LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Oaks Charter
CDS Code: 07-61663-0130930
School Year: 2025-26
LEA contact information:
Joy Groen
Executive Director
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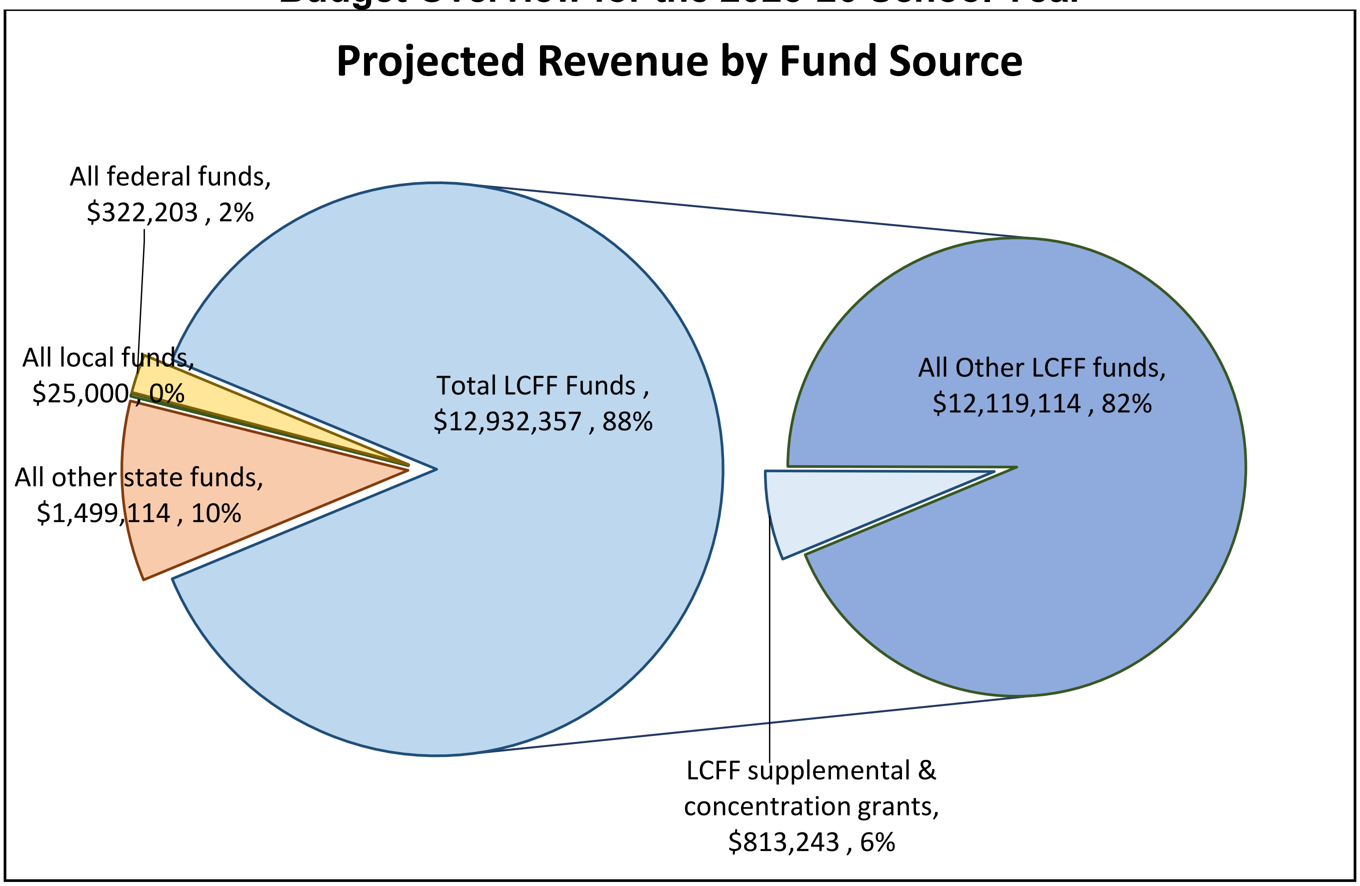
209.365.4060

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

Budget Overview for the 2025-26 School Year

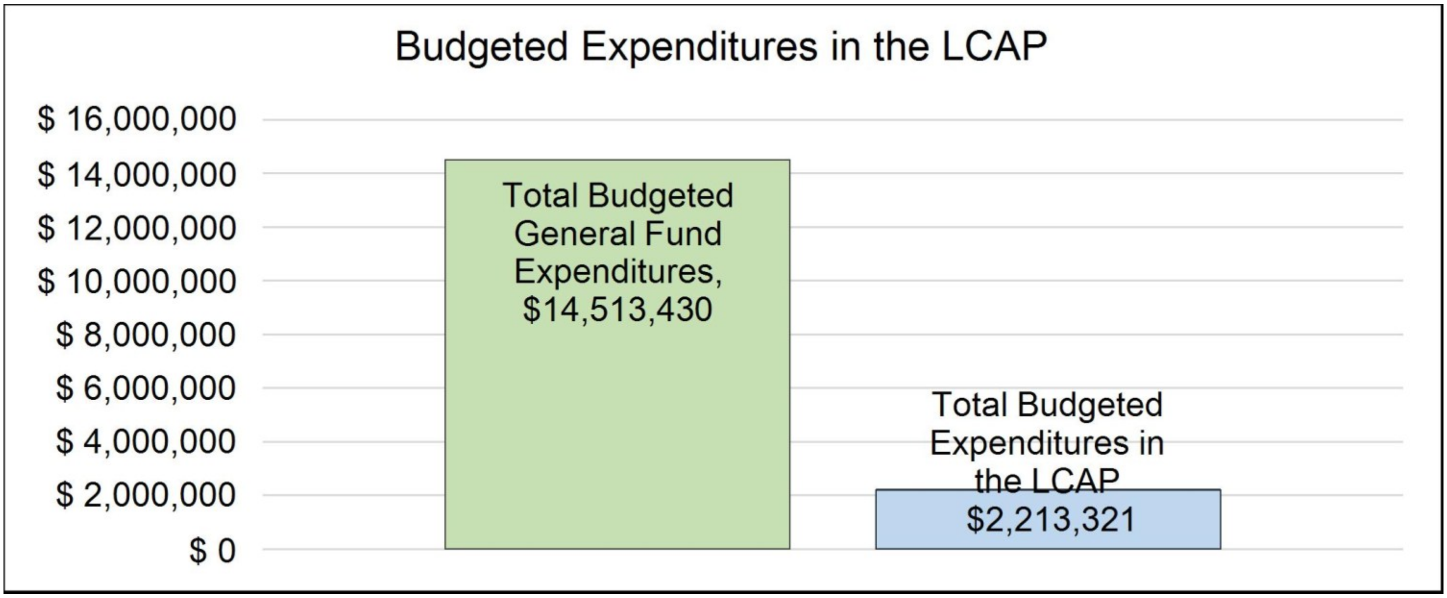


This chart shows the total general purpose revenue Vista Oaks Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Oaks Charter is $14,778,674, of which $12,932,357 is Local Control Funding Formula (LCFF), $1,499,114 is other state funds, $25,000 is local funds, and $322,203 is federal funds. Of the $12,932,357 in LCFF Funds, $813,243 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Vista Oaks Charter plans to spend for 2025-26. 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 Oaks Charter plans to spend $14,513,430 for the 2025-26 school year. Of that amount, $2,213,321 is tied to actions/services in the LCAP and $12,300,109 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General staffing compensation and benefits, school materials and resources, special education services, facilities, and general operational expenses.

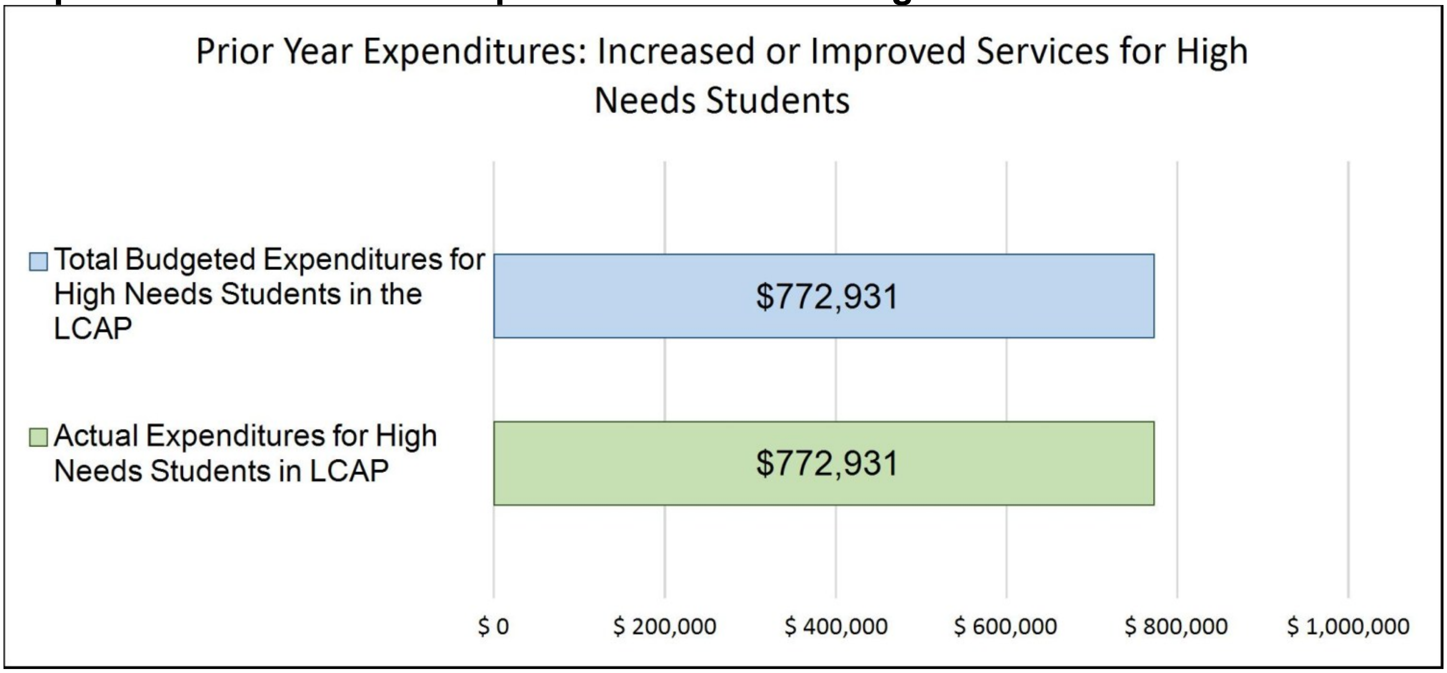
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Vista Oaks Charter is projecting it will receive $813,243 based on the enrollment of foster youth, English learner, and low-income students. Vista Oaks Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Oaks Charter plans to spend $813,243 towards meeting this requirement, as described in the LCAP.

Vista Oaks Charter plans to increase the number of students served within the school's systematic intervention opportunities.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Vista Oaks Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vista Oaks Charter 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 2024-25, Vista Oaks Charter's LCAP budgeted $772,931 for planned actions to increase or improve services for high needs students. Vista Oaks Charter actually spent $772,931 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on Vista Oaks Charter’s ability to increase or improve services for high needs students:

Vista Oaks was successful in following through on each action outlined in the LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Oaks Charter	Joy Groen Executive Director	joy.groen@vistaoaks.net 209.365.4060

Plan Summary [2025-26]

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 Oaks Charter School opened its doors in August of 2014. The school offers a unique and thriving school community that successfully serves both homeschooling families and students in need of an alternative to the traditional school program. Vista Oaks believes that “one size does not fit all” and that learning best occurs when a variety of instructional strategies are used. With a focus on students mastering the rigorous Common Core standards, Vista Oaks uses an independent study model, as well as onsite classes to provide a high-quality education. The majority of the students that attend Vista Oaks are either traditionally homeschooled, credit deficient, or are more successful in an alternative environment.

