partnership. **Communication and Cultural Support** VCGA will employ lead translators and interpreters who will facilitate communication with linguistically diverse families, provide comprehensive interpretation services, translate school materials into multiple languages, and support the attendance team with ongoing communication so that barriers to learning and daily attendance can be identified and addressed. Key staff will also conduct regular home visits to strengthen school-family connections. Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. Staff will train parents on how to access and use ParentSquare effectively so that all families can fully participate in digital communication and stay informed about their children's education and school activities. **Monthly Coffee with the Principal** VCGA will host monthly Coffee with the Principal events to provide families with regular engagement opportunities. These sessions will focus on sharing information about school issues, policies, and initiatives, while creating space for students to present their learning. The events serve as a forum for families to discuss school matters, ask questions, and provide feedback to school leadership. The monthly gatherings will also be used to share volunteer opportunities and ways families can support school activities.	$276,172	N

Action #	Title	Description	Total Funds	Contributing
		Parent Education Workshops The Community Schools Coordinator and the Principal will offer parent education workshops on topics that support student and family success. Workshops will include Financial Literacy sessions to build money management and financial planning skills; guidance on supporting children with homework and academic success; information about state testing requirements and strategies for helping students prepare; education about the importance of daily attendance and ways to support consistent school participation; and Way of Council sessions that teach conflict resolution and communication strategies for families. **Academic Engagement Events** To engage families in their children's academic progress, VCGA will organize interactive events that bring families directly into the learning process. i-Ready Data Chat Nights will provide opportunities for families to review student progress and set academic goals collaboratively. Student-led conferences will allow students to share their learning directly with families, and open houses will create opportunities for students to showcase classroom achievements. Students will also present their learning during monthly assemblies, providing families with regular opportunities to observe academic growth and development. **Community Partnerships and Support Services** VCGA has established strategic partnerships to provide essential health and wellness services for students and families. Through the school's partnership with Healthy Smiles, students receive weekly dental exams provided onsite to support oral health. The collaboration with Ultra-Med provides vision exams that identify and address visual barriers to learning. VCGA also operates a weekly onsite food pantry in partnership with Templo Calvario to assist families facing food insecurity and to provide essential nutritional support. These partnerships recognize that addressing basic needs is fundamental to student success and family stability. **Culturally Responsive Approach** All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community. This comprehensive approach fosters meaningful partnerships that enhance student success while building strong connections between home, school, and community. The integration of academic engagement, health services, and family support creates a holistic environment in which families feel welcomed, supported, and empowered to participate actively in their children's education.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,593,584	$191,950

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
38.29%	0%	$0	38.29%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2025 California School Dashboard documents both meaningful recovery and continuing performance gaps for VCGA's unduplicated students. In ELA, English Learners, Socioeconomically Disadvantaged students, and Hispanic students received an Orange performance level on the 2025 Dashboard while All Students received a Yellow performance level, indicating that performance for unduplicated student groups remains one full performance level below the All Students level. In mathematics, English Learners,	Goal 1, Action 2 increases services by expanding the quantity of intervention, coaching, and instructional aide support available to students, and improves services by raising the quality of core instruction, intervention design, and instructional alignment across all three tiers of MTSS. The action design includes specific elements that respond directly to the needs of English Learners, Foster Youth, and Low-Income students.	• #1: ELA CAASPP • #2: Math CAASPP

