LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Charter Middle School
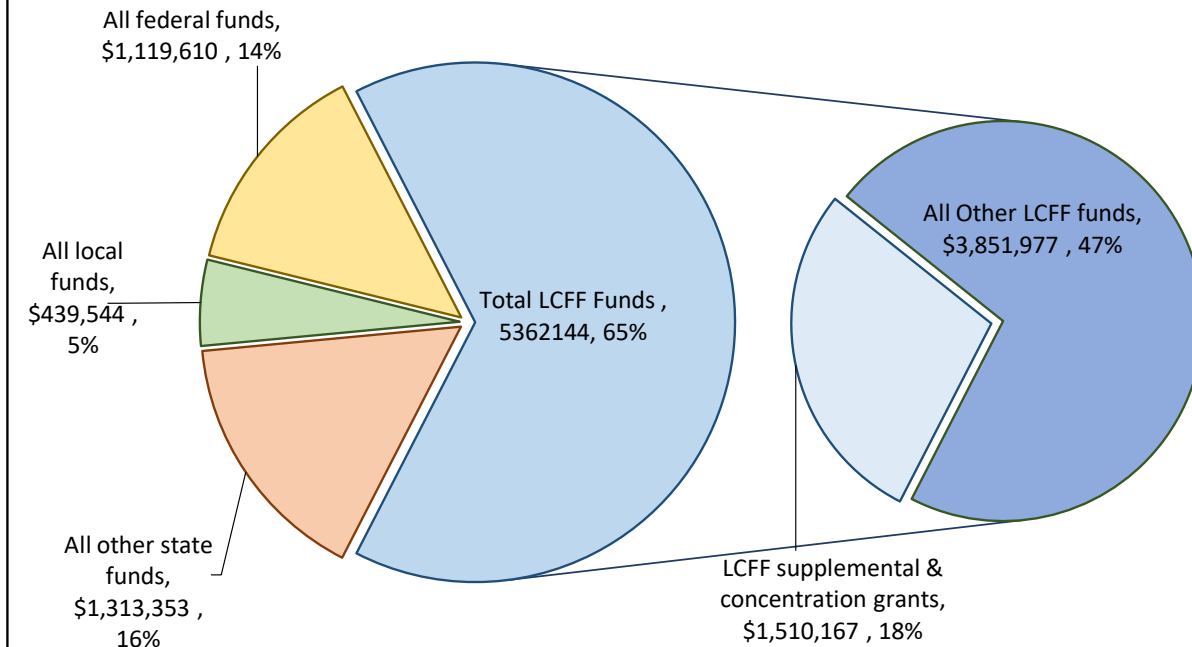
CDS Code: 19-64733-0122739

School Year: 2025-26

LEA contact information: Daniel Sommer, Principal, dsommer@vistacharterps.org, 213-201-4000

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

Projected Revenue by Fund Source

All federal funds, $1,119,610 , 14%

All local funds, $439,544 , 5%

All other state funds, $1,313,353 , 16%

Total LCFF Funds , 5362144, 65%

All Other LCFF funds, $3,851,977 , 47%

LCFF supplemental & concentration grants, $1,510,167 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Vista Charter Middle School is $8,234,651.00, of which $5,362,144.00 is Local Control Funding Formula (LCFF), $1,313,353.00 is other state funds, $439,544.00 is local funds, and $1,119,610.00 is federal funds. Of the $5,362,144.00 in LCFF Funds, $1,510,167.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP
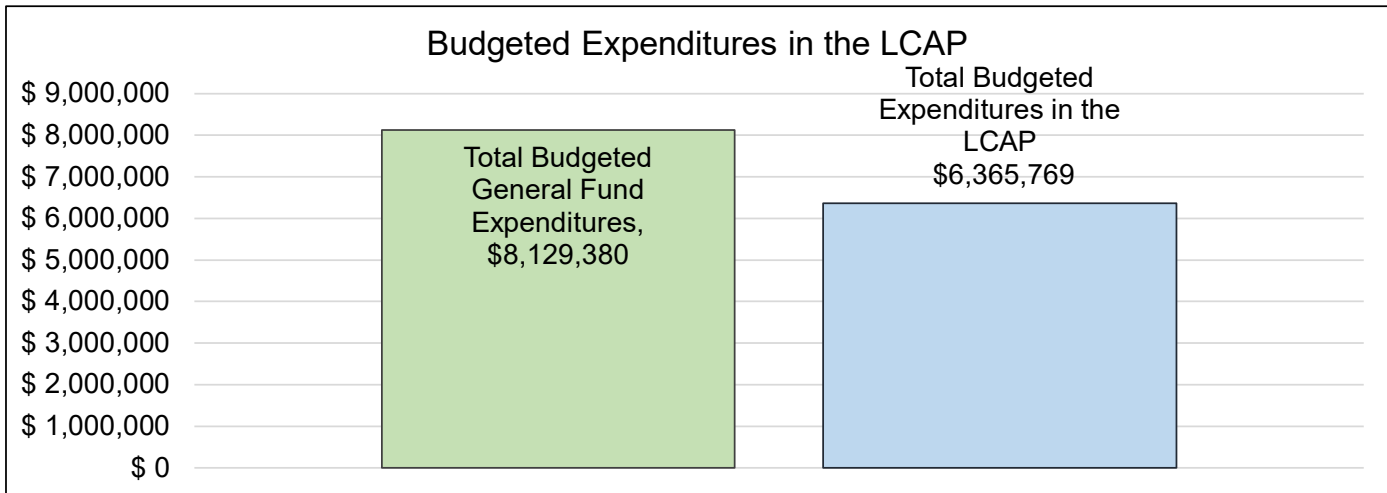
This chart provides a quick summary of how much Vista Charter Middle School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vista Charter Middle School plans to spend $8,129,380.00 for the 2025-26 school year. Of that amount, $6,365,769.00 is tied to actions/services in the LCAP and $1,763,611.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
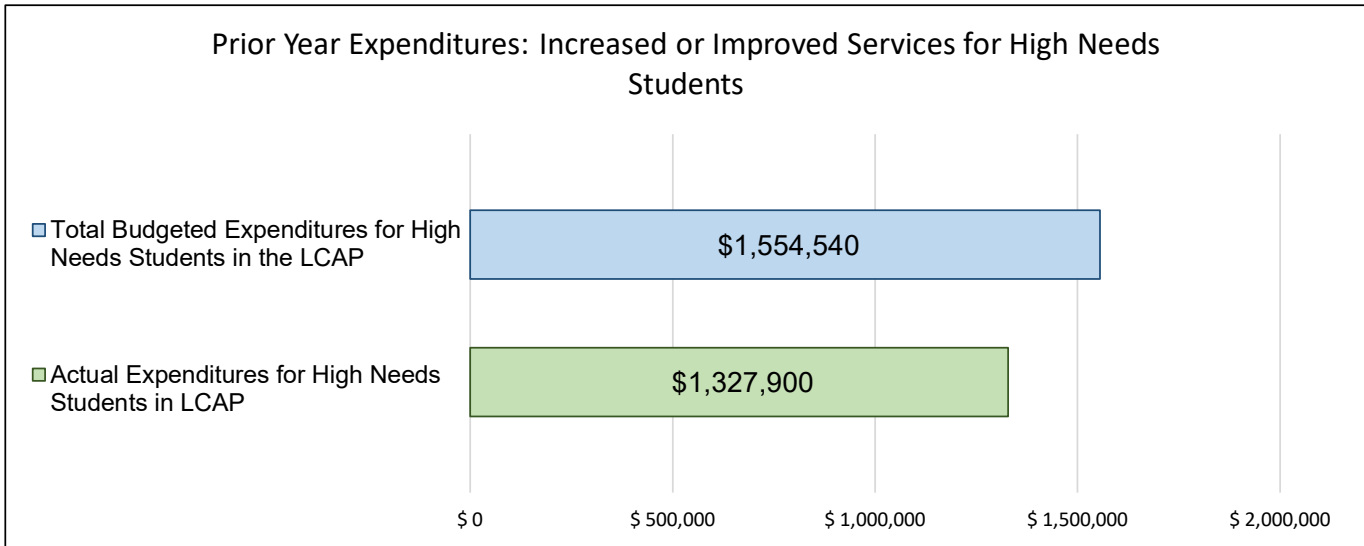
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Charter Middle School is projecting it will receive $1,510,167.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Charter Middle School plans to spend $1,510,167.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,554,540
☐ Actual Expenditures for High Needs Students in LCAP	$1,327,900

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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

The text description of the above chart is as follows: In 2024-25, Vista Charter Middle School's LCAP budgeted $1,554,540.00 for planned actions to increase or improve services for high needs students. Vista Charter Middle School actually spent $1,327,900.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $226,640.00 had the following impact on Vista Charter Middle School's ability to increase or improve services for high needs students:

The difference in actual expenditure and budgeted expenditures did not severely impact the actions and services. The original budget had a higher estimated enrollment and average daily attendance than the actuals for the 24/25 lowering LCFF S&C funding by $85k. The school also ended up with lower cost TA's than budgeted as well as less field trip costs.

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 Charter Middle School	Daniel Sommer, Principal	dsommer@vistacharterps.org 213.201.4000

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 Charter Middle School (VCMS) is a WASC-accredited is a public charter school established in 2010 and authorized by the Lost Angeles Unified School District (LAUSD). VCMS operates as one of six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California. VCMS has experienced significant post-pandemic declines in academic performance schoolwide and among its student groups in large part due to high chronic absenteeism rates that has resulted in eligibility for Differentiated Assistance that will be provided by the Los Angeles County Office of Education (LACOE).

Vista Charter Middle School currently serves 364 students in grades 6-8. Our student body reflects the community we serve, with 94% Hispanic, 3% Filipino, and 1% African American. VCMS serves low-income and historically underserved students who face significant educational challenges, including 34% English Learners (EL), 9% Students with Disabilities (SWD), 1% Foster Youth (FY), 1% Homeless Youth, and 89% Socioeconomically Disadvantaged (SED).

Mission and Vision

Mission: To create a transformative 6-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Vision: To close the achievement gap for our targeted population—predominantly low-income and historically underserved students—while addressing the growing opportunity gap. Our compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Educational Approach

Comprehensive Student Support

VCMS embraces a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into our curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of our educational model lies a sophisticated, data-driven support system. Our SST is integrated in our Multi-tiered System of Supports (MTSS) and serves as the cornerstone of our intervention strategy, enabling teachers to identify & refer students who need additional support to reach grade-level proficiency in reading and mathematics. Through this established system, struggling students receive targeted intervention during the school day, ensuring they receive timely support. VCMS has also implemented PBIS & 100% of students participate in Ways of Council through Advisory.

This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes. At VCMS, data-driven decision-making empowers us to deliver on our commitment to student success, meeting the diverse needs of our learners with precision and care. Our commitment to student success extends beyond the instructional day through our comprehensive after-school tutoring program focusing on reading and math, open to all students.

Inclusive Education Model

We take pride in our full inclusion model for Students with Disabilities, reflecting our core belief that all students—especially EL and SWD—can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering belonging and community that positively impacts social-emotional development.

Community School Initiative

CA Community Schools Partnership Program (CCSPP): VCMS was awarded the prestigious CCSPP Implementation Grant (Cohort IV), a five-year grant that provides critical resources to strengthen our Multi-Tiered System of Supports (MTSS) and expand services to students and families.

The grant supports several key areas:

- **Staff Development:** The funding provides instructional coaches and comprehensive professional development to strengthen our instructional program and build capacity among our educators and Instructional Leadership Team (ILT).

- **Community Coordination:** The grant will partially fund a Community Schools Coordinator who will co-lead our Attendance Team and initiatives while seeking partnerships with community-based organizations and agencies to support student and family needs.

- **Enhanced Services:** These resources enable us to expand our support services and create stronger connections between our school and the broader community.

Strategic Planning and Accountability: VCMS has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align to the school's mission, the CA Community Schools Framework, MTSS, and CA School Dashboard performance indicators. The LCAP metrics have been revised to align with CDE required metrics, ensuring comprehensive accountability and continuous improvement in student outcomes. VCMS is not eligible to receive Equity Multiplier Funds; but will expend Learning Recovery Emergency Block Grant (LREBG) Funds in the 2025-26 school year.

Transformative Community School Model: Our community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach represents our commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

VCMS aims to revolutionize traditional education by creating an integrated ecosystem where learning, support services, and community engagement converge. We envision our school serving as both an educational institution and a community hub where students receive high-quality instruction enhanced by comprehensive wrap-around support services, families access resources and educational opportunities with meaningful engagement in their children's education, and deep collaboration with community partners addresses both academic and non-academic barriers to learning. This environment enables educators, staff, administrators, and families to innovate and collaborate effectively, ensuring that VCMS serves not just as a school, but as a cornerstone of community transformation and student success.

Reflections: Annual Performance

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

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

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

VCMS has implemented several strategies to address the escalating **chronic absenteeism rates** which include:

- Daily Communication and Monitoring Systems: Vista Charter Middle School has implemented comprehensive daily communication protocols to address chronic absenteeism proactively. The school conducts daily calls home to families of absent students, ensuring immediate contact

when attendance concerns arise. Daily messages are sent through PowerSchool to maintain consistent communication with all families regarding attendance expectations and support available. These daily touchpoints enable early intervention before sporadic absences develop into chronic patterns.

- Systematic Family Engagement Approaches: VCMS has established weekly parent phone calls specifically focused on encouraging attendance and providing ongoing support for families experiencing challenges. Regular schoolwide events have been increased to strengthen students' sense of connection and belonging, addressing one of the root causes of chronic absenteeism identified in student surveys. Mandatory parent workshops are required for students who are in jeopardy of becoming chronically absent, providing families with resources and strategies to support regular attendance.

- School Attendance Review Team (SART) Operations: Vista Charter Middle School operates a systematic School Attendance Review Team that addresses chronic absenteeism through collaborative problem-solving approaches. The SART team meets regularly to review attendance data, identify students at risk, and develop individualized intervention plans. This team approach ensures coordinated support services and consistent follow-through on intervention strategies.

VCMS has implemented several strategies to address the decline in ***ELA and math academic performance*** which includes:

Data-Driven Assessment and Intervention Systems: Vista Charter Middle School has implemented comprehensive assessment systems using i-Ready diagnostics for both Reading and Mathematics, administered three times annually to track student progress and identify specific skill gaps. Teachers work collaboratively with school leadership to analyze i-Ready assessment data, identifying students who need additional support and developing targeted small group instruction in English Language Arts (ELA), Mathematics, and English Language Development (ELD). This systematic approach enables teachers to create precise, data-driven interventions that address individual student learning needs.

Structured Intervention Programming: VCMS provides effective, personalized academic intervention programs in ELA, Math, and ELD supported by dedicated school staff. Small group instruction is implemented based on diagnostic data analysis, allowing teachers to focus on specific skill deficits identified through assessments. Instructional Aides receive specialized training to provide structured intervention for struggling students, facilitating targeted support within classrooms and implementing evidence-based intervention strategies during small group sessions.

Enhanced Curriculum and Instructional Resources: Vista Charter Middle School has invested in comprehensive leveled classroom libraries to support the Readers and Writers Workshop program, ensuring students have access to appropriate reading materials that match their individual skill levels and interests. The school maintains current licenses for essential standards-based digital curriculum platforms that enhance student learning opportunities. Plans for 2025-26 include adopting a more rigorous ELA curriculum with explicit focus on reading grade-level texts to accelerate literacy development.

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

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

English Learner Progress Indicator (ELPI): Needs Assessment

Vista Charter Middle School (VCMS) experienced a significant decline in English Learner Progress Indicator (ELPI) performance on the 2024 California School Dashboard, dropping from a GREEN performance level in 2023 to RED in 2024. The percentage of English Learners making progress toward English proficiency decreased dramatically from 50.5% in 2022-23 to 27.5% in 2023-24, representing a 23-point decline. Long-term English Learners (LTELs) performed even lower at 22.4% making progress. Concurrently, ELPAC proficiency rates plummeted from 17.48% in 2022-23 to 6.25% in 2023-24, and the English Learner reclassification rate dropped from 19.79% to 3.9%.

Data Analyzed

Quantitative Data Sources

The comprehensive data analysis incorporated multiple assessment measures to understand English Learner performance across various domains. Interim ELPAC assessments provided ongoing monitoring of English language development progress throughout the academic year.

Previous year ELPAC and SBA data established baseline performance levels and longitudinal trends. The i-Ready diagnostic assessments, administered at the beginning, middle, and end of the year, measured both reading and mathematics achievement relative to grade-level expectations.

Qualitative Data Sources

Classroom observations documented instructional practices and student engagement patterns during both integrated and designated ELD instruction. Student work samples, particularly writing portfolios, revealed areas of language development strength and need. iLIT diagnostic data specifically measured English language development progress within the structured ELD curriculum. Intervention data tracking documented the effectiveness of targeted support strategies for struggling English Learners.

Educational Partners Engaged

Stakeholder Participation

The needs assessment process engaged a comprehensive range of educational partners to ensure multiple perspectives informed the analysis. Classroom teachers contributed insights from daily instructional experiences and student interactions. The Intervention Coordinator provided specialized knowledge of support strategies and progress monitoring systems. Instructional Aides shared observations from small group instruction and individual student support sessions.

Community and Administrative Input

School Site Council members, including parent representatives, contributed valuable perspectives on family experiences and community needs. The Community School Coordinator facilitated connections between home and school environments that impact student learning. The School Psychologist provided insights into social-emotional factors affecting English Learner academic progress. Administrative leadership ensured alignment between needs assessment findings and schoolwide improvement priorities.

Strengths Identified

Academic Growth Patterns

Despite the concerning ELPI decline, several positive indicators emerged from the data analysis. English Learners demonstrated exceptional growth in reading, with median growth reaching 128% of their typical expected progress on i-Ready diagnostic assessments. The percentage of students performing three or more grade levels below standard decreased by 14% in mathematics and 12% in reading. Additionally, the proportion of students achieving at or above grade level increased by 7% in reading and 9% in mathematics.

Schoolwide Academic Improvements

The broader academic context showed promise, with ELA performance increasing by 19.6 points and mathematics by 14.8 points on the California School Dashboard. These improvements suggest that foundational instructional practices are positively impacting student learning, though the benefits have not yet translated to English language development progress as measured by ELPI.

Greatest Needs

English Learner Academic Performance: The data revealed significant academic gaps requiring immediate attention. Eighty-five percent of English Learners continue to perform three or more grade levels below standard in English Language Arts on i-Ready diagnostics, while 68% perform similarly below standard in mathematics. These substantial percentages indicate that current instructional approaches are insufficient to accelerate learning for the majority of English Learners.

Long-term English Learner Challenges: Long-term English Learners face particularly acute challenges, scoring 135.8 points below standard in ELA and 178.2 points below standard in mathematics on state assessments. While LTELs showed modest gains of 11.6 points in ELA and 13 points in mathematics, these improvements remain far below the acceleration needed to reach grade-level proficiency. The 23% decline in ELPI performance represents the most critical concern requiring comprehensive intervention.

Issues Identified This Year

Instructional Implementation Challenges: Several implementation issues emerged that directly impacted English Learner outcomes. The consistency of designated and integrated ELD instruction varied significantly across classrooms, creating unequal learning opportunities for English Learners. Reading comprehension deficits prevented students from accessing grade-level content across all subject areas, compounding their academic challenges. The lack of sufficient differentiation in core instruction failed to address the diverse learning needs of English Learners and students with disabilities.

Engagement and Assessment Concerns: Student engagement levels remained problematically low among English Learners performing three or more grade levels below standard. The implementation of progress monitoring tools lacked consistency across classrooms, limiting teachers' ability to make data-driven instructional adjustments. These systemic issues created barriers to the intensive, targeted instruction that English Learners require for accelerated language and academic development.

Resource Inequities

Professional Development Gaps: Significant professional development needs emerged as primary equity concerns. Teachers require more comprehensive training in both integrated and designated ELD instructional strategies to serve English Learners effectively. New teacher preparation and ongoing coaching lack sufficient focus on English Learner-specific pedagogy, resulting in inconsistent implementation of research-based practices across classrooms.

Assessment and Curriculum Resources: The frequency and depth of formative assessment data analysis between formal diagnostic administrations proved insufficient for responsive instruction. Teachers need more systematic approaches to analyzing ELPAC interim data and diagnostic results with specific attention to English Learner progress patterns. Access to grade-level texts appropriate for English Learners across all grade levels requires expansion to support content area learning while developing language proficiency.

Systemic Support Structures: The absence of specialized ELD coordination creates gaps in program oversight and teacher support. Differentiation training and implementation support remain inadequate for meeting the complex needs of English Learners who also may have learning differences or other challenges. Progress monitoring systems lack the consistency needed to ensure all English Learners receive appropriate instructional adjustments based on their individual progress.

Root Cause Analysis

Professional Capacity Development: The fundamental root cause centers on insufficient professional capacity to implement high-quality ELD instruction consistently across the school. Teachers require more extensive professional development in both integrated and designated ELD methodologies, with ongoing administrative reinforcement and coaching support to ensure sustained implementation. The lack of specialized ELD expertise within the instructional leadership team limits the school's ability to provide targeted guidance and support.

Curriculum and Assessment Alignment: Inadequate alignment between curriculum resources and English Learner needs contributes to the performance decline. The shortage of grade-level texts accessible to English Learners across content areas limits their ability to develop both language and academic skills simultaneously. More detailed and frequent analysis of ELPAC interim and diagnostic data specific to English Learners is essential for responsive instruction and intervention.

Instructional Differentiation Systems: The inconsistent implementation of differentiation strategies reflects insufficient systems for supporting diverse learner needs within general education classrooms. English Learners require specialized instructional approaches that many teachers have not been adequately prepared to provide, particularly for students performing significantly below grade level.

2025-26 Plan of Action

Curriculum and Leadership Enhancement: VCMS will adopt a more rigorous ELA curriculum (Saavas) with explicit focus on grade-level text accessibility for English Learners. A dedicated ELD Coordinator position will be established to improve the quality and consistency of both integrated and designated ELD instructional practices. This coordinator will provide ongoing coaching, classroom support, and program oversight to ensure research-based ELD strategies are implemented effectively across all classrooms.