School Demographics - Vista Oaks is a diverse, thriving community.

- TK-8 Students: Approximately 715 students
- High School Students: Approximately 285 students
- English Learners: 2.1% of the student population
- Low Income Students: 32% of the student population
- Students with Disabilities: 20% of the student population

Vista Oaks strives to improve the quality of education that each student receives while meeting them at their individual learning ability.

Reflections: Annual Performance

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

Vista Oaks has diligently worked to increase student learning and achievement within a welcoming and thriving community. While there is much work to do, Vista Oaks is pleased with the progress in the following areas listed below.

Increased Academic Performance - Math 2024 CAASPP Assessment -
Vista Oaks students improved its distance from standard on the 2024 math CAASPP assessment along with the percent of students who met standard or higher. 28.39% of students met standard or higher, which was approximately a 3% point increase from the 2023 test administration. In addition, the school significantly improved its distance from standard at 57.7 points below standard, which was a 8.9 point increase from 2023.

This trend is also representative of subgroups with some showing a strong increase. Math 2024 CAASPP results include the following:

- Students with Disabilities - 10.23% Met or Exceeded Standard, a 3% point increase from 2023, and were 124.1 points below standard (5.9 point increase from 2023 and a change in CA Dashboard performance color - red in 2023 and orange in 2024)
- Socioeconomically Disadvantaged - 21.65% Met or Exceeded Standard which is a 1% point increase from the 2023 test administration and were 80.1 points below standard (5.1 point decrease from 2023)
- White - 31.84% Met or Exceeded Standard, a 6% point increase from 2023 and were 71.3 points below standard (4.6 point decline from 2023)
- Hispanic or Latino students - 23.07% Met or Exceeded Standard and were 71.5 points below standard (2.5 point maintained from 2023)
- Asian - 45.72% Met or Exceeded Standard, a 3% point increase from 2023 and were .5 points below standard (increase 29.8 point from 2023)
- Two or more races - 31.26% Met or Exceeded Standard, a 3% point increase from 2023 and were 34.2 points below standard (39.3 point increase from 2023)
- English Learners - 0% Met or Exceeded Standard and were 103.6 points below standard (17 point decline from 2023). Vista Oaks has a small population of EL students, which can cause fluctuations to test scores.

The school, including most subgroups, maintained gains in math. The school will continue to provide additional support to students with disabilities through intervention, services, and parent-educator support to increase proficiency. While there was a slight increase in proficiency, math is a large area of need both schoolwide and for our subgroups.

In addition, approximately 86% of students report that they are "improving in math" on the Spring 2025 educational partner schoolwide survey which represents confidence building in the area of math. While efforts were increased and assessments showed positive growth towards proficiency in the 2024-2025 school year, there will be more to do in upcoming years to help each student reach their potential and build conceptual understanding and procedural fluency. Thus, it is a focus for the 2025-2026 LCAP by continuing small group intervention, expanding student and parent resources through the Building Blocks, supporting parent-educators, and continuing to improve and refine grade level courses. (Annual Update: Goal 1)

Maintaining Academic Performance - English Language Arts (ELA) 2024 CAASPP Assessment -

In addition to maintaining academic progress on the Math CAASPP assessment, Vista Oaks demonstrated a slight improvement to 45.55% of students at standard or above on the 2024 ELA CAASPP. This is a .38% point increase from 2023.

Some of the subgroups declined on the ELA CAASPP and the school will continue to focus on areas of need in ELA. ELA 2024 CAASPP results include the following:

- Students with Disabilities - 22.72% Met or Exceeded Standard and were 73.5 points below standard (14.6 point decline from 2023)
- Socioeconomically Disadvantaged - 38.22% Met or Exceeded Standard and were 31.6 points below standard (16.6 point decrease from 2023)
- White - 50.28% Met or Exceeded Standard and were 32 points below standard (27.7 point decrease from 2023)
- Hispanic or Latino students - 35.51% Met or Exceeded Standard and were 29.4 points below standard (10.1 point decline from 2023)
- Asian - 65.71% Met or Exceeded Standard, a 8% point increase from 2023, and were 26.6 points above standard (29.3 point increase from 2023)
- Two or more races - 50% Met or Exceeded Standard, a 3% increase from 2023, and were 15.6 points above standard (27.7 point increase from 2023)
- English Learners - 6.67% Met or Exceeded Standard and were 71.7 points below standard (7.3 point decline from 2023).

Ongoing, internal assessments show that progress is being made, but the school will need to continue its commitment to responding to the needs that must be met in order for students to be proficient in English Language Arts.The school will continue its efforts to help all students reach proficiency or higher through small group intervention, expanding a range of robust writing resources and strategies, supporting parent-educators, and remaining committed to the ongoing improvement of high-quality grade level courses. (Annual Update: Goal 2)

College and Career Readiness -
Our students have shown great persistence and resiliency throughout their high school careers. The Class of 2024 graduation rate was 91.5% and the school anticipates that the graduation rate will be maintained for the 2024-2025 school year. In addition, 44.3% of Vista Oaks' Class of 2024 graduates successfully were considered "prepared" on the College and Career Indicator. The school has seen a large increase of students taking college courses and working towards being a-g eligible. 30% of the Class of 2024 graduated meeting a-g requirements. Vista Oaks will continue to offer more opportunities, such as ongoing access to college courses through Vista Oaks, for our student to be college and career ready.

In addition, the number of high school students successfully completing in college-level courses has maintained at approximately 95 students in the 2024 - 2025 school year. The school's academic counselors have provided ongoing guidance and support for students interested in taking college - level courses, which has led to an increase in the number of students successfully participating in more rigorous coursework. (Annual Update: Goal 2)

69% of high school students reported that they plan to attend college, vocational school, or the military after graduation and the school would like to see this number increase. Vista Oaks was successful in identifying students who needed extra support to reach an on-time graduation over the past two years and will continue the effective strategies. The school's focus will continue to be on how to support students meet the criteria on the CCI. (Annual Update: Goal 2)

Highly Engaged Students -
Vista Oaks' students are actively engaged in their education, with high attendance above 95% and a low chronic absenteeism rate of 1.5% for the 2023-2024 school year. In addition, the school's positive climate has created a warm, welcoming culture with few behavior issues. This is evident by a suspension and expulsion rate of 0% and low drop-out rate, as well as students' responses to a school climate survey that indicate that 92% of students reporting that all adults at Vista Oaks treat students with respect. (Annual Update: Goal 3)

Highly Engaged Community Members -
Vista Oaks is proud of the community and culture that has been developed.

- 95% of students report that Vista Oaks is a supportive school and an inviting place for students to learn and 99% report feeling safe on campus.
- 95% of families reported that they are respected as an important part of the decision making for their child's education.
- 98% of families report that the school and staff care about the success of their children.
- 94% of staff report that Vista Oaks promotes academic successful for all students.
- Staff also indicated that the school sees them as important partners, with 97% agreeing with the statement.

In addition, 12 parent educator workshops and informational sessions were offered in-person to parent educators to support improved instruction at home. These workshops were well-received, with community members requesting they continue in the 2025-2026 year. (Annual Update: Goal 1; Goal 2; Goal 3)

Vista Oaks will continue to increase student outcomes while maintaining a strong, positive school climate and culture where all students succeed. Based on state and local student achievement data and educational partner input, the school continues to identify math, English Language Arts, and college and career readiness as areas that need ongoing improvement. While Vista Oaks did maintain growth in each of these areas, the school needs to continue progressing towards proficiency. In addition, the school will maintain an exemplary school climate and culture where all students feel safe, valued, and are highly engaged in learning so that students thrive academically and as individuals.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

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
Students	Vista Oaks recognizes the importance of student voice in shaping their education, school programs, and overall school community, as it significantly contributes to student achievement and school success. As such, Vista Oaks Charter School is committed to actively involving students in the input and development of the school's LCAP and related programs. Efforts to seek input from students included: Schoolwide Input Survey - February • Surveys were emailed to all students in grades 4-12 and approximately 225 students responded providing valuable input • Staff encouraged all students in grades 4-12 to complete the survey by reminding students and some onsite classes gave the survey during class • The survey was included in our weekly newsletter and on the school website LCAP Student Input Meetings • April 22nd, April 24th, and May 14th • Students were encouraged to attend by staff personally and was done in-person at the Learning Centers.
Parents, Families, Councils, and other Educational Partners	Parents, families, councils, and other educational partners play a vital role in supporting student improvement and success. Vista Oaks deeply values the insights and perspectives of its educational

<table>
<tr><th>Educational Partner(s)</th><th>Process for Engagement</th></tr>
<tr><td></td><td>partners, who contribute meaningfully to identifying areas of growth and strategies to address student needs. The school remains committed to fostering strong, collaborative relationships with these partners through ongoing, two-way communication and engagement opportunities.

As part of the LCAP development process, Vista Oaks ensures that parents, families, School Site Council members, and the Parent Advisory Committee are actively involved in reviewing data, setting goals, and providing input on programs and services. This meaningful engagement helps ensure that every student has the support and opportunities needed to thrive. Efforts to seek input from our parents, families, councils, and other educational partners included:

Schoolwide Input Survey - February
Surveys were sent to all parents/caregivers with 150 responses providing valuable input
Staff encouraged families to complete the survey during regular meetings
The survey was included in our weekly newsletter and the school website
LCAP Input Meetings
Parent Advisory Committee - March 24th and April 2nd
Special Education Families - April 2nd
School leaders met with the Special Education Local Plan Area (SELPA) liaison on May 8th
School Site Council - May 5th
Input meetings were advertised in a variety of ways, such as the weekly newsletter, emails, and personal invitations</td></tr>
<tr><td>Staff (Teachers, Administrators, Staff Personnel)</td><td>Staff input is essential in improving student outcomes and school programs. Vista Oaks highly values staff input to increase student success, share decision-making, and to identify and address school needs. Efforts to seek input from all staff included:

Staff Input Survey - February</td></tr>
</table>

Educational Partner(s)	Process for Engagement
	• Surveys were sent to all staff members in February with above 95% participation Staff Input Meetings - March and April • Staff Input Meetings: Time was designated on April 9th and April 30th to seek input from staff • School Leadership Input - April: The School Guiding Coalition meets regularly to review both data and educational partner input, and identify areas of focus that address needs
All Educational Partners	Keeping Our Educational Partners Informed: • January 27, 2025: First Interim Report with information regarding general school/budget progress was presented to the Board of Directors and the general public at the regular board meeting. In addition, school administration presented the Mid-Year LCAP Update • Ongoing Quarterly Updates: Updates were provided on the school's general progress towards LCAP goals at each board meeting, as well as at staff meetings, and School Site Council and semesterly for the Parent Advisory Committee Seeking Additional Feedback: • LCAP Draft Made Public - May: LCAP draft was made public to the School Site Council, staff, and general school community • LCAP Draft Presented at Public Hearing - May: On May 5th, a public hearing was held at the regularly scheduled board meeting to present a draft of the LCAP and seek additional input • Questions Related to LCAP/LCFF: Responses to all LCAP/LCFF related questions posted on the school's website, responded to by the school's Executive Director (Superintendent) beginning in May

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

The following aspects of the LCAP were influenced by specific stakeholder input.