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged students, and Hispanic students reached the Yellow performance level alongside All Students, with English Learners gaining 27.3 points (the largest single-year gain documented across any student group on any academic indicator on the 2025 Dashboard). The 2024-25 i-Ready verified data shows schoolwide Reading growth at 126% Median Progress to Typical Growth and Math growth at 107%, with all student groups exceeding California's growth thresholds. Despite this recovery, performance for All Students remains 60.1 points below the California state Yellow level in ELA and 25.7 points below the California state Yellow level in mathematics, with the cumulative distance to grade-level proficiency falling most heavily on unduplicated students. Educational partner input across the LCAP development process identified specific needs for unduplicated students that go beyond enrollment in the school's instructional program. English Learner families participating in the combined ELAC, DELAC, and EL-PAC requested more targeted interventions, deeper designated and integrated English Language Development, and language scaffolds in core ELA and mathematics instruction. The Parent Advisory Committee and parents participating in Coffee with the Principal requested expanded academic support, after-school programming, and tutoring resources for students performing below grade level. Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students face additional barriers including limited at-home academic resources, instability that interrupts continuous learning, and limited access to enrichment outside school hours. Long-Term English Learners require differentiated instructional approaches that the current core program does not yet consistently provide at the depth needed.	Tier 1 services for unduplicated students are improved through the deployment of Instructional Aides funded by LREBG, LCFF Supplemental and Concentration, and the Literacy and Reading Specialist Grant who provide push-in support directly within general education classrooms. Aides are trained in English Learner instructional strategies and in characteristics of dyslexia and other reading difficulties, allowing them to provide language scaffolds and reading intervention support that responds to the specific needs of English Learners and students with reading challenges. The ELA Instructional Coach guides teachers in Science of Reading aligned practice, with explicit attention to English Learner instructional strategies and to identifying and addressing characteristics of dyslexia. The Math Instructional Coach collaborates with the ELD Instructional Coach to ensure that linguistic scaffolds, academic vocabulary, and structured mathematical discourse are present in every mathematics lesson, so that language barriers do not impede mathematical learning for English Learners. Tier 2 services for unduplicated students are increased through the Intervention Coordinator and Instructional Aides who deliver daily small-group intervention to students performing below grade level. Intervention groups are formed using i-Ready diagnostic data, with priority placement for English Learners, Socioeconomically Disadvantaged students, Long-Term English Learners, Foster Youth, and Homeless Youth identified as performing below grade level. Tier 2 content is aligned to the Science of Reading framework and the Concrete-Representational-Abstract approach used in core instruction, so that unduplicated students receive intervention that reinforces rather than competes with core instruction. Tier 3 services for unduplicated students are increased through after-school tutoring with certificated and classified staff. ELOP programming, funded through	

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
		LREBG, ELOP, and ASES, expands access to before-school, after-school, intervention-period, and summer learning opportunities, with students performing below grade level prioritized for additional academic tutoring. This wraparound structure is essential for Foster Youth and Homeless Youth, whose family contexts may not consistently provide stable academic support outside school hours, and for Socioeconomically Disadvantaged students whose families face economic constraints that limit at-home enrichment and tutoring access. Targeted academic support through additional Instructional Aides is explicitly designed for unduplicated students. The action specifies that priority focus is given to English Learners (including Long-Term English Learners), Socioeconomically Disadvantaged students, and Students with Disabilities, with scaffolding strategies that include visual aids, native language support, and structured opportunities for academic discourse. For dually identified EL/SWD students, aides align their support with IEP goals while continuing to provide language scaffolds. For Socioeconomically Disadvantaged students, aides bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that may not be available at home. Systematic monitoring of student response to intervention is disaggregated by student group at every review point. The Principal, Instructional Leadership Team, classroom teachers, and Instructional Coaches review attendance, academic, and behavioral data monthly, with student-level data examined for English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Hispanic students, ensuring that the disparities documented on the 2025 Dashboard remain visible and actionable throughout the year.	

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
		Why the Action Is Provided on a Schoolwide Basis VCGA is providing this action on a schoolwide basis because the demographic structure of the school's enrollment and the design of MTSS together require schoolwide implementation to produce the intended outcomes for unduplicated students. The action is principally directed toward and effective in meeting the school's goals for unduplicated students for the following specific reasons. First, the unduplicated student count at VCGA exceeds 95% of total enrollment, with 94% Socioeconomically Disadvantaged, 51% English Learners, 2% Foster Youth, 10% Homeless Youth, and 1% Migrant students. Unduplicated students are present in every classroom and every grade level. A limited action targeting only specific classrooms or grade levels would fail to reach a substantial portion of the unduplicated population and would create artificial service gaps within MTSS, which is by design a schoolwide framework. A schoolwide implementation ensures that every unduplicated student in every classroom has consistent access to Tier 1 push-in support, Tier 2 small-group intervention, and Tier 3 after-school and ELOP programming. Second, MTSS effectiveness depends on instructional alignment across all three tiers. Tier 2 and Tier 3 interventions are most effective when they reinforce the same evidence-based skills, instructional language, and frameworks (Science of Reading in ELA and Concrete-Representational-Abstract in mathematics) used in core instruction. If Tier 1 core instruction were not improved schoolwide through the ELA Instructional Coach, Math Instructional Coach, and Heggerty Phonemic Awareness curriculum, then Tier 2 and Tier 3 intervention for unduplicated students would compete with rather than reinforce core	