Professional Development Focus: A comprehensive professional development program will target English Learner instruction as the primary schoolwide focus. Teachers will participate in intensive training on differentiation strategies specifically designed for English Learners and Long-term English Learners. The ELD Teaching Assistant and Intervention Coordinator will receive specialized training through conferences and workshops to enhance their capacity to support struggling English Learners.

Data Systems and Monitoring: The implementation of the Ellevation data tracking platform will provide systematic monitoring of English Learner progress and instructional effectiveness. Regular formative assessment protocols will be established to ensure consistent data analysis between formal diagnostic administrations. Teachers will receive training on interpreting and responding to ELPAC interim data to inform daily instructional decisions.

Metrics to Measure Progress

Primary Outcome Measures: Progress will be measured primarily through continued growth on the ELPI indicator, with the goal of returning to GREEN performance level within three years. The school targets 5% annual growth in both ELA and mathematics achievement for English Learners on state assessments. ELPAC proficiency rates and English Learner reclassification rates will serve as key indicators of program effectiveness.

Ongoing Progress Monitoring: Regular iReady diagnostic assessments will track academic growth in reading and mathematics throughout the academic year. ELPAC interim assessments will provide ongoing monitoring of English language development progress. The Ellevation data

tracking platform will enable systematic documentation of individual student progress and instructional interventions. Consistent formative assessments will inform weekly instructional adjustments and intervention decisions.

Implementation Fidelity Measures: Classroom observation data will document the consistency and quality of integrated and designated ELD instruction implementation. Professional development participation and coaching session documentation will track capacity-building efforts. Student engagement measures will monitor improvements in academic participation among English Learners performing below grade level.

This comprehensive needs assessment establishes the foundation for targeted interventions designed to reverse the declining ELPI performance and accelerate academic achievement for all English Learners at Vista Charter Middle School.

Chronic Absenteeism Indicator: Needs Assessment

Vista Charter Middle School (VCMS) faces persistent challenges with chronic absenteeism, maintaining RED performance levels on both the 2023 and 2024 California School Dashboards. The chronic absenteeism rate of 32.9% during the 2023-24 school year represents an increase of 2.8% from the previous year, indicating that current intervention strategies have been insufficient to address this critical barrier to student success. Multiple student subgroups continue to experience disproportionately high chronic absenteeism rates, with English Learners, Socioeconomically Disadvantaged students, and Hispanic students all performing at RED levels, while Long-term English Learners and Students with Disabilities perform at ORANGE levels.

Data Analyzed

Quantitative Data Sources

The comprehensive chronic absenteeism analysis incorporated multiple data collection systems to understand attendance patterns and contributing factors. Weekly absent and tardy reports provided real-time monitoring of student attendance trends and enabled early identification of students at risk of becoming chronically absent. Attendance data was disaggregated by student subgroups to identify disproportionate impacts on specific populations. Monthly attendance rate calculations tracked progress toward the school's goal of maintaining 93-95% Average Daily Attendance.

Qualitative Data Sources

The California Healthy Kids Survey provided student voice regarding their sense of connection to school and factors influencing their attendance decisions. Student interviews and informal conversations revealed personal challenges affecting regular school attendance, including family responsibilities, transportation barriers, and social-emotional concerns. Family communication logs documented reasons for absences and identified patterns in parent-reported challenges to consistent attendance.

Educational Partners Engaged

School-Based Stakeholders

The chronic absenteeism needs assessment engaged a comprehensive team of educational partners committed to addressing attendance challenges. Teachers contributed daily observations of student engagement and identified early warning signs of attendance concerns. The

Intervention Coordinator provided insights into academic and social-emotional factors affecting student attendance patterns. Instructional Aides shared observations from their direct work with at-risk students and their families.

Community and Support Services

The School Site Council, including parent representatives, offered valuable perspectives on family and community factors influencing attendance. The Community School Coordinator facilitated connections between families and community resources that address underlying causes of chronic absenteeism. The School Psychologist provided expertise on mental health and social-emotional factors that impact student attendance. Administrative leadership and office team members contributed data on attendance tracking systems and family communication efforts.

Strengths Identified

Current Support Systems: Despite the concerning chronic absenteeism rates, Vista Charter Middle School has established several foundational systems that provide a platform for improvement. The school maintains a School Attendance Review Team (SART) that systematically addresses chronic absenteeism concerns through collaborative problem-solving approaches. Regular meetings between the Community School Coordinator, office manager, and administration ensure coordinated efforts to contact families and provide support services.

Intervention Infrastructure: VCMS demonstrates commitment to addressing attendance challenges through home visits for chronically absent students, showing willingness to meet families where they are and understand their specific circumstances. The existing communication systems through PowerSchool and ParentSquare provide technological infrastructure for maintaining family connections. The Community School Grant funding provides additional resources specifically designed to address barriers to student attendance and engagement.

Greatest Needs

Subgroup-Specific Challenges: The data reveals that English Learners, Hispanic students, and Socioeconomically Disadvantaged students face the most severe chronic absenteeism challenges, all performing at RED levels on the state Dashboard. These student populations often experience multiple intersecting barriers to consistent attendance, including language barriers in family communication, economic pressures that require students to assume family responsibilities, and limited access to transportation or other resources that support regular school attendance.

Systemic Attendance Barriers: The overall chronic absenteeism rate of 32.9% indicates that nearly one-third of the student body misses significant instructional time, creating substantial academic and social-emotional consequences. Students with Disabilities and Long-term English Learners, while performing at ORANGE rather than RED levels, still experience chronic absenteeism at rates that interfere with their educational progress and require targeted intervention approaches tailored to their specific needs.

Issues Identified This Year

Family and Community Challenges: Several significant issues emerged as primary contributors to chronic absenteeism during the current academic year. Families frequently change contact information without informing the school, creating communication barriers that prevent timely intervention when attendance concerns arise. Parents have expressed concerns about their inability to transport students to school, indicating transportation as a significant barrier for some families.

Student Social-Emotional Factors: Student reports indicate that some children do not feel connected to school or experience social challenges with peers, including instances of students reporting that others are mean to them. These social-emotional factors create school avoidance behaviors that contribute to chronic absenteeism patterns. Additionally, some students stay home to watch younger siblings, indicating family responsibilities that conflict with school attendance expectations.

Insufficient Support Systems: Current student support systems are inadequate for addressing the underlying causes of chronic absenteeism. Students with higher needs lack sufficient access to targeted social-emotional, mental health, and family support services that would address the root causes of attendance barriers. The absence of comprehensive wraparound services leaves families without adequate resources to overcome the complex challenges that prevent consistent school attendance.

Resource Inequities

Limited Intervention Capacity: Significant resource inequities emerged as barriers to effective chronic absenteeism intervention. The school lacks sufficient student support systems specifically designed for students with higher needs who require intensive social-emotional, mental health, and family support services. Without these comprehensive support systems, families struggle to address the underlying issues that prevent regular school attendance.

Communication and Engagement Barriers: Family engagement faces substantial challenges due to frequent changes in contact information and limited communication pathways between home and school. The school's capacity to maintain consistent contact with families is compromised when parents relocate or change phone numbers without notification. Additionally, the current level of parent engagement in school activities and communication systems remains insufficient to build the strong home-school partnerships necessary for addressing chronic absenteeism.

Transportation and Access Issues: Resource inequities in transportation access create particular challenges for some families who report being unable to get their students to school consistently. These transportation barriers disproportionately impact families with limited economic resources and highlight the need for additional support systems that address basic access needs.

Root Cause Analysis

Insufficient Family Engagement and Support: The fundamental root cause of chronic absenteeism centers on inadequate family engagement and insufficient support systems for addressing the complex challenges that prevent regular school attendance. Many families lack the resources, information, or support necessary to ensure their children attend school consistently, particularly when facing competing priorities such as family responsibilities or economic pressures.

Limited Social-Emotional and Mental Health Resources: Students who do not feel connected to school or experience social challenges require more comprehensive social-emotional support than the school currently provides. The absence of adequate mental health resources and social-emotional learning supports leaves students without the coping strategies and connections necessary to overcome attendance barriers.

Systemic Communication Challenges: The breakdown in communication systems between home and school creates gaps in early intervention opportunities. When families change contact information without notification or when language barriers prevent effective communication, the school's ability to provide timely support and intervention becomes severely compromised.

Inadequate Wraparound Services: The lack of comprehensive wraparound services that address transportation, childcare, family support, and other basic needs prevents families from accessing the resources necessary to support consistent school attendance. Without addressing these fundamental barriers, attendance interventions remain ineffective.

2025-26 Plan of Action

Enhanced Communication and Family Engagement: VCMS will implement comprehensive communication strategies including daily calls home for absent students and daily messages through PowerSchool to maintain consistent contact with families. Weekly parent phone calls will specifically encourage attendance and provide ongoing support for families experiencing challenges. Mandatory parent workshops will be required for students who are in jeopardy of becoming chronically absent, providing families with resources and strategies to support regular attendance.

Targeted Student Support Systems: More schoolwide events and celebration activities will be implemented to increase students' sense of connection and belonging at school. The school will focus on identifying absent students early and making immediate connections with them to address concerns before patterns of chronic absenteeism develop. Enhanced social-emotional support services will be provided to address underlying factors that contribute to school avoidance behaviors.

Systematic Intervention Approaches: The School Attendance Review Team (SART) will expand its systematic approach to addressing chronic absenteeism through regular data review and targeted intervention planning. Home visits for chronically absent students will continue as a key strategy for understanding family circumstances and providing individualized support. Regular meetings between the Community School Coordinator, office management, and administration will ensure coordinated and timely responses to attendance concerns.

Community Resource Development: The school will strengthen connections to community resources that address transportation, childcare, and other barriers to consistent attendance. Family support services will be enhanced to provide comprehensive assistance for families facing multiple challenges that impact their children's ability to attend school regularly.

Metrics to Measure Progress

Primary Outcome Targets: Progress will be measured through a targeted decrease in chronic absenteeism rates of 5-10% annually, with the ultimate goal of achieving GREEN performance on the California School Dashboard. The school aims to maintain Average Daily Attendance between 93% and 95%, representing a significant improvement from current levels. Attendance rate improvements will be monitored for all student subgroups, with particular attention to English Learners, Hispanic students, and Socioeconomically Disadvantaged students who currently perform at RED levels.

Ongoing Progress Monitoring: Monthly attendance data analysis will track progress toward annual goals and enable mid-course corrections in intervention strategies. Weekly absent and tardy reports will provide real-time data for immediate intervention with students showing concerning attendance patterns. The SART team will document intervention effectiveness through systematic case tracking and outcome measurement.

System Implementation Measures: Parent workshop attendance and engagement levels will be tracked to measure family participation in attendance support programs. Communication system effectiveness will be measured through response rates to daily calls and messages, as well

as successful contact with families. Home visit completion rates and outcomes will document the school's proactive approach to supporting chronically absent students and their families.

Student Engagement Indicators: School connectedness measures from the California Healthy Kids Survey will provide annual data on students' sense of belonging and engagement with school. Participation rates in schoolwide events and celebrations will indicate improved student connection to the school community. Student voice regarding attendance barriers and support needs will be collected regularly to inform ongoing intervention strategies.

This comprehensive needs assessment establishes the framework for intensive, multi-faceted interventions designed to significantly reduce chronic absenteeism and ensure that all students at Vista Charter Middle School have consistent access to educational opportunities.

Learning Recovery Emergency Block Grant (LREBG) Plan for 2025-26

Vista Charter Middle School's comprehensive needs assessment, conducted in alignment with EC Section 32526(d), utilized multiple data sources including the 2024 California School Dashboard, academic performance indicators, attendance data, and extensive educational partner feedback. The assessment identified critical areas of need that require targeted intervention through LREBG funding.

Primary Areas of Need Identified:

The assessment revealed significant academic achievement gaps, with VCMS receiving RED performance levels on the 2023 California School Dashboard for ELA across all students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. While improvement to YELLOW occurred in 2024, substantial gaps persist. Additionally, English Learner Progress declined dramatically, with the Indicator (ELPI) dropping from GREEN (50.5% making progress) to RED (27.5% making progress), representing a 23-point decline requiring urgent intervention.

Chronic absenteeism presents another critical challenge, with 32.9% of students chronically absent and RED performance levels persisting across multiple subgroups, indicating systemic barriers to engagement. The assessment also identified instructional capacity gaps, as only 57.7% of teachers were fully credentialed and appropriately assigned, falling significantly short of quality instruction needs for the high-need population. Finally, limited wraparound services and family support systems contribute to attendance and academic challenges, indicating need for enhanced family and community engagement barriers.

LREBG-Funded Actions and Evidence-Based Rationale

Action 1: Intervention Coordinator - $21,170 (Goal 1, Action 2)

Identified Need: Students performing significantly below grade level across multiple subgroups require coordinated, systematic intervention support. Assessment data shows 85% of English Learners perform three or more grade levels below standard in ELA.

Evidence-Based Rationale (Tier 2 - Moderate Evidence): Multi-tiered intervention systems coordinated by specialized personnel demonstrate effectiveness in improving academic outcomes. Research from the Institute of Education Sciences shows that schools with dedicated intervention

coordinators implementing systematic MTSS frameworks achieve greater gains in reading and mathematics achievement, particularly for struggling learners and English Learners.

Implementation: The Intervention Coordinator will provide targeted reading and math interventions, coordinate small group instruction, and coach Instructional Aides in evidence-based intervention strategies during the instructional day.

Metrics for Monitoring: Progress will be measured using CAASPP ELA and Mathematics assessments (Metrics #1 and 2)

Action 2: ELD Instructional Aide - $37,840 (Goal 1, Action 6)

Identified Need: English Learners require intensive, specialized support to accelerate language acquisition and academic achievement. ELPI performance decline and low reclassification rates (3.9%) indicate urgent need for targeted ELD support.

Evidence-Based Rationale (Tier 3 - Promising Evidence): Research demonstrates that trained paraprofessionals providing targeted English language development support in small group settings improve language acquisition outcomes. Studies published in the Journal of Educational Research show that structured ELD interventions delivered by trained personnel significantly increase English proficiency development and academic achievement for English Learners.

Implementation: The ELD Teaching Assistant will track EL student progress, provide integrated ELD academic support through small group instruction, and deliver pull-out sessions for intensive language development.

Metrics for Monitoring: Effectiveness will be measured through English Learner Progress Indicator (ELPI) performance (Metric #4) ELPAC proficiency rates (Metric #5).

Action 3: Kagan Professional Development - $10,000 (Goal 1, Action 7)

Identified Need: Teachers require research-based instructional strategies to effectively engage English Learners and improve academic discourse, particularly given the 94% Hispanic and 34% English Learner population.

Evidence-Based Rationale (Tier 2 - Moderate Evidence): Kagan Cooperative Learning structures have demonstrated effectiveness in improving academic outcomes for English Learners through quasi-experimental studies. Research published in Educational Psychology Review shows that cooperative learning strategies increase academic language development, peer interaction, and collaborative learning in supportive environments, particularly benefiting linguistically diverse students.

Implementation: Teachers will receive comprehensive training in Kagan cooperative learning structures customized to experience levels, with ongoing implementation support and coaching.

Metrics for Monitoring: Impact will be assessed through English Learner academic achievement in ELA and Mathematics CAASPP (Metric #1 and 2)

Action 4: Extended School Year (180 days) - $34,193 (Goal 2, Action 1)

Identified Need: Students experiencing significant learning loss require additional instructional time to accelerate learning and close achievement gaps. The school's high-need population (89% Socioeconomically Disadvantaged) requires expanded learning opportunities.

Evidence-Based Rationale (Tier 2 - Moderate Evidence): Extended learning time has demonstrated positive effects on student achievement through well-implemented quasi-experimental studies. Research from the American Educational Research Journal shows that additional instructional days, when coupled with high-quality instruction, produce significant gains in reading and mathematics achievement, particularly for students from low-income backgrounds.

Implementation: VCMS will provide 180 instructional days, exceeding California's 175-day requirement, with enhanced professional development and instructional planning time.

Metrics for Monitoring: Success will be evaluated through CAASPP ELA and Mathematics achievement gains (Metric #1 and 2)

Action 5: Community Schools Coordinator - $55,404 (Goal 3, Action 3)

Identified Need: High chronic absenteeism rates (31.66%) and complex family challenges require comprehensive wraparound services and community partnerships to address barriers to learning.

Evidence-Based Rationale (Tier 3 - Promising Evidence): Community Schools models show promising evidence for improving attendance and academic outcomes through correlational studies. Research from the Learning Policy Institute demonstrates that schools with dedicated community coordinators who connect families to services and address non-academic barriers achieve improvements in attendance, academic achievement, and family engagement.

Implementation: The coordinator will oversee the California Community Schools Partnership Program, manage integrated student support services, conduct needs assessments, and serve as liaison to community partners.

Metrics for Monitoring: Effectiveness will be tracked through chronic absenteeism rates across all student subgroups. (Metric #8)

Action 6: Culture and Community Coordinator - $90,655 (Goal 3, Action 3)

Identified Need: Students and families require culturally responsive support and comprehensive family engagement to improve school connectedness and address social-emotional barriers contributing to chronic absenteeism.

Evidence-Based Rationale (Tier 4 - Demonstrates a Rationale): Family engagement coordinators implementing comprehensive workshop programming and cultural responsiveness have a well-defined logic model supported by research. The Henderson and Mapp research synthesis demonstrates that when schools implement systematic family engagement strategies with cultural responsiveness, student achievement and attendance improve significantly.

Implementation: The coordinator will establish meaningful school-family-community communication through parent workshops, engagement events, family councils, and strengthened communication systems.

Metrics for Monitoring: Impact will be measured through parent survey results (Metric #21) and chronic absenteeism rates across all student subgroups. (Metric #8)

Expected Outcomes and Alignment with EC Section 32526(c)(2)

These LREBG-funded actions implement multiple purposes identified in EC Section 32526(c)(2). The Intervention Coordinator, ELD Aide, and Kagan training directly target academic achievement through learning acceleration strategies. Community coordinators address social-emotional support by removing mental health and engagement barriers. Additional instructional days provide extended learning opportunities beyond the standard calendar. Finally, coordinators strengthen school-family partnerships through comprehensive family engagement initiatives.

Total LREBG Investment: $249,262

The comprehensive LREBG plan expects to achieve substantial reduction in achievement gaps across all student subgroups, with particular focus on improving English Learner Progress Indicator performance to YELLOW or GREEN levels. Chronic absenteeism rates should decrease by 5-10% annually through targeted family engagement and support services. Enhanced family engagement and community connectedness will strengthen the overall school climate, while increased teacher capacity for serving high-need populations will improve instructional quality across all classrooms.

This comprehensive LREBG plan addresses the root causes of educational inequity identified through our needs assessment while implementing evidence-based interventions that will accelerate learning recovery and support the whole child development essential for long-term student success.

Reflections: Technical Assistance

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

Reason for Technical Assistance Eligibility: Vista Charter Middle School is eligible for Differentiated Assistance based on performance indicators from the California School Dashboard for multiple student subgroups across consecutive years. On the 2023 Dashboard, the school's English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups performed at levels that triggered the need for additional support and intervention. The 2024 Dashboard data shows continued concerns, particularly with the English Learner subgroup maintaining performance levels that require ongoing technical assistance from Los Angeles County Office of Education (LACOE).

The school's eligibility stems specifically from student achievement and engagement indicators that fall below state expectations for these critical subgroups. English Learners experienced a significant decline in the English Learner Progress Indicator (ELPI), dropping from GREEN to RED performance levels between 2023 and 2024. Additionally, chronic absenteeism rates across multiple subgroups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, remain at RED performance levels, indicating persistent barriers to student engagement and academic success.

Summary of Technical Assistance Work Underway

Professional Development and Capacity Building: Vista Charter Middle School has actively engaged with LACOE's Differentiated Assistance program through comprehensive professional development initiatives designed to strengthen instructional practices and improve outcomes for underperforming student subgroups. The school participated in the LACOE Differentiated Assistance Symposium, which provided targeted strategies and resources specifically aligned with the needs identified through Dashboard performance indicators.

Professional development efforts have focused intensively on data-driven instruction with particular emphasis on analyzing and responding to subgroup performance data. Teachers and administrators receive ongoing training in disaggregating student achievement data to identify specific learning gaps and implement targeted interventions for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

Ongoing Coaching and Support Systems: The technical assistance program includes biweekly coaching sessions with teachers and administrators that focus specifically on student progress monitoring and instructional adjustments based on data analysis. These coaching conversations ensure that staff members develop the capacity to make real-time instructional decisions that respond to the specific needs of underperforming student subgroups.

LACOE support extends beyond academic achievement to address the comprehensive needs of students and families. The school participated in specialized training on student welfare and attendance, recognizing the critical connection between chronic absenteeism and academic achievement for the identified subgroups.

Behavioral and Disciplinary Support: Technical assistance has included participation in workshops focused on "School Discipline: Other Means of Correction, Suspension & Expulsion," which directly supports the school's commitment to maintaining low suspension rates while addressing behavioral concerns through restorative and supportive approaches. This training aligns with the school's current 0% suspension rate achievement and supports continued positive school climate for all student subgroups.

Systematic Improvement Framework: The Differentiated Assistance program provides Vista Charter Middle School with a systematic framework for continuous improvement that specifically targets the root causes of underperformance among English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Regular coaching sessions ensure that improvement strategies are implemented with fidelity and adjusted based on ongoing student progress data.

The technical assistance program emphasizes building internal capacity among school staff to sustain improvements beyond the formal assistance period. Through intensive professional development and coaching support, teachers and administrators develop expertise in data analysis, targeted instruction, and intervention strategies that will continue to benefit underperforming student subgroups long-term.

This comprehensive technical assistance approach addresses both immediate performance concerns and builds sustainable systems for ongoing improvement, ensuring that Vista Charter Middle School develops the internal capacity necessary to consistently serve the needs of all student subgroups effectively.