Goal 1 - Increasing Math Proficiency

- Staff Collaboration and Equipping Staff: Continue to designate time for staff collaboration to improve student outcomes; provide professional development in response to analysis of student performance data (inclusion of action 1.1)
- Supporting Parent-Educators: Continue to develop and implement Building Blocks and additional math resources; provide parent workshops that targets math instruction (inclusion of action 1.2)
- Targeting Instruction: Continue improvement and development of small group intervention, continue opportunities for direct instruction, and maintain flexibility with online opportunities (inclusion of metric 1.2 and action 1.5)

Goal 2 - Increasing Student Outcomes

- Increasing English Proficiency: Continue to designate time for meaningful collaboration; continue to develop and implement Building Blocks and additional resources available for staff and parents inclusion of action 2.1 and 2.2)
- Increasing Percentage of Students Graduating Prepared for College/Career: Continue to develop and implement an online college and career program to support students, parent-educators, and advisors and staff; maintain access to college courses and provide additional support (inclusion of metric 2.7 and action 2.9)
- Increasing Language Acquisition: Continue improvement and development of small group intervention through Think Tank, providing additional access to opportunities of direct instruction (inclusion of action 2.5 and 2.8)

Goal 3 - Maintaining an Exemplary School Culture

- Engaging Pupils: Maintain or increase college course offerings, online course publishers, and onsite classes (inclusion action 3.7)
- Supporting Parent-Educators: Maintain parent workshops, continue to build strong partnerships with parent-educators, and provide additional support for topics around student motivation (inclusion of action 3.3)
- Preserving a Positive, Safe School Culture: Continue to provide onsite and virtual opportunities for students to interact and expand social emotional learning and mental wellness resources (inclusion of action 3.4 and 3.5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increasing Math Proficiency: All students, including socioeconomically disadvantaged students, students with disabilities, Hispanic or Latino, and English Learners, will demonstrate increasing proficiency on the state standards in math. By June of 2027, Vista Oaks will increase the school wide percentage of students who are "Standard Met" or "Standard Exceeded" on the state standardized assessment by 3%.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Vista Oaks identified a high need to improve math proficiency based on Math CAASPP assessment scores and NWEA MAP assessment data. Many of our students are working below grade level and need additional support to increase learning.

Math CAASPP 2024 assessment results -

- Schoolwide: 28.39% and 57.7 points below standard
- Socioeconomically Disadvantaged: 21.65% and 80.1 points below standard
- Students with Disabilities: 10.23% and 124.1 points below standard
- Hispanic and/or Latino: 23.07% and 71.5 points below standard
- Asian: 45.72% and .5 points below standard
- White: 31.84% and 71.3 points below standard
- Two or more races: 31.26% and 34.2 points below standard
- English Learners: 0% and 103.6 points below standard

In addition, students in grades K-12th scored in the 43rd percentile in Fall 2024 on NWEA MAP math assessments, with 51.2% of these students meeting their projected growth from the previous year.

In Spring 2025, 77% of students reported that they are confident in their skills and ability to understand math. In addition, during the educational partner engagement process, parents, students, and staff provided input that communicated the need for math improvement. Based on assessment results and perception data, the school will implement the actions described in the 2025-2026 LCAP to increase math proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator: CAASPP Math • Socioeconomically Disadvantaged (SED) • Students with Disabilities (SWD) • Hispanic/Latino (H/L) • Asian (AS) • White (WH) • Two or more races (Multiple) • English Learner (EL) (California School Dashboard)	CAASPP 2023 - At "Standard Met" or "Exceeded" • Schoolwide: 25.31% • SED: 20.64% • SWD: 7.06% • H/L: 23.69% • AS: 42.30% • WH: 25.23% • Multiple: 28.12% • EL: 11.76%	CAASPP 2024 - At "Standard Met" or "Exceeded" • Schoolwide: 28.39% • SED: 21.65% • SWD: 10.23% • H/L: 23.07% • AS: 45.72% • WH: 31.84% • Multiple: 31.26% • EL: 0%		CAASPP 2026 - At "Standard Met" or "Exceeded" • Schoolwide: 30% • SED: 23.64% • SWD: 11% • H/L: 26.69% • AS: 46% • WH: 32% • Multiple: 32% • EL: 14.76%	CAASPP 2024 - At "Standard Met" or "Exceeded" • Schoolwide: 3.08% point increase • SED: increase of 1.01% point • SWD: 3.17% point increase • H/L: .62% point decrease • AS: 3.42% point increase • WH: 6.61% point increase • Multiple: 3.145 point increase • EL: 11.76% point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	NWEA MAP Math Assessments (2a, 4a) Increase the number of students who meet their projected growth (NWEA MAP Reports)	NWEA MAP Fall 2023 - • Schoolwide: 51.2% • SED: 52.3% • SWD: 54.7% • H/L: 54.9% • EL: 60%	NWEA MAP Fall 2024 - • Schoolwide: 56.1% • SED: 56.2% • SWD: 56.8% • H/L: 53.3% • EL: 66.6%		NWEA MAP Fall 2026 - • Schoolwide: 53.2% • SED: 54.3% • SWD: 56.7% • H/L: 56.9% • EL: 61%	NWEA MAP Fall 2024 - • Schoolwide: 4.9% point increase • SED: 3.9% point increase • SWD: 2.1% point increase • H/L: 1.6% point decrease • EL: 6.6% point increase

Goal Analysis [2024-25]

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.

Vista Oaks was able to successfully implement the actions and services planned to increase proficiency in mathematics. While the school is awaiting results on the 2025 CAASPP administration, the staff is proud of their efforts to address the needs in this area.

Equipping Staff - Professional Development and Staff Collaboration:
Vista Oaks staff members participated in professional development and collaborated regularly to make adjustments to instruction based on CAASPP and local assessment results. In addition, staff focused on the ongoing improvement of instruction and increasing the opportunities and learning for our English Learners, low income students, and students with disabilities. Department meetings were held frequently to provide time for staff to collaborate on ways to best support families and students in onsite math courses throughout the school year. Staff also continued to implement “Safety Net” meetings, which includes designated time for staff to review student assessment data, collaborate

on response to student needs, and creation of an action and/or intervention plan for identified students. In addition to reviewing student progress at quarterly "Safety Net" meetings and intervention team meetings, the Title 1 Coordinator, Academic Counselor, credentialed advisors, education specialists, as applicable, worked together closely to monitor grades and progress in math proficiency.

Supporting Parent-Educators:
Over 400 parents/guardians, including parents of unduplicated students and students with exceptional needs, attended parent-educator workshops that covered a variety of topics, including Back-to-School Kick-Off; The Homeschool Zone: Gathering Tools to Build your School Year; All Things High School: Find Your Future; Share and Connect: Parent Collaboration; Math Building Blocks: Unleashing Your Inner Mathematician; Courageous Conversations: Unwinding Anxiety and Boosting Social Skills; Make It, Take It: I want to love Writing and Math; and Curriculum Extravaganza. Through these workshops, staff was able to provide additional training and support to our parent-educators on identifying student needs, effective instructional strategies, and monitoring student progress with data.

Additionally, staff continued to develop math resources with easy access to curriculum support, and standard specific instructional strategies to address student needs. The school continues to implement Building Blocks and Essential Standards with resources for staff and families to support student learning, instruction, and monitoring of progress. In addition, the school has created pacing guides for the new Tk-5th grade math curriculum.

Targeting Math Instruction - Schoolwide:
The math leads coordinated targeted math instruction for grades K-12 through the Building Blocks and Essential Standards, provided support for parent-educators, and worked with administration to develop and implement professional development opportunities. The Director of Education Services collected and disaggregated data from assessments, provided staff with data to inform instruction, and worked on program improvement strategies. Vista Oaks also maintained a-g math courses and online instructional programs to meet students' individual needs. The school plans to pilot standards based report cards for Tk-2 in the 2025-2026 school year with the intention to expand grade levels over the next few years.

Targeting Math Instruction - Schoolwide Access to High-Quality Materials and Resources
Vista Oaks continues to offer online a-g approved math courses with a highly-qualified teacher. In addition, the school implemented a new math curriculum for Tk-5th that includes high rigor, an online platform and video support, manipulatives, and other materials and resources to increase student conceptual understanding.

Targeted Math Instruction - Intervention
Vista Oaks continues to implement Think Tank, an intervention program, to provide targeted, direct instruction to support K-8 students both virtually and onsite. The school also maintained small group intervention Algebra instruction and tutoring is available for students across grade levels, as needed. The school has also continued Safety Net meetings to identify students who need additional support and develop plans to meet the needs of those students.

Increase Math Proficiency - Unduplicated Students and Students with Disabilities
Vista Oaks is committed to ensuring all students have the support and resources to progress in their education. The school maintains close motioning of progress and frequent collaboration with Think Tank staff, SPED staff, advisors, and administrators as needed. In addition, unduplicated students and students with disabilities have access to additional small group tutoring and intervention programs, as appropriate.

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.

For all actions but one, there are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal. For Action 1.4 (materials, resources, curriculum), Vista Oaks expenses came in lower than estimated, with the school saving $32,000 on this action item.

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

While the school is awaiting Spring 2025 CAASPP assessment results, internal assessments show that Vista Oaks implemented effective actions that supported students' substantial progress in math proficiency.

Equipping Staff - Professional Development and Staff Collaboration (Effective) -
Based on student needs and progress, staff collaborated to address learning gaps utilizing data and best practices. Leadership meetings and staff meetings included student performance data, including school wide and subgroup data to effectively inform instruction and to monitor achieved progress. In addition, staff were able to implement "Safety Net" meetings and an intervention program to assist in the creation of individualized actions and/or intervention plans for identified students. Math instructional staff also attended professional development, as applicable to their role, to deepen their understanding of how to help students to build conceptual understanding in math.

Supporting Parent-Educators (Effective)
Vista Oaks continued to provide parent-educator workshops with over 400 parents and students attending. Many families attended including Back-to-School Kick-Off focused on strategies parent-educators can use to increase student learning through student wellness and growth mindset. In addition, the school has developed and implemented resources that include grade level resources for grades TK-8, math challenges that foster problem solving skills and conceptual understanding, as well as resources to increase math fact fluency. Through the continued implementation of Building Blocks and Essential Standards students 56.1% met their projected growth on MAP and increased the percentage of students who Met or Exceeded Standard by 3% points on CAASPP. The school also created resources for the new TK-5 math curriculum.

Targeting Math Instruction - Schoolwide and Schoolwide Access to High-Quality Materials and Resources (Effective)
Staff effectively coordinated efforts to provide meaningful data reviews and identified targeted math instruction for grades TK-12. Advisors monitored and celebrated student growth with families through Progress Reviews. In addition, there has been an increase of students using online programs to support individualized math needs and to address learning gaps. Vista Oaks also successfully maintained student access to a-g approved math courses and higher level math courses. The school continues to implement and refine Building Blocks and Essential Standards to increase student conceptual understanding. The school has adopted and implemented a new TK-5th grade curriculum that emphasizes conceptual learning along with fact fluency.

The school plans to pilot standards-based report cards for grades TK-2 in the 2025-2026 school year.

Targeted Math Instruction - Intervention (Effective)

Think Tank provides targeted, direct instruction for students who need additional support. Approximately 110 students participated in Math Think Tank sessions, 70 in ELA Think Tank, and 30 in Executive Functioning. 7 Safety Net meetings have been held in the 2024-2025 school year. The school continues to provide one-on-one small group tutoring.

Increase Math Proficiency - Unduplicated Students and Students with Disabilities (Effective)
Staff has maintained close monitoring of progress and frequent collaboration with Think Tank staff, SPED staff, advisors, and administrators as needed throughout the school year. In addition, students have access to small group tutoring and/or Think Tank, as applicable.

