LCFF Budget Overview for Parents

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

CDS Code: 30-10306-0141978
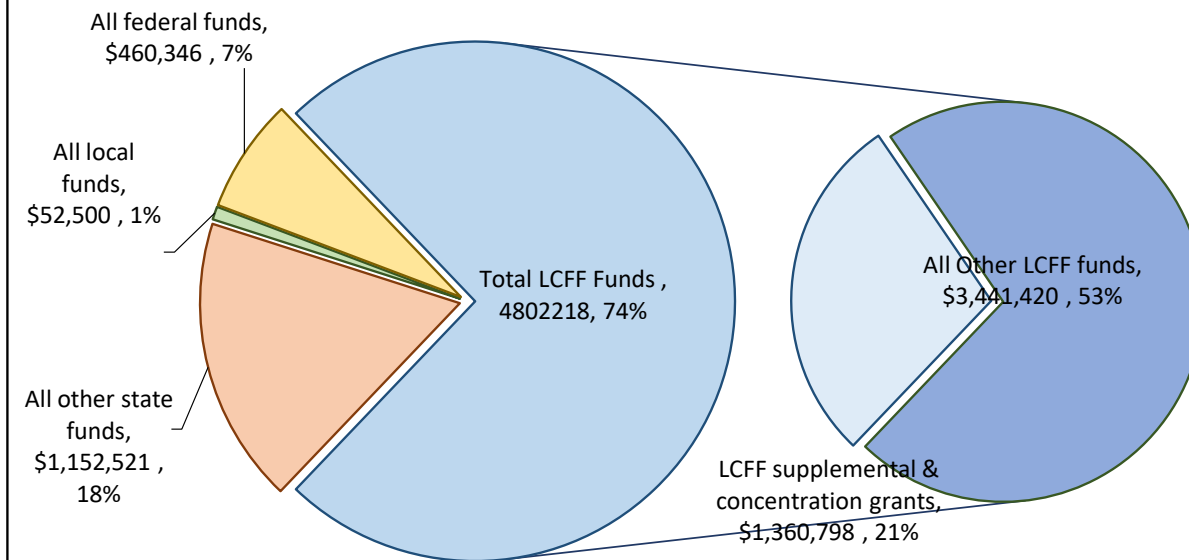
School Year: 2025-26

LEA contact information: Jay Proano, Principal, jproano@vistacharterps.org,714-988-4188

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, $460,346 , 7%

All local funds, $52,500 , 1%

All other state funds, $1,152,521 , 18%

Total LCFF Funds , 4802218, 74%

All Other LCFF funds, $3,441,420 , 53%

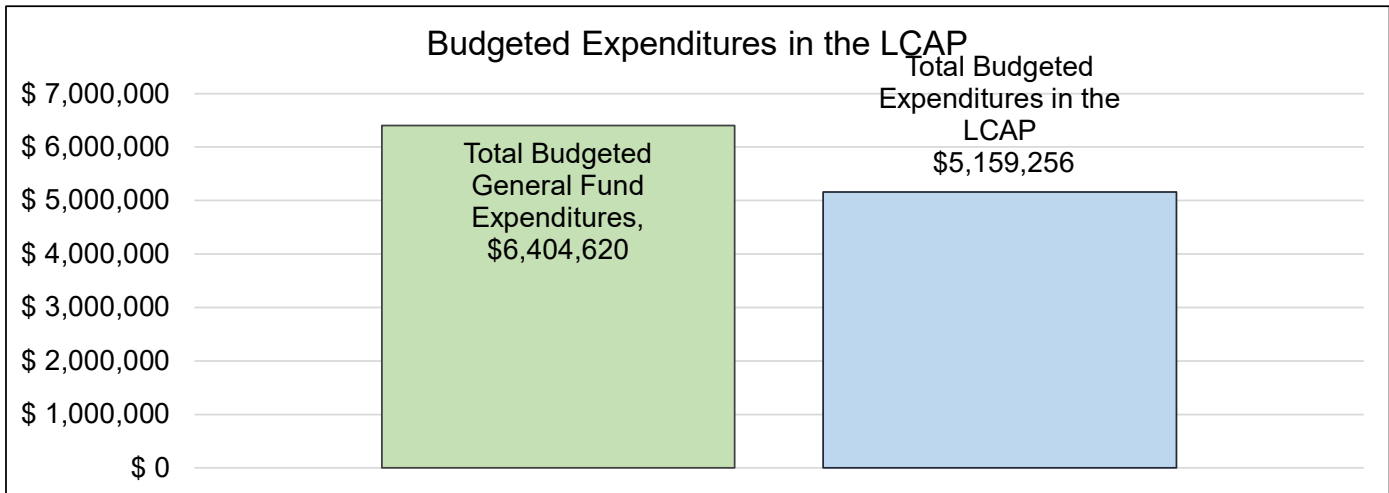LCFF supplemental & concentration grants, $1,360,798 , 21%