Comprehensive Support and Improvement

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

Schools Identified

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

Vista Charter Middle School is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Meeting Schedule:** Weekly Administration Check-ins held every Wednesday at 9:00 AM throughout the 2024-25 school year (August 2024 - June 2025) **Topics Discussed:** The weekly administrative leadership meetings addressed multiple critical areas of school improvement and operations. Professional development focus areas were regularly reviewed to ensure alignment with identified student needs, particularly for English Learners and students experiencing chronic absenteeism. Comprehensive data analysis sessions examined student achievement trends, attendance patterns, and progress monitoring results from i-Ready diagnostics, ELPAC interim assessments, and weekly attendance reports. Administrative walkthrough findings were discussed to identify instructional strengths and areas needing additional support. English Language Development implementation received ongoing attention, with regular review of both integrated and designated ELD instruction quality and consistency across classrooms. Survey results from staff, parents, and students were analyzed to inform decision-making and identify emerging needs or concerns. Needs assessment discussions focused on Learning Recovery Emergency Block Grant (LREBG) funding allocation and effectiveness of current interventions. Differentiated Assistance requirements and implementation were monitored to ensure compliance with Los Angeles County Office of Education expectations and maximize support for underperforming student subgroups. **Feedback Provided:** Administrative leadership consistently emphasized the need for more targeted professional development in ELD instruction methodologies and differentiation strategies. Walkthrough observations revealed inconsistent implementation of designated ELD instruction, leading to recommendations for additional coaching support and classroom observation cycles. Data analysis

	discussions highlighted the critical need for an ELD Coordinator position to provide specialized expertise and ongoing teacher support.
	Survey results indicated strong staff desire for additional supervision support and instructional aide assistance, which informed budget planning discussions. Parent and student feedback emphasized the importance of maintaining comprehensive support services while expanding engagement opportunities. The leadership team prioritized systematic approaches to chronic absenteeism intervention and emphasized the need for enhanced family communication strategies. Differentiated Assistance feedback focused on strengthening data-driven instruction practices and ensuring consistent progress monitoring for English Learners and other underperforming subgroups.
Teachers	**Meeting Schedule:** LCAP Survey Results Presentation held May 23, 2025, with ongoing feedback collection through staff meetings and professional development sessions throughout the 2024-25 school year
	Topics Discussed: The comprehensive staff meeting focused on sharing and analyzing LCAP survey results from both parents and students to inform instructional planning and resource allocation decisions. Teachers engaged in detailed discussions about implementing tiered intervention systems specifically designed to support struggling learners, with particular emphasis on English Learners and Students with Disabilities as prioritized through Learning Recovery Emergency Block Grant (LREBG) funding requirements.
	Professional development needs were extensively reviewed, with staff identifying scaffolding instruction as a critical area requiring immediate attention to address the diverse learning needs of the student population. Campus supervision and safety protocols were evaluated, with teachers providing input on current supervision coverage and identified gaps. Academic support systems were examined through the lens of students not meeting academic standards and the adequacy of current intervention resources.
	Classroom support structures were assessed, including the availability and distribution of instructional aide support across grade levels and content areas. New curriculum implementation challenges were discussed, particularly the ongoing need for coaching support to ensure effective adoption of instructional materials and methodologies, supported through LREBG funding. Differentiated Assistance requirements and alignment with identified staff needs were reviewed to maximize support for underperforming student subgroups.
	Feedback Provided: Teachers provided comprehensive feedback emphasizing the urgent need for systematic tiered intervention approaches specifically targeting English Learners and Students with Disabilities, noting that current support structures are insufficient for addressing the documented

	achievement gaps. Staff strongly advocated for prioritizing LREBG funding toward these intervention systems to ensure compliance with grant requirements while meeting critical student needs.
	Professional development requests centered on scaffolding instruction methodologies, with teachers expressing that comprehensive training is essential for effectively differentiating instruction to serve the diverse learning profiles within their classrooms. Teachers consistently requested additional supervision staff throughout campus areas, citing safety concerns and the need for more comprehensive student monitoring during transitions and non-instructional times.
	Academic support feedback highlighted significant gaps in services for students not meeting grade-level standards, with teachers requesting systematic intervention protocols and additional personnel to address these needs. The need for increased instructional aide support within classrooms was strongly emphasized, with staff noting that current aide-to-student ratios are inadequate for providing the individualized assistance that struggling learners require.
	Coaching support for new curriculum implementation emerged as a critical priority, with teachers specifically requesting that LREBG funding support sustained professional development beyond initial training sessions. Staff emphasized that successful curriculum adoption requires ongoing coaching and classroom-based support to ensure effective implementation and student outcomes.
Other School Personnel	**Meeting Schedule:** Participated in LCAP Survey Results Presentation held May 23, 2025, alongside teaching staff, with additional feedback collected through support staff meetings and informal consultations throughout the 2024-25 school year
	Topics Discussed: Classified staff participated in comprehensive discussions regarding LCAP survey results from parents and students, providing valuable perspectives from their direct support roles with students. Support staff engaged in conversations about tiered intervention implementation, particularly regarding their roles in supporting English Learners and Students with Disabilities through Learning Recovery Emergency Block Grant (LREBG) funded initiatives.
	Professional development needs were discussed from the classified staff perspective, including training on scaffolding support techniques and differentiation strategies that align with classroom instruction. Campus supervision protocols were extensively reviewed, with classified staff providing frontline observations about student behavior, safety concerns, and supervision gaps throughout the school day. Student support systems were evaluated, with classified staff sharing insights about students not meeting academic standards based on their direct intervention work.
	Instructional aide effectiveness and capacity were examined, including workload distribution, training needs, and student assignment protocols. New curriculum implementation support was discussed,

particularly the role of classified staff in reinforcing instructional strategies and providing consistent support across different classroom settings.

Feedback Provided: Classified staff provided essential feedback emphasizing their frontline observations of students needing tiered intervention support, particularly English Learners and Students with Disabilities who require intensive assistance throughout the school day. Support staff advocated for LREBG funding to include comprehensive training for classified personnel to ensure consistent intervention approaches across all student interactions.

Professional development requests from classified staff focused on scaffolding techniques and behavior support strategies that complement classroom instruction, with emphasis on maintaining consistency between teacher-led and aide-supported learning activities. Supervision concerns were highlighted by classified staff who observe student behavior throughout campus areas, providing detailed recommendations for increased supervision coverage during critical transition times.

Classified staff provided valuable insights regarding students not meeting academic standards, noting specific behavioral and academic patterns observed during small group instruction and individualized support sessions. Support staff requested additional resources and training to enhance their effectiveness in addressing diverse student needs within their assigned roles.

Instructional aide feedback emphasized the need for expanded support capacity, with current staff noting that student-to-aide ratios prevent adequate individualized attention for struggling learners. Classified staff strongly supported coaching initiatives for new curriculum implementation, requesting training opportunities that enable them to effectively support teachers in implementing new instructional materials and methodologies funded through LREBG allocations.

Students	**Meeting Schedule:** LCAP discussions and survey administration conducted May 12-25, 2025, through classroom presentations, focus groups, and individual student input sessions across all grade levels **Topics Discussed:** Students participated in comprehensive discussions about the Local Control and Accountability Plan (LCAP) and provided input through systematic survey administration across multiple classroom settings. Student voice sessions focused on school climate, engagement opportunities, and academic support systems that impact their educational experience. Conversations centered on current school celebrations and recognition programs, with students sharing perspectives on what motivates their school engagement and attendance. Educational field trip opportunities were discussed as students shared their experiences with current offerings and expressed interests in additional learning experiences outside the classroom. Academic

	support structures were examined through student perspectives, particularly regarding the effectiveness of Instructional Aide (TA) support in classroom settings and how this assistance impacts their learning outcomes.
	Students provided input on factors that influence their connection to school and attendance patterns, contributing valuable insights for chronic absenteeism intervention planning. Learning Recovery Emergency Block Grant (LREBG) funding priorities were discussed in age-appropriate terms, with students sharing perspectives on support services that would most benefit their academic success. Differentiated Assistance goals were explored through student feedback on current support systems for struggling learners.
	Feedback Provided: Students consistently expressed strong desire for increased positive school-wide celebrations that recognize academic achievement, good attendance, and positive behavior choices. They emphasized that celebrations create a sense of community and belonging that motivates consistent school attendance and engagement. Students requested more frequent recognition events that highlight diverse student accomplishments beyond traditional academic metrics.
	Field trip requests were prominent in student feedback, with learners expressing that educational excursions enhance their connection to learning and provide motivation for school engagement. Students noted that field trips create positive memories associated with school and contribute to their overall satisfaction with the educational experience.
	Students strongly emphasized the critical importance of having Instructional Aides in classrooms, noting that Instructional Aide support significantly impacts their ability to access instruction and receive individualized help when needed. Students specifically mentioned that IAs help them understand difficult concepts, provide additional practice opportunities, and create smaller learning groups that feel less intimidating than whole-class instruction.
	Student input regarding LREBG funding priorities focused on maintaining and expanding the support services they find most beneficial, particularly Instructional Aides and intervention programs that help struggling learners succeed. Students expressed appreciation for current academic support systems while requesting consistency in staffing and availability of help when needed.
	Regarding Differentiated Assistance goals, students provided valuable feedback about feeling supported when they struggle academically and emphasized the importance of having multiple adults available to provide help throughout the school day.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Meeting Schedule:** School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings held September 4th, October 7th, November 9th, January 22nd, March 7th, and May 1st throughout the 2024-25 school year

Topics Discussed: Parent representatives engaged in comprehensive discussions regarding the development of 2025-26 LCAP goals and actions, providing essential family perspectives on student needs and school priorities. Extensive conversations focused on conducting thorough needs assessments for Learning Recovery Emergency Block Grant (LREBG) funding allocation, with parents contributing insights about student support services that would most benefit their children's academic success.

Differentiated Assistance requirements and implementation strategies were reviewed with parent input, particularly regarding support for English Learners, Students with Disabilities, and other underperforming subgroups identified through state accountability measures. Parents participated in evaluating current programs and services while providing recommendations for enhanced support systems.

English Learner program effectiveness was extensively discussed, including review of reclassification processes, progress monitoring systems, and family communication strategies. Special Education program quality and resource allocation were examined through parent feedback and advocacy. School engagement opportunities and family participation barriers were analyzed to identify strategies for increasing parent involvement in school activities and decision-making processes.

Feedback Provided: Parents strongly advocated for expanded parent education opportunities specifically focused on English Learner support and the reclassification process, requesting that these educational sessions be incorporated into the regular "Coffee with the Principal" meetings to ensure accessibility and consistent attendance. Family representatives emphasized that parents need comprehensive understanding of EL services, progress expectations, and their role in supporting language development at home.

Parent engagement concerns were consistently raised, with representatives expressing desire for increased family participation in school events and activities. Parents identified barriers to participation and requested strategies to encourage broader community involvement in school functions, noting that stronger family engagement directly impacts student success and school climate.

Special Education program advocacy emerged as a critical priority, with parents emphasizing the fundamental importance of maintaining comprehensive SPED services and ensuring adequate funding allocation for program sustainability. Parents requested detailed information about how LREBG and other funding sources would support Students with Disabilities and their families.

English Learner reclassification received significant attention from parent representatives, who emphasized the critical importance of maintaining robust reclassification support systems and ensuring dedicated funding for EL program effectiveness. Parents advocated for systematic tracking of reclassification progress and enhanced communication about student advancement through English proficiency levels.

	Parents consistently requested transparency in funding decisions and emphasized that resource allocation should prioritize direct student services, particularly for English Learners and Students with Disabilities who require intensive support to achieve academic success.

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

Based on the educational partner engagement process documented in the LCAP, the feedback from various educational partner groups significantly influenced the development and adoption of the 2025-26 LCAP. The input from each educational partner group shaped the final plan in meaningful and substantial ways.

- Influence of Administrative Feedback: Administrative leadership consistently emphasized several critical needs that directly shaped the LCAP. Their feedback highlighting the critical need for an ELD Coordinator position to provide specialized expertise and ongoing teacher support led to the inclusion of specialized ELD instructional support in Goal 1, Actions 6 and 7. Administrative observations of inconsistent implementation of designated ELD instruction and the need for additional coaching support resulted in the comprehensive professional development program outlined in Goal 2, Action 2, which specifically targets ELD instruction methodologies and differentiation strategies. Furthermore, administrative emphasis on strengthening data-driven instruction practices influenced the systematic assessment and progress monitoring components integrated throughout Goal 1, Action 1.

- Influence of Teacher Feedback: Teachers provided comprehensive feedback that fundamentally shaped intervention and support structures throughout the LCAP. Their emphasis on the urgent need for systematic tiered intervention approaches specifically targeting English Learners and Students with Disabilities directly led to the comprehensive MTSS framework in Goal 1, Action 2, including the Intervention Coordinator position funded through LREBG. Teachers' strong advocacy for increased instructional aide support within classrooms and their observation that current aide-to-student ratios are inadequate resulted in significant funding allocation for additional Instructional Aides throughout the LCAP actions. Additionally, teacher requests for scaffolding instruction methodologies and sustained professional development beyond initial training sessions shaped the extensive professional learning program in Goal 2, Action 2, including Science of Reading training, Kagan cooperative learning, and ongoing coaching support.

- Influence of Classified Staff Feedback: Support staff provided frontline perspectives that influenced operational aspects of the LCAP. Their recommendations for increased supervision coverage during critical transition times led to enhanced supervision staffing included in Goal 1, Action 3. Classified staff requests for comprehensive training for classified personnel to ensure consistent intervention approaches influenced the inclusive professional development approach that includes instructional aides and paraprofessionals in Goal 2, Action 2. Their insights about student needs during direct support interactions helped shape intervention programming throughout the plan.

- Influence of Student Voice: Student feedback directly shaped engagement and support priorities within the LCAP. Students' strong emphasis on the critical importance of having Instructional Aides in classrooms reinforced the decision to prioritize IA funding throughout multiple LCAP actions. Student requests for increased positive school-wide celebrations and more frequent recognition events influenced the comprehensive SEL and school climate components in Goal 1, Action 3. Their expressions that educational excursions enhance their connection to learning led to the inclusion of structured field trip programming in the broad course of study outlined in Goal 1, Action 4.

- Influence of Parent and Family Feedback; Parent input significantly shaped family engagement and program priorities across all three goals. Parents' advocacy for expanded parent education opportunities specifically focused on English Learner support and the reclassification process directly influenced the comprehensive EL programming in Goal 1, Actions 6 and 7, and the family workshop components in Goal 3, Action 3. Parent requests for enhanced communication and engagement opportunities shaped the comprehensive school-family partnership program in Goal 3, Action 3, including the structured "Coffee with the Principal" meetings and extensive parent workshop offerings. Parents' emphasis on maintaining comprehensive SPED services and ensuring adequate funding allocation influenced the dedicated special education support programming in Goal 1, Action 5. Their requests for transparency in funding decisions led to the enhanced parent advisory committee structure in Goal 3, Action 2.

- Integration of Feedback Across Goals: The LCAP demonstrates how feedback was synthesized across stakeholder groups to create cohesive programming. The comprehensive MTSS approach in Goal 1, Action 2 integrates feedback from administrators regarding the need for systematic coordination, teachers requesting tiered interventions, students emphasizing the importance of aide support, and parents advocating for EL and special education priorities. Goal 2's professional learning framework addresses administrative needs for coaching, teacher requests for specific training, and classified staff needs for support, creating a unified capacity-building approach. Goal 3 combines administrative insights about communication needs, parent requests for engagement opportunities, and student feedback about school connection into a comprehensive partnership strategy.

Funding Allocation Influenced by Feedback: The LCAP's funding priorities directly reflect educational partner input across all funding sources. The Learning Recovery Emergency Block Grant allocation prioritizes Intervention Coordinator, ELD Teaching Assistant, and extended learning time based on stakeholder feedback about student support needs. Additional concentration grant funding for Instructional Aides responds directly to feedback from teachers, students, and classified staff about support needs. This comprehensive integration of educational partner feedback ensures that the adopted LCAP addresses the authentic needs and priorities identified by the school community while maintaining focus on improving outcomes for the school's predominantly unduplicated student population.

The systematic incorporation of feedback from administrators, teachers, classified staff, students, and parents demonstrates Vista Charter Middle School's commitment to collaborative decision-making and responsive planning that directly addresses the needs identified by those closest to the educational process.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

VCMS developed this goal to address significant academic performance gaps identified through California School Dashboard data. The school received RED performance levels (lowest rating) on the 2023 Dashboard for ELA across multiple student groups, including all students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. While there was improvement to YELLOW in 2024, substantial achievement gaps persist that require comprehensive intervention.

Declining English Learner Outcomes: A particularly concerning trend that drove goal development was the dramatic decline in English Learner Progress Indicator (ELPI) performance, which dropped from GREEN to RED between 2023 and 2024. The percentage of English Learners making progress toward English proficiency decreased from 50.5% to 27.5%, representing a 23-point decline that requires urgent, systematic intervention.

High-Need Student Population: The goal was developed to serve VCMS's predominantly high-need student population. The school serves 94% Hispanic students, with 89% classified as Socioeconomically Disadvantaged. Additionally, 34% are English Learners, 9% are Students with Disabilities, and the school also serves Foster Youth and Homeless Youth populations, each representing 1% of enrollment. These demographics demonstrate the critical need for comprehensive, culturally responsive educational programming.

Alignment with Community Schools Framework: As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VCMS developed this goal to align with the Community Schools Framework and its four pillars, ensuring comprehensive support that addresses academic, behavioral, and mental health needs through an integrated Multi-Tiered System of Supports (MTSS).

Mission-Driven Approach: The goal directly supports the school's mission "to create a transformative 6-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness" while addressing the growing opportunity gap for historically underserved students.

Chronic Absenteeism Concerns: With high chronic absenteeism rates and RED performance levels across multiple student groups, the goal was developed to create engaging, relevant educational experiences that would improve student connection to school and reduce barriers to learning.

This comprehensive goal represents VCMS's commitment to addressing root causes of educational inequity through a whole-child approach that integrates rigorous academics with social-emotional support, ensuring all students develop the knowledge, skills, and mindsets necessary for success in higher education, careers, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students −73.3 EL −126.8 SED −74.3 SWD −140.1 Hispanic −77.1	2023-24 ELA CAASPP DFS All Students −53.7 EL −91 LTEL −135.8 SED −54.3 Hispanic −56.2		2024-25 ELA CAASPP DFS All Students −50.7 EL −88 LTEL −132.8 SED −51.3 Hispanic −53.2	All Students: +19.6 EL: +35.8 SED: +20 Hispanic: +20.9
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students −113.4 EL −149.6 SED −114.5 SWD −176.5 Hispanic −116.5	2023-24 Math CAASPP DFS All Students −98.6 EL −124.5 LTEL −178.2 SED −97.5 Hispanic −100.2		2024-25 Math CAASPP DFS All Students −95.6 EL −121.5 LTEL −175.2 SED −94.5 Hispanic −97.2	All Students: +14.8 EL: +25.1 SED: +17 Hispanic: +16.3

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

3	CA Science Test: Points from Standards (PFS)
	Source: CA School Dashboard
		2022-23 CAST
		% Met or exceeded
		All 9.24%
		SED 9.57%
		Hispanic 8.49%
		
		Source: CAASPP Website
			2023-24 CAST
			% Met or exceeded
			All Students 16.67%
			SED 13.33%
			Hispanic 12.50%
			
			2023-24 CAST
			             PFS
			All Students -26.2
			EL -34.5
			SED -26.6
			Hispanic -27.1
					2024-25 CAST
					             PFS
					All Students -25.7
					EL -34
					SED -26.1
					Hispanic -26.6
						All Students: +7.43%
						SED: +3.76%
						Hispanic: +4.01%
						* Comparison 2022-23 vs 2023-24 (% met or exceeded standards

4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	50.5% 2023 CA School Dashboard	27.5% EL 22.4% LTEL 2024 CA School Dashboard		2024-25: 35% EL 35% LTEL	-23%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.48%	2023-24: 6.25%		2024-25: 12%	-11.23%
6	Reclassification Rate Source: Dataquest	2022-23: 16.5%	2023-24: 3.9%		2024-25: 12%	-12.6%
7	Attendance Rate Source: CALPADS	2022-23: 90.9%	2023-24: 91.7%		2024-25: 93%	+0.8%

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

8	Chronic Absenteeism Rates
	
	Source: Dataquest
		2022-23: Chronic Absenteeism
		
		               Rate
		All Students 30.1%
		EL 29.2%
		SED 30.8%
		SWD 35.3%
		Hispanic 30.8%
			2023-24: Chronic Absenteeism
			
			               Rate
			All Students 32.9%
			EL 36.1%
			LTEL 35.5%
			SED 32.1%
			SWD 30.0%
			Hispanic 31.6%
					2024-25 Chronic Absenteeism
					
					               Rate
					All Students 28.0%
					EL 30.0%
					LTEL 28.0%
					SED 28.0%
					SWD 27.0%
					Hispanic 28.0%
						All Students: +2.8%
						
						EL: +6.9%
						
						SED: +1.3%
						
						SWD: -5.3%
						
						Hispanic: +0.8%

9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: Suspension Rate All Students 0.3% EL 0.0% SED 0.3% SWD 0.0% Hispanic 0.3%		2024-25: 0%	All Students: +0.3% EL: 0% SED: +0.3% SWD: 0% Hispanic: +0.3%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
13	% students participating in all 5 Components of the	2022-23: 64%	2023-24: 78%		2024-25: 100%	+14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Physical Fitness Test (PFT): Grade 7 Source: SARC					

NOTE: Vista Charter Middle School currently serves grades 6-8, therefore the following CDE required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 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.

Action 1.1: This action was fully implemented. At Vista Charter Middle School, teacher excellence begins with our credentialing standards - every member of our teaching staff holds a full teaching credential. We support new faculty through an intensive one-week professional development program prior to the start of each school year, ensuring they are well-prepared for success in our classrooms.

Our commitment to continuous improvement is reflected in our weekly schedule, where all teachers engage in two-hour professional development sessions focused on signature instructional practices. These sessions are enhanced by weekly Professional Learning Community (PLC) meetings, where administrators guide teachers in collaborative discussions about effective teaching strategies and student support.