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

Target outcomes for metric 1.1 have been modified to reflect the growth that students made on the 2024 CAASPP test administration:
- Schoolwide: 30%
- SWD: 11%
- AS: 46%
- WH: 32%
- Multiple: 32%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Equipping Staff - Professional Development and Staff Collaboration	Professional Development - • Support staff in developing a deeper understanding of state assessments and Common Core Standards • Provide professional development opportunities for teachers and math team members that focuses on implementing best practices to increase and improve academic achievement for all students in math Staff Collaboration - • Led Director of Education Services, allot time for staff to review ongoing assessment data, modifying instruction as needed • Designate time for meaningful collaboration between teachers of onsite courses, credentialed "advisors", the Safety Net team,	$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
		academic counselors, Title I Coordinator, and our Special Education team to communicate best practices based on individual student needs		
1.2	Supporting Parent-Educators	Building Blocks and Essential Standards - • Continue development and implementation of parent-friendly Building Blocks and Essential Standards resources to support student learning, instruction, and monitoring of progress Parent-Educator Workshops • Continue parent-educator workshops, including parents of unduplicated students and students with exceptional needs, on identifying student needs, effective instructional strategies, and how to monitor student progress New Math Curriculum Resources (TK-5th Grade) - • Create parent-educator friendly pacing guides for new math curriculum	$57,000.00	No
1.3	Targeting Math Instruction - Schoolwide	Director of Education Services - • Collect and disaggregate data from assessments, including but not limited to CAASPP and NWEA MAP assessments • Staff uses data to guide collaboration and inform instruction, identify strategies for program improvement, and monitor student progress Building Blocks and Essential Standards - • Continue development and implementation of Building Blocks and Essential Standards to support student learning, instruction, and monitoring of progress Onsite and Online Instruction and Classes - • Maintain onsite and online instruction and classes for TK-12	$406,600.00	No

Action #	Title	Description	Total Funds	Contributing
		Standards-Based Report Cards - • Pilot and implement standards-based report cards for grades TK-5, starting with TK-2nd		
1.4	Targeting Math Instruction - Schoolwide Access to High-Quality Materials and Resources	Online Math Courses and Supplemental Support - • Offer online a-g approved math courses with a highly-qualified credentialed teacher • Continue supplemental online resources to build understanding of concepts and practice skills High-Quality Math Curriculum - • Continue implementation of new math curriculum for TK-5	$70,000.00	No
1.5	Targeted Math Instruction - Intervention	Think Tank Intervention Program - • Continue Think Tank Intervention program to provide targeted, direct instruction for students who need additional support • Continue Safety Net meetings to identify students who need additional support and develop plans to meet the needs of those students • Continue one-on-one and small group tutoring	$531,330.00	Yes
1.6	Increase Math Proficiency - Unduplicated Students	Supporting Unduplicated Students - • Maintain close monitoring of progress and frequent collaboration with Think Tank staff, as needed • Access to small group tutoring or Think Tank, as needed	$74,000.00	Yes
1.7	Increase Math Proficiency -	Supporting Students with Disabilities Students -	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	• Maintain close monitoring of progress and frequent collaboration with Think Tank staff, SPED staff, advisors, and administrators as needed • Access to additional small group tutoring or Think Tank, as needed		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increasing Student Outcomes: Vista Oaks will provide students equitable access to a high-quality, well-rounded, and standards-aligned education assuring college and/or career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is essential that Vista Oaks' students are prepared for college and/or career when they graduate. Vista Oaks has identified areas of need to ensure positive student outcomes.

ELA CAASPP 2024 assessment results -

- Schoolwide: 45.55% standard met or exceeded and 16.7 points below standard
- Socioeconomically Disadvantaged: 38.22% standard met or exceeded and 31.6 points below standard
- Students with Disabilities: 22.72% standard met or exceeded and 73.5 points below standard
- English Learners were 6.67% standard met or exceeded and 71.7 points below standard
- Hispanic and/or Latino: 35.51% standard met or exceeded and 29.4 points below standard
- White: 50.28% standard met or exceeded 32 points below standard
- Asian: 65.71 standard met or exceeded 26.6 points above standard
- Two or more races: 50% standard met or exceeded 15.6 points above standard

In addition, 64% of students have expressed that they would benefit from more writing instruction.

Approximately 44% of students in the Class of 2024 successfully completed two semesters of dual enrollment college courses in an academic or CTE subject area or successfully completed one semester of a college course in an academic or CTE course and graduated meeting a-g requirements. Also, 30% of Vista Oaks Class of 2024 students met the a-g requirements at the time of graduation, which was an increase of 5% points. The school will continue to work to increase the number of students who graduate meeting the rigorous a-g requirements.

While students are making progress in ELA proficiency and College and Career readiness, it is imperative for students to continue making gains in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: CAASPP ELA • Socioeconomically Disadvantaged (SED) • Students with Disabilities (SWD) • Hispanic/Latino (H/L) • Asian (AS) • White (WH) • Two or more races (Multiple) • English Learner (EL) (California School Dashboard)	CAASPP 2023 - At "Standard Met" or "Exceeded" • Schoolwide: 45.17% • SED: 41.93% • SWD: 27.06% • H/L: 36.19% • AS: 57.69% • WH: 50.68% • Multiple: 46.88% • EL: 11.76%	CAASPP 2024 - At "Standard Met" or "Exceeded" • Schoolwide:45.55% • SED: 38.22% • SWD: 22.72% • H/L: 35.51% • AS: 65.71% • WH: 50.28% • Multiple: 50% • EL: 6.67%		CAASPP 2026 - At "Standard Met" or "Exceeded" • Schoolwide: 48.17% • SED: 44.93% • SWD: 30.06% • H/L: 39.19% • AS: 66% • WH: 53.68% • Multiple: 51% • EL: 14.76%	CAASPP 2024 - At "Standard Met" or "Exceeded" • Schoolwide: .38% point increase • SED: 3.71% point decrease • SWD: 4.34% point decrease • H/L: .68% point increase • AS: 8.02% point increase • WH: .4% point increase • Multiple: 3.12% point increase • EL: 5.09% point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	NWEA MAP ELA Assessments - Increase the number of students who meet their projected growth (NWEA MAP Reports)	NWEA MAP Fall 2023 - • Schoolwide: 50.7% • SED: 52.6% • SWD: 58% • H/L: 52% • EL: 42.9%	NWEA MAP Fall 2024 - • Schoolwide: 50% • SED: 48.2% • SWD: 46.66% • H/L: 51% • EL: 22.22%		NWEA MAP Fall 2026 - • Schoolwide: 52.7% • SED: 54.6% • SWD: 60% • H/L: 54% • EL: 44.9%	NWEA MAP Fall 2024 - • Schoolwide: .7% point decrease • SED:4.4% point decrease • SWD: 11.34% point decrease • H/L: 1% point decrease • EL: 20.68% point decrease
2.3	College and Career Indicator (CCI) (California School Dashboard)	College and Career Indicator Class of 2023 - 48.6% - Students are considered "Prepared" according to the 2023 CCI	College and Career Indicator Class of 2024 - 44.3% - Students are considered "Prepared" according to the 2024 CCI		College and Career Indicator Class of 2026 - 52% - Students are considered "Prepared" according to the 2026 CCI	College and Career Indicator Class of 2024 - 4.3% decrease - Students are considered "Prepared" according to the 2024 CCI
2.4	A-g Requirements: Percentage of students that graduate meeting a-g requirements	Graduate Meeting A-g Requirements -	Graduate Meeting A-g Requirements -		Graduate Meeting A-g Requirements -	Graduate Meeting A-g Requirements -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dataquest)	25.7% of students graduated meeting a-g requirements in the 2022-2023 school year	30% of students graduated meeting a-g requirements in the 2023-2024 school year Anticipated 30% for the 2024-2025 school year		33% of students graduated meeting a-g requirements	4.3% point increase of students graduated meeting a-g requirements
2.5	English Learner Progress Reclassification Rate (CALPADS)	4% of English Learners were redesignated fluent English proficient in the 2022-2023 school year	14% of English Learners were redesignated fluent English proficient in Fall 2024		Maintain: 10% or higher of English Learners are redesignated fluent English proficient	10% point increase to maintain or higher of English Learners are redesignated fluent English proficient Goal exceeded by a 4% point difference.
2.6	English Learner Progress Indicator (California School Dashboard)	42.1% of EL students made progress towards English language proficiency on the 2023 ELPAC	52.4% of EL students made progress towards English language proficiency on the 2024 ELPAC		55% of EL students made progress towards English language proficiency on the 2026 ELPAC	Goal met and exceeded by 10.3% points of EL students made progress towards English language proficiency on the 2024 ELPAC
2.7	AP Exams/College Courses: Percentage of students who successfully complete AP exams or a college course.	96 students successfully completed a course in the 2022-2023 school year. 0% passed an AP exam with a score 3 or higher	89 students successfully completed a course in the 2023-2024 school year. These students passed		Over 105 students successfully complete a course in the 2025-2026 school year.	7 student decline for successfully completed a course in the 2023-2024 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in 2022-2023. Our students typically take college courses instead of AP courses.	over 190 college courses. Anticipated 100 students will successfully completed a course in the 2024-2025 school year. 0% passed an AP exam with a score 3 or higher in 2023-2024. Our students typically take college courses instead of AP courses.		0% of students pass an AP exam with a score 3 or higher. Our students typically take college courses instead of AP courses.	These students passed over 190 college courses in the 2023-2024 school year. 0% passed an AP exam with a score 3 or higher in 2023-2024. Our students typically take college courses instead of AP courses.
2.8	CTE Pathway Completion Rate CTE Pathway Completion Rate and UC/CSU Requirements	Schoolwide - 4.3% Schoolwide - 2.9%	Schoolwide - 0% Schoolwide - 0%		Maintain at current rate Maintain at current rate	Schoolwide-4.3% point decline Schoolwide-2.9% point decline
2.9	California Science Test	CAST 2023 - At "Standard Met" or "Exceeded" • Schoolwide - 30.05% • SED: 18.57% • SWD: 15.15% • H/L: 16.92% • AS: Less than 11 students • WH: 40.74%	CAST 2024 - At "Standard Met" or "Exceeded" • Schoolwide - 29.03% • SED: 17.24% • SWD: 16.22%		CAST 2026 - At "Standard Met" or "Exceeded" • Schoolwide - 33% • SED: 21.57% • SWD: 18.15% • H/L: 19.92%	CAST 2024- At "Standard Met" or "Exceeded" • Schoolwide - 1.02% point decline • SED: 1.33% point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Multiple: 43.48% • EL: Less than 11 students	• H/L: 27.54% • AS: 25% • WH: 36.99% • Multiple: 18.18% • EL: Less than 11 students		• AS: Less than 11 students • WH: 43.74% • Multiple: 46.48% • EL: Less than 11 students	• SWD: 1.07% point increase • H/L: 10.62% point increase. • AS: Less than 11 students • WH: 3.75% point decline • Multiple: 25.3% point decline • EL: Less than 11 students

Goal Analysis [2024-25]

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.

In order to assure college and/or career readiness, Vista Oaks has been strategic in the development and implementation of actions that provide students with equitable access to a high-quality, well-rounded, and standards-aligned education. The school is proud of the efforts of the entire school community to ensure the success of this goal.

Equipping Staff - Review and Use of Data

- The staff reviewed both formative and summative assessment data, as well as other metrics regularly throughout the school year. Staff had time to collaborate in ongoing data reviews, including school wide, subgroups, and grade levels. In addition, there was an increased focus on unduplicated students and students with disabilities. Assessment data and metric analysis was used in collaboration with community member input to inform instruction, evaluate program effectiveness, and identify student needs.