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
		instruction, reducing the intervention effect for the very students this action is designed to serve. Third, English Learners benefit specifically from designated and integrated ELD that is embedded within ELA and mathematics across every classroom. This integration cannot be achieved through a limited action because English Learners are distributed across all classrooms and rely on every teacher to deliver linguistically scaffolded core instruction in addition to designated ELD time. The schoolwide investment in Instructional Coach collaboration across ELA, mathematics, and ELD ensures that English Learners receive linguistic support continuously throughout the instructional day. Fourth, Foster Youth and Homeless Youth enrollment shifts during the year as families experience placement changes and housing instability. A schoolwide implementation ensures that these students receive immediate access to MTSS supports upon enrollment without requiring identification, eligibility verification, or referral processes that would delay intervention. This justification goes beyond stating that VCGA has a high enrollment percentage of unduplicated students. The schoolwide structure of the action is required by the schoolwide structure of MTSS, by the instructional alignment that produces intervention effect, by the distributed presence of English Learners across all classrooms, and by the enrollment patterns of Foster Youth and Homeless Youth, each of which is a specific service-delivery consideration rather than an enrollment statistic.	
Goal 1, Action 3	The 2025 California School Dashboard reports a Red performance level for chronic absenteeism, with the highest rates concentrated among VCGA's unduplicated students. English Learners had a chronic absenteeism rate of 28.4% (up from 21.9% in 2024),	Action 3 increases services by expanding the quantity of behavioral, health, and attendance intervention capacity available to students, and improves services by raising the quality and coordination of those supports through an integrated MTSS structure aligned	• #8: Chronic absenteeism • #9: Suspension Rate • #10: Expulsion Rate • #19: School Climate Survey (Students)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged students 28.8% (up from 20.5%), and Hispanic students 29.3% (up from 19.6%). Root cause analysis and educational partner input identified contributing factors that fall disproportionately on unduplicated students, including health and wellness barriers, behavioral and engagement factors, socioeconomic and housing instability, family understanding of attendance expectations, and limited bilingual outreach. English Learner families also requested stronger culturally and linguistically responsive engagement, and Foster Youth and Homeless Youth require connection to wraparound supports that address basic needs in addition to attendance interventions.	with the California Community Schools Framework. The action establishes a tiered attendance intervention system within MTSS, with Tier 1 schoolwide attendance promotion, Tier 2 outreach and mentoring at the 5% and 10% absence thresholds, and Tier 3 intensive case management through the Coordination of Services Team for students reaching the chronic absenteeism threshold. The action expands the Board-Certified Behavior Analyst role to connect behavioral and engagement data to attendance data, identifying unduplicated students whose absences are driven by social-emotional factors. The action operationalizes the Health Clerk role with daily health protocols and bilingual return-to-school guidance, which is critical for Socioeconomically Disadvantaged families navigating chronic health conditions without consistent access to outside healthcare. Assistant Principal-led training in restorative practices and de-escalation builds staff capacity to address engagement and behavioral factors that disproportionately affect unduplicated students. Bilingual family engagement and parent education led by the Community School Coordinator address the cultural, linguistic, and basic-needs barriers identified by English Learner families and by Foster Youth and Homeless Youth contexts. **Why the Action Is Provided on a Schoolwide Basis** VCGA is providing this action on a schoolwide basis because the unduplicated student count exceeds 95% of total enrollment, with unduplicated students present in every classroom and every grade level. MTSS by design operates schoolwide, and a limited action would create service gaps within the framework that would prevent timely identification and intervention for unduplicated students whose attendance patterns shift across the year. Chronic absenteeism early-warning data must be reviewed schoolwide so that unduplicated students reaching the 5% and 10% absence thresholds are identified before they reach the	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		chronic absenteeism threshold, regardless of classroom assignment. Foster Youth and Homeless Youth enrollment shifts during the year as families experience placement changes and housing instability, and schoolwide implementation ensures that these students receive immediate access to attendance, behavioral, and health supports upon enrollment without delay. Behavioral, health, and SEL supports are most effective when embedded within a consistent schoolwide climate of belonging anchored by Way of Council, Advisory, Calm Corners, and PBIS, which cannot be delivered through a limited action targeting only specific classrooms. This justification is grounded in the service-delivery structure of MTSS and the enrollment patterns of unduplicated students, not in enrollment statistics alone.	
Goal 2, Action 1	The 2025 California School Dashboard documents continuing performance gaps for VCGA's unduplicated students, with English Learners, Socioeconomically Disadvantaged students, and Hispanic students performing at the Orange level in ELA and at distances of 25.7 to 60.1 points below the California state Yellow level for All Students in ELA and mathematics. Educational partner input across the LCAP development process identified the need for stronger teacher capacity in evidence-based reading and mathematics instruction, designated and integrated English Language Development, culturally and linguistically responsive practice, data-driven intervention design, and instructional planning that closes gaps for unduplicated students. Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students additionally require more instructional time than the state minimum to close cumulative gaps caused by housing instability, limited at-home academic resources, and limited access to enrichment outside school hours.	This action increases services for unduplicated students by expanding the quantity of instructional time available through a longer school day and 180 instructional days (5 days beyond the California state requirement of 175 instructional days for charter schools) and improves services by raising the quality of instruction through robust teacher professional development. The professional development calendar provides five full days of summer professional development prior to the start of the school year, five non-instructional full days during the school year focused on student data analysis and instructional planning, and weekly professional development sessions throughout the academic year. Professional development is led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. Content focuses on Science of Reading aligned ELA instruction, evidence-based mathematical practices, designated and integrated English Language Development, instructional strategies for English Learners and Long-Term English Learners,	• #13: % Teachers – fully credentialed and appropriately assigned. • #15: Implementation of the State Academic Content & Performance Standards • #21: Staff Survey