To strengthen our data-driven approach to education, teachers participate in three dedicated professional development days throughout the academic year. During these sessions, they delve into data analysis and refine their instructional methods to better meet student needs. This comprehensive approach to professional development ensures our teachers remain at the forefront of educational excellence.

Action 1.2: This action was fully implemented. This school year, Vista Charter Middle School strengthened its arts education program by providing comprehensive resources and materials across multiple disciplines. The school equipped its visual arts program for grades 6-7 with quality supplies and curriculum materials to support diverse artistic techniques. The music program, serving grades 6-8, received instruments and instructional resources for both individual and ensemble learning. Additionally, the choir program for grades 6-8 was enhanced with vocal instruction materials and performance equipment. These improvements reflect Vista Charter's dedication to fostering artistic excellence through accessible, high-quality arts education for all students.

Action 1.3: This action was fully implemented. Vista Charter Middle School has encountered challenges in staffing its academic intervention program. The intervention coordinator position, essential for supporting students who are performing below grade level, remains vacant despite recruitment efforts. This key role was designed to provide targeted academic support for struggling students through specialized intervention strategies. The school continues to maintain high standards in its search for a qualified candidate to fill this important position.

Action 1.5: This action was fully implemented. Vista Charter Middle School has implemented a comprehensive assessment system using iReady for both Reading and Mathematics across all grade levels. This data-driven approach complements our intervention program and enhances our ability to meet individual student needs.

Teachers work in conjunction with our Leadership to analyze iReady assessment data, identifying specific areas where students need additional support. This detailed information guides our small group instruction in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Teachers use these insights to create targeted lessons that address skill gaps and accelerate student learning during small group sessions.

This systematic approach, combining iReady assessments with targeted small group instruction, ensures we provide precise, data-driven support to every student.

Action 1.6: This action was fully implemented. Vista Charter Middle School has developed a comprehensive professional development program for Instructional Aides (IAs), though staffing challenges have impacted its implementation. IAs serve essential roles in supporting classroom instruction, including facilitating small group learning, providing one-on-one student support, assisting with classroom management, and implementing targeted intervention strategies. They work closely with teachers to ensure students receive differentiated support based on individual learning needs.

IAs who participate in the program receive training alongside teachers during professional development days, learning evidence-based strategies for small group instruction. The program includes specialized intervention training to enhance their ability to support struggling students and implement effective classroom interventions.

However, maintaining consistent TA staffing has proved challenging this year. Declining student enrollment has affected the school's staffing capacity, impacting the stability of the TA support system. Despite these challenges, Vista remains committed to providing professional development opportunities for IAs to ensure quality instructional support when positions are filled.

Action 1.7: This action was fully implemented. Vista Charter Middle School has invested in comprehensive leveled classroom libraries to enhance our Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests. These differentiated libraries support our students' development as both readers and writers, ensuring they have the resources needed to grow in their literacy journey.

Action 1.8: This action was fully implemented. Vista Charter Middle School has implemented flexible staffing solutions to maintain instructional continuity. At the start of the academic year, one teacher operated under a substitute credential during the first month while awaiting full credential processing through the Commission on Teacher Credentialing (CTC). Additionally, the school has expanded its substitute coverage capacity by supporting an Instructional Aide in obtaining their substitute credential, allowing for internal coverage when needed. These arrangements demonstrate Vista's commitment to ensuring consistent, quality instruction during teacher absences while navigating credentialing processes.

Action 1.10: This action was fully implemented. Vista Charter Middle School maintains a comprehensive technology infrastructure to support modern learning needs. The school provides a 1:1 Chromebook program, ensuring every student has personal access to digital learning tools. Teachers are equipped with necessary technology resources to deliver engaging, rigorous instruction aligned with 21st-century learning standards. A dedicated IT staff member maintains the technology system, providing regular device maintenance, updates, and network management to ensure reliable school-wide connectivity and optimal performance of all digital resources.

Action 1.11: Vista Charter Middle School enriches student learning through a structured field trip program aligned with content standards. Each grade level participates in two educational field trips annually, with all grades having completed at least one trip this academic year. The school demonstrates its commitment to accessibility by fully funding transportation costs for all excursions, ensuring every student can participate in these valuable educational experiences.

Action 1.12: This action was fully implemented. At Vista Charter Middle School, we ensure all students have access to standards-aligned curriculum and instructional materials that support their academic success. We maintain current licenses for essential standards-based digital curriculum platforms to enhance student learning.

Action 1.13: This action was fully implemented. Vista Charter Middle School offers a comprehensive Spanish language program taught by a credentialed instructor. This program provides all students with access to Spanish as a Foreign Language instruction, fostering both language acquisition and cultural understanding. Through structured language education, students develop foundational skills in Spanish while gaining appreciation for Hispanic cultures.

Action 1.14: This action was fully implemented. At Vista Charter Middle School, we maintain comprehensive student records through PowerSchool, our integrated Student Information System. This secure platform allows us to efficiently manage essential student data, including daily attendance records, ensuring accurate and reliable record-keeping for all our students.

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

GOAL 1: MATERIAL DIFFERENCES BETWEEN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Vista Charter Middle School experienced several significant variances between budgeted and estimated actual expenditures for Goal 1 actions during the 2024-25 school year. These differences resulted from a combination of staffing challenges, enrollment fluctuations, and operational adjustments that impacted planned expenditures across multiple action items.

Staffing-Related Expenditure Variations

Action 1.1 - High-Quality Instruction: The school experienced lower than anticipated expenditures due primarily to variations in newly hired teacher salaries compared to budgeted projections. The original budget calculations were based on projected salary ranges for fully credentialed teachers with anticipated experience levels. However, the actual teachers hired had different experience levels than projected, resulting in salary costs that differed from initial estimates.

Action 1.3 - Intervention Coordinator: The most significant variance occurred with the Intervention Coordinator position, which remained vacant throughout the school year despite ongoing recruitment efforts. This unfilled position resulted in zero expenditures against the budgeted $61,957.00, representing a complete variance from projected costs. The school's inability to fill this critical position impacted planned academic intervention services for at-risk students.

Action 1.6 – Instructional Aide: Expenditures for instructional aide positions were lower than budgeted as a direct result of declining student enrollment. The school's enrollment decreased from 385 budgeted students to approximately 360 actual students, necessitating a reduction in the total number of Instructional Aides hired to maintain appropriate student-to-staff ratios and align with available funding.

Enrollment Impact on Resource Allocation

The decline in student enrollment from projected levels had cascading effects on multiple budget categories beyond staffing. With fewer students than anticipated, the school required adjustments to resource allocation across several action items to ensure fiscal responsibility while maintaining program quality for the students served.

Curriculum and Materials Cost Variations

Action 1.7 - Books and Reference Materials: The costs for textbooks, reading materials, and reference resources were lower than budgeted projections. This variance may reflect efficient procurement practices, bulk purchasing opportunities, or reduced need for materials due to the lower student enrollment numbers.

Technology and Professional Development Adjustments

Action 1.13 - Vista Charter Middle School originally budgeted for an intern teacher position but ultimately hired a fully credentialed teacher, resulting in higher salary costs than initially projected. This change reflected the school's commitment to maintaining high-quality instruction even when it required additional financial investment beyond budgeted amounts.

Action 1.14 - Student Information System (SIS): The school did not incur the additional professional development costs for PowerSchool that were included in the current year budget. These training costs had been provided in the previous year, eliminating the need for repeated expenditures and resulting in savings from the projected budget allocation.

Overall Impact and Fiscal Management: These expenditure variances demonstrate Vista Charter Middle School's adaptive fiscal management in response to changing circumstances throughout the academic year. While some positions remained unfilled and enrollment declined, the school maintained its commitment to providing high-quality educational services within available resources. The combination of under-expenditures in some areas and necessary over-expenditures in others reflects the dynamic nature of school operations and the importance of flexible budget management to serve students effectively.

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

Action 1.1: has demonstrated strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The action has been fully implemented with significant positive outcomes across multiple dimensions. Action 1.1 is proving highly effective in building the instructional foundation necessary for student success, with measurable academic gains and complete implementation of professional development systems that support rigorous, relevant instruction for all students.

Teacher Quality and Credentialing: The most fundamental indicator of effectiveness is the school's achievement of 100% appropriately assigned and credentialed teachers, as measured by Metric 1.5. This complete credential compliance exceeds the baseline and meets the target, establishing the essential foundation for high-quality instruction delivery. Every member of the teaching staff holds a full teaching credential, ensuring that students receive instruction from qualified professionals.

Professional Development Implementation: The comprehensive professional development structure represents another key area of effectiveness. Vista Charter Middle School has successfully implemented an intensive one-week professional development program for new faculty prior to each school year, ensuring teachers are well-prepared for classroom success. Additionally, the systematic approach includes weekly two-hour professional development sessions focused on signature instructional practices, regular Professional Learning Community meetings with administrative guidance, and three dedicated annual professional development days specifically for data analysis and instructional refinement.

Academic Performance Outcomes: Academic performance data provides compelling evidence of the action's effectiveness. CAASPP ELA results improved from 24.05% to 28.35% of students meeting or exceeding standards, representing a meaningful 4.3 percentage point gain. Even more significantly, CAASPP Math performance increased from 12.53% to 18.89% of students meeting or exceeding standards, showing a substantial 6.36 percentage point improvement. Both metrics demonstrate clear progress toward the ambitious Year 3 targets of 35% proficiency in ELA and 25% proficiency in Math.

Data-Driven Decision Making: The data-driven approach to education has been strengthened through the systematic professional development model, where teachers participate in collaborative discussions about effective teaching strategies and student support. This multi-layered

approach to continuous improvement demonstrates a serious commitment to teacher growth and instructional excellence, ensuring that instructional methods are continuously refined based on evidence and best practices.

Areas for Continued Focus: While the action shows strong effectiveness, the academic achievement targets remain ambitious and will require sustained implementation of the comprehensive professional development model to reach the Year 3 goals. The current trajectory suggests that continued focus on this systematic approach to teacher development and instructional improvement will be essential for achieving the desired outcomes.

Action 1.2: has demonstrated strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The action has been fully implemented with comprehensive improvements across multiple artistic disciplines that enhance the overall educational experience.

Program Expansion and Resources: Vista Charter Middle School has successfully strengthened its arts education program by providing comprehensive resources and materials across multiple disciplines. The school has equipped its visual arts program for grades 6-7 with quality supplies and curriculum materials to support diverse artistic techniques. This ensures that students have access to the tools and resources necessary for meaningful artistic expression and skill development.

Multi-Disciplinary Arts Offerings: The effectiveness of this action is evident in the school's ability to serve students across grade levels with specialized programming. The music program, serving grades 6-8, has received instruments and instructional resources for both individual and ensemble learning. Additionally, the choir program for grades 6-8 has been enhanced with vocal instruction materials and performance equipment. This multi-disciplinary approach ensures that students with varying artistic interests and talents have opportunities to explore and develop their abilities.

Access and Equity: The action demonstrates particular effectiveness in promoting equitable access to arts education. By providing comprehensive materials and equipment across all artistic disciplines, the school ensures that every student can participate in high-quality arts programming regardless of their background or previous experience. This aligns directly with Goal 1's emphasis on providing access to an engaging instructional program for all students.

Integration with Core Educational Goals: The visual and performing arts program effectively contributes to the broader goal of promoting engagement through rigor and relevance. Arts education provides students with alternative pathways for expression and learning, often engaging students who may struggle in traditional academic subjects while developing critical thinking, creativity, and collaborative skills that transfer to other areas of learning.

Program Sustainability: The comprehensive nature of the resource allocation suggests a sustainable approach to arts education. Rather than focusing on a single discipline, the school has invested in building capacity across visual arts, music, and choir programs, creating a well-rounded arts education foundation that can support ongoing student engagement and achievement.

Action 1.3: has been ineffective in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The action has not been implemented as planned, resulting in a significant gap in academic intervention services for students who need additional support.

Implementation Status: The intervention coordinator position remains vacant despite ongoing recruitment efforts throughout the academic year. This represents a complete failure to implement the intended action, which was designed to provide targeted academic support for students performing below grade level. The position was specifically funded through Learning Recovery funds to address the needs of at-risk students, making this implementation gap particularly concerning.

Impact on Student Support Services: The absence of an intervention coordinator has created a substantial void in the school's ability to provide systematic, specialized intervention strategies for struggling students. This key role was designed to coordinate and deliver targeted academic support through evidence-based intervention approaches, directly supporting Goal 1's emphasis on rigorous and relevant instruction for all students. Without this position filled, students who are performing below grade level may not receive the intensive, individualized support they need to succeed.

Staffing and Recruitment Challenges; The continued vacancy demonstrates ongoing challenges in the school's ability to recruit qualified candidates for this specialized position. Despite maintaining high standards in the search process, the school has been unable to identify and hire an appropriately qualified professional to fill this critical role. This suggests potential issues with position competitiveness, qualification requirements, or market availability of suitable candidates.

Missed Opportunities for Academic Improvement: The unfilled intervention coordinator position represents missed opportunities to enhance academic outcomes, particularly for the most vulnerable student populations. Given that CAASPP results show significant numbers of students still performing below standards in both ELA and Math, the absence of dedicated intervention support may be hindering progress toward Goal 1's academic achievement targets.

Impact on Overall Goal Achievement: The ineffectiveness of Action 1.3 potentially undermines other efforts under Goal 1, as intervention services are typically essential for supporting comprehensive student success. Without dedicated intervention coordination, the school may struggle to provide the differentiated support necessary to ensure all students have access to rigorous and relevant instruction appropriate to their needs.

Action 1.5: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to rigorous and relevant instruction through comprehensive, data-driven academic intervention.

Data-Driven Assessment and Planning: Vista Charter Middle School has successfully implemented iReady diagnostic assessments for Reading and Mathematics across all grade levels. Teachers collaborate with leadership to analyze assessment data, identifying specific skill gaps and creating targeted intervention plans. This systematic approach ensures intervention decisions are evidence-based rather than assumption-driven.

Targeted Small Group Instruction: The action's effectiveness is demonstrated through targeted small group instruction guided by iReady data. Teachers use diagnostic insights to create focused lessons that address individual skill gaps and accelerate learning during intervention sessions. This personalized approach ensures interventions are precisely aligned with student needs rather than using generic strategies.

Comprehensive Academic Coverage: The program's integration across ELA, Math, and ELD ensures coordinated support across essential academic areas. English Learners receive appropriate language development support alongside academic content intervention, preventing service delivery gaps and supporting diverse learner needs effectively.

Alignment with Goal Objectives: This intervention program directly supports Goal 1 by ensuring all students receive necessary support to access challenging academic content. The personalized nature promotes engagement by meeting students at their instructional level, making rigorous content accessible and relevant.

Implementation Strengths: The systematic combination of diagnostic assessment, collaborative planning, and targeted instruction creates a robust framework for academic support. This comprehensive approach demonstrates sophisticated understanding of effective intervention practices and efficient use of instructional time.

Action 1.6: has been fully implemented but demonstrates mixed effectiveness in supporting Goal 1's objective of providing all students access to rigorous and relevant instruction. While the professional development framework is strong, staffing challenges have impacted consistent service delivery.

Professional Development Framework: Vista Charter Middle School has developed a comprehensive professional development program for Instructional Aides that demonstrates institutional commitment to quality support services. IAs receive training alongside teachers during professional development days, learning evidence-based strategies for small group instruction and specialized intervention training to enhance their ability to support struggling students and implement effective classroom interventions.

Instructional Support Services: When staffed, Instructional Aides serve essential roles in supporting classroom instruction through facilitating small group learning, providing one-on-one student support, assisting with classroom management, and implementing targeted intervention strategies. IAs work closely with teachers to ensure students receive differentiated support based on individual learning needs, directly contributing to Goal 1's emphasis on accessible, rigorous instruction.

Staffing Stability Challenges: The action's effectiveness has been significantly impacted by staffing challenges throughout the current year. Maintaining consistent TA staffing has proved challenging, with declining student enrollment affecting the school's overall staffing capacity and impacting the stability of the TA support system. These workforce disruptions have created gaps in the consistent delivery of intervention services.

Impact on Student Support: The staffing instability has reduced the action's effectiveness in providing reliable academic intervention for struggling students. When positions are filled, IAs contribute meaningfully to differentiated instruction and student support, but the inconsistent availability of these services limits the overall impact on student achievement and engagement.

Professional Development Investment: Despite staffing challenges, Vista Charter Middle School maintains its commitment to providing quality professional development opportunities for IAs when positions are filled. This investment ensures that when TA support is available, it meets high standards for instructional effectiveness and student intervention.

Action 1.7: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The comprehensive investment in leveled classroom libraries directly enhances the Readers and Writers Workshop program.

Comprehensive Classroom Library Implementation: Vista Charter Middle School has successfully invested in comprehensive leveled classroom libraries to enhance the Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books

organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests. This systematic approach ensures that differentiated literacy instruction is supported by appropriate resources.

Student-Centered Reading Access: The action's effectiveness is demonstrated through its focus on providing students with variety and choice in their reading materials throughout the school year. The leveled organization allows students to select books at their appropriate reading level while exploring topics that interest them, promoting both skill development and engagement with literature. This approach directly supports Goal 1's emphasis on relevant and engaging instruction.

Support for Literacy Development: The differentiated libraries support students' development as both readers and writers by providing access to diverse texts that serve as models for various genres, writing styles, and content areas. Students have the resources needed to grow in their literacy journey, with materials that challenge them appropriately while maintaining accessibility and interest.

Integration with Instructional Program: The book collections are strategically aligned with the school's Readers and Writers Workshop framework, ensuring that the physical resources support the pedagogical approach. This integration enhances the effectiveness of literacy instruction by providing teachers and students with the materials necessary to implement workshop-based learning effectively.

Action 1.8: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The school has developed flexible staffing solutions that maintain instructional continuity during teacher absences.

Flexible Staffing Solutions: Vista Charter Middle School has successfully implemented flexible staffing arrangements to ensure uninterrupted instruction. During the academic year's beginning, one teacher operated under a substitute credential for the first month while awaiting full credential processing through the Commission on Teacher Credentialing. This proactive approach prevented instructional gaps while maintaining compliance with credentialing requirements.

Internal Coverage Capacity: The action's effectiveness is demonstrated through the school's strategic expansion of substitute coverage capacity. The school supported an Instructional Aide in obtaining their substitute credential, creating internal coverage options when needed. This investment in existing staff creates more reliable and consistent substitute coverage compared to external substitute services.

Instructional Continuity Assurance: The flexible arrangements demonstrate Vista Charter's commitment to ensuring consistent, quality instruction during teacher absences. By developing multiple pathways for coverage, including temporary substitute credentials and internal staff development, the school maintains its educational standards regardless of staffing fluctuations.

Proactive Credential Management: The action shows effectiveness in managing credentialing processes proactively. Rather than leaving classrooms without qualified instruction while waiting for credential processing, the school utilized appropriate substitute arrangements to maintain instructional quality and legal compliance simultaneously.

Cost-Effective Resource Utilization: The strategy of developing internal substitute capacity through existing Instructional Aide staff represents an efficient use of resources. This approach provides more consistent coverage while building institutional capacity for handling future absences effectively.

Action 1.10: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The comprehensive technology infrastructure creates a modern learning environment aligned with 21st-century educational standards.

Universal Device Access: Vista Charter Middle School has successfully implemented a 1:1 Chromebook program, ensuring every student has personal access to digital learning tools. This universal access eliminates technology barriers and provides equitable opportunities for all students to engage with digital resources, research tools, and interactive learning platforms that enhance academic engagement and support diverse learning styles.

Teacher Technology Integration: The action's effectiveness is demonstrated through comprehensive technology support for teachers, who are equipped with necessary technology resources to deliver engaging, rigorous instruction aligned with 21st-century learning standards. This investment enables educators to incorporate multimedia resources, interactive activities, and digital assessment tools that make instruction more dynamic and relevant to student experiences.

Technical Infrastructure and Support: The school maintains a robust technology system through dedicated IT staff who provide regular device maintenance, updates, and network management. This technical support ensures reliable school-wide connectivity and optimal performance of all digital resources, creating a stable foundation for technology-enhanced instruction and learning.

Digital Learning Enhancement: The comprehensive technology program supports Goal 1's emphasis on rigorous instruction by providing access to advanced digital tools, online resources, and interactive learning platforms. Students can engage with complex digital content, collaborate on projects, and develop digital literacy skills essential for academic success and future career readiness.

Action 1.11: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The structured field trip program successfully enriches student learning through experiential education aligned with content standards.

Systematic Program Implementation: Vista Charter Middle School has successfully implemented a structured field trip program where each grade level participates in two educational field trips annually. All grades have completed at least one trip during the current academic year, demonstrating consistent implementation across the school. This systematic approach ensures that experiential learning opportunities are integrated into the curriculum rather than treated as optional activities.

Standards-Aligned Educational Experiences: The action's effectiveness is demonstrated through its alignment with content standards, ensuring that field trips serve as meaningful extensions of classroom instruction rather than disconnected activities. This standards-based approach enhances the rigor of the educational program by connecting academic concepts to real-world applications and authentic learning environments.

Universal Access and Equity: VCMS's commitment to fully funding transportation costs for all excursions ensures that every student can participate in these valuable educational experiences regardless of their family's economic circumstances. This approach eliminates financial barriers and promotes educational equity, directly supporting Goal 1's emphasis on providing access to engaging instruction for all students.

Enhanced Student Engagement: Educational field trips provide students with experiential learning opportunities that make academic content more relevant and engaging. By connecting classroom learning to real-world contexts, these experiences help students understand the practical applications of their studies and can particularly benefit students who learn more effectively through hands-on, experiential approaches.

Action 1.12: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The comprehensive curriculum licensing system ensures consistent access to high-quality, standards-aligned educational materials.

Universal Standards Alignment: Vista Charter Middle School has successfully ensured that all students have access to standards-aligned curriculum and instructional materials that support their academic success. This comprehensive approach guarantees that classroom instruction is consistently aligned with state standards and educational expectations, providing the foundation for rigorous academic programming across all subject areas.