Supporting Parent-Educators
Over 400 parents/guardians, including parents of unduplicated students and students with exceptional needs, attended parent-educator workshops that covered a variety of topics, including Back-to-School Kick-Off; The Homeschool Zone: Gathering Tools to Build your School Year; All Things High School: Find Your Future; Share and Connect: Parent Collaboration; Math Building Blocks: Unleashing Your Inner Mathematician; Courageous Conversations: Unwinding Anxiety and Boosting Social Skills; Make It, Take It; I Want to Love Writing and Math; and Curriculum Extravaganza. Through these workshops, staff was able to provide additional training and support to our parent-educators on identifying student needs, effective instructional strategies, and monitoring student progress with data.

Additionally, staff continued to develop ELA resources that provide easy access to curriculum support and standards-specific instructional strategies tailored to address student needs. The school remains committed to implementing Building Blocks and Essential Standards, offering resources for both staff and families to support student learning, effective instruction, and progress monitoring.

Targeting ELA Instruction - Schoolwide
The ELA leads coordinated targeted instruction for grades K–12 through the Building Blocks and Essential Standards, supported parent-educators, and collaborated with administration to develop and implement professional development opportunities. The Director of Education Services collected and disaggregated assessment data and collaborated with staff to inform instruction and to implement program improvement strategies. Vista Oaks continued to offer a–g approved ELA courses and online instructional programs to meet the individual needs of students. Looking ahead, the school plans to pilot standards-based report cards for TK–2 in the 2025–2026 school year, with the goal of expanding to additional grade levels in subsequent years.

Targeting ELA Instruction - Schoolwide Access to High-Quality Materials and Resources
Vista Oaks continues to offer online a-g approved ELA courses with a highly-qualified teacher. The school plans to expand rigorous online courses offered with the addition of AP English courses.

Targeted ELA Instruction - Intervention
Vista Oaks continues to implement Think Tank, an intervention program that provides targeted, direct instruction to support K–8 students both virtually and onsite. The school also maintained small group ELA intervention and offered tutoring across grade levels based on student needs. Additionally, writing workshops were held throughout the year for students in grades 4 - 6. Safety Net meetings remained an integral part of the school’s support system, helping to identify students in need of additional support and to develop personalized intervention plans.

Increase ELA Proficiency - Unduplicated Students and Students with Disabilities
Vista Oaks is committed to ensuring that all students have the support and resources necessary to make meaningful progress in their education. The school maintains close monitoring of student progress and promotes frequent collaboration among Think Tank staff, SPED staff, advisors, and administrators as needed. Additionally, unduplicated students and students with disabilities were provided with access to supplemental small-group tutoring and intervention programs, as appropriate.

English Learner Development

Staff was supported to effectively implement designated and integrated ELD instruction and standards. Close monitoring of student progress and achievement led to targeted instructional strategies and interventions, as needed.

College and Career Readiness
The College and Career Team collaborated with credentialed advisors to monitor grades, transcripts, meeting a-g requirements, and student progress towards graduation. In addition, the College and Career Team, the Director of Education Services, the Title 1 Coordinator, and Director of Special Education provided extra monitoring and support of unduplicated students and students with disabilities to ensure progress towards graduation and postsecondary plans. The staff continued to provide guidance for students to access community college courses, meeting a-g requirements, and graduation requirements through one-on-one counseling from our Academic Counselors, as well as through parent informational meetings. There was also time allotted for Academic Counselors to meet one-on-one with all high school students to discuss college and career plans at least once a year. The College and Career Team also revised college and career resources to be more student and parent friendly, including access to a college and career readiness online platform. Two Incoming to 9th Grade orientations were held in Spring 2025 to support families as their student transitions to high school.

College and Career Readiness - High Quality Instruction and College Preparedness Assessments
To best prepare students for college and career, the school expanded opportunities for students to have a broad course of study that is well-rounded and rigorous. The school increased the number of a-g approved options, including online courses, and provided workshops and resources to increase awareness of a-g eligibility and career readiness. In addition, the school focused on dual enrollment and the needed supports for all students to be successful. Vista Oaks highly encouraged students to take college courses and the school offered three college courses in partnership with a local community college. Vista Oaks also maintained students' access to advanced placement courses through high-quality, approved online programs.

To support students' higher demonstration of readiness of college preparedness assessments, Vista Oaks coordinated and shared resources with students and families on test taking strategies and test anxiety. The school also continued and refined programming that supports completion of college preparedness assessments and improved performance on the Early Assessment Program. Additional targeted support through workshops and tutoring was provided to unduplicated students. Highly Qualified Teachers, Professional Development, and Staff Collaboration.

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.

With the exception of one action item, there are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal. For Action 2.4 (curriculum, materials, online resources), the school had budgeted $60,000, but actuals were approximately $65,000. The small increase in expenditure was due to an increase in the number of students eager to access the online classes than originally expected. The school has increased this budget item for the upcoming year.

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

Vista Oaks is proud of its successful implementation of the actions in this goal to provide students equitable access to a high-quality, well-rounded, and standards-aligned education assuring college and/or career readiness.

Equipping Staff - Review and Use of Data (Effective)
Throughout the school year, staff regularly reviewed assessment data and key performance metrics during multiple staff and department meetings. Input from community members was also gathered through a variety of channels, including school-wide and staff surveys that yielded approximately 400 responses. Additionally, feedback was collected during Parent Advisory Committee meetings and four School Site Council meetings, where data and metrics were reviewed to guide decision-making. These efforts helped inform staff about student needs during designated collaboration times.

Staff had structured opportunities to engage in ongoing data reviews at the schoolwide level, within grade levels, and across student subgroups. A particular emphasis was placed on analyzing data for unduplicated students and students with disabilities. Assessment results and stakeholder input were jointly used to inform instructional planning, evaluate the effectiveness of intervention programs, and identify areas of student need.

While students continued to score 16 points below standard on the ELA CAASPP assessment, 50% of those who participated in the NWEA ELA MAP assessments in Fall 2023 and 2024 met or exceeded their projected growth targets. Vista Oaks is encouraged by the progress students have demonstrated and looks forward to the outcomes of the 2025 CAASPP administration.

Supporting Parent-Educators (Effective)
Vista Oaks continued to offer parent-educator workshops, with over 400 parents and students participating throughout the year. Events such as the Back-to-School Kick-Off focused on strategies parent-educators can use to support student learning, emphasizing student wellness and the development of a growth mindset.

The school also developed and implemented instructional resources, including grade-level ELA materials for TK–8 and comprehensive writing supports. Through the continued implementation of the Building Blocks framework and focus on Essential Standards, 50% of students met their projected growth on the ELA MAP assessments. Additionally, the school maintained its performance on the CAASPP, with 45% of students meeting or exceeding the standard in ELA.

Targeting ELA Instruction - Schoolwide and Schoolwide Access to High-Quality Materials and Resources (Effective)
Staff effectively collaborated to provide meaningful data reviews and identify targeted ELA instruction for students in grades TK–12. Advisors regularly monitored student progress and celebrated growth with families through Progress Reviews. Additionally, students in grades 4–6 participated in writing workshops throughout the year, supporting the development of their writing skills.

Vista Oaks also successfully maintained student access to A–G approved ELA courses, including Honors English offerings. The school continues to implement and refine its Building Blocks and Essential Standards instructional resources and strategies to deepen student understanding and increase academic progress.

The school plans to pilot standards-based report cards for grades Tk-2 in the 2025-2026 school year.

Targeted ELA Instruction - Intervention (Effective)
Think Tank provides targeted, direct instruction for students in need of additional academic support. During the 2024–2025 school year, approximately 110 students participated in Math Think Tank sessions, 70 students in ELA Think Tank, and 30 students in Executive Functioning support. In addition, seven Safety Net meetings have been held to address student needs and coordinate interventions. The school continues to offer one-on-one and small group tutoring to ensure personalized support for student success. The Think Tank team is continuing to refine its data gathering processes and utilization of data to inform instruction and implement best practices.

Increase ELA Proficiency - Unduplicated Students, Students with Disabilities, and English Learner Development (Effective)
Staff has consistently monitored student progress and collaborated closely with Think Tank personnel, SPED staff, advisors, and administrators as needed throughout the school year. In addition, students have access to small group tutoring and/or Think Tank support, depending on their individual needs. We look forward to seeing the progress that these students have made this year on the ELA CAASPP as they have outperformed the state for multiple years.

Staff effectively implemented both designated and integrated ELD instruction by aligning curriculum and instructional strategies with ELD standards. As a result, English Learner students demonstrated significant progress, reflected in a 10% point increase in the English Learner Progress Indicator on the Dashboard.

College and Career Readiness (Effective)
Vista Oaks has remained committed to preparing students for college and career readiness. The actions outlined in this goal were effectively implemented throughout the school year through strong collaboration among credentialed advisors, academic counselors, Leadership, and other staff. As a result, 44% of the Class of 2024 graduated having successfully completed at least two semesters of college credit courses or met other College and Career Indicator (CCI) criteria, with an overall graduation rate of 91.5%.

This collaborative effort enabled a focused investment in providing a rigorous education. Students had access to college-level courses offered both onsite and through local community colleges, a broad and balanced course of study, regular monitoring of academic progress using Five-Year Plans and other performance metrics, and college and career exploration through the Naviance platform. The PSAT was held on campus in October.

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.

Target outcomes for metric 2.1 have been modified to reflect the growth that students made on the 2024 ELA CAASPP test administration:

- AS: 66%
- WH: 51%

The target outcome for metric 2.4 has also been changed to reflect the increase percentage of students meeting a-g requirements. The new target outcome is 33% of graduating students will be UC/CSU eligible.

Metric 2.6 has also been modified to reflect the growth of our students who are English Learners. The metric increased to 55% of EL students made progress towards English language proficiency on the 2026 ELPAC.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Equipping Staff - Review and Use of Data	Staff Collaboration - • Led Director of Education Services, allot time for staff to review ongoing assessment data, modifying instruction as needed • Designate time for meaningful collaboration between teachers of onsite courses, credentialed "advisors", the Safety Net team, academic counselors, Title I Coordinator, and our Special Education • Support staff in developing a deeper understanding of state assessments and Common Core Standards	$17,000.00	No
2.2	Supporting Parent-Educators	Building Blocks and Essential Standards - • Continue development and implementation of parent-friendly Building Blocks and Essential Standards resources to support student learning, instruction, and monitoring of progress Parent-Educator Workshops • Continue parent-educator workshops, including parents of unduplicated students and students with exceptional needs, on identifying student needs, effective instructional strategies, and how to monitor student progress	$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Targeting ELA Instruction - Schoolwide	Director of Education Services - • Collect and disaggregate data from assessments, including but not limited to CAASPP and NWEA MAP assessments • Staff uses data to guide collaboration and inform instruction, identify strategies for program improvement, and monitor student progress Building Blocks and Essential Standards - • Continue development and implementation of Building Blocks and Essential Standards to support student learning, instruction, and monitoring of progress Onsite and Online Instruction and Classes - • Maintain onsite and online instruction and classes for TK-12 Standards-Based Report Cards - • Pilot and implement standards-based report cards for grades TK-5, starting with TK-2nd in the '25-'26 school year	$294,200.00	No
2.4	Targeting ELA Instruction - Schoolwide Access to High-Quality Materials and Resources	Online ELA Courses • Offer online a-g approved ELA courses with a highly-qualified credentialed teacher • Continue supplemental online resources to build understanding of concepts and practice skills	$70,000.00	No
2.5	Targeted ELA Instruction - Intervention	Think Tank Intervention Program - • Continue Think Tank Intervention program to provide targeted, direct instruction for students who need additional support • Continue one-on-one and small group tutoring • Continue Safety Net meetings to identify students who need additional support and develop plans to meet the needs of those students • Implement Writing Workshops for grades 4th-6th	$209,013.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Increase ELA Proficiency - Unduplicated Students	Supporting Unduplicated Students • Maintain close monitoring of progress and frequent collaboration with Think Tank staff, as needed • Access to small group tutoring or Think Tank, as needed	$64,000.00	Yes
2.7	Increasing ELA Proficiency - Students with Disabilities	Supporting Students with Disabilities Students - • Maintain close monitoring of progress and frequent collaboration with Think Tank staff, SPED staff, advisors, and administrators as needed • Access to additional small group tutoring or Think Tank, as needed	$16,000.00	No
2.8	English Learner Development	• Support staff to effectively implement designated and integrated ELD instruction and standards	$21,900.00	Yes
2.9	College and Career Readiness	• Staff Collaboration - Close monitoring of student academic progress, a-g completion, and Five-Year plan • Maintain time allotted for Academic Counselors to meet one-on-one with high school students to discuss high school planning and college and career plans • Continue use of online college and career exploration programs • Expand guidance for incoming freshmen and their families	$42,000.00	No
2.10	College and Career Readiness - High Quality Instruction	• Maintain expanded a-g, honors and AP opportunities both onsite and through online opportunities • Maintain college dual enrollment and early start guidance, courses, and support	$35,450.00	No