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
		characteristics of dyslexia, restorative practices, and the use of i-Ready and other diagnostic data to design targeted Tier 2 and Tier 3 intervention. The combined effect of additional instructional time and improved instructional quality is greater than either component alone, with the additional instructional time providing the in-school opportunity to close gaps and the professional development ensuring that the additional time is used in ways that respond to the documented needs of unduplicated students. **Why the Action Is Provided on a Schoolwide Basis** VCGA is providing this action on a schoolwide basis because the unduplicated student count exceeds 95% of total enrollment, with unduplicated students present in every classroom and every grade level. Teachers are deployed schoolwide, and a limited action that trained only some teachers would leave unduplicated students in untrained classrooms without consistent access to Science of Reading aligned instruction, English Language Development, and data-driven intervention design. English Learners specifically rely on every teacher to deliver linguistically scaffolded core instruction across ELA, mathematics, science, and social studies, which requires every teacher to receive professional development in English Learner instructional strategies. The longer school day and longer school year cannot be provided on a limited basis because instructional time is a structural feature of the school calendar, and applying it only to some classrooms would create inequitable access for unduplicated students. Instructional Leadership Team-led professional development is required to be schoolwide so that consistent messaging and instructional coherence are sustained across grade levels, supporting unduplicated students whose transitions between grades and classrooms otherwise risk inconsistent instructional approaches. This justification is grounded in the service-delivery	

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
		structure of teacher deployment, the structural nature of the instructional calendar, and the distributed presence of unduplicated students across all classrooms, not in enrollment statistics alone.	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,769,897.00	$ 6,490,255.00