Digital Curriculum Platform Implementation: The action's effectiveness is demonstrated through the maintenance of current licenses for essential standards-based digital curriculum platforms. These technological resources enhance student learning by providing interactive, multimedia educational experiences that make standards-based content more engaging and accessible to diverse learners with varying learning preferences and needs.

Consistent Educational Quality: The systematic approach to curriculum licensing ensures that all teachers have access to the same high-quality instructional materials, promoting consistency in educational delivery across classrooms and grade levels. This standardization helps ensure that all students receive comparable levels of rigor and academic challenge regardless of their specific teacher or classroom assignment.

Enhanced Student Learning Experience: Standards-based digital curriculum platforms provide students with interactive learning opportunities that can adapt to individual learning paces and styles. These resources support Goal 1's emphasis on engagement by offering multimedia content, interactive activities, and varied instructional approaches that make learning more dynamic and relevant to student experiences.

Action 1.13: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The comprehensive Spanish language program enhances the educational offerings and provides valuable cultural learning opportunities.

Comprehensive Language Program Implementation: Vista Charter Middle School has successfully implemented a comprehensive Spanish language program taught by a credentialed instructor. This program provides all students with access to Spanish as a Foreign Language instruction, ensuring that language learning opportunities are available to the entire student body rather than limited to select groups or elective participation.

Language and Cultural Development: The action's effectiveness is demonstrated through its dual focus on language acquisition and cultural understanding. Students develop foundational skills in Spanish while gaining appreciation for Hispanic cultures, creating a well-rounded educational experience that broadens their global perspective and cultural competency. This approach aligns with Goal 1's emphasis on relevant instruction that connects students to the broader world.

Universal Access to World Language Education: The program effectively promotes educational equity by providing all students with access to world language instruction regardless of their background or previous language experience. This universal access ensures that students develop important linguistic skills that can benefit their future academic and professional opportunities.

Foundation Building for Future Learning: The structured language education program establishes foundational Spanish skills that prepare students for advanced language study in high school and beyond. This long-term academic preparation supports Goal 1's objective of providing rigorous instruction that builds toward future educational success.

Action 1.14: has been fully implemented and demonstrates strong effectiveness in supporting Goal 1's objective of providing all students access to an instructional program that promotes engagement through rigor and relevance. The comprehensive student information system creates essential infrastructure for effective educational management and monitoring.

Comprehensive Student Data Management: Vista Charter Middle School has successfully maintained comprehensive student records through PowerSchool, an integrated Student Information System. This secure platform allows the school to efficiently manage essential student data, creating the foundation for effective educational planning and student support. The systematic approach to data management ensures that all student information is organized, accessible, and secure.

Daily Attendance Monitoring: The action's effectiveness is demonstrated through efficient management of daily attendance records, ensuring accurate and reliable record-keeping for all students. Consistent attendance monitoring supports Goal 1 by enabling the school to identify patterns that may impact student access to instruction and implement appropriate interventions when needed.

Educational Decision-Making Support: The Student Information System provides administrators and teachers with reliable data that supports informed educational decision-making. Access to comprehensive student records enables staff to track academic progress, identify students who may need additional support, and monitor the effectiveness of instructional interventions over time.

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

Based on reflections of prior practice and feedback from educational partners, VCMS has made significant adjustments to Goal #1 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCMS has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment of Learning	**Universal Screening and Progress Monitoring:** Vista Charter Middle School will administer iReady Diagnostic Assessments for ELA and Mathematics (Title I funded: $19,333) three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments. **State-Required Assessments:** All students will participate in mandated state assessments including CAASPP (ELA and Mathematics), CAST (Science), ELPAC (English Language Proficiency), and PFT (Physical Fitness Test) according to state testing schedules. **Data Analysis and Inquiry Cycle Process:** VCMS will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The principal and instructional leadership team will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. During these leadership meetings, the team will examine achievement gaps, intervention effectiveness, and resource allocation to maximize student outcomes. Bi-weekly grade level team meetings will provide collaborative opportunities for teachers to analyze student group data, share effective instructional practices, and develop targeted intervention plans. These sessions will focus on identifying students who need additional support, celebrating growth achievements, and planning coordinated responses to learning challenges. Teachers will use these meetings to ensure alignment between assessment results and instructional delivery across classrooms. Weekly individual student review processes will enable teachers to examine specific student progress data, informing daily instructional decisions and intervention adjustments. This ongoing analysis will drive flexible grouping strategies, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps.	$19,333	N

Action #	Title	Description	Total Funds	Contributing
		Standards-Mastery Approach Implementation: VCMS will utilize a standards-mastery framework that systematically identifies specific learning gaps for each student through comprehensive diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards and create targeted intervention plans that address root causes of learning challenges. Progress toward mastery will be monitored through frequent checkpoint assessments, ensuring students receive appropriate support and challenge levels. **Data-Driven Instructional Response System:** Assessment results will drive immediate instructional adjustments through daily lesson modifications based on exit ticket and formative assessment outcomes. Teachers will implement flexible grouping strategies informed by real-time student performance data and design targeted skill-building activities from identified learning gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic assessment results, with progress monitoring conducted every two weeks for students receiving targeted support. **Professional Learning and Accountability:** The principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement. Quarterly data reports will be shared with Vista Public Schools Central Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.		
2	MTSS: Accelerating Learning	**2023 Dashboard Results – ELA:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the English Language Arts (ELA) Academic Indicator on the 2023 California School Dashboard for all students, English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students. **2024 Dashboard Improvement - ELA:** There was significant improvement in the 2024 Dashboard, resulting in a YELLOW performance level (middle	$1,530,917	Y

Action #	Title	Description	Total Funds	Contributing
		rating) for all students, Socioeconomically Disadvantaged (SED) students, and Hispanic students. The English Learner (EL) and Long-Term English Learner (LTEL) student groups also improved academically, receiving an ORANGE performance level (second-lowest rating). **2023 Dashboard Results - Math:** VCMS received a RED performance level (lowest rating) for the Math Academic Indicator on the 2023 California School Dashboard for the English Learner (EL) and Students with Disabilities (SWD) student groups. **2024 Dashboard Improvement - Math:** The math performance for these student groups improved, with both earning an ORANGE performance level (second-lowest rating) on the 2024 Dashboard. **Comprehensive Multi-Tiered System of Support:** Vista Charter Middle School is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses a targeted intervention framework designed to meet the diverse needs of all students. **Tiered Intervention Program Structure:** VCMS has developed a comprehensive tiered intervention program that consists of school psychologists, intervention coordinator, full-time Math, ELA, and ELD support staff. Additionally, VCMS employs behavior interventionists to create and work with students on behavior plans. The community school coordinator and culture and community coordinator work with families to ensure support is provided at home as well. **Assessment and Data Tracking:** VCMS administers the i-Ready diagnostic three times throughout the year. After each diagnostic, the intervention team, administration, and teachers meet to discuss which students would benefit most from intervention. In-class intervention is targeted at students 1-2 grade levels below, and pull-out intervention is targeted towards students who are 3+ grade levels below. Student formative assessment data is tracked between diagnostics using 6-week cycles, formative assessments, ICA, and exit tickets. **Tier 1 - Universal Core Instruction Enhancement**		

Action #	Title	Description	Total Funds	Contributing
		Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Teaching Assistants are strategically placed in ELA and Math classrooms to provide immediate support and reinforcement of learning objectives. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement. All students will engage in integrated, multidisciplinary learning through the year-long Global Project initiative, where students investigate real-world problems identified by the United Nations. This project-based approach will strengthen academic language development across content areas while building critical thinking and collaboration skills essential for English Learners' success. **Tier 2 - Targeted Group Interventions** The Intervention Coordinator (Partially funded with LREBG Funds: $21,170) provides reading and math tier 2 interventions and delivers instructional coaching for the Instructional Aides strategically placed with students performing below grade level during the instructional day. This coordinated approach ensures consistent, high-quality intervention delivery across all classrooms. Struggling learners receive daily small group instruction and individual one-on-one support during the instructional day. Using iReady diagnostic data and ongoing teacher observations, intervention groups consisting of 3-5 students meet daily for targeted sessions addressing specific skill gaps in reading fluency, comprehension, writing, and academic vocabulary development. Students are pulled out 1-2 times per week for intervention during electives to provide intensive, focused support. Students utilize iReady MyPath (Title I Funded: $6,240' LCFF S&C $6,677), which provides additional academic support and personalized learning pathways. Access and progress are monitored by the classroom teacher to ensure continuous improvement and data-driven instructional adjustments. Teachers and students utilize iReady manipulatives and tools during intervention sessions to provide hands-on, concrete learning		

Action #	Title	Description	Total Funds	Contributing
		experiences, with progress monitored bi-weekly and data-driven adjustments made to instruction accordingly. **Tier 3 - Intensive Individual Support** After-school tutoring programs, staffed by both certificated and classified personnel, provide individualized support for students requiring intensive intervention. Sessions integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. **Targeted Support for Student Populations** **Socioeconomically Disadvantaged Students:** VCMS employs a full-time Community School Coordinator to work with families, providing emotional support for struggling parents through mental health counseling, parent workshops, and connections with community partners to provide food and rent support for struggling families. VCMS monitors SED student data to ensure students are making progress. If students are behind, they work with the intervention program to target the specific skills they need to succeed. The intervention team tracks data and communicates with families. **Students with Disabilities:** VCMS monitors the academic progress of Students with Disabilities (SWD) in alignment with their IEPs. Additionally, VCMS employs multiple SPED Instructional Aides through push-in and pull-out services. Data tracking helps ensure students are making progress towards standards and towards their individual goals. Tutors align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement. **English Learners and Hispanic Students:** (See Goal 1, Actions 6 and 7) To address the needs of English Learners, VCMS has strengthened the intervention program with the Intervention Coordinator and ELD Teaching Assistant. The ELD Teaching Assistant (LREBG Funded: $37,840) will tracks EL student academic progress, provide ELs with integrated ELD academic support, including tiered support through pull-out sessions through small group instruction. This targeted approach ensures that		

Action #	Title	Description	Total Funds	Contributing
		English Learners receive individualized attention and support tailored to their specific language development needs. ELs participate in a dedicated Friday afterschool program specifically designed to support their English language development and provide additional practice opportunities. **Targeted Academic Support Through Additional Tutoring** Additional tutors play a crucial role in providing targeted academic support for underperforming students in ELA and Math, particularly for English Learners (EL/LTEL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Working in collaboration with classroom teachers and instructional coaches, tutors will deliver individualized and/or small group instruction that addresses specific skill gaps while building on students' strengths during before and after school programming. For English Learners and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, native language support, and structured opportunities for academic discourse. For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that might not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction, ensuring their support remains targeted and effective while serving as confidence builders who create safe learning environments where students feel comfortable taking risks and developing academic self-efficacy. **Expanded Learning Opportunities Program (ELOP)** VCMS's ELOP integrates and addresses the mental, physical, and emotional needs of our students. Our student have access to comprehensive academic and social enrichment provided daily, before and after school, intersession and summer programming. VCMS has partnered with Think Together and VCMS teachers communicate coursework and academic goals with Think Together tutors to ensure seamless delivery of instruction continues through our ELOP. In		

Action #	Title	Description	Total Funds	Contributing
		addition to academic programming students also engage in STEAM-focused activities. VCMS teachers will provide tutoring and clubs during our ELOP, and those performing below grade level are prioritized.		
3	MTSS: SEL & Mental Health Supports	**2023 Dashboard Results – Chronic absenteeism:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the Chronic Absenteeism Indicator on the 2023 California School Dashboard across multiple groups: All students, English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students. **2024 Dashboard Update – Chronic absenteeism:** In the 2024 California School Dashboard, VCMS continued to show RED performance levels for: All students, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students. The Students with Disabilities (SWD) and Long-term English Learner (LTEL) student groups received an Orange performance level. **Holistic Approach to Student and Family Wellness:** Vista Charter Middle School endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students. **Daily Social-Emotional Learning Implementation:** All teachers will implement daily social-emotional learning during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach will provide students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day.	$828,544	Y

Action #	Title	Description	Total Funds	Contributing
		G.E.A.R Recognition Program: VCMS conducts celebratory home visits and phone calls twice a year to families for students who exemplify our core values, G.E.A.R. (Grit, Empathy, Accountability, and Respect), overall academic improvement, and/or teachers who identify students that deserve special recognition. VCMS ties any positive celebration to G.E.A.R, which teachers highlight and celebrate in-class; and students are also recognized during school assemblies. **Comprehensive Mental Health and Wellness Support Services:** Vista Charter Middle School will provide multi-layered mental health support through enhanced staffing and comprehensive service delivery. VCMS will contract counseling services via PUC and will employ Counseling Interns who will serve as integral members of both the MTSS team and Attendance team, providing group and individual counseling services for students during the instructional day to ensure immediate access to mental health support without disrupting academic learning time. **Counseling Intern Services:** The Counseling Interns will provide comprehensive group and individual counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in supportive individual and peer environments. **Psychologist Support:** Working collaboratively with teachers, families, and community mental health partners, the Psychologist and Assistant Principal will coordinate with the Counseling Interns to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. The Counseling Interns will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges. **Trauma-Informed School Environment:** The Counseling Interns play an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification		

Action #	Title	Description	Total Funds	Contributing
		and intervention strategies, the Counseling Interns will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance. Additionally, the Assistant Principal will work collaboratively with the school psychologist, the Counseling Interns, and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families. **Targeted Attendance Support** Vista Charter Middle School's PBIS Team is comprised of the Assistant Principal, teachers, the Counseling Interns, and Behavior Interventionists (Title I funded: 163,967). This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism. **Transportation Support:** Vista Charter Middle School will provide transportation services for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism. **Chronic Absenteeism:** VCMS has implemented an increased targeted approach to absenteeism this year. The SART Team consisting of Administrators, Community Schools Coordinator, Culture and Community Coordinator, and the Office Manager. The SART team regularly communicates with families through phone calls and in-person meetings. The Community School Coordinator, office team and administration regularly track student attendance. The office makes daily phone calls to families of absent students. When a pattern is noticed, the community school coordinator meets with the family at school or at their home. The community school coordinator works with families to identify the main reasons and root causes students are absent. They then connect the families with community partners to support their needs. This comprehensive approach includes mandatory meetings with parents,		

Action #	Title	Description	Total Funds	Contributing
		wellness checks, and home visits to ensure students receive the support they need to maintain consistent attendance.		
		Additionally, there are weekly attendance challenges to incentivize students to come to school. Regular school events are held to increase students' sense of belonging, including Vista Ohana Council Days, Trunk or Treat, water wars, staff and student volleyball matches, and student soccer tournaments.		
		MTSS and Attendance Team Integration: As core members of the MTSS team, the Psychologist, BCBA, and Assistant Principal, will participate in weekly data review meetings, contribute to tier placement decisions, and provide ongoing consultation regarding students' social-emotional and behavioral needs. The Counseling Interns will work directly with the Attendance team to identify underlying mental health and social-emotional factors contributing to chronic absenteeism and develop targeted interventions to address barriers to consistent school attendance.		
		The PUC Counseling Interns will maintain regular communication with classroom teachers to monitor student progress, provide classroom-based social-emotional learning support, and ensure seamless integration of mental health services with academic instruction. This collaborative approach ensures that social-emotional learning and mental health support are embedded throughout all tiers of the MTSS framework.		
		Behavioral Support and Intervention		
		VCMS's Behavior Support Team (BS) includes the Administrators, Behavior Interventionist, Community Schools Coordinator, Culture and Community Coordinator and School Psychologist. The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially.		

Action #	Title	Description	Total Funds	Contributing
		This comprehensive approach will implement restorative practices and utilize systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences. The BCBA will work collaboratively with the Counseling Interns to ensure behavioral interventions are coordinated with mental health supports and social-emotional learning initiatives. **Additional Support Systems** The Culture and Community Coordinator (cost included in Goal 3, Action 3) will support with the implementation of Ways of Council and Restorative Practices, train and oversee the supervision aides, support with the implementation of VCMS's Behavior Policy. Vista Charter Middle School will employ supervision aides trained in PBIS and restorative practices that will provide additional supervision throughout the school day to ensure a safe and welcoming learning environment. These aides will work under the guidance of the Counseling Interns and PBIS team to implement consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges. **Assessment and Data Collection** Students will be administered the CA Healthy Kids Survey to measure school climate, student connectedness, and measure the school's progress with SEL implementation. The survey will assess areas of need in school climate data including attendance, perceived connectedness, motivation, teacher-student relationships, and other key indicators. The Counseling Interns will analyze survey data and collaborate with the MTSS team to develop targeted interventions based on student feedback and identified areas for improvement in school climate and social-emotional wellness.		

Action #	Title	Description	Total Funds	Contributing
4	Broad Course of Study	Vista Charter Middle School provides all students with a diverse range of courses beyond core subjects (English Language Arts, Mathematics, Science, and Social Studies) that includes: - **STEAM Education:** Robotics, Computer Science, Applied STEM, Pre-Algebra; and Algebra - **Arts Education:** History of Art, Band, Choir, and Art-Painting - **Language and Communication:** Spanish, Journalism, and Digital Media **Evidence-Based Justification** Research demonstrates that a comprehensive elective program significantly enhances student development across multiple domains. Studies have shown that STEM education programs like robotics and computer science develop critical computational thinking skills and promote problem-solving abilities. According to research published in the Journal of Research in Science Teaching, students engaged in hands-on STEM activities demonstrate improved analytical skills and greater interest in STEM-related careers. Arts education programs have substantial evidence supporting their cognitive benefits. Neuroscience research published in the Journal of Neuroscience indicates that musical training enhances brain development in regions associated with language processing, executive function, and memory. Similarly, visual arts education has been linked to improvements in spatial reasoning and creative problem-solving. World language acquisition during adolescence has been shown to enhance cognitive flexibility and cultural awareness. Research from the American Council on the Teaching of Foreign Languages demonstrates that students who study a second language show improved performance across academic subjects and develop greater global competence. Journalism instruction develops critical literacy skills, media analysis abilities, and effective communication techniques. Studies published in the Journal of Media Literacy Education show that students involved in	$204,527	N

Action #	Title	Description	Total Funds	Contributing
		journalism programs demonstrate enhanced writing proficiency and information evaluation skills. This comprehensive approach to elective education aligns with California's educational priorities for developing well-rounded students prepared for college, career, and civic life in the 21st century		
5	Empowering SWD Academically	**Chronic Absenteeism:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the Students with Disabilities (SWD) student group for the Chronic Absenteeism Indicator on the 2023 California School Dashboard. On the 2024 Dashboard the SWD student group received an ORANGE performance level since chronic absenteeism rates declined from 35.3% to 30%. **2023 Dashboard Results - ELA:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the Students with Disabilities (SWD) student group for the English Language Arts (ELA) Academic Indicator on the 2023 California School Dashboard. **2024 Dashboard Update - ELA:** For the 2024 California School Dashboard, the SWD student group did not receive a performance level classification since fewer than 30 SWD students were tested. However, ELA academic performance for this group increased significantly from -140.1 Distance from Standard (DFS) to -117.8 DFS, though a significant achievement gap remains when compared to all students. **Math Performance:** VCMS received a RED performance level (lowest rating) for the Students with Disabilities (SWD) student group for the Math Academic Indicator on the 2023 California School Dashboard. The math performance for the SWD student group improved on the 2024 Dashboard, earning an ORANGE performance level (second-lowest rating). Vista Charter Middle School site administrators along with the Director of Special Education will meet on a bi-weekly basis in order to address and strengthen the special education program for students with disabilities. The meetings will focus on the following: • Monitoring and assessing student services • Monitor and analyze student with disabilities caseload data	$432,260	N

Action #	Title	Description	Total Funds	Contributing
		• Identify and plan PD needed at the site throughout the school year • Analyze and plan instruction for students with disabilities based on assessment data (iReady, ELA curriculum assessments) **IEP Passports and Special Education Updates** Special Education teacher (RST) will provide all general education teachers with a copy of the IEP Passport for their students with IEPs. RST will distribute IEP Passports on a monthly basis as IEP meetings are being held in order for general education teachers to have the most updated/accurate information for their students with disabilities. Director of Special Education and/or RST will attend the COP 3 Special Education Coordinating Council Meetings and provide pertinent updates to school site administrators, general education staff and/or parents **Professional Development** Director of Special Education, RST, school psychologist and/or school site administrators will provide PD that focus on strengthening our special education program for our students with disabilities. These PDs will provide our general education staff (certificated and classified) the tools to support our students with disabilities in and out of the general education setting. Topics that may be covered, based on school site needs: • ELA, ELD and Math support for our students with disabilities • COST, SST, 504 and/or IEP Process • Classroom accommodations (academically and/or behaviorally) • Behavior Supports (BIPs, Check-In, Check Out Systems) • De-escalation Strategies • Collaboration time between special education and general education teachers **PLC Time**		

Action #	Title	Description	Total Funds	Contributing
		During allotted time at weekly PD, special education and general education teachers will be provided with collaboration time in order to plan for instruction in and out of the general education setting. During this PLC time, staff will plan for instruction in the general education classroom, focus on appropriate strategies to make the general education curriculum accessible to students with disabilities, discuss and select appropriate accommodations. RST will plan for instruction in the smaller setting with collaboration from general education teachers. Special Education Oversight by Director of Special Education • During the summer break and throughout the school year, CALPADS is monitored to ensure no students with IEPs have been missed by the Director of Special Education • Upon enrollment at VCMS, students are transferred into Welligent in order to ensure compliance and begin services as needed right away once the school year begins • Welligent 300 reports monitoring by Director of SPED, RST and DIS Providers on a bi-weekly basis in order to highlight best practices • Welligent 300 reports are ran on a weekly basis to catch any discrepancies by Director of Special Education • If and when discrepancies are noted, DIS Provider is notified and supported to correct any discrepancies by the Director of Special Education • IEP Master Calendar created and is ready before the beginning of the school year • IEP meetings scheduled a month ahead of time to maintain compliance • IEP meetings are held in person or via zoom, per parents' preference in order to ensure parent participation **COP 3 Resources and Support**		