Action #	Title	Description	Total Funds	Contributing
		• Maintain partnership with DSPS office at local community colleges to support students with IEPs		
2.11	College and Career Readiness - College Preparedness Assessments	• Coordinate and share resources with students and families to help readiness for assessments • Continue and refine programming that supports completion of college preparedness assessments and improved performance on the Early Assessment Program	$29,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Vista Oaks will maintain an exemplary school climate and culture where all students feel safe, valued, and are highly engaged in learning. The metrics and actions described below will be implemented to ensure that the progress made within Priority 1, 3, 5, 6, and 8 is continued over the next three years. These areas and metrics will be evaluated and monitored frequently and actions will be taken if there is a need to elevate a priority to a broad or focus goal.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on data reported by educational partners, Vista Oaks has not identified concerns or needs within Priority 1b and 2c, 3, 5, 6, and 8. The metrics described below ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are met. The following actions have proven to be effective in maintaining outcomes within these areas, and reflect input from students, parents, staff, administrators, the school site council and parent advisory committee.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	High Quality, Standards -Based Curriculum: All students have standards aligned instructional materials in school and at home (Annual SARC Report)	100% of students have access to standards-aligned materials and curriculum with ELD (2022-2023)	100% of students have access to standards-aligned materials and curriculum with ELD		100% of students have access to standards-aligned materials and curriculum with ELD	100% of students have access to standards-aligned materials and curriculum with ELD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Safe and Clean Facilities: The school will maintain clean, safe facilities that meet appropriate zoning requirements and county health guidelines (Annual SARC Report - FIT and School wide Survey)	Overall "Good" rating on annual SARC FIT report and at least 90% of educational partners report Vista Oaks is a safe place to be (2022-2023)	Overall "Good" rating on annual SARC FIT report and at least 92% of educational partners report Vista Oaks is a safe place to be (2023-2024)		Overall "Good" rating on annual SARC FIT report and at least 90% of educational partners report Vista Oaks is a safe place to be	Overall "Good" rating on annual SARC FIT report and at least 92% of educational partners report Vista Oaks is a safe place
3.3	Highly Engaged Educational Partners: More than 90% of parents report that Vista Oaks sees parents as important partners and that Vista Oaks keeps parents well-informed about school information, activities, and way families can participate (Schoolwide Survey)	99% of parents report that Vista Oaks sees parents as important partners 75% of parents "strongly agree" and 25% "agree" that Vista Oaks keeps parents well-informed about school information, activities, and ways families can participate (Spring 2024 Schoolwide Survey)	97% of parents report that Vista Oaks sees parents as important partners. 72% of parents "strongly agree" and 25% "agree" that Vista Oaks keeps parents well-informed about school information, activities, and ways families can participate. (Spring 2025 Schoolwide Survey)		More than 90% of parents report that Vista Oaks sees parents as important partners and that Vista Oaks keeps parents well-informed about school information, activities, and way families can participate	More than 90% of parents reported that Vista Oaks sees parents as important partners and that Vista Oaks keeps parents well-informed about school information, activities, and way families can participate
3.4	Highly Engaged Educational Partners: Maintain the level of attendance at parent workshops and/or	Over 400 parents attended parent workshops/trainings in the 2023-2024 school year	Over 400 parents attended parent workshops/trainings in the 2024-2025 school year		Maintain the level of attendance at parent workshops and/or trainings, focusing on	Maintained the level of attendance at parent workshops and/or trainings, focusing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	trainings, focusing on unduplicated students and students with exceptional needs.				unduplicated students and students with exceptional needs.	on unduplicated students and students with exceptional needs.
3.5	High Attendance: Maintain Low Chronic Absenteeism Rate below 5% Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L), Asian (AS), White (WH), Two or More Races (Multiple) (Dataquest)	2.8% were chronically absent in the 2022-2023 school year. SED: 6.0% SWD: 5.1% EL: 6.3% H/L: 4.9% AS: 1.6% WH: 1.4% Multiple: 1.1%	3.2% were chronically absent in the 2023-2024 school year. SED: 5.8% SWD: 4.9% EL: 11.8% H/L: 4.7% AS: 4.5% WH: 2.0% Multiple: 2.1%		Maintain Chronic Absenteeism Rate below 5% school wide as well as in our subgroups listed below. SED: lower than 5% SWD: lower than 5% EL: lower than 5% H/L: lower than 5% AS: lower than 5% WH: lower than 5% Multiple:lower than 5%	.04 point increase in students that were chronically absent in the 2023-2024 school year. SED: .2% point decline SWD: .2% point decline EL: 5.5% point increase H/L: .2% point decline AS: 3.1% point increase WH: .6% point increase Multiple: 1% point increase
3.6	Engaged Learners: Maintain or lower the number of students who dropout in High School and Middle School (CALPADS/Dataquest and SIS)	3 students were exited as dropouts in the 2022-2023 school year Unduplicated: 2 SWD: 1 EL: 1	0 students were exited as dropouts in the 2023-2024 school year		Maintain or lower the number of students who dropout	Lowered the number of students who dropout

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Engaged Learners: Maintenance of Low Suspension and Expulsion Rate below 5% (CALPADS/Dataquest and SIS)	0% suspension and expulsion rates in the 2022-2023 school year	0% suspension and expulsion rates in the 2023-2024 school year.		Maintain low suspension and expulsion rate below 5%	Maintained low suspension and expulsion rate below 5%
3.8	Engaged Learners: Maintain Graduation Rate at 90% or above (California School Dashboard)	90% Graduation Rate (2022-2023) SED: 88.9% SWD: 84.6% EL: Less than 10 students H/L: 95.8% AS: Less than 10 students WH: 85.7% Multiple: Less than 10 students	91.5% Graduation Rate (2023-2024) SED: 87.2% SWD: 88.9% EL: Fewer than 11 students H/L: 87.1% AS: Fewer than 11 students WH: 100% Multiple: Fewer than 11 students		Maintain Graduation Rate at 90% or above	1.5% point increase in Graduation Rate (2023-2024) SED: 1.7% point decrease SWD: 4.3% point increase EL: Fewer than 11 students H/L: 8.7% point decrease AS: Fewer than 11 students WH: 1.3% point increase Multiple: Fewer than 11 students
3.9	Engaged Learners: Broad Course of Study Maintain or increase CTE course opportunities, college course offerings, online course publishers, and onsite classes	CTE Courses: 20 Online Course Publishers: 3 Onsite Classes: Enrichment, Science, CTE courses, math, ELA, Art, and Photography	CTE Courses: 20 Online Course Publishers: 3 Onsite Classes: Enrichment, Science, CTE courses, math, ELA, Art, and Photography		Maintain CTE courses, College Course Offerings, Online course publishers, and onsite classes	Maintained CTE courses, online course publishers and onsite classes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Review of Master Course List)					
3.10	Maintaining Highly Qualified Teachers: Teachers and staff are appropriately assigned and fully credentialed in area taught (CALSAAS & Annual SARC Report)	100% of current staff are appropriately assigned and fully credentialed in area taught	100% of current staff are appropriately assigned and fully credentialed in area taught		At least 95% or higher of staff are appropriately assigned and fully credentialed in area taught	Maintained rate of 100% current staff are appropriately assigned and fully credentialed in area taught.
3.11	Knowledgeable, Well-Trained Staff: 95% of returning, full-time credentialed staff participate in a minimum of 10 hours of professional development, including best practices/strategies with State Standards and English Language Development	95% of returning, full-time credentialed staff participated in a minimum of 10 hours of professional development, including best practices/strategies with State Standards and English Language	95% of returning, full-time credentialed staff participated in a minimum of 10 hours of professional development, including best practices/strategies with State Standards and English Language Development		95% of returning, full-time credentialed staff participate in a minimum of 10 hours of professional development, including best practices/strategies with State Standards and English Language	Maintained 95% of returning, full-time credentialed staff participating in a minimum of 10 hours of professional development including best practices/ strategies with State Standards and English Language Development.

Goal Analysis [2024-25]

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.

Vista Oaks remains committed to fostering a positive school climate and culture, where every student has the opportunity to thrive academically, socially, and emotionally. Throughout the 2024–2025 school year, the school has worked diligently to implement the goals and actions outlined in the LCAP, focusing on equity, student engagement, and continuous improvement.

High Quality, Standards - Based Curriculum: Access to Materials
Staff reviewed inventory for instructional materials each semester, as applicable, and ensured that each student had appropriate access to instructional materials at home and at school.

Safe and Clean Facilities and School Safety
The school continued its annual inspection of facilities to ensure standards of safety and access. Identified issues were tracked and completed as needed. In addition, the Vista Oaks surveyed community members in February to collect data on school safety and facilities.

Highly Engaged Community Members
In February 2025, Vista Oaks conducted its annual community member survey to gather valuable input on educational programs and school initiatives. The feedback collected is being used to guide revisions and improvements for the upcoming school year.

The school maintained a strong focus on engagement by continuing targeted outreach to recruit families—particularly parents of English Learners, socioeconomically disadvantaged students, and students with disabilities—to participate in the School Site Council and Parent Advisory Committee. The School Site Council met four times over the course of the year, ensuring active collaboration.

In addition to these efforts, Vista Oaks hosted a series of community input meetings and workshops, specifically designed for students, parents, and families of students with disabilities, to ensure their voices were heard. To further support learning at home, the school also facilitated 10 parent educator workshops, co-developed and led by staff and parents, covering a range of topics to strengthen family engagement and reinforce student learning beyond the classroom.

High Attendance: Maintaining a Low Chronic Absenteeism Rate
The Safety Net team met six times during the 2024–2025 school year to identify and monitor students experiencing chronic absenteeism or those at risk for low attendance. Once students were identified, the Intervention team—meeting twice monthly—closely tracked their progress and provided targeted support. Both teams collaborated to develop and implement individualized student support plans as needed.

Engaged Learners: Low Suspension, Expulsion, and Dropout Rate
Vista Oaks continued to maintain low suspension, expulsion, and dropout rates by proactively supporting students through individualized academic guidance. All students had access to one-on-one meetings with an Academic Counselor to regularly review their progress toward graduation and address any barriers. In addition, unduplicated students—including English Learners, foster youth, and socioeconomically disadvantaged students—received targeted support from the Safety Net and Intervention teams. These efforts ensured that each student's

academic progress was closely monitored and that appropriate interventions were provided to promote achievement and prevent disengagement.