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

The text description for the above chart is as follows: The total revenue projected for Vista Meridian Global Academy is $6,467,585.00, of which $4,802,218.00 is Local Control Funding Formula (LCFF), $1,152,521.00 is other state funds, $52,500.00 is local funds, and $460,346.00 is federal funds. Of the $4,802,218.00 in LCFF Funds, $1,360,798.00 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

Total Budgeted General Fund Expenditures, $6,404,620

Total Budgeted Expenditures in the LCAP $5,159,256

This chart provides a quick summary of how much Vista Meridian Global Academy 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 Meridian Global Academy plans to spend $6,404,620.00 for the 2025-26 school year. Of that amount, $5,159,256.00 is tied to actions/services in the LCAP and $1,245,364.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
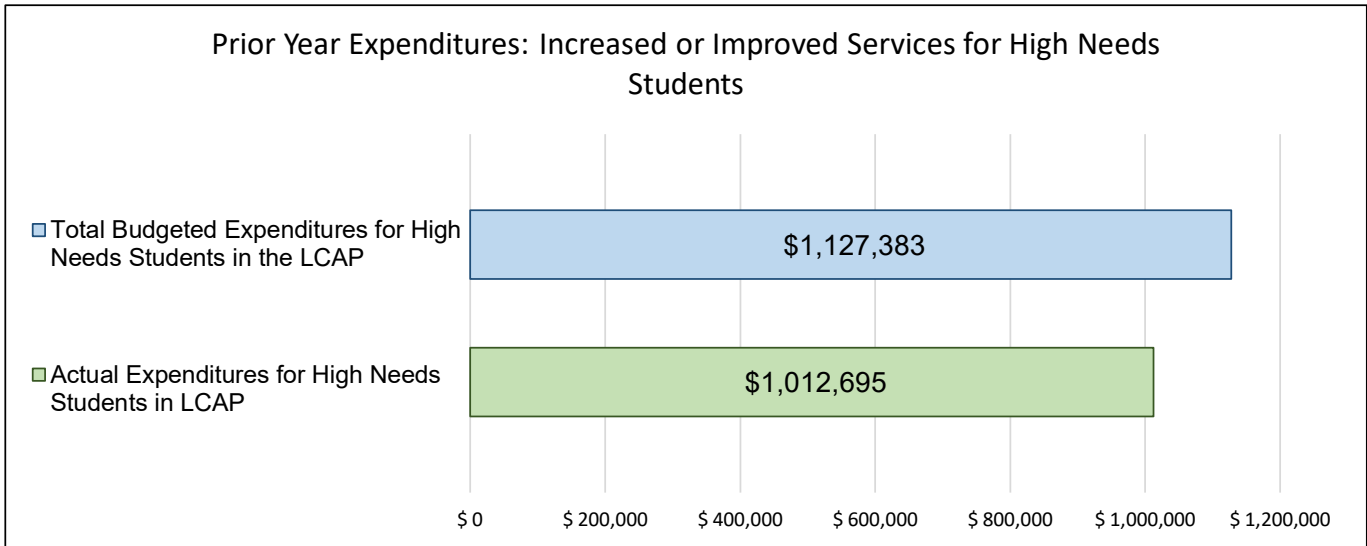
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Meridian Global Academy is projecting it will receive $1,360,798.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Meridian Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Meridian Global Academy plans to spend $1,360,798.00 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	$1,127,383
☐ Actual Expenditures for High Needs Students in LCAP	$1,012,695

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

The text description of the above chart is as follows: In 2024-25, Vista Meridian Global Academy's LCAP budgeted $1,127,383.00 for planned actions to increase or improve services for high needs students. Vista Meridian Global Academy actually spent $1,012,695.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $114,688.00 had the following impact on Vista Meridian Global Academy's ability to increase or improve services for high needs students:

Although actual dollar expenditures were lower than budgted, the school still met its percentage of improved services. The lower expenditures were instructional aides (Some were funded through other funds), fieldtrips, and lower counseling 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 Meridian Global Academy	Jay Proano, Principal	jproanao@vistacharterps.org 714.988.4188

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 Meridian Global Academy (VMGA) is a WASC-accredited public charter school authorized by the Orange County Department of Education (OCDE) serving grades 9-12 in Santa Ana. VMGA was established in Fall 2023 serving grades 9-11; and graduated its first cohort in June 2025. Currently, the school is located across three sites: Site #1: Co-located with Vista Meridian Global Academy solely for Music courses; Site #2: Serves grades 9-12 at the Digital Media Center (DMC), approximately two-miles from Santa Ana College; Santa Ana College Site – serving grades 11-12; and the Salvation Army Building for Physical Education. Our students are bused through our transportation system throughout the day depending on their course. For example, students in grades 9-12 are bused to the DMC site for Science course. VMGA is currently working on consolidating into a single site or co-location with two sites.