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	Assessment of Learning	No	$ 16,104	$ 17,266
1	2	MTSS: Accelerating Learning	Yes	$ 1,502,031	$ 1,459,920
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 436,297	$ 428,073
1	4	Broad Course of Study	No	$ 105,100	$ 93,356
1	5	Empowering SWD Academically	No	$ 623,957	$ 594,827
1	6	Accelerating English Learner Success	No	$ 31,763	$ 11,565
				$ -	$ -
2	1	Core Instructional Staffing	No	$ 1,545,572	$ 1,236,121
2	1	Core Instructional Staffing	Yes	$ 419,449	$ 493,149
2	2	Professional Learning & Development	Yes	$ 210,582	$ 181,282
2	3	Core Curricular & Instructional Materials	No	$ 68,805	$ 102,923
2	4	Educational Technology & Support	No	$ 52,888	$ 103,486
				$ -	$ -
3	1	Safe Facilities	No	$ 1,483,792	$ 1,489,281
3	2	Parents as Decision-makers	No	$ 2,000	$ 2,000
3	3	School-Family Partnerships	No	$ 100,197	$ 99,179
3	3	School-Family Partnerships	Yes	$ 171,360	$ 177,827
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,637,505	$ 1,512,030	$ 1,661,614	$ (149,584)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Assessment of Learning	No	$ -	$ -	0.000%	0.000%
1	2	MTSS: Accelerating Learning	Yes	$ 593,576	$ 639,169.00	0.000%	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 268,648	$ 286,215.00	0.000%	0.000%
1	4	Broad Course of Study	No	$ -	$ -	0.000%	0.000%
1	5	Empowering SWD Academically	No	$ -	$ -	0.000%	0.000%
1	6	Accelerating English Learner Success	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	No	$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	Yes	$ 419,449	$ 493,149.00	0.000%	0.000%
2	2	Professional Learning & Development	Yes	$ 58,997	$ 65,254.00	0.000%	0.000%
2	3	Core Curricular & Instructional Materials	No	$ -	$ -	0.000%	0.000%
2	4	Educational Technology & Support	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Safe Facilities	No	$ -	$ -	0.000%	0.000%
3	2	Parents as Decision-makers	No	$ -	$ -	0.000%	0.000%
3	3	School-Family Partnerships	No	$ -	$ -	0.000%	0.000%
3	3	School-Family Partnerships	Yes	$ 171,360	$ 177,827.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,042,570	$ 1,637,505	0.000%	40.507%	$ 1,661,614	0.000%	41.103%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,161,378	$ 1,593,584	38.295%	0.000%	38.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,772,910	$ 3,158,074	$ -	$ 252,838	$ 7,183,822.00	$ 4,382,754	$ 2,801,068

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No					$ -	$ 22,202	$ 2,575	$ -	$ -	$ 19,627	$ 22,202	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Condor	2026-27	$ 848,750	$ 1,014,648	$ 443,562	$ 1,419,836	$ -	$ -	$ 1,863,398	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Condor	2026-27	$ 410,671	$ 24,375	$ 226,655	$ 37,244	$ -	$ 171,147	$ 435,046	0.000%
1	4	Broad Course of Study	All	No					$ 51,467	$ 5,150	$ -	$ 56,617	$ -	$ -	$ 56,617	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 509,478	$ 132,947	$ 11,578	$ 579,082	$ -	$ 51,765	$ 642,425	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 29,185	$ 10,299	$ -	$ 29,185	$ -	$ 10,299	$ 39,484	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 1,095,300	$ -	$ 963,387	$ 131,913	$ -	$ -	$ 1,095,300	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Condor	2026-27	$ 923,367	$ -	$ 923,367	$ -	$ -	$ -	$ 923,367	0.000%
2	2	Professional Learning & Development	All	No					$ 171,851	$ 42,732	$ -	$ 214,583	$ -	$ -	$ 214,583	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 61,206	$ -	$ 61,206	$ -	$ -	$ 61,206	0.000%
2	4	Educational Technology & Support	All	No					$ 69,013	$ 34,917	$ 69,013	$ 34,917	$ -	$ -	$ 103,930	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ -	$ 1,448,092	$ 956,442	$ 491,650	$ -	$ -	$ 1,448,092	0.000%
3	2	Parents as Decision-makers	All	No					$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
3	3	School-Family Partnerships	All	No					$ 273,672	$ 2,500	$ 174,331	$ 101,841	$ -	$ -	$ 276,172	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,161,378	$ 1,593,584	38.295%	0.000%	38.295%	$ 1,593,584	0.000%	38.295%	**Total:**	$ 1,593,584
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,593,584

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Condor	$ 443,562	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Condor	$ 226,655	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Condor	$ 923,367	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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