Engaged Learners: Graduation Rate
Vista Oaks achieved a strong graduation rate of 91.5%. To ensure the Class of 2025 maintains a graduation rate above 90%, Academic Counselors and the Director of Educational Services have continued to collaborate closely to monitor student progress and implement early interventions when needed. Academic Counselors held one-on-one meetings with students—placing particular emphasis on unduplicated students—to support academic planning and guide discussions around college and career pathways. Additionally, counselors hosted orientation sessions for incoming freshmen and their families to build early connections and set the foundation for long-term academic success.

Engaged Learners: Broad Course of Study
Vista Oaks continued to implement a broad and engaging course of study designed to meet the diverse interests and needs of all students. TK–8 students had access to a variety of enrichment classes, including art, thematic units, leadership, and STEM. High school students had access to Career Technical Education (CTE) pathways, a wide range of A–G approved courses, and electives in both the arts and STEM disciplines. The school actively encouraged participation from unduplicated and special education students in a wide range of offerings, including CTE courses, Robotics, and Forensic Science. To further expand academic opportunities, Vista Oaks also offered three Dual Enrollment college courses to high school students during the 2024–2025 school year, supporting early college exposure and postsecondary readiness.

Highly-Qualified Staff
Professional development and staff collaboration remained essential to the ongoing success of Vista Oaks. During the 2024–2025 school year, all staff were provided a minimum of 10 hours of professional development, with time being allocated to the Brilliance Project to support targeted training opportunities. Staff also participated in at least 4 hours per quarter of Professional Learning Communities (PLCs), where they collaborated on curriculum development, shared effective instructional practices, and analyzed student learning outcomes.

To ensure instructional quality, Vista Oaks actively advertised job openings to attract a strong pool of qualified candidates. Additionally, staff were offered incentives to pursue further credentials and certifications, fostering ongoing professional growth and instructional excellence.

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

There are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

The actions included in this goal were successfully implemented, effective, and maintained throughout the school year. These priorities are areas of strength for Vista Oaks, which is why Goal 3 is considered a "maintenance goal".

High Quality, Standards - Based Curriculum: Access to Materials (Effective) -
Vista Oaks ensured that 100% of students had access to standards-aligned curriculum and instructional materials, including materials supporting English Language Development (ELD). Staff successfully completed a review of instructional material inventory, confirming that all students received the appropriate curriculum. In addition, the school continued to maintain a well-stocked resource library to provide supplemental materials that address the diverse learning needs of its student population.

Recognizing that approximately 20% of the student population qualifies for special education services, the Special Education Team maintained a dedicated resource library for students with disabilities and their families. This resource continues to be a valuable support, offering specialized materials and tools tailored to individual learning needs. Vista Oaks remains committed to developing and expanding this initiative to ensure equitable access to high-quality instructional supports for all students.

Safe and Clean Facilities and School Safety (Effective) -
Vista Oaks recognizes that a warm, welcoming, and safe school environment is essential to student learning and well-being. The school successfully completed its annual facility inspection, with the learning centers determined to be in good repair. In addition to maintaining safe physical spaces, Vista Oaks fostered a positive school climate, as reflected in survey results indicating that over 92% of community members agree that the school is a safe and welcoming place for students and families. These outcomes reflect the school’s continued commitment to providing an environment where students feel supported and ready to learn.

Highly Engaged Community Members: Promote Community Member Participation (Effective) -
To strengthen learning at home and foster meaningful family engagement, Vista Oaks hosted 10 parent trainings and workshops during the 2024–2025 school year. These sessions were collaboratively planned and presented by staff and parents, helping to increase parent buy-in and ensure relevance to student needs. The workshops were well-attended, with over 400 community members participating. Feedback from attendees indicated that the sessions were highly beneficial and should continue in the future.

In addition to the workshops, Vista Oaks held four School Site Council meetings and four Parent Advisory Committee meetings. Staff made concerted efforts to recruit families of low-income students and students with disabilities to these advisory groups and were successful in increasing their participation. While progress has been made, the school continues to work on improving engagement among families of English Learners to ensure all voices are represented in school decision-making processes.

High Attendance: Maintaining a Low Chronic Absenteeism Rate (Effective) -
Vista Oaks successfully implemented the actions and services outlined in the 2024–2025 LCAP, with a strong emphasis on supporting student attendance and engagement. The Safety Net team met six times during the school year to identify and monitor students experiencing chronic absenteeism or those at risk for low attendance. Identified students were then supported by the Intervention team, which met twice monthly to track progress and implement targeted supports. Both teams collaborated to develop individualized student support plans, ensuring timely intervention and consistent follow-up.

Staff members continued refining procedures to enhance collaboration and responsiveness when monitoring student attendance, academic performance, and behavior. These efforts contributed to maintaining a low chronic absenteeism rate of 3.2% for the 2023–2024 school year, and Vista Oaks is currently on track to achieve a similar outcome for 2024–2025. These results reflect the school’s proactive and data-informed approach to student support and success.

Engaged Learners: Low Suspension, Expulsion, and Dropout Rate, Graduation Rate, and Broad Course of Study (Effective) -
Staff members were committed to the process of collaboration, accountability and support between student, parent/guardian, and school staff. This partnership was essential in maintaining low suspension, expulsion, and dropout rates. All students had access to one-on-one meetings with an Academic Counselor to regularly review their progress toward graduation and address any barriers. In addition, unduplicated students—including English Learners, foster youth, and socioeconomically disadvantaged students—received targeted support from the Safety Net and Intervention teams. These efforts ensured that each student's academic progress was closely monitored and that appropriate interventions were provided to promote achievement and prevent disengagement.

Vista Oaks continued to implement a broad and engaging course of study designed to meet the diverse interests and needs of all students. TK–8 students had access to a variety of enrichment classes, including art, thematic units, leadership, and STEM. High school students had access to Career Technical Education (CTE) pathways, a wide range of A–G approved courses, and electives in both the arts and STEM disciplines. The school actively encouraged participation from unduplicated and special education students in a wide range of offerings, including CTE courses, Robotics, and Forensic Science. To further expand academic opportunities, Vista Oaks also offered three Dual Enrollment college courses to high school students during the 2024–2025 school year, supporting early college exposure and postsecondary readiness. These efforts to provide rigorous, relevant, and inclusive educational opportunities contributed to a high graduation rate of 91.5%.

Highly-Qualified Staff (Effective) -
Vista Oaks continues to benefit from a highly qualified, experienced, and dedicated team of educators and support staff. The school successfully met its goal of expanding staff capacity to address identified needs, ensuring that all new hires were high-quality professionals with relevant experience and expertise.

Throughout the 2024–2025 school year, staff participated in a minimum of 10 hours of professional development. In addition, multiple opportunities were provided through the Brilliance Project, allowing staff to engage in research based educator wellness that leads to improved student outcomes. Several staff members also pursued and earned additional credentials and authorizations, further enhancing the school's ability to meet the diverse needs of its student population. These efforts reflect Vista Oaks' ongoing commitment to continuous improvement and instructional 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.

Planned goals, metrics, desired outcomes, and actions are being maintained for the coming 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
3.1	High Quality, Standards - Based Curriculum: Access to Materials	Review inventory for instructional materials each semester, as applicable, and ensure that each student has appropriate access to instructional materials at home and at school	$50,000.00	No
3.2	Safe and Clean Facilities and School Safety	• Continue annual inspection of facilities to ensure standards of safety and access. Identified issues will be tracked and completed as needed. • Conduct annual school climate survey.		No
3.3	Highly Engaged Educational Partners: Promote Educational Partner Participation	Annual School Climate Survey • Conduct annual stakeholder survey to gather input on educational programs • Make revisions and improvements based on survey results Educational Partner Councils, Committees, and Input Meetings • Continue ongoing recruitment of families, focusing on parents of English Learners, socioeconomically disadvantaged students, and students with disabilities, to participate in the active School Site Council and Parent Advisory Committees • Hold input meetings for students, parents, and parents of students with disabilities Ongoing Parent-Educator Workshops and Support • Continue to add pertinent information and resources available for homeschooling families through the school's website • Host a minimum of 8 parent educator workshops that staff and parents collaborate on to cover topics that further supports learning at home		No

Action #	Title	Description	Total Funds	Contributing
3.4	High Attendance: Maintaining a Low Chronic Absenteeism Rate	• Safety Net and Intervention teams will continue to monitor students with chronic absenteeism or who are at-risk for low attendance. The teams will implement plans, as needed.	$8,500.00	Yes
3.5	Engaged Learners: Low Suspension, Expulsion, and Dropout Rate	Maintain Low Suspension, Expulsion, and Dropout Rate • The Safety Net and Intervention teams will monitor students who are at-risk and implement strategic plans, as needed • Vista Oaks will continue to provide students one-on-one meetings with an Academic Counselor to review progress towards graduation.	$8,500.00	Yes
3.6	Engaged Learners: Graduation Rate	• The Safety Net and Intervention teams will monitor students and implement strategic plans, as needed. • Vista Oaks will continue to provide students one-on-one meetings with an Academic Counselor to review progress towards graduation. • Summer School is available to students identified as needed	$56,250.00	No
3.7	Engaged Learners: Broad Course of Study	Vista Oaks will continue to offer a broad course of study that is relevant and engaging to all students. • TK-8 students have access to a broad course of study, including enrichment • High school students have access to a broad course of study, including CTE courses, a wide-range of a-g opportunities, and community college courses	$44,813.00	No
3.8	Highly-Qualified Staff	Maintain a Highly-Qualified Staff - • Provide a minimum of 10 hours of professional development to staff	$32,165.00	No