Vista Meridian Global Academy currently serves 260 students in grades 9-12. Our student body reflects the Santa Ana community we serve, with 97% Hispanic, 2% African American and 1% Asian. VMGA serves low-income and historically underserved students who face significant educational challenges, including 36% English Learners (EL), 13% Students with Disabilities (SWD), 99% Socioeconomically Disadvantaged (SED), 1% Foster Youth (FY), and 1% Homeless Youth.

<u>Mission and Vision</u>

The **mission of** VMGA is to empower students as global innovators and leaders through a transformative high school experience that integrates rigorous STEAM education with cultural awareness and community engagement. By cultivating both intellectual growth and social-emotional development, we prepare students to excel in college, thrive in their careers, and lead positive change in their communities. Our learning community nurtures students' academic achievements while developing their global competencies, cultural identities, and leadership capabilities. Through this comprehensive approach, we equip our diverse student body with the knowledge, skills, & mindsets essential for success in an interconnected, rapidly evolving global economy while fostering their growth as compassionate, culturally aware citizens.

Our **vision** at VMGA is to eliminate achievement and opportunity gaps for our predominantly low-income and historically underserved high school students by preparing them for post-secondary success through global education and technological innovation. Our students will develop as confident global citizens and emerging professionals who can navigate complex world issues, leverage advanced technology, and lead

positive change in their communities. Through project-based learning and real-world applications, students develop the sophisticated research skills, critical thinking abilities, and cross-cultural competencies essential for college and career success in a global economy.

VMGA prepares students for global leadership through an inclusive educational model that combines rigorous academics with comprehensive support systems. Our college-preparatory program integrates A-G approved courses, Early College curriculum, and CTE Pathways, enhanced by CCGI college planning, daily Global Hour tutoring, and specialized summer programs including English Learner classes and the Rise and Persist college transition program.

Our inclusive approach ensures all students, including our significant English Learner population (36%) and Students with Disabilities, access rigorous coursework while receiving targeted support through our developing MTSS framework. This system coordinates academic interventions, social-emotional support through Ways of Council advisory, and college/career guidance. By integrating specialized support within general education classrooms, students develop academic language, self-advocacy skills, and professional competencies essential for post-secondary success in a global economy.

Educational Approach

Comprehensive Student Support

VMGA 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. VMGA has also implemented PBIS & 100% of students participate in Ways of Council through Advisory.

VMGA's community school vision represents a transformative approach to high school education that prepares students for post-secondary success while strengthening our broader community. By recognizing the vital connection between rigorous academics, college and career preparation, and comprehensive support systems, we are creating an educational environment that empowers students to envision and achieve their future goals. Through thoughtful implementation of our four pillars and an unwavering commitment to equity, we are building a high school model that demonstrates the profound impact possible when schools, families, and community partners collaborate to support students' transition to college, career, and civic life. This vision ensures that our students not only graduate ready for their next steps but also emerge as confident leaders prepared to contribute to their communities.

This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes. At VMGA, 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/LTEL 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): VMGA 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.

VMGA's Community School vision transforms the traditional high school experience by weaving together rigorous academics, comprehensive student support, and deep community partnerships. Through intentional implementation of the four pillars, we create a college-going culture that empowers students to excel academically while developing as global leaders. Our model extends beyond classroom walls through Early College opportunities, CTE pathways, and summer transition programs, ensuring students graduate prepared for post-secondary success. By uniting schools, families, and community partners in support of our students' aspirations, we're building an educational environment where every student, particularly our English Learners and historically underserved populations, can access the resources and opportunities needed to thrive in college, career, and civic life.

The grant will support 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: VMGA 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, WASC Action Plan, and CA School Dashboard performance based on the school's initial year of operation 2023-24. The LCAP metrics were revised to align with CDE required metrics, ensuring comprehensive accountability and continuous improvement in student outcomes. VMGA is not eligible to receive Equity Multiplier Funds. As a charter school in its second year of operation VMGA has not received Learning Recovery Emergency Block Grant (LREBG) Funds.

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.

VMGA 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 VMGA 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.