Action #	Title	Description	Total Funds	Contributing
		Vista Charter Middle School will continue to attend and be an active participant at all COP 3 Coordinating Council meetings. Vista Charter Middle School will continue to work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by the COP 3 Team. Vista Charter Middle School benefits from Bulletins shared by COP 3 in regards to special education (504s, LRE updates, ELD support for students with disabilities, IDEA updates, etc.), compliance support from the COP 3 Team during CALPADS windows regarding special education reporting. These supports and resources ensure that Vista Charter Middle School maintains compliance for our students with disabilities and allows us to benefit from COP services and best practices.		
6	Accelerating English learner Success	**2023 Dashboard Results - ELA:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the English Language Arts (ELA) Academic Indicator on the 2023 California School Dashboard for English Learners (EL). **2024 Dashboard Improvement - ELA:** The English Learner (EL) student group also improved academically, receiving an ORANGE performance level (second-lowest rating). **2024 Dashboard Results - ELPI:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the English Learner Performance Indicator (ELPI) on the 2024 California School Dashboard for English Learner (EL) students. The percentage of EL students making progress in English language acquisition dropped significantly from 50.5% (2022-23 school year) to 27.5% (2023-24 school year) as measured by the English Language Proficiency Assessments for California (ELPAC). **Enhanced Intervention Program:** To address the needs of English Learners, VCMS has strengthened the intervention program with the Intervention Coordinator and ELD Teaching Assistant. The ELD Teaching Assistant (LREBG Funded: $37,840) will tracks EL student academic progress, provide ELs with integrated ELD academic support, including tiered support through pull-out sessions through small group instruction. This targeted approach ensures that English Learners receive individualized attention and support tailored to their specific language development	$59,000	N

Action #	Title	Description	Total Funds	Contributing
		needs. ELs participate in a dedicated Friday afterschool program specifically designed to support their English language development and provide additional practice opportunities. **Specialized ELD Instructional Support** VCMS will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives to ensure lessons provide both rigorous academic content and appropriate linguistic support. The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness. **Technology-Enhanced EL Support** VCMS will implement the Ellevation Platform (Title III Funded: $3,203) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services. **Comprehensive English Language Development Framework**		

Action #	Title	Description	Total Funds	Contributing
		• **Designated ELD Implementation:** Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities for grades 6-8. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas. • **Integrated ELD Across Content Areas:** English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. **Strategic Professional Development and Collaboration** VCMS has maintained a focus during professional development this year regarding best practices, data tracking, and integrated ELD with the ELD standards. Teachers receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success. **Instructional Enhancement and Resource Integration** The adoption of new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both		

Action #	Title	Description	Total Funds	Contributing
		certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction.		
		To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.		
		Systematic Assessment and Progress Monitoring		
		ELPAC Interim assessments will be administered at regular intervals to determine the specific area of need for English Learners. This information will be used by teachers, intervention coordinator, and Instructional Aides to ensure LTEL language acquisition needs are being met. These assessments provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity.		
		Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions will ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners.		
		Trimester Intervention Planning		
		At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.		
		Through this comprehensive approach to accelerating English Learner success, VCMS anticipates significant improvement in ELPI performance		

Action #	Title	Description	Total Funds	Contributing
		levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for English Learners as measured by both ELPAC assessments and academic indicators.		
7	Accelerating Long-Term English learner Success	**2024 Dashboard Results - ELPI:** Vista Charter Middle School (VCMS) received a RED performance level (lowest rating) for the English Learner Performance Indicator (ELPI) on the 2024 California School Dashboard for Long-Term English Learner (LTEL) students. For Long-Term English Learners (LTELs), only 22.4% made progress toward English Language proficiency in 2023-24, representing a substantial decline from 58.2% in the previous year. **Strengthened Intervention Program** To address the needs of Long-term English Learners, VCMS has strengthened its intervention program with the Intervention Coordinator and ELD Teaching Assistant. The ELD Teaching Assistant will tracks EL student academic progress, provide ELs with integrated ELD academic support, including tiered support through pull-out sessions through small group instruction. This targeted approach ensures that English Learners receive individualized attention and support tailored to their specific language development needs. LTELs can participate in a dedicated Friday afterschool program specifically designed to support their English language development and provide additional practice opportunities. **Specialized ELD Instructional Support** VCMS will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives to ensure	$10,000	N

Action #	Title	Description	Total Funds	Contributing
		lessons provide both rigorous academic content and appropriate linguistic support.		
		The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.		
		Technology-Enhanced EL Support		
		VCMS will implement the Ellevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.		
		Comprehensive English Language Development Framework		
		• **Designated ELD Implementation:** Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities for grades 6-8. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas.		
		• **Integrated ELD Across Content Areas:** English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development.		

Action #	Title	Description	Total Funds	Contributing
		Strategic Professional Development and Collaboration VCMS has maintained a focus during professional development this year regarding best practices, data tracking, and integrated ELD with the ELD standards. Teachers receive comprehensive professional development on Kagan cooperative learning strategies (LREBG Funded $10,000), which are research-based instructional methods proven effective for teaching English Learners. These strategies enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success. **Instructional Enhancement and Resource Integration** The adoption of new ELA curriculum (Savvas) will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication. **Systematic Assessment and Progress Monitoring** ELPAC Interim Assessments will be administered at regular intervals to determine the specific area of need for English Learners and Long-term		

Action #	Title	Description	Total Funds	Contributing
		English Learners. This information will be used by teachers, intervention coordinator, and Instructional Aides to ensure the language acquisition needs of LTELs are being met. These assessments provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions will ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners. **Trimester Intervention Planning** At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. **Priority Support for Long-term English Learners** LTELs will be prioritized to receive afterschool tutoring support, providing additional academic assistance and language development opportunities beyond the regular school day. This targeted support addresses the unique challenges faced by students who have been in English language programs for extended periods but have not yet achieved full English proficiency. Through this comprehensive approach to accelerating Long-term English Learner success, VCMS anticipates significant improvement in ELPI performance levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for Long-term English Learners (LTEL) as measured by both ELPAC assessments and academic indicators.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

VCMS developed this goal to address significant gaps in teacher credentialing and appropriate assignment. The baseline data revealed that only 51.3% of teachers were fully credentialed and appropriately assigned in 2021-22, improving to 57.7% in 2022-23, but still falling well short of the 74% target for 2023-24. This fundamental staffing challenge required systematic professional development and support structures to ensure all students receive instruction from qualified educators.

Differentiated Assistance Requirements: The school's eligibility for Differentiated Assistance based on consecutive years of underperformance by multiple student subgroups necessitated enhanced professional development and instructional coaching. VCMS recognized that improving outcomes for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities requires building teacher capacity through targeted professional learning and collaborative leadership structures.

MTSS Implementation Needs: As part of the California Community Schools Partnership Program implementation, VCMS needed to strengthen and systematize its Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. This complex framework requires extensive professional development and ongoing coaching to ensure effective implementation across all staff members and sustainable systems that support student achievement.

Academic Performance Improvement: The goal was developed to directly address declining academic performance indicators, particularly the dramatic drop in English Learner Progress Indicator performance and persistent achievement gaps across multiple student groups. School leadership recognized that improving instructional practices through professional development, coaching, and collaborative leadership would be essential for reversing negative academic trends.

Community Schools Framework Integration: As a Community Schools grant recipient, VCMS needed to build organizational capacity for implementing the four pillars of community schools. This required developing collaborative leadership structures that could effectively coordinate comprehensive student supports, family engagement, and community partnerships while maintaining focus on rigorous academic instruction.

Equity and Cultural Responsiveness: Given the school's demographics, with 94% Hispanic students and 89% Socioeconomically Disadvantaged students, VCMS developed this goal to ensure all staff receive professional development in culturally responsive teaching practices, differentiation strategies, and evidence-based approaches for serving multilingual learners and students experiencing poverty.

Sustainable Improvement Systems: The goal reflects VCMS's recognition that sustainable school improvement requires building internal capacity rather than relying solely on external interventions. By cultivating distributed leadership and empowering educators through shared decision-making, the school aims to create systems that will continue improving student outcomes beyond any individual grant period or external support timeline.

This professional growth goal represents VCMS's commitment to building the human capital necessary to serve its high-need student population effectively while creating collaborative systems that support continuous improvement and innovation in teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 51.3%	2022-23: 57.7%		2023-24: 74%	+6.4%
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-21: 100%	2024-25: 100%		2025-26: 100%	0%
16	Implementation of the State Academic content & performance standards for all students & enable ELs access.	2023-24 ELA: 5 ELD: 5 Math: 5	2024-25 ELA: 5 ELD: 5 Math: 5		2025-26: ELA: 5 ELD: 5 Math: 5	ELA: 0 ELD: 0 Math: 0 Social Science: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: [Priority 2 Self Reflection Tool](#) - Local Indicator CA School Dashboard)	Social Science: 5 Science: 5 CTE: NA Health: NR PE: NR VAPA: NR World Language: NA	Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 4		Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language:5	Science: 0 CTE: NA Health: +5 PE: +5 VAPA: +5 World Language: +4

Goal Analysis for 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.

Action 2.1: This action was fully implemented. Vista Charter Middle School implements a comprehensive English Language Development (ELD) program through the iLit ELD Curriculum during the Advisory block. This specialized curriculum is utilized in designated ELD (dELD) courses, with one course offered at each grade level, taught by our experienced English Language Arts (ELA) teachers, ensuring alignment between ELD instruction and core ELA content. This intentional staffing approach allows for seamless integration of language development strategies with grade-level literacy skills.

Action 2.3: This action was fully implemented. Vista Charter Middle School implements a comprehensive Multi-Tiered System of Support (MTSS) to address diverse student needs. The MTSS team, which meets regularly to evaluate and adjust student supports, includes the Principal, School Psychologist (0.9 FTE), Resource Specialist Program (RSP) Teacher, and Director of Special Education and Pupil Services. This collaborative team develops and monitors accommodated assessment plans while ensuring appropriate interventions are in place for identified students. The special education department is staffed with one full-time RSP teacher who works in conjunction with the MTSS team to provide specialized academic support.

Action 2.4: This action was fully implemented. At Vista Charter Middle School, we prioritize classroom readiness by providing all teachers with adequate supplies and materials needed for effective instruction. By ensuring each classroom is fully stocked, teachers can focus on delivering high-quality instruction without concerns about resource availability.

Action 2.6: This action was fully implemented. At Vista Charter Middle School, we partner with specialized education providers to deliver comprehensive support services for our students with special needs. These contracted professionals complement our in-house special education team, ensuring all students receive their required accommodations and services. Through these partnerships, we maintain access to specialized resources and expertise that help us fully support the diverse learning needs of our students.

Action 2.7: This action was fully implemented. Vista Charter Middle School employs two dedicated Instructional Aides who specialize in supporting students with special needs. These IAs implement push-in services within general education classrooms, providing targeted support to help special education students access the curriculum and succeed in their least restrictive environment.

Action 2.8: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.10: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.11: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

GOAL 2: MATERIAL DIFFERENCES BETWEEN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Vista Charter Middle School experienced several material differences between budgeted and estimated actual expenditures for Goal 2 actions during the 2024-25 school year. These variances primarily resulted from enrollment-driven adjustments and strategic modifications to staffing positions to better align resources with actual student needs and available funding.

English Language Development Program Adjustments

Action 2.1 - ELD Instruction: A significant variance occurred when the ELD Instructional Aide position was modified from full-time to part-time status during the school year. This adjustment reflected both fiscal considerations and an assessment of actual service delivery needs for English Learners. The reduction in position status resulted in lower than budgeted expenditures while maintaining essential ELD support services for

students. This change allowed the school to preserve critical English Language Development programming while managing resources more efficiently in response to enrollment and operational realities.

Multi-Tiered Systems of Support Cost Variations

Action 2.3 - Multi-Tiered Systems of Support: The salaries for the MTSS team were less than budgeted projections, contributing to significant under-expenditures in this action area. This variance may reflect differences in actual salary costs for team members compared to initial budget estimates, potentially due to staff experience levels, credential status, or actual hours worked being different from projections. Despite the lower costs, the school maintained comprehensive MTSS services through its team of Principal, School Psychologist, Resource Specialist Program Teacher, and Director of Special Education and Pupil Services.

Special Education Services Adjustments

Action 2.6 - Special Education Providers: Costs for contracted special education services were lower than budgeted, partly due to the decline in student enrollment from projected levels. With fewer students enrolled than anticipated, the demand for certain special education services decreased proportionally, resulting in reduced expenditures for contracted providers. This variance reflects the direct relationship between enrollment numbers and the scope of specialized services required to meet student needs under federal and state special education mandates.

Instructional Support Staffing Reductions

Action 2.7 - SPED Teaching Assistants: Due to the decline in enrollment, one fewer Instructional Aide was hired than originally budgeted, resulting in reduced personnel costs for this action item. The decision to reduce staffing levels aligned with maintaining appropriate student-to-staff ratios while managing fiscal resources responsibly. This adjustment ensured that remaining Teacher Assistants could continue providing push-in services to special education students within general education classrooms while operating within revised budget constraints.

Continued Program Effectiveness: Despite the reduced expenditures across Goal 2 actions, Vista Charter Middle School maintained comprehensive support services for English Learners, Students with Disabilities, and other targeted subgroups. The cost savings achieved through strategic staffing adjustments and enrollment-based service modifications allowed the school to operate efficiently while preserving the core components of equitable educational programming essential for student success.

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

Action 2.1: has been fully implemented and demonstrates effectiveness in supporting Goal 2's objective of providing a learning environment and resources that are equitable for all subgroups served. The comprehensive ELD program provides structured language development support, though academic outcomes indicate continued need for improvement.

Comprehensive ELD Program Implementation: Vista Charter Middle School has successfully implemented a comprehensive English Language Development program through the iLit ELD Curriculum during the Advisory block. This specialized curriculum is utilized in designated ELD courses, with one course offered at each grade level, ensuring systematic language development support across all middle school grades.

Strategic Staffing and Alignment: The action's effectiveness is demonstrated through intentional staffing approaches where experienced English Language Arts teachers deliver ELD instruction. This strategic alignment ensures seamless integration of language development strategies with grade-level literacy skills, creating coherent educational experiences that support both language acquisition and academic content mastery.

Structured Curriculum Delivery: The use of specialized iLit ELD Curriculum provides students with research-based language development instruction specifically designed for English Learners. The designated ELD model ensures that language development receives focused attention while complementing integrated ELD strategies used throughout the regular academic program.

Academic Performance Challenges

While the program implementation is strong, academic performance data reveals ongoing challenges. CAASPP ELA results show English Learners scoring significantly below standard, with current performance at -91 DFS for EL students and -135.8 DFS for Long-Term English Learners. These results indicate that despite systematic instruction, significant achievement gaps persist.

Reclassification Rate Concerns: The English Learner Reclassification Rate has declined dramatically from 19.79% in 2022-23 to 3.9% in 2023-24, falling well short of the 25% target. This substantial decrease suggests that while instruction is being delivered, the program may not be achieving desired outcomes in terms of moving students toward English proficiency.

Progress Indicator Performance: English Learner Progress Indicator results show mixed outcomes, with 27.5% of EL students and 22.4% of Long-Term English Learners making progress toward English proficiency. While some students are advancing, the majority are not demonstrating sufficient progress toward reclassification goals.

Action 2.3: has been fully implemented and demonstrates strong effectiveness in supporting Goal 2's objective of providing a learning environment and resources that are equitable for all subgroups served. The comprehensive MTSS framework creates systematic support structures for addressing diverse student needs across the school community.

Comprehensive MTSS Team Structure: Vista Charter Middle School has successfully implemented a comprehensive Multi-Tiered System of Support with a well-structured team that meets regularly to evaluate and adjust student supports. The MTSS team includes the Principal, School Psychologist (0.9 FTE), Resource Specialist Program Teacher, and Director of Special Education and Pupil Services, ensuring comprehensive expertise and coordinated decision-making.

Collaborative Support Development: The action's effectiveness is demonstrated through the collaborative team approach to developing and monitoring accommodated assessment plans while ensuring appropriate interventions are in place for identified students. This systematic process ensures that student support decisions are made collectively by qualified professionals rather than in isolation, promoting more effective and comprehensive intervention strategies.

Specialized Staff Integration: The special education department integration within the MTSS framework enhances the system's effectiveness. The full-time RSP teacher works in conjunction with the MTSS team to provide specialized academic support, creating seamless connections between general education interventions and special education services when needed.

Regular Evaluation and Adjustment Process: The team's commitment to meeting regularly to evaluate and adjust student supports demonstrates a dynamic, responsive approach to student needs. This ongoing assessment ensures that interventions remain relevant and effective, with modifications made based on student progress and changing circumstances.

Action 2.4: has been fully implemented and demonstrates strong effectiveness in supporting Goal 2's objective of providing a learning environment and resources that are equitable for all subgroups served. The comprehensive approach to classroom supply provision creates fundamental equity in educational access and instructional quality.

Universal Classroom Readiness: Vista Charter Middle School has successfully prioritized classroom readiness by providing all teachers with adequate supplies and materials needed for effective instruction. This systematic approach ensures that every classroom is fully stocked, eliminating resource disparities that could impact the quality of instruction received by different student groups or subpopulations.

Equity in Educational Resources: The action's effectiveness is demonstrated through its focus on ensuring equitable access to instructional materials across all classrooms and student populations. By guaranteeing that all teachers have necessary supplies, the school removes potential barriers that could disproportionately affect certain student subgroups, particularly those who may not have access to supplementary materials from home.

Teacher Instructional Focus: The comprehensive supply provision allows teachers to focus entirely on delivering high-quality instruction without concerns about resource availability. This approach directly supports Goal 2's equity objectives by ensuring that instructional quality is not compromised by material shortages that could impact student learning experiences.

Support for Core Curriculum Enhancement: The supplementary materials and services support the core curriculum while specifically addressing the needs of various student subgroups. This targeted approach ensures that all students, regardless of their background or learning needs, have access to the materials necessary for academic success.

Action 2.6: has been fully implemented and demonstrates strong effectiveness in supporting Goal 2's objective of providing a learning environment and resources that are equitable for all subgroups served. The strategic partnership with specialized education providers ensures comprehensive support services for students with special needs.

Comprehensive Service Delivery: Vista Charter Middle School has successfully partnered with specialized education providers to deliver comprehensive support services for students with special needs. These contracted professionals complement the in-house special education team, creating a robust support network that ensures all students receive their required accommodations and services without gaps in service delivery.

Enhanced Expertise Access: The action's effectiveness is demonstrated through access to specialized resources and expertise that enhance the school's capacity to serve students with diverse learning needs. By contracting with external providers, the school can offer specialized services that may not be available through internal staffing alone, ensuring that students receive the full range of support services required by their individualized education programs.

Complementary Support Structure: The contracted providers work in partnership with the in-house special education team, creating a comprehensive support structure that addresses the full spectrum of student needs. This collaborative approach ensures that students receive coordinated services rather than fragmented support, promoting more effective outcomes and seamless service delivery.

Action 2.6 proves highly effective in supporting Goal 2 objectives through strategic partnerships that ensure comprehensive special education services. The collaborative approach between contracted providers and internal staff creates an equitable support system that addresses the

diverse learning needs of students with disabilities, ensuring they receive appropriate accommodations and services necessary for academic success within an inclusive educational environment.

Action 2.7: has been fully implemented and demonstrates strong effectiveness in supporting Goal 2's objective of providing a learning environment and resources that are equitable for all subgroups served. The dedicated special education teaching assistants create essential support structures that promote inclusion and academic access for students with special needs.

Dedicated Specialized Support Staff: Vista Charter Middle School has successfully employed two dedicated Instructional Aides who specialize in supporting students with special needs. This targeted staffing approach ensures that students with disabilities receive consistent, knowledgeable support from staff members specifically trained to understand and address their unique learning requirements.

Push-In Service Model Implementation: The action's effectiveness is demonstrated through the implementation of push-in services within general education classrooms. This inclusive service delivery model allows special education students to access the curriculum and succeed in their least restrictive environment while receiving the individualized support they need to participate meaningfully in general education instruction.

Targeted Academic Support: The specialized Instructional Aides provide targeted support that helps special education students access curriculum content that might otherwise be challenging or inaccessible. This individualized assistance ensures that students with disabilities can participate in rigorous academic programming alongside their general education peers, promoting both academic achievement and social inclusion.

Inclusive Education Promotion: The push-in model effectively promotes inclusive education by supporting students with special needs within general education settings rather than removing them to separate environments. This approach aligns with best practices in special education and supports Goal 2's equity objectives by ensuring that students with disabilities have access to the same educational opportunities as their peers.

Action 2.8: has been identified as ineffective due to implementation overlap and has been eliminated from the action plan. The school has determined that this initiative was already addressed in a previous action item, making separate implementation and assessment unnecessary.

Administrative Efficiency and Clarity: Vista Charter Middle School has demonstrated effective administrative management by identifying and eliminating duplicative action items. The recognition that ELD Coordinator Services were already being addressed through other actions shows systematic review and efficient resource allocation, preventing redundant programming and budget allocation.

Action 2.8 is not applicable for effectiveness assessment as it has been appropriately eliminated due to duplication with other action items. The school's decision to remove this redundant action demonstrates effective administrative oversight and resource management, ensuring that ELD coordination services are delivered efficiently through existing programs without unnecessary duplication of efforts or expenditures.

Action 2.10: has been identified as ineffective due to implementation overlap and has been eliminated from the action plan. The school has determined that this initiative was already addressed in a previous action item, making separate implementation and assessment unnecessary.

Administrative Oversight and Efficiency: Vista Charter Middle School has demonstrated effective administrative management by identifying and eliminating duplicative action items. The recognition that Homeless/Foster Liaison Services were already being addressed through other actions shows systematic review and efficient resource allocation, preventing redundant programming and budget allocation for vulnerable student populations.