Action #	Title	Description	Total Funds	Contributing
		• Develop partnership with the Brilliance Project to provide research-based strategies to empower educators • Advertise teacher job openings to ensure an adequate pool of qualified candidates • Provide incentive for staff to obtain additional credentials and certificates		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$813,243	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.288%	0.000%	$0.00	6.288%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Targeted Math Instruction - Intervention **Need:** Based on CAASPP and NWEA MAP 2024 assessment results and input from educational partners, there is a need to provide additional support for all students to work at grade level. • 28.39% of students met standard or higher • SED: 21.65% met standard or higher	Think Tank supports students to build their foundational math concepts and skills so that they can be successful on grade level standards. This is provided on an LEA-wide basis since only a 28% of the students are at standard met or higher. In addition, students scored in the 43% when compared to their peers nationally on NWEA MAP math assessments. In addition, these actions are also offered on an LEA-wide basis to maximize the intervention program's impact in increasing all student's proficiency.	1.1 CAASPP Assessment; 1.2 NWEA MAP Assessments; Educational Partner input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL: 0% met standard or higher • LEA: 57.7 points below standard • SED: 80.1 points below standard • EL: 103.6 points below standard • Educational partners indicated that math intervention with direct instruction would be beneficial for all students, as needed **Scope:** LEA-wide		
2.5	**Action:** Targeted ELA Instruction - Intervention **Need:** Based on CAASPP and NWEA MAP assessment results and input from educational partners, there is a need to provide additional support for all students to work at grade level. • 45.55% of students met standard or higher • SED: 38.22% met standard or higher • EL: 6.67% met standard or higher • LEA: 16.7 points below standard • SED: 31.6 points below standard • EL: 71.7 points below standard • Educational Educators indicated that ELA intervention with direct instruction would be beneficial for all students, as needed	Think Tank supports students to build their foundational ELA skills so that they can be successful on grade level standards. This is provided on an LEA-wide basis since less than half of the students are at standard met or higher. In addition, students scored in the 60th percentile when compared to their peers nationally on NWEA MAP ELA assessments. These actions are also offered on an LEA-wide basis to maximize the intervention program's impact in increasing all student's proficiency.	2.1 CAASPP Assessment; 2.2 NWEA MAP Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** High Attendance: Maintaining a Low Chronic Absenteeism Rate **Need:** Students who are English Learners and/or low income have higher chronic absenteeism rates than their peers. SED: 2.7% EL: 11.8% Foster Youth: less than 10 students **Scope:** LEA-wide	The Safety Net and Intervention teams support all students who are chronically absent or at-risk of low attendance so that student needs can be met strategically and effectively through individualized monitoring and plans.	Chronic Absenteeism/Attendance
3.5	**Action:** Engaged Learners: Low Suspension, Expulsion, and Dropout Rate **Need:** While Vista Oaks' dropout rate is very low, students who are English Learners and/or low income typically have higher dropout rates than their peers. Vista Oaks' suspension and expulsion rate is at 0% and will continue to works towards keeping it low.	Monitoring student progress towards graduation is essential to implement strategic plans to support student needs. In addition, all students have access to academic counselors to guide academic and college and career plans.	Suspension rate, Expulsion rate, Dropout rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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
1.6	**Action:** Increase Math Proficiency - Unduplicated Students **Need:** Based on CAASPP and NWEA MAP assessment results and input from educational partners, there is a need to provide additional support for unduplicated students to work at grade level. CAASPP 2024 - • SED: 21.65% are at "Standard Met" or above • EL: 0% are at "Standard Met" or above NWEA MAP Fall 2024 - • SED: 56.2% • EL: 66.6%	These actions are designed to support students to build foundational math concepts and skills so that they can be proficient in grade level standards. Additional targeted instruction and close monitoring supports identified areas of growth to close gaps in learning.	1.1 CAASPP Assessment; 1.2 NWEA MAP Assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.6	**Action:** Increase ELA Proficiency - Unduplicated Students **Need:** Based on CAASPP and NWEA MAP assessment results and input from educational partners, there is a need to provide additional support for unduplicated students to work at grade level. CAASPP 2024 - • SED: 38.22% are at "Standard Met" or above • EL: 6.67% are at "Standard Met" or above NWEA MAP Fall 2024 - • SED: 48.2% • EL: 22.22% **Scope:** Limited to Unduplicated Student Group(s)	These actions are designed to support students to build foundational ELA concepts and skills so that they can be proficient in grade level standards. Additional targeted instruction and close monitoring supports identified areas of growth to close gaps in learning.	2.1 CAASPP Assessment; 2.2 NWEA MAP Assessments
2.8	**Action:** English Learner Development **Need:** Based on ELPAC and CAASPP assessment results and input from educational partners, there is a need to provide additional support	Supporting staff in implementing ELD standards addresses this identified need by refining their instruction and resources. ELD standards are reviewed by appropriate staff with opportunities for staff to expand their knowledge through professional development and collaboration. This has been shown to be highly effective.	2.5 English Learner Progress Reclassification Rate; 2.6 English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	for English Learners to work at grade level. • 52.4% of EL students made progress towards English language proficiency on the 2024 ELPAC • 14% of English Learners were redesignated fluent English proficent in Fall 2024 **Scope:** Limited to Unduplicated Student Group(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.

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.

Not Applicable

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	1:104.6	

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 certificated staff providing direct services to students	1:17.15	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,932,357	813,243	6.288%	0.000%	6.288%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,044,343.00	$0.00	$0.00	$168,978.00	$2,213,321.00	$1,958,343.00	$254,978.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Equipping Staff - Professional Development and Staff Collaboration	All	No			All Schools		$17,000.00	$0.00	$17,000.00				$17,000.00	
1	1.2	Supporting Parent-Educators	All	No			All Schools		$57,000.00	$0.00	$57,000.00				$57,000.00	
1	1.3	Targeting Math Instruction - Schoolwide	All	No			All Schools		$406,600.00	$0.00	$406,600.00				$406,600.00	
1	1.4	Targeting Math Instruction - Schoolwide Access to High-Quality Materials and Resources	All	No			All Schools Tk-5 and 9-12		$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.5	Targeted Math Instruction - Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th		$531,330.00	$0.00	$531,330.00				$531,330.00	
1	1.6	Increase Math Proficiency - Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12		$74,000.00	$0.00	$17,000.00			$57,000.00	$74,000.00	
1	1.7	Increase Math Proficiency - Students with Disabilities	Students with Disabilities	No			All Schools		$16,000.00	$0.00	$16,000.00				$16,000.00	
2	2.1	Equipping Staff - Review and Use of Data	All	No			All Schools		$17,000.00	$0.00	$17,000.00				$17,000.00	
2	2.2	Supporting Parent-Educators	All	No			All Schools		$42,000.00	$0.00	$42,000.00				$42,000.00	
2	2.3	Targeting ELA Instruction - Schoolwide	All	No			All Schools		$294,200.00	$0.00	$294,200.00				$294,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Targeting ELA Instruction - Schoolwide Access to High-Quality Materials and Resources	All	No			All Schools High School		$0.00	$70,000.00	$70,000.00				$70,000.00	
2	2.5	Targeted ELA Instruction - Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$209,013.00	$0.00	$209,013.00				$209,013.00	
2	2.6	Increase ELA Proficiency - Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12		$64,000.00	$0.00	$17,000.00			$47,000.00	$64,000.00	
2	2.7	Increasing ELA Proficiency - Students with Disabilities	Students with Disabilities	No			All Schools		$16,000.00	$0.00	$16,000.00				$16,000.00	
2	2.8	English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$21,900.00	$0.00	$21,900.00				$21,900.00	
2	2.9	College and Career Readiness	All	No			All Schools		$42,000.00	$0.00	$42,000.00				$42,000.00	
2	2.10	College and Career Readiness - High Quality Instruction	All Students with Disabilities	No			All Schools High School		$35,450.00	$0.00	$35,450.00				$35,450.00	
2	2.11	College and Career Readiness - College Preparedness Assessments	All	No			All Schools High School		$29,600.00	$0.00	$29,600.00				$29,600.00	
3	3.1	High Quality, Standards - Based Curriculum: Access to Materials	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.2	Safe and Clean Facilities and School Safety	All	No			All Schools									
3	3.3	Highly Engaged Educational Partners: Promote Educational Partner Participation	All	No			All Schools									
3	3.4	High Attendance: Maintaining a Low	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$8,500.00	$0.00	$8,500.00				$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Chronic Absenteeism Rate	Low Income			Low Income										
3	**3.5**	Engaged Learners: Low Suspension, Expulsion, and Dropout Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$8,500.00	$0.00	$8,500.00				$8,500.00	
3	**3.6**	Engaged Learners: Graduation Rate	All	No			All Schools		$56,250.00	$0.00	$56,250.00				$56,250.00	
3	**3.7**	Engaged Learners: Broad Course of Study	All	No			All Schools		$0.00	$44,813.00				$44,813.00	$44,813.00	
3	**3.8**	Highly-Qualified Staff	All	No			All Schools		$12,000.00	$20,165.00	$12,000.00			$20,165.00	$32,165.00	

2025-26 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
12,932,357	813,243	6.288%	0.000%	6.288%	$813,243.00	0.000%	6.288 %	**Total:**	$813,243.00
								LEA-wide Total:	$757,343.00
								Limited Total:	$55,900.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Targeted Math Instruction - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	$531,330.00	
1	**1.6**	Increase Math Proficiency - Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12	$17,000.00	
2	**2.5**	Targeted ELA Instruction - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$209,013.00	
2	**2.6**	Increase ELA Proficiency - Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12	$17,000.00	
2	**2.8**	English Learner Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,900.00	
3	**3.4**	High Attendance: Maintaining a Low Chronic Absenteeism Rate	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.5**	Engaged Learners: Low Suspension, Expulsion, and Dropout Rate	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,186,935.00	$2,159,935.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Equipping Staff - Professional Development and Staff Collaboration	No	$16,500.00	$16,500.00
1	**1.2**	Supporting Parent-Educators	No	$76,500.00	$76,500.00
1	**1.3**	Targeting Math Instruction - Schoolwide	No	$416,100.00	$416,100.00
1	**1.4**	Targeting Math Instruction - Schoolwide Access to High-Quality Materials and Resources	No	$125,000.00	$93,000.00
1	**1.5**	Targeted Math Instruction - Intervention	Yes	$349,749.00	$349,749.00
1	**1.6**	Increase Math Proficiency - Unduplicated Students	Yes	$245,326.00	$245,326.00
1	**1.7**	Increase Math Proficiency - Students with Disabilities			
2	**2.1**	Equipping Staff - Review and Use of Data	No	$16,500.00	$16,500.00
2	**2.2**	Supporting Parent-Educators	No	$34,500.00	$34,500.00
2	**2.3**	Targeting ELA Instruction - Schoolwide	No	$292,150.00	$292,150.00
2	**2.4**	Targeting ELA Instruction - Schoolwide Access to High-Quality Materials and Resources	No	$60,000.00	$65,000.00

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)
2	**2.5**	Targeted ELA Instruction - Intervention	Yes	$127,953.00	$127,953.00
2	**2.6**	Increase ELA Proficiency - Unduplicated Students	Yes	$115,297.00	$115,297.00
2	**2.7**	Increasing ELA Proficiency - Students with Disabilities	No		
2	**2.8**	English Learner Development	Yes	$21,900.00	$21,900.00
2	**2.9**	College and Career Readiness	No	$41,700.00	$41,700.00
2	**2.10**	College and Career Readiness - High Quality Instruction	No	$34,950.00	$34,950.00
2	**2.11**	College and Career Readiness - College Preparedness Assessments	No	$29,100.00	$29,100.00
3	**3.1**	High Quality, Standards - Based Curriculum: Access to Materials	No	$25,000.00	$25,000.00
3	**3.2**	Safe and Clean Facilities and School Safety	No		
3	**3.3**	Highly Engaged Educational Partners: Promote Educational Partner Participation	No		
3	**3.4**	High Attendance: Maintaining a Low Chronic Absenteeism Rate	Yes	$8,225.00	$8,225.00
3	**3.5**	Engaged Learners: Low Suspension, Expulsion, and Dropout Rate	Yes	$8,225.00	$8,225.00
3	**3.6**	Engaged Learners: Graduation Rate	No	$66,250.00	$66,250.00
3	**3.7**	Engaged Learners: Broad Course of Study	No	$45,572.00	$45,572.00

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)
3	**3.8**	Highly-Qualified Staff	No	$30,438.00	$30,438.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$772,931.00	$773,275.00	$773,275.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Targeted Math Instruction - Intervention	Yes	$349,749.00	$349,749.00		
1	1.6	Increase Math Proficiency - Unduplicated Students	Yes	$188,326.00	$188,326.00		
2	2.5	Targeted ELA Instruction - Intervention	Yes	$127,953.00	$127,953.00		
2	2.6	Increase ELA Proficiency - Unduplicated Students	Yes	$68,897.00	$68,897.00		
2	2.8	English Learner Development	Yes	$21,900.00	$21,900.00		
3	3.4	High Attendance: Maintaining a Low Chronic Absenteeism Rate	Yes	$8,225.00	$8,225.00		
3	3.5	Engaged Learners: Low Suspension, Expulsion, and Dropout Rate	Yes	$8,225.00	$8,225.00		

2024-25 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)
$773,275.00	$772,931.00	0	99.956%	$773,275.00	0.000%	100.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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).