Established in fall 2023, Vista Meridian Global Academy served grades 9-11 in its initial year; and expanded to grades 9-12 in the 2024-25 school year, with its first cohort of graduates comprising the Class of 2025. As a result, VMGA's California School Dashboard has status levels but not performance levels (colors) for the Academic Indicators: ELA and math, and Suspension Rates. The following charts provide baseline results for the ELA and Math CAASPP using distance from standard (DFS); Suspension Rates; and Chronic absenteeism rates (Dataquest) since this indicator is not reported on the CA School Dashboard for high schools.

2023-24 ELA CAASPP		2023-24 Math CAASPP		2023-24: Suspension	Rate	2023-24: Chronic Absenteeism	
	DFS		DFS	All Students	0.5%		Rate
All Students	-81.3	All Students	-171.1	EL	0.0%	All Students	
EL	-120.6	EL	-197.5	LTEL	0.0%	EL	24.4%
SED	-79.2	SED	-172.8	SED	0.5%	SED	25.3%
Hispanic	-81.8	Hispanic	-173.1	Hispanic	0.5%	Hispanic	24.1%

VMGA developed a needs assessment as part of the school's ongoing schoolwide improvement cycle, measure program effectiveness, and identify areas of strength and growth to ensure appropriate resource allocation and to maximize use of LCFF, Title, and CCSPP Funds.

NOTE: As a charter school in its second year of operation VMGA has not received Learning Recovery Emergency Block Grant (LREBG) Funds.

English Language Arts Needs Assessment

Vista Meridian Global Academy (VMGA) serves 270 students in grades 9-12, with 90% being English Learners from predominantly Hispanic, socioeconomically disadvantaged backgrounds. The 2024 CA School Dashboard reveals significant performance gaps in ELA, with all student groups performing substantially below state standards. This needs assessment identifies critical areas requiring immediate intervention and provides a comprehensive action plan for the 2025-26 school year.

Performance Gap Analysis

Dashboard Performance Results: The 2024 CA School Dashboard data reveals concerning performance gaps across all student subgroups. All students performed 81.3 points below standard, while specific subgroups showed even greater challenges. English Learners scored 120.6 points

below standard, representing a 39.3 point gap compared to the general population. Long-Term English Learners demonstrated the most significant struggles at 136.1 points below standard, creating a 54.8 point gap with the overall student body. Hispanic students, representing the majority demographic, performed 81.8 points below standard, closely mirroring the all-student average. Socioeconomically disadvantaged students scored 79.2 points below standard, indicating that economic factors intersect with academic performance challenges.

English Learner Reclassification Crisis: The English Learner reclassification data presents a particularly alarming trend. Only three of 90 English Learner students achieved a level 4 score on the ELPAC assessment, representing a decline from the previous year when five of 70 students reached this benchmark. This minimal reclassification rate indicates systemic challenges in supporting students' progression toward English proficiency and academic success.

Cross-Curricular Impact: The reading comprehension deficiencies identified in ELA are creating cascading effects across all academic disciplines. Students struggle to access grade-level content in mathematics, science, and social studies due to language and reading barriers. Assessment results may not accurately reflect students' conceptual understanding because reading challenges mask their actual content knowledge.

Data Sources and Analysis Framework

Quantitative Assessment Data

The school has assembled comprehensive quantitative data to understand student performance patterns. The 2024 CA School Dashboard provides the primary benchmark for ELA achievement, while ELPAC assessment results from 90 students reveal specific language development needs. IXL diagnostic data offers detailed analysis of reading comprehension skill gaps, and NWEA MAP assessments will take effect during the 2025/2026 school year, administered three times yearly, enable ongoing progress monitoring. The 2023 CAASPP results establish baseline performance trends over time.

Qualitative Evidence Sources

Qualitative data collection includes systematic analysis of student work samples that demonstrate comprehension challenges across grade levels. Teacher observations document classroom engagement patterns and reading behaviors, while family feedback gathered through Coffee with Principal sessions and surveys provides crucial community perspective. The 2024 WASC Initial Visit Report offers external validation of current instructional practices and identifies areas for improvement.

Historical Trend Analysis

Multi-year data analysis reveals persistent challenges in English Learner progress and reclassification rates. The decline in ELPAC level 4 achievement from five students to three students between consecutive years indicates that current instructional approaches require significant modification to accelerate language development and academic achievement.

Educational Partner Engagement Process

Internal Educational Partner: The Instructional Leadership Team conducts weekly meetings focused on data analysis and instructional planning. All certificated staff participate in weekly professional development sessions that address identified student needs and research-based

instructional strategies. Students engage in goal-setting and reflection activities during Global Hour sessions, taking ownership of their learning progress. Classified staff contribute through LCAP survey participation and ongoing feedback about student support needs.