Action 2.10 is not applicable for effectiveness assessment as it has been appropriately eliminated due to duplication with other action items. The school's decision to remove this redundant action demonstrates effective administrative oversight and resource management, ensuring that homeless and foster youth liaison services are delivered efficiently through existing programs without unnecessary duplication of efforts or expenditures while maintaining support for these vulnerable student subgroups.

Action 2.11: has been identified as ineffective due to implementation overlap and has been eliminated from the action plan. The school has determined that this initiative was already addressed in a previous action item, making separate implementation and assessment unnecessary.

Administrative Efficiency in Addressing Vulnerable Populations: Vista Charter Middle School has demonstrated effective administrative management by identifying and eliminating duplicative action items related to chronic absenteeism support for vulnerable student subgroups. The recognition that School Attendance Review Team services were already being addressed through other actions shows systematic review and efficient resource allocation for students with special needs and English Learners.

Action 2.11 is not applicable for effectiveness assessment as it has been appropriately eliminated due to duplication with other action items. The school's decision to remove this redundant action demonstrates effective administrative oversight and resource management, ensuring that chronic absenteeism interventions for students with special needs and English Learners are delivered efficiently through existing SART programs without unnecessary duplication while maintaining targeted support for these vulnerable student subgroups in alignment with ATSI requirements.

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

Based on reflections of prior practice and feedback from educational partners, VCMS has made significant adjustments to Goal #2 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCMS has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Instructional Staffing	The Principal will serve as an instructional leader in addition to their administrative role, providing instructional coaching, analyzing data, leading and facilitating professional development, directing the Instructional Leadership Team, and leading the Multi-Tiered System of Supports (MTSS). **Staffing Structure** Vista Charter Middle School will employ one full-time principal to provide instructional leadership and oversight for the school's academic program. The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas (English Language Arts, Mathematics, Science, Social Studies). Additionally, the school will maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching. All teachers will participate in five full-days of summer professional development prior to the start of the school year; five non-instructional full days of professional learning focused on analyzing student data; and instructional planning, in addition to weekly professional development during the academic school year. Professional development will be led by the Instructional Leadership Team. **Instructional Calendar** Our school will offer 180 instructional days, which exceeds the California State requirement for charter schools of 175 days. (LREBG Funded: $34,193)	$1,508,400	Y
2	Professional Learning & Development	VCMS will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes. **Training Schedule and Structure**	$284,093	Y

Action #	Title	Description	Total Funds	Contributing
		Teachers & instructional staff will participate five summer professional development days, with an additional five days specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional PD days focused on data analysis and instructional planning. Professional development will be differentiated based on staff roles, content areas, grade levels, and experience levels. **Role-Specific Professional Development** • **Administrators and Leadership Staff:** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, DDI coaching and observation techniques, and Multi-lingual language services aligned to EL Roadmap Policy. The Assistant Superintendent of Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership. • **Teachers:** Teachers will participate in professional development focused on data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. • **Instructional Aides/Paraprofessionals:** Instructional Aides and paraprofessionals will receive training on supporting math and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies. **Special Training Programs and Retreats** • **Summer Retreat -** All certificated staff will attend a three-day retreat in late August focused on restorative practices (Ways of Council) and global competence development. • **MTSS:** To strengthen our Multi-Tiered System of Supports (MTSS), we will participate in coaching to systematize our schoolwide approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while		

Action #	Title	Description	Total Funds	Contributing
		providing timely interventions for those needing additional integrated support. Our systematic MTSS implementation will also guide targeted professional development to build staff capacity in areas such as classroom management, behavioral interventions, and differentiated instruction. • **Kagan Cooperative Learning -** Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English learners as they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. (Costs included in Goal 1, Action 7) • **Science of Reading Professional Development:** VCMS will implement comprehensive Science of Reading professional development to significantly strengthen literacy across all disciplines and address achievement gaps among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Professional development will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Training will emphasize integrating these evidence-based practices across all content areas, recognizing that science, social studies, and mathematics teachers play crucial roles in developing students' literacy skills. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. The professional development will also cover assessment and intervention strategies to help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, as well as specialized strategies to support English language learners' literacy development.		

Action #	Title	Description	Total Funds	Contributing
		Leadership Development - VCMS will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff, complemented by monthly principal professional development meetings and coaching led by Assistant Superintendent of Instruction. **Support and Implementation** **Instructional Coaching** ELA, ELD, and Math Instructional coaches, funded through the CCSPP Grant, and Assistant Principal of Academics (Instructional Coach) will support teachers in multiple key areas: implementing the new ELA curriculum adoption using the Science of Reading (SoR), developing differentiation strategies to address the diverse learning needs of students, and providing content-specific coaching to deliver rigorous, engaging lessons that are aligned to standards. Instructional coaches will collaborate with the principal to ensure strategies taught are implemented with fidelity and to build leadership capacity. The Associate Director of Instruction (CCSPP Grant funded) will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. **ELA Instructional Coach - Science of Reading Specialist:** The part-time ELA Instructional Coach will specialize in Science of Reading (SoR) and serve as a critical change agent to address low literacy performance on the CA School Dashboard and SBAC assessments. The Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles, ensuring systematic, explicit instruction in all components of skilled reading. The Coach will support teachers in transitioning from practices not aligned with reading science—such as three-cueing or relying solely on leveled texts—toward evidence-based approaches including systematic phonics instruction, explicit morphology teaching, vocabulary development, and		

Action #	Title	Description	Total Funds	Contributing
		background knowledge building. Teachers will learn to select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.		
		Through professional learning sessions, the Coach will help teachers understand both the rationale and implementation of science-based reading instruction. The Coach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including recognizing and addressing characteristics of dyslexia and other reading challenges that may have gone unidentified.		
		Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels, establish assessment systems that monitor student progress in all reading components, and guide selection of evidence-based instructional materials that support systematic, explicit instruction.		
		Math Instructional Coach: The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.		
		The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. Through classroom observations, co-planning sessions, and instructional modeling, the Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency. This includes concrete-representational-abstract approaches, productive mathematical discourse, and problem-solving strategies that engage diverse learners.		
		In addition, will guide teachers in using formative assessment data to make instructional decisions, identify misconceptions, plan differentiated instruction, and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate professional learning communities where teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments.		

Action #	Title	Description	Total Funds	Contributing
		Beyond individual teacher support, the Math Coach will collaborate with school leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions, and establish systems for monitoring student progress and adjusting support structures based on data analysis. **Conference Opportunities -** Staff will also have opportunities to attend relevant conferences to further enhance professional growth and networking opportunities. Key areas of focus for all professional development will include data-driven instruction in math and ELA using iReady assessments, developing global competence through relevant project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VCMS will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. For the 2025-26 school year, the school will implement a new ELA curriculum adoption of My Perspectives (SAAVAS), ensuring teachers receive appropriate training and support for effective implementation. VCMS will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	$72,334	N
4	Educational Technology & Support	VCMS will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and	$169,747	N

Action #	Title	Description	Total Funds	Contributing
		instructional materials both in the classroom and for extended learning opportunities. A dedicated IT Support position will be maintained to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy. The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

VCMS developed this goal to address persistent chronic absenteeism challenges, with rates at 32.9% and RED performance levels across multiple student groups on the California School Dashboard. The school recognized that families experiencing concerns about their inability to transport students to school, frequent changes in contact information, and students staying home to watch younger siblings required comprehensive family engagement strategies to address underlying barriers to consistent attendance.

High-Need Community Demographics: The goal was developed to serve VCMS's predominantly high-need community, where 94% of students are Hispanic, 89% are Socioeconomically Disadvantaged, and 34% are English Learners. These demographics indicated the need for culturally responsive family engagement approaches, multilingual communication support, and comprehensive wraparound services that address the complex challenges facing families in the community.

Communication and Connection Barriers: VCMS identified significant gaps in school-family communication and connection. Families frequently change contact information without informing the school, creating barriers to timely intervention when attendance or academic concerns arise. Students report feeling disconnected from school or experiencing social challenges with peers, indicating the need for stronger family-school partnerships to build student engagement and belonging.

Community Schools Framework Requirements: As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VCMS developed this goal to align with the community schools framework and its emphasis on family and community engagement as one of the four essential pillars. The grant specifically supports community coordination and partnerships with community-based organizations to address student and family needs comprehensively.

Limited Family Support Systems: The school identified that students with higher needs lack sufficient access to targeted social-emotional, mental health, and family support services. Many families require assistance with basic needs such as transportation, childcare, and connections to community resources, necessitating a coordinated approach to family engagement that goes beyond traditional school communication.

Academic Achievement Connection: VCMS recognized the critical connection between family engagement and student academic success, particularly for English Learners and other underperforming subgroups. With declining English Learner Progress Indicator performance and persistent achievement gaps, the school understood that meaningful family partnerships are essential for supporting students' educational journey and reinforcing learning at home.

Facility and Safety Concerns: The goal addresses the need to maintain safe, welcoming learning environments that encourage family participation and community connection. With metrics focused on sense of safety and school connectedness across students, parents, and staff, VCMS recognized that strong family and community partnerships contribute to positive school climate and student engagement.

Educational Decision-Making Participation: VCMS developed this goal to ensure the continuation of meaningful participation of families, particularly those representing unduplicated pupils and Students with Disabilities, in educational decision-making processes. The school's commitment to maintaining multiple advisory committees, including English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and Student Advisory Committee, reflects recognition that family voice is essential for effective school governance and improvement.

Cultural Responsiveness and Equity: Given the school's predominantly Hispanic student population and high percentage of English Learners, VCMS developed this goal to ensure that family engagement approaches are culturally responsive and accessible. This includes providing multilingual support through translators and interpreters, conducting home visits, and offering family workshops that address the specific needs and interests of the community.

This comprehensive family and community partnerships goal represents VCMS's understanding that student success requires collaborative support networks that extend beyond the classroom, recognizing families as essential partners in creating conditions for academic achievement, positive school climate, and community well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development;	2023-24: 9. 3 10. 4 11. 3 12. 2	2024-25: 9. 5 10. 5 11. 5 12. 5		2025-26: 9. 5 10. 5 11. 5 12. 5	9. +2 10. +1 11. +2 12. +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 5 3. 5 4. 4	2024-25: 1. 5 2. 5 3. 5 4. 5		2025-26: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. +1
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	2023-24: 50% Sense of Safety 46% School Connectedness	2024-25: 57% Sense of Safety 50% School Connectedness		2025-26: 60% Sense of Safety 53% School Connectedness	+7% Sense of Safety +4% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 92% Sense of Safety 92% School Connectedness	2024-25: 93% Sense of Safety 93% School Connectedness		2025-26: >90% Sense of Safety >90% School Connectedness	+1% Sense of Safety +1% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 67% Sense of Safety 67% School Connectedness	2024-25: 88% Sense of Safety 75% School Connectedness		2025-26: 90% Sense of Safety 78% School Connectedness	+21% Sense of Safety +18% School Connectedness

Goal Analysis for 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.

Action 3.1: This action was fully implemented. At Vista Charter Middle School, we have established a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. Our leadership framework consists of several interconnected networks: The Instructional Leadership Team, The Council Teacher Leader Network, The Global Teacher Leadership Network, and The Workshop Teacher Leader Network.

Each of these networks plays a vital role in shaping our educational practices and professional development. Teachers who take on these leadership responsibilities receive stipends in recognition of their additional contributions to our school community.

Through this distributed leadership model, we create opportunities for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This collaborative approach strengthens our instructional program and creates pathways for teacher growth and development, ultimately benefiting student learning at Vista Charter Middle School.

Action 3.2: This action was fully implemented. At Vista Charter Middle School, we dedicate weekly time for comprehensive professional collaboration among our entire instructional team. During these sessions, teachers, teaching assistants, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies.

This collaborative approach ensures coordinated support for all students and promotes continuous improvement in our instructional practices. The investment in this weekly collaboration time, which accounts for 15% of staff salaries, reflects our commitment to data-driven decision-making and excellence in education.

Action 3.3: This action was fully implemented. At Vista Charter Middle School, we implement and monitor a structured professional growth model for all staff members. Teachers and support staff engage in goal-setting at the beginning of each year, followed by regular progress monitoring meetings to track their professional development. Through ongoing reflection and feedback sessions, staff members evaluate their

growth and adjust their professional learning goals as needed. This comprehensive approach to professional development, representing 5% of our salary expenses, strengthens teaching practices and student support.

Action 3.4: This action was fully implemented. At Vista Charter Middle School, school administrators provide individualized coaching support to every teacher. The Principal and Assistant Principals conduct focused one-on-one coaching sessions throughout the year, working with teachers to set meaningful goals and monitor their professional progress. These personalized coaching conversations ensure teachers receive targeted support to enhance their instructional practice.

Action 3.5: This action was fully implemented. Teachers advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills.

Action 3.6: This action was fully implemented. Our school has strengthened teacher expertise by providing teachers with instructional coaching from vendors: Ways of Council Coaching, Readers/Writers Workshop Coaching, and Kagan Coaching.

Action 3.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

GOAL 3: MATERIAL DIFFERENCES BETWEEN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Vista Charter Middle School experienced notable variances between budgeted and estimated actual expenditures for Goal 3 actions during the 2024-25 school year. These differences reflected the school's responsive approach to addressing emerging academic performance concerns while managing fiscal constraints resulting from enrollment decline and reduced revenue streams.

Enhanced Instructional Coaching Investment

Action 3.4 - Instructional Coaching: The school experienced higher than budgeted costs for instructional coaching services as a direct response to declining academic performance indicators identified throughout the school year. When data analysis revealed concerning trends in student achievement, particularly among English Learners and other subgroups eligible for Differentiated Assistance, Vista Charter Middle School made the strategic decision to increase investment in intensive coaching support for teachers and administrators.

This increased expenditure reflected the school's commitment to addressing root causes of academic performance decline through enhanced professional development and individualized teacher support. The additional coaching costs supported more frequent one-on-one coaching sessions, expanded goal-setting and progress monitoring activities, and increased administrative time dedicated to instructional leadership. While this resulted in over-expenditure compared to original budget projections, the investment aligned with the school's priority of improving instructional effectiveness to better serve struggling student populations.

The decision to increase coaching expenditures demonstrated Vista Charter Middle School's data-driven approach to resource allocation, prioritizing intensive professional development when academic performance indicators suggested the need for enhanced teacher support and instructional improvement strategies.

Conference Attendance Reductions

Action 3.5 - Conference Attendance: Conference costs were significantly reduced compared to budgeted projections, primarily due to the decline in student enrollment and corresponding reduction in available revenue. As enrollment decreased from projected levels, the school's overall budget required adjustments across multiple expenditure categories, including professional development opportunities such as conference attendance.

The reduced conference expenditures reflected necessary fiscal adjustments to align professional development costs with available resources while maintaining essential on-site professional development programming. This variance required the school to prioritize conference attendance opportunities and seek alternative professional development methods that could provide similar benefits at reduced costs.

Despite the reduction in conference-related expenditures, Vista Charter Middle School maintained its commitment to staff professional growth through increased investment in on-site coaching, local professional development opportunities, and collaborative learning structures that required less financial investment while providing sustained support for teacher development.

Fiscal Responsibility and Performance Response: The expenditure variances in Goal 3 actions exemplified Vista Charter Middle School's balanced approach to fiscal responsibility and performance improvement. By strategically increasing investment in high-impact coaching services while reducing discretionary conference expenditures, the school demonstrated adaptive resource management that prioritized direct impact on instructional effectiveness and student outcomes within available budget constraints.

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

Action 3.1: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The comprehensive teacher leadership structure creates meaningful opportunities for professional advancement and collaborative decision-making.

Comprehensive Leadership Framework: Vista Charter Middle School has successfully established a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. The leadership framework consists of several interconnected networks including the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leadership Network, and Workshop Teacher Leader Network, creating multiple pathways for teacher involvement in school leadership.

Distributive Leadership Model Implementation: The action's effectiveness is demonstrated through the implementation of a distributive leadership model that creates opportunities for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This collaborative approach strengthens the instructional program and creates clear pathways for teacher growth and development, directly supporting Goal 3's emphasis on equitable staff development.

Professional Growth and Recognition: Teachers who take on leadership responsibilities receive stipends in recognition of their additional contributions to the school community. This financial recognition demonstrates the school's commitment to valuing teacher leadership and provides concrete support for staff members who invest extra time and effort in professional growth opportunities.

Action 3.1 proves highly effective in supporting Goal 3 objectives through comprehensive implementation of teacher leadership opportunities that promote collaborative decision-making and professional growth. The distributive leadership model with multiple networks creates meaningful pathways for teacher development while strengthening the overall instructional program, demonstrating strong commitment to equitable staff support and professional advancement.

Action 3.2: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The dedicated weekly collaboration time creates systematic opportunities for professional learning and instructional improvement across all staff members.

Comprehensive Collaborative Structure: Vista Charter Middle School has successfully dedicated weekly time for comprehensive professional collaboration among the entire instructional team. During these sessions, teachers, teaching assistants, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies, creating a unified approach to educational improvement.

Data-Driven Decision Making: The action's effectiveness is demonstrated through the systematic focus on data-driven decision-making during collaboration sessions. Staff members collaboratively analyze student performance data to inform instructional planning and intervention strategies, ensuring that professional development time directly translates into improved educational outcomes for students.

Cross-Functional Team Collaboration: The inclusion of teachers, teaching assistants, and special education staff in collaborative sessions ensures coordinated support for all students and promotes continuous improvement in instructional practices. This comprehensive approach breaks down traditional silos and creates shared responsibility for student success across all staff roles.

Action 3.2 proves highly effective in supporting Goal 3 objectives through systematic implementation of weekly staff collaboration time that promotes data-driven decision-making and instructional improvement. The substantial investment in collaborative professional development creates equitable opportunities for all staff members to grow professionally while contributing to school-wide improvement in teaching and learning practices.

Action 3.3: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The structured professional growth model creates systematic pathways for continuous improvement and professional advancement for all staff members.

Structured Professional Growth Model: Vista Charter Middle School has successfully implemented and monitored a structured professional growth model for all staff members that includes comprehensive goal-setting, progress monitoring, and reflection components. Teachers and support staff engage in systematic professional development planning that provides clear direction for their growth and career advancement.

Systematic Goal-Setting Process: The action's effectiveness is demonstrated through the implementation of annual goal-setting processes where staff members establish meaningful professional development objectives at the beginning of each year. This structured approach ensures that professional growth is intentional and aligned with both individual career aspirations and school improvement priorities.

Action 3.3 proves highly effective in supporting Goal 3 objectives through systematic implementation of a professional growth model that provides equitable development opportunities for all staff members. The structured approach combining goal-setting, progress monitoring, and

reflection creates meaningful pathways for professional advancement while strengthening overall instructional capacity and student support throughout the school.

Action 3.4: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The individualized coaching program creates personalized professional development opportunities that directly enhance instructional practice for all teachers.

Individualized Coaching Support: Vista Charter Middle School has successfully provided individualized coaching support to every teacher through focused one-on-one sessions conducted by school administrators. The Principal and Assistant Principals deliver personalized coaching that addresses each teacher's specific professional development needs and instructional goals, ensuring equitable access to high-quality professional support.

Goal-Setting and Progress Monitoring Focus: The action's effectiveness is demonstrated through coaching sessions that specifically focus on goal-setting and progress monitoring. Administrators work with teachers to establish meaningful professional objectives and regularly assess advancement toward those goals, creating accountability structures that support continuous improvement and professional growth.

The coaching program effectively utilizes administrative expertise to support teacher development, creating efficient use of leadership resources while providing valuable professional growth opportunities. This approach strengthens the overall professional learning culture throughout the school.

Action 3.4 proves highly effective in supporting Goal 3 objectives through comprehensive implementation of individualized instructional coaching that provides equitable, personalized professional development for all teachers. The systematic approach combining goal-setting, progress monitoring, and administrative support creates meaningful opportunities for professional growth while enhancing overall instructional quality and teacher effectiveness.

Action 3.5: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The conference attendance program provides teachers with valuable professional development opportunities that enhance their instructional expertise and pedagogical skills.

Professional Development Through Conference Participation: Vista Charter Middle School has successfully provided teachers with opportunities to attend professional development conferences designed to strengthen instructional practices and pedagogical skills. These hands-on learning experiences allow teachers to advance their expertise through exposure to current research, innovative teaching strategies, and best practices in education.

Hands-On Learning Opportunities: The action's effectiveness is demonstrated through the provision of experiential professional development that goes beyond traditional workshop formats. Conference attendance allows teachers to engage in interactive learning experiences, participate in collaborative sessions with educators from other schools, and gain exposure to cutting-edge educational approaches and technologies.

Focus on Instructional Improvement: The conferences specifically target instruction and educational pedagogy, ensuring that professional development opportunities directly contribute to classroom practice enhancement. This focused approach aligns professional growth activities with practical applications that benefit student learning and engagement.

Action 3.5 proves highly effective in supporting Goal 3 objectives through systematic provision of conference attendance opportunities that enhance teacher expertise and instructional practice. The program's focus on hands-on professional development and pedagogical improvement creates valuable growth opportunities while demonstrating institutional commitment to equitable staff development and continuous improvement in educational quality.

Action 3.6: has been fully implemented and demonstrates strong effectiveness in supporting Goal 3's objective of providing equitable support for staff development and growth. The comprehensive professional development program provides specialized coaching and training that enhances teacher expertise across multiple instructional areas.

Multi-Vendor Coaching Program: Vista Charter Middle School has successfully strengthened teacher expertise by providing instructional coaching from multiple specialized vendors. The school has contracted with Ways of Council Coaching, Readers/Writers Workshop Coaching, and Kagan Coaching, creating a comprehensive professional development program that addresses diverse instructional methodologies and pedagogical approaches.

Comprehensive Professional Development Coverage: The variety of coaching services ensures that professional development addresses multiple aspects of instruction, from literacy development through Readers/Writers Workshop to collaborative learning strategies through Kagan methodologies. This comprehensive approach provides teachers with diverse tools and strategies for meeting varied student learning needs.

Research-Based Practice Implementation: The selected vendors provide coaching in proven, research-based instructional strategies that have demonstrated effectiveness in improving student outcomes. This focus on evidence-based practices ensures that professional development investments translate into meaningful improvements in teaching and learning.