External Community Partners: Parents and families participate actively through monthly Coffee with Principal meetings and School Site Council involvement, providing valuable insights about student experiences and family perspectives. Community partnerships with Santa Ana College, and UCI offer extended learning opportunities and post-secondary pathways. District leadership from Vista Charter Public Schools network provides ongoing support and resource coordination. The WASC Visiting Committee delivered independent assessment and recommendations during their initial visit.

Engagement Outcomes: These collaborative engagement processes have generated comprehensive understanding of student needs, family priorities, and community resources. Regular feedback loops ensure that improvement planning reflects multiple perspectives and maintains focus on student-centered solutions.

Instructional Strengths and Assets

Teaching and Learning Infrastructure: VMGA has established several foundational strengths that support student learning. Trained instructional aides provide targeted support for English Learner students and assist with ELPAC preparation, creating additional opportunities for individualized attention. The recently adopted ELA curriculum includes built-in scaffolds specifically designed to support vocabulary development and comprehension building for multilingual learners.

The school's implementation of mastery-based grading promotes growth mindset and enables students to take ownership of their learning progress. Small class sizes facilitate personalized attention and enable teachers to differentiate instruction based on individual student needs.

Student Achievement and Engagement: Despite ELA challenges, VMGA demonstrates remarkable success in dual enrollment programs. Sixty-nine percent of 9th grade English Learners and 50% of 10th grade English Learners successfully passed dual enrollment courses, indicating strong potential for academic achievement when appropriate supports are provided. Students report feeling supported and heard within the school culture, and they demonstrate high engagement with technology-integrated learning opportunities.

The implementation of Kagan collaborative structures across classrooms creates interactive learning environments that support language development and peer interaction. Students participate actively in global projects that provide real-world application of their learning.

Support System Framework: VMGA has established multi-tiered support systems that address academic, social-emotional, and mental health needs. Strong family engagement reflects community commitment to student success, while partnerships with higher education institutions create clear pathways for post-secondary preparation and access.

Critical Areas Requiring Intervention

Reading Comprehension as the Primary Barrier: The fundamental challenge facing VMGA students is reading comprehension deficiency, which creates systemic barriers to academic success. This core issue prevents students from accessing grade-level content across all subject areas and particularly impacts English Learners, Long-Term English Learners, and Students with Disabilities. The comprehension gaps prevent students from accurately demonstrating their content knowledge during assessments and create compounding learning deficits over time.

Academic Language Development Needs: Students require explicit instruction in academic language development that focuses on discipline-specific vocabulary and language structures necessary for grade-level content comprehension. Current approaches do not adequately address the sophisticated language demands of academic texts and assessments.

Reading Strategy Instruction Gaps: VMGA needs systematic implementation of reading comprehension strategies that are explicitly taught and scaffolded to bridge the gap between basic decoding skills and understanding complex texts. Students require meta-cognitive strategy development to build self-monitoring and comprehension repair skills when encountering challenging material.

English Language Development Program Coherence: Integrated and designated ELD instruction requires consistent implementation with strong connections to core content areas. The current fragmented approach across grade levels limits student progress and creates inconsistent learning experiences.

Long-Term English Learner Acceleration Needs: Long-Term English Learners require accelerated literacy intervention that specifically targets the comprehension barriers preventing academic language mastery. These students need explicit academic writing instruction focused on text structures and language patterns across content areas, along with identity-affirming instruction that rebuilds academic confidence and addresses the psychological impact of persistent language learning challenges.

Root Cause Analysis

Instructional Capacity Challenges: The primary root cause involves an instructional capacity gap where most educators are within their first two to three years of teaching and have not yet received specialized training in effective language acquisition methodologies. Current teaching approaches fail to simultaneously develop English proficiency while maintaining grade-level content rigor, resulting in either oversimplified curriculum or inaccessible instruction.

Structural Program Limitations: English Learner programs suffer from fragmented implementation across grade levels and inconsistent designated and integrated ELD delivery. This structural incoherence stems from insufficient training in adopted program methodologies and lack of systematic coordination between general education and specialized instructional staff.

Assessment and Instruction Misalignment: A significant gap exists between formative and summative assessments, with diagnostic tools like IXL not being effectively utilized to drive instructional decision-making due to insufficient teacher training. Progress monitoring tools are inconsistently implemented across classrooms, and there is limited development of targeted interventions based on specific reading skill deficits identified through assessments.

Student Experience Factors: Many students have accumulated learning gaps resulting from interrupted or inconsistent educational experiences. Limited academic language proficiency creates barriers to comprehending grade-level texts, while gaps in background knowledge prevent access to grade-level content. Some students experience academic disengagement due to repeated experiences of failure, and inconsistent school attendance limits instructional time and learning continuity.

Resource Equity Analysis

Instructional Resource Distribution: VMGA faces significant resource inequities that impact student learning outcomes. Limited access to high-quality reading intervention materials specifically designed to address comprehension deficits for diverse learners constrains instructional effectiveness. The distribution of experienced and trained teachers working with highest-need student populations remains uneven, limiting access to specialized instructional expertise.

Curriculum and Access Inequities: English Learner and Long-Term English Learner students often have reduced access to opportunities for personalized attention and high-quality instruction. These students are frequently underrepresented in advanced coursework and college preparatory classes while lacking access to high-quality, linguistically appropriate curriculum materials that build both language proficiency and content knowledge simultaneously.

Support System Gaps: Insufficient small group instruction opportunities limit targeted reading support based on specific student needs. Inconsistent implementation of progress monitoring tools across classrooms prevents systematic tracking of student growth, and inadequate structures for data-based decision making focused on reading comprehension improvement hinder responsive instruction.

2025-26 Strategic Action Plan

Strengthen Core Instruction for Language Learners: VMGA will implement comprehensive professional development for all teachers focusing on integrated ELD strategies across content areas. Weekly instructional coaching cycles will emphasize language-rich classroom practices, while collaborative planning structures will enable content and ELD teachers to co-design lessons supporting English Learner success.

Bi-weekly classroom walkthroughs using calibrated observation tools will monitor implementation fidelity and provide targeted feedback. The ELPAC Interim assessment will be administered during Quarter 1 to identify high-risk students and develop early interventions supporting their learning needs.

Evidence-Based Reading Intervention Implementation: The Bright Thinker Curriculum will be deployed with daily 40-minute intervention blocks for identified students requiring intensive support. Instructional Aide II personnel will be trained to lead small intervention groups, providing additional capacity for targeted instruction. Bi-weekly progress monitoring using grade-level aligned assessments will track student growth and inform instructional adjustments.

Specific intervention groups will be established for English Learner students and other struggling readers, with curriculum and instruction tailored to address their particular needs and learning profiles.

Program Structure and Schedule Reform: The master schedule will be redesigned to divide Global Hour and Advisory periods, allowing teachers to engage in data analysis with students and establish daily learning goals. Weekly professional development time will be dedicated specifically to analyzing English Learner student data and using findings to drive instructional decisions.

A consistent monitoring system for recently reclassified students will ensure continued support and prevent regression. Cross-departmental Professional Learning Communities will be established to ensure coherence between ELD services and content area instruction.

Family and Community Partnership Enhancement: Home language literacy initiatives will be implemented to support biliteracy development while building English literacy skills. Community partnerships will be established to provide wraparound services addressing barriers to student attendance and engagement. The digital communication platform (Parent Square) will be strengthened with real-time translation capabilities to

improve family access to school information and resources. Coffee with Principal events will be expanded to include specific literacy support strategies and resources for families.

Progress Monitoring and Evaluation Framework

Assessment and Data Collection: NWEA MAP diagnostic assessments administered three times yearly will provide comprehensive growth monitoring across all students. Ellevation language assessments conducted quarterly will track specific language development progress for English Learners. The ELPAC Interim assessment will serve as an early identification tool during Quarter 1 to prevent student regression.

Student work samples will be systematically collected and evaluated using comprehension rubrics to document instructional impact. The annual CAASPP ELA assessment will provide summative measurement of program effectiveness and student achievement growth.

Sustainability and Continuous Improvement

Professional Development and Capacity Building: Monthly training sessions will focus on evidence-based literacy practices specifically designed for multilingual learners. Quarterly data analysis protocols will be implemented to ensure instructional decision-making is driven by comprehensive student performance information. Annual conference participation will provide access to specialized English Learner instructional strategies and research-based practices.

Ongoing coaching support will be provided for new and struggling teachers, with particular emphasis on developing expertise in serving multilingual learners and implementing differentiated instruction strategies.

Long-Term Resource Planning: Resource allocation will prioritize placing experienced teachers with highest-need student populations to ensure equity in instructional quality. Investment in high-quality, culturally responsive reading materials will support student engagement and academic growth. Instructional aide support will be expanded to increase capacity for small group interventions and personalized instruction.

Comprehensive data management systems will be developed to support systematic progress monitoring and instructional planning across all grade levels and content areas.