Action 3.6 proves highly effective in supporting Goal 3 objectives through comprehensive implementation of specialized professional development coaching that provides teachers with diverse, research-based instructional strategies. The multi-vendor approach creates equitable access to high-quality professional learning opportunities while building institutional capacity for sustained instructional improvement and teacher growth.

Action 3.7: has been identified as ineffective due to implementation overlap and has been eliminated from the action plan. The school has determined that this initiative was already addressed in a previous action item, making separate implementation and assessment unnecessary.

The elimination of this action prevents unnecessary duplication of professional development services and committee structures that could create confusion or inefficient use of staff time. This approach ensures that professional development efforts are coordinated and purposeful.

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

Based on reflections of prior practice and feedback from educational partners, VCMS has made significant adjustments to Goal #3 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VCMS has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

Note: Goals 4-5 were eliminated including the goals and actions to avoid duplication of actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	VCMS will maintain a safe, secure, and well-functioning learning environment for all students and staff. • **Security Systems and Supervision:** The school will employ adequate supervision staff and maintain an enhanced security system including surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **Facility Inspection and Assessment:** The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels including the annual Local Control Accountability Plan	$956,044	N

Action #	Title	Description	Total Funds	Contributing
		(LCAP), School Accountability Report Card (SARC), and Local Indicators Report. VCMS's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.		
2	Parents as Decision-makers	Vista Charter Middle School will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. VCMS will maintain and support the following to ensure meaningful input from families of multilingual learners. • English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), • English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2) • A Parent Advisory Committee (PAC) will be established and maintained as required by California Education Code 52062(a)(1) to gather broader parent perspectives on school's LCAP, and programs, in addition to a Student Advisory Committee to gather student input. **Community Collaboration** The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework. **Training and Capacity Building** VCMS will provide training for parent committee members on their roles and responsibilities, educational terminology, and school policies to build capacity for meaningful participation in decision-making processes.	$88,506	N

Action #	Title	Description	Total Funds	Contributing
3	School-Family Partnerships	Vista Charter Middle School will implement a comprehensive school-family partnership program coordinated jointly by the Principal and Community Schools Coordinator (Partially Funded with LREBG: $55,404). The Community Schools Coordinator will oversee the California Community Schools Partnership Program, manage integrated student support services, assess schoolwide needs, chair the Community Schools Leadership Team, and serve as the primary liaison to community partners. **Communication Infrastructure** • **Multilingual Support:** The school will employ lead translators/interpreters to facilitate communication with linguistically diverse families, and key staff will conduct regular home visits to strengthen school-family connections. • **Digital Platform:** Family engagement will be supported through ParentSquare as the primary communication platform for school announcements, updates, and two-way communication. **Regular Engagement Programs** **Monthly Coffee with the Principal:** These meetings will provide families with three key components. First, community resources are shared through presentations by different community partners each month, allowing families to learn about available services and connect directly with service providers. Second, parents receive current school updates including information about student data, behavior management systems, and intervention programs. Third, community building activities help strengthen connections between families through Way of Council sessions or Kagan Team Building activities that foster meaningful relationships within the school community. **Family Events:** VCMS will host multiple family engagement events throughout the year including Student-Led Conferences, Parent Conferences, Trunk or Treat Family Night, Vista Ohana Activity Days, and Noche de Estrellas Awards Assemblies. These events are designed to bring families onto campus and create opportunities for meaningful connections within the school community. **Parent Workshops:** The Culture and Community Coordinator (LREBG Funded: $90,655) will establish meaningful communication between the	$202,064	N

Action #	Title	Description	Total Funds	Contributing
		school, families and the community through parent workshops, parent engagement events, lead family councils, and continue to strengthen school-to-parent communication. VCMS will offer two workshops weekly covering a comprehensive range of topics to support parents in their roles. Workshop offerings include Healthy Habits and Nutrition, Anger Management, Basic Concepts of Positive Youth Discipline, The Love Language of Parenting, and Effective Communication Tools for Parents. Additional sessions focus on Emotional Intelligence, Positive Parenting Skills, US Immigration Policy and Options, Conflict Resolution, and Digital Wellness. The program will also address deeper family dynamics through workshops on Generational Trauma, Sibling Rivalry and Competition, Resilience and Accountability, The Digital World and Understanding Your Child, and Parent Influence and Responsibility in Child Rearing. Practical life skills workshops include Driver Education and English Classes to meet diverse family needs. **Academic Engagement:** To actively involve families in their children's academic progress, VCMS will organize iReady Data Chat Nights, student-led conferences, and open houses where students showcase their learning. These initiatives will create meaningful opportunities for families to understand their children's academic journey and celebrate their achievements. All family engagement activities are designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community, fostering meaningful partnerships that enhance student success.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,510,167	$178,308

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
39.205%	0%	$0	39.205%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The identified need for Goal 1, Action 2 (MTSS: Accelerating Learning) is to address significant academic achievement gaps across multiple student subgroups. VCMS received RED performance levels on the 2023 California School Dashboard for ELA across all students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. Additionally, English Learners and Students with Disabilities received RED performance levels in Math. While there was improvement to YELLOW and ORANGE levels in	This action needs to be provided schoolwide because VCMS this is a schoolwide need based on CAASPP assessment and iReady findings in addition to feedback from our educational partners. • **Instructional Aides** must be provided schoolwide because struggling learners requiring Tier 1 support are distributed across all general education classrooms, not concentrated in specific locations. The data shows that students performing below grade level span multiple student groups	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024, substantial achievement gaps persist that require a comprehensive multi-tiered system of support to accelerate learning and close performance disparities for these underperforming student groups.	and grade levels, necessitating classroom-embedded support throughout the school. • **Intervention Coordinator** needs to operate schoolwide to systematically coordinate the multi-tiered intervention system across all grade levels and student populations. Since achievement gaps affect English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students simultaneously, the coordinator must have schoolwide oversight to ensure coherent, data-driven intervention delivery and avoid fragmented services. • **iReady MyPath** requires schoolwide implementation because diagnostic assessment and personalized learning pathways benefit all students, not just those in specific subgroups. The platform's effectiveness depends on universal screening and progress monitoring to identify students needing intervention and track growth across the entire student body, creating a comprehensive data system that informs instruction for all learners while providing targeted support for those most in need. This schoolwide approach is more effective and efficient than targeting individual subgroups because it creates a unified system of support that addresses the overlapping needs of multiple student populations while avoiding stigmatization and ensuring equitable access to enhanced services.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	VCMS has chronic absenteeism rates of 32.9%, with RED performance levels on the California School Dashboard for English Learners, Socioeconomically Disadvantaged students, and Hispanic students, while Students with Disabilities and Long-Term English Learners perform at ORANGE levels. **Social-Emotional Barriers:** Students report not feeling connected to school and experiencing social challenges with peers, including instances where students report others being mean to them. These social-emotional factors create school avoidance behaviors that directly contribute to chronic absenteeism patterns. **Family and Community Challenges:** Students stay home to assume family responsibilities such as watching younger siblings, indicating that family circumstances create competing priorities that interfere with school attendance. Additionally, transportation barriers prevent some families from getting students to school consistently. **Mental Health Needs:** Current student support systems are inadequate for addressing underlying mental health and social-emotional factors that contribute to school avoidance. Students with higher needs lack sufficient access to targeted social-emotional and mental health support services that would address root causes of attendance barriers. **School Climate Issues:** The need for enhanced positive school climate and student engagement initiatives to increase students' sense of belonging	This action needs to be provided schoolwide because chronic absenteeism affects 32.9% of the entire student body across multiple subgroups, with VCMS serving 89% Socioeconomically Disadvantaged and 94% Hispanic students. The pervasive nature of attendance barriers requires comprehensive, school-wide systems rather than targeted interventions. **Psychologist and PUC Counseling Interns** must operate schoolwide because mental health needs and social-emotional challenges that contribute to chronic absenteeism span all student populations, not specific subgroups. Students reporting feeling disconnected from school or experiencing peer conflicts require universal access to mental health support, and early intervention prevents escalation across all students. **Assistant Principal** needs schoolwide authority to coordinate MTSS and attendance initiatives because chronic absenteeism patterns affect students across all grade levels and subgroups simultaneously. Fragmented leadership would create inconsistent responses to attendance concerns and undermine systematic intervention efforts. **Supervision Aides** require schoolwide deployment because creating a safe, welcoming environment that encourages attendance depends on comprehensive supervision coverage throughout all campus areas during transitions and non-instructional times. Targeted supervision	The metrics being used to monitor effectiveness: #7 Attendance Rate #8: Chronic Absenteeism Rate #10: Suspension Rate #11: Expulsion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and connection to school, as chronic absenteeism often reflects students' disengagement from the school community. This comprehensive SEL and mental health action addresses chronic absenteeism by targeting its underlying causes rather than just symptoms, recognizing that consistent attendance requires students to feel safe, supported, and connected to their school community.	would create gaps that could affect school climate for all students. • **Transportation Services** must be available schoolwide because transportation barriers affect families regardless of student subgroup membership. Parents' inability to transport students to school impacts attendance across the entire student body, and selective transportation would create inequitable access. • **PBIS Team and Behavior Interventionists** need schoolwide implementation because positive school climate and behavioral supports create the foundation for attendance improvement across all students. School culture and climate affect everyone and implementing PBIS only for specific subgroups would undermine its effectiveness and create an inconsistent school environment. This universal approach is more effective than targeting subgroups because it addresses the systemic factors contributing to chronic absenteeism while ensuring all students benefit from enhanced social-emotional supports and positive school climate.	
Goal 2, Action 1	The identified need for Goal 2, Action 1 (Core Instructional Staffing) is to address insufficient teacher preparation and ongoing instructional support that contributes to persistent academic performance gaps across multiple student subgroups.	This action needs to be provided schoolwide because there is school-wide need for enhanced instructional capacity rather than isolated pockets of need. • **Universal Teacher Capacity Building Required:** With only 57.7% of teachers	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher Credentialing and Capacity Gaps: Only 57.7% of teachers were fully credentialed and appropriately assigned as of 2022-23, falling significantly short of the 74% target. This indicates that many teachers lack the foundational preparation needed to effectively serve VCMS's high-need student population of 89% Socioeconomically Disadvantaged and 34% English Learners. **Academic Performance Decline:** VCMS received RED performance levels on the 2023 California School Dashboard across multiple student groups, with English Learner Progress Indicator dropping dramatically from GREEN to RED between 2023-2024. These declining outcomes indicate that current instructional practices are insufficient to meet student needs and require intensive professional development to build teacher capacity. **Differentiated Assistance Requirements:** The school's eligibility for Differentiated Assistance based on consecutive years of underperformance by English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students demonstrates the urgent need for enhanced instructional coaching and professional development to address root causes of academic underachievement. **Principal as Instructional Coach Need:** The complexity of serving this high-need population while implementing The CA Community Schools framework and MTSS requires the principal to function as an active instructional leader rather	fully credentialed and appropriately assigned, the instructional capacity gaps span across all grade levels and content areas, not specific departments or classrooms. All teachers, regardless of their assignment, serve these high-need student populations and require enhanced professional development to be effective. • **Pervasive Academic Performance Challenges:** RED performance levels on the California School Dashboard affect multiple student subgroups simultaneously across all classrooms, indicating that instructional improvement needs are school-wide rather than concentrated in specific areas. English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students are distributed throughout all classes. • **MTSS Implementation Complexity:** Strengthening and Systematizing a comprehensive Multi-Tiered System of Supports requires all staff to understand data-driven instruction, intervention strategies, and collaborative approaches. Since students needing Tier 1, 2, and 3 supports are present in every classroom, all teachers must be equipped with these skills rather than just intervention specialists. • **Principal Instructional Leadership Need:** The principal must provide	• #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	than solely an administrator, providing direct coaching support to build teacher effectiveness and ensure data-driven decision-making throughout the school.	coaching support to all teachers because the academic challenges and Differentiated Assistance requirements affect the entire instructional program. Selective coaching would create inconsistent instructional quality and undermine systematic school improvement efforts. • **Community Schools Framework:** As a Community Schools grant recipient, VCMS must build comprehensive capacity across all staff to integrate academic instruction with social-emotional supports and community partnerships, requiring universal professional development rather than targeted training. This schoolwide approach ensures consistent, high-quality instruction for all students while building the collective capacity needed to serve the school's predominantly unduplicated student population effectively.	
Goal 2, Action 2	Vista Charter Middle School persistent RED and Orange performance levels on the California School Dashboard for multiple student groups, including English Learners, Long-Term EL, and Socioeconomically Disadvantaged students, indicates that current instructional practices and staff capacity are insufficient to close achievement gaps and accelerate student learning. Teachers and staff require enhanced professional development in evidence-based instructional strategies, data-driven instruction, curriculum implementation, and specialized support for	Professional Learning & Development must be implemented schoolwide because the persistent Low/Very Low performance levels across multiple student groups and both core academic areas indicate systemic instructional challenges that cannot be addressed through isolated or targeted training. When English Learners, Long-term English Learners and Socioeconomically Disadvantaged students are underperforming across mathematics and ELA, it demonstrates that the instructional gaps exist throughout the entire	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	diverse learners to effectively address the academic needs of the school's most vulnerable student populations.	educational system rather than in specific classrooms or with particular teachers. All teachers and staff interact with and impact these vulnerable student populations throughout the school day, regardless of their specific assignment or grade level. English Learners, for example, require integrated English Language Development support across all content areas, not just in designated ELD classes. The comprehensive professional development approach ensures that all staff members develop consistent, evidence-based practices in areas such as Science of Reading implementation, data-driven instruction, MTSS frameworks, and culturally responsive teaching strategies. This creates a cohesive instructional environment where students receive consistent, high-quality support regardless of which classroom, teacher, or support staff they encounter. Without schoolwide implementation, students would experience fragmented support where some staff members are equipped with effective strategies while others continue practices that have proven insufficient to address the achievement gaps, ultimately undermining the systematic changes needed to improve outcomes for the school's most vulnerable populations.	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,768,169.00	$4,995,883.00

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	High-Quality Instruction	No	$1,355,575.00	$1,041,945
1	1.2	Visual and Performing Arts Program	Yes	$282,097.00	$277,148
1	1.3	Intervention Coordinator	Yes	$61,957.00	$0
1	1.5	ELA/MATH/ELD Intervention	Yes	$12,360.00	$10,439
1	1.6	Teacher Assistants	Yes	$474,472.00	$357,983
1	1.7	Books and Reference Materials	Yes	$45,000.00	$9,056
1	1.8	Substitute Coverage	No	$46,350.00	$39,172
1	1.10	Instructional Technology	Yes	$172,135.00	$161,684
1	1.11	Educational Field Trips	Yes	$46,402.00	$40,914
1	1.12	Rigorous, Standards-Based Curriculum	No	$58,075.00	$56,517
1	1.13	Spanish Teacher	Yes	$57,472.00	$71,805

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	1.14	Student Information System (SIS)	No	$19,880.00	$11,935
2	2.1	ELD Instruction	Yes	$51,184.00	$28,144
2	2.3	Multi-Tiered Systems of Support	No	$185,971.00	$119,562
2	2.4	Supplementary Instructional Materials	Yes	$25,000.00	$25,000
2	2.6	Special Education Providers	No	$200,528.00	$68,738
2	2.7	SPED Teaching Assistants	No	$83,897.00	$28,815
2	2.8	ELD Coordinator Services	Yes		
2	2.10	Homeless/Foster Liaison Services	Yes		
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes		
3	3.1	Teacher Leadership Opportunities	Yes	$9,021.00	$6,500
3	3.2	Staff Collaboration Time	Yes	$174,463.00	$187,377
3	3.3	Professional Growth Opportunities	Yes	$59,119.00	$56,213
3	3.4	Instructional Coaching	Yes	$132,948.00	$171,105

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	3.5	Conference Attendance	Yes	$55,628.00	$29,302
3	3.6	Professional Development	Yes	$102,402.00	$98,530
3	3.7	Staff Committees	No		
4	4.1	Counseling	Yes	$248,399.00	$278,510
4	4.2	Supervision Aides	No	$162,307.00	$171,202
4	4.3	Uniforms for Low-Income Students	Yes	$25,000.00	$14,142
4	4.4	Student Activities and Celebrations	Yes	$30,240.00	$20,908
4	4.5	Clean and Safe Facilities	No	$753,798.00	$706,666
4	4.6	Furniture	No	$14,000.00	$20,174
4	4.7	Custodial Services	No	$365,593.00	$360,523
4	4.8	School Meals	No	$452,396.00	$520,712
4	4.9	Pupil Service Attendance Counselor	Yes		
5	5.1	Parent Meetings and Events	Yes	$2,000.00	$2,500
5	5.3	Parent Communication	Yes	$2,000.00	$2,162

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)
5	5.4	Parent Workshop and Learning	Yes	$500.00	$500

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)
1400548	$1,554,540.00	$1,327,900.00	$226,640.00	7.870%	8.380%	0.510%

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	1.2	Visual and Performing Arts Program	Yes	$217,101.00	$230,877		
1	1.3	Intervention Coordinator	Yes				
1	1.5	ELA/MATH/ELD Intervention	Yes	$12,360.00	$10,439		
1	1.6	Teacher Assistants	Yes	$332,924.00	$162,807		
1	1.7	Books and Reference Materials	Yes	$38,059.00	$5,322		
1	1.10	Instructional Technology	Yes	$157,530.00	$161,684		
1	1.11	Educational Field Trips	Yes	$46,402.00	$15,510		
1	1.13	Spanish Teacher	Yes	$57,472.00	$71,805		
2	2.1	ELD Instruction	Yes	$40,861.00	$4,494		
2	2.4	Supplementary Instructional Materials	Yes	$25,000.00	$25,000		
2	2.8	ELD Coordinator Services	Yes			2.57	2.74
2	2.10	Homeless/Foster Liaison Services	Yes			2.14	2.28
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes				

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)
3	3.1	Teacher Leadership Opportunities	Yes	$9,021.00	$6,500		
3	3.2	Staff Collaboration Time	Yes	$174,463.00	$187,377		
3	3.3	Professional Growth Opportunities	Yes	$59,119.00	$56,213		
3	3.4	Instructional Coaching	Yes	$132,948.00	$171,105		
3	3.5	Conference Attendance	Yes	$55,628.00	$29,302		
3	3.6	Professional Development	Yes	$86,404.00	$39,120		
4	4.1	Counseling	Yes	$81,658.00	$110,695		
4	4.3	Uniforms for Low-Income Students	Yes	$14,850.00	$14,142		
4	4.4	Student Activities and Celebrations	Yes	$8,240.00	$20,908		
4	4.9	Pupil Service Attendance Counselor	Yes			3.16	3.36
5	5.1	Parent Meetings and Events	Yes	$2,000.00	$2,000		
5	5.3	Parent Communication	Yes	$2,000.00	$2,100		
5	5.4	Parent Workshop and Learning	Yes	$500.00	$500		

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)
3572461	1400548	0	39.204%	$1,327,900.00	8.380%	45.550%	$0.00	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 3,851,977	$ 1,510,167	39.205%	0.000%	39.205%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,729,670	$ 1,355,366	$ 318,969	$ 961,764	$ 6,365,769.00	$ 4,163,948	$ 2,201,821

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No					$ -	$ 19,333	$ -	$ -	$ -	$ 19,333	$ 19,333	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	VCMS	2025-26	$ 704,220	$ 826,697	$ 607,516	$ 468,764	$ -	$ 454,637	$ 1,530,917	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	VCMS	2025-26	$ 628,204	$ 200,340	$ 612,763	$ 51,814	$ -	$ 163,967	$ 828,544	0.000%
1	4	Broad Course of Study	All	No					$ 189,527	$ 15,000	$ 164,996	$ 39,531	$ -	$ -	$ 204,527	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 225,470	$ 206,790	$ 20,759	$ -	$ 318,969	$ 92,532	$ 432,260	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 55,797	$ 3,203	$ -	$ 17,957	$ -	$ 41,043	$ 59,000	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					$ -	$ 10,000	$ -	$ -	$ -	$ 10,000	$ 10,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 1,268,514	$ -	$ 1,211,859	$ 22,462	$ -	$ 34,193	$ 1,268,514	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	VCMS	2025-26	$ 181,795	$ 58,091	$ 239,886	$ -	$ -	$ -	$ 239,886	0.000%
2	2	Professional Learning & Development	All	No					$ 159,224	$ 74,867	$ -	$ 234,091	$ -	$ -	$ 234,091	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	VCMS	2025-26	$ 50,002	$ -	$ 50,002	$ -	$ -	$ -	$ 50,002	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 72,334	$ -	$ 72,334	$ -	$ -	$ 72,334	0.000%
2	4	Educational Technology & Support	All	No					$ 84,688	$ 85,059	$ 111,860	$ 57,887	$ -	$ -	$ 169,747	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ 332,937	$ 623,107	$ 616,523	$ 339,521	$ -	$ -	$ 956,044	0.000%
3	2	Parents as Decision-makers	All	No					$ 86,506	$ 2,000	$ 88,506	$ -	$ -	$ -	$ 88,506	0.000%
3	3	School-Family Partnerships	All	No					$ 197,064	$ 5,000	$ 5,000	$ 51,005	$ -	$ 146,059	$ 202,064	0.000%

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
$ 3,851,977	$ 1,510,167	39.205%	0.000%	39.205%	$ 1,510,167	0.000%	39.205%	**Total:**	$	1,510,167
								LEA-wide Total:	$	-
								Limited Total:	$	-
								Schoolwide Total:	$	1,510,167

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	VCMS	$ 607,516	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	VCMS	$ 612,763	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	VCMS	$ 239,886	0.000%
2	2	Professional Learning & Development	Yes	Schoolwide	All	VCMS	$ 50,002	0.000%

Local Control and Accountability Plan Instructions

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

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]).

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- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526(c)(2)](#); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526(d)](#).

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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- 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.

    o 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.

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.

  o 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,

  o 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:

  o 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.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o 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.

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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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.

  o 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)**

- o 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)**

  - o 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)**

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

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