Community Engagement and Partnership Development: Parent literacy workshops and resource programs will be established to extend learning support into home environments. Student mentorship programs with college partners will provide academic support and post-secondary preparation opportunities. Community volunteer reading support programs will be developed to increase individualized attention for struggling readers.

Partnerships with local organizations will be strengthened to provide wraparound services addressing barriers to student success, including transportation, housing stability, and family support services.

Mathematics Needs Assessment - 2025-26 Academic Year

Vista Meridian Global Academy faces critical challenges in mathematics achievement, with performance gaps significantly exceeding those observed in English Language Arts. The 2024 CA School Dashboard reveals that all student groups perform substantially below state standards,

with Long-Term English Learners showing particularly concerning deficits at 229.6 points below standard. This comprehensive needs assessment examines the intersection of language development, mathematical reasoning, and instructional capacity to develop targeted interventions for the 2025-26 academic year.

Performance Gap Analysis

Dashboard Performance Results: The 2024 CA School Dashboard mathematics data reveals severe performance deficits across all student subgroups. All students performed 171.1 points below standard, representing significantly greater challenges than the 81.3-point gap observed in English Language Arts. This 89.8-point difference between mathematics and ELA performance indicates that language barriers are compounding mathematical learning difficulties. English Learners demonstrated the most substantial struggles, scoring 197.5 points below standard and creating a 26.4-point gap compared to the general student population. Long-Term English Learners face the most critical situation, performing 229.6 points below standard, which represents a 58.5-point gap with the overall student body and a 32.1-point gap compared to current English Learners.

Demographic Performance Patterns: Hispanic students, representing the school's primary demographic, scored 173.1 points below standard, closely reflecting the overall student performance trend. Socioeconomically disadvantaged students performed 172.8 points below standard, indicating that economic factors intersect significantly with mathematics achievement challenges. The consistency of performance gaps across demographic groups suggests that instructional and systemic factors, rather than individual student characteristics, are the primary drivers of underachievement in mathematics.

Cross-Curricular Mathematics Impact: Mathematics deficiencies create barriers beyond the mathematics classroom, affecting student success in science courses, technology applications, and career technical education pathways. Students struggle to access advanced coursework requiring mathematical prerequisites, limiting their post-secondary preparation and career readiness opportunities.

Data Sources and Analysis Framework

Quantitative Performance Indicators: The school utilizes multiple data sources to understand mathematics achievement patterns. The 2024 CA School Dashboard provides the primary benchmark for mathematics performance across all student subgroups. IXL diagnostic data offers detailed analysis of specific mathematical skill gaps and computational fluency challenges. NWEA MAP mathematics assessments, administered three times yearly, enable systematic progress monitoring and growth tracking. Historical CAASPP mathematics results establish baseline performance trends and reveal persistent achievement gaps over multiple academic years. Dual enrollment mathematics course completion rates provide insights into student readiness for college-level mathematical reasoning and problem-solving.

Qualitative Assessment Evidence: Student work samples demonstrate specific areas of mathematical understanding and misconceptions across grade levels and mathematical domains. Teacher observations document student engagement patterns, problem-solving approaches, and collaborative learning behaviors during mathematics instruction.

Family feedback gathered through Coffee with Principal sessions reveals parental perspectives on mathematics learning and identifies barriers to home support for mathematical skill development. The 2024 WASC Initial Visit Report provides external validation of current mathematical instructional practices and identifies priority areas for improvement.

Instructional Practice Analysis: Classroom observation data reveals inconsistent implementation of mathematical practices and limited integration of language development strategies within mathematics instruction. Professional development participation records indicate gaps in teacher preparation for serving multilingual learners in mathematics contexts.

Educational Partner Engagement Process

Educational Partner Involvement: The Instructional Leadership Team conducts weekly analysis of mathematics achievement data and collaborates on instructional planning to address identified student needs. Mathematics teachers participate in weekly professional development focused on research-based instructional strategies and evidence-based interventions for struggling learners. Students engage in mathematics goal-setting and reflection activities during Global Hour sessions, developing ownership of their learning progress and mathematical identity. Classified instructional aides provide targeted support during mathematics instruction and contribute observations about student learning patterns and needs.

Community and Family Participation: Parents and families participate in mathematics-focused Coffee with Principal meetings, sharing insights about student experiences and barriers to mathematical learning. School Site Council members review mathematics achievement data and provide input on improvement strategies and resource allocation priorities.

Community partnerships with Santa Ana College provide dual enrollment opportunities in mathematics courses, while relationships with local employers highlight the importance of mathematical literacy for career readiness and economic mobility.

Collaborative Planning Outcomes: These engagement processes have identified the critical intersection between language development and mathematical learning, the need for culturally responsive mathematics instruction, and the importance of building mathematical confidence among students who have experienced persistent academic challenges.

Mathematical Strengths and Assets

Instructional Infrastructure and Support: VMGA has established foundational elements that support mathematics learning. Trained instructional aides provide additional support during mathematics instruction, enabling more individualized attention and small group intervention opportunities. The school's implementation of mastery-based grading allows students to demonstrate mathematical understanding progressively and reduces the pressure associated with traditional grading systems. Small class sizes facilitate differentiated mathematics instruction and enable teachers to address individual student misconceptions and learning needs. Technology integration provides access to adaptive mathematics programs and digital tools that support personalized learning pathways.

Student Engagement and Achievement Indicators: Despite significant mathematics challenges, some students demonstrate success in dual enrollment mathematics courses when appropriate scaffolding and support are provided. Students report appreciation for collaborative learning structures that allow peer explanation and mathematical discourse. The school's emphasis on global projects provides opportunities for authentic mathematical application and real-world problem-solving experiences. Students demonstrate engagement with technology-supported mathematics learning and show growth in computational skills when provided with consistent practice opportunities.

Systemic Support Framework: The established multi-tiered support system addresses academic, social-emotional, and behavioral factors that impact mathematics learning. Strong family engagement creates potential for extending mathematical learning support into home environments when families are provided with appropriate resources and strategies.

Critical Areas Requiring Intervention

Mathematical Language and Communication Barriers: The fundamental challenge facing VMGA students involves the intersection of language development and mathematical understanding. Students struggle with mathematical vocabulary, academic language structures specific to mathematics, and the ability to communicate mathematical reasoning orally and in writing. This language barrier prevents students from accessing word problems, understanding mathematical texts, and demonstrating their mathematical thinking during assessments.

Conceptual Understanding and Procedural Fluency Gaps; Students demonstrate significant gaps in foundational mathematical concepts that compound as they progress through more advanced mathematical content. Limited procedural fluency in basic operations creates barriers to accessing grade-level mathematics content and problem-solving strategies. The emphasis on procedural knowledge without conceptual understanding prevents students from applying mathematical concepts flexibly and reasoning mathematically about complex problems. Students require explicit instruction in mathematical reasoning strategies and connections between mathematical concepts across different domains.

Mathematical Practices and Problem-Solving Development: Students need systematic instruction in mathematical practices including problem-solving, reasoning, modeling, and mathematical communication. Current instructional approaches do not adequately develop students' ability to persevere with challenging problems, construct viable arguments, or critique mathematical reasoning.

Academic Language Development in Mathematics Context: English Learners and Long-Term English Learners require targeted academic language development specifically within mathematics contexts. This includes understanding mathematical discourse patterns, interpreting mathematical texts, and expressing mathematical ideas using appropriate academic language and mathematical vocabulary.

Mathematical Identity and Confidence Building: Many students have developed negative mathematical identities due to persistent struggles and lack of success in mathematics courses. Students require identity-affirming instruction that rebuilds mathematical confidence and positions them as capable mathematical thinkers and problem-solvers.

Root Cause Analysis

Instructional Capacity and Preparation Challenges: The primary root cause involves insufficient teacher preparation in research-based mathematics instruction for multilingual learners. Most mathematics teachers are within their first two to three years of teaching and lack specialized training in supporting English Learners within mathematics contexts. Current instructional approaches often emphasize procedural knowledge without developing conceptual understanding, and teachers have limited preparation in implementing mathematical practices that develop reasoning and problem-solving capabilities. Insufficient knowledge of how language development intersects with mathematical learning limits teachers' ability to provide appropriate scaffolding and support.

Curriculum and Instructional Material Limitations: Limited access to high-quality mathematics curriculum materials that integrate language development with mathematical content creates barriers to effective instruction. Insufficient culturally responsive mathematics materials prevent students from connecting mathematical concepts to their lived experiences and cultural backgrounds. The absence of systematic intervention

materials specifically designed for multilingual learners in mathematics contexts limits teachers' ability to provide targeted support for struggling students. Inadequate progress monitoring tools specific to mathematics learning prevent data-driven instructional decision-making.

Assessment and Progress Monitoring Gaps: Inconsistent implementation of formative assessment strategies in mathematics prevents teachers from identifying and addressing student misconceptions in real-time. Limited use of diagnostic assessment data to drive instructional planning results in missed opportunities for targeted intervention and support. The gap between classroom instruction and summative assessment expectations creates challenges for students who may understand mathematical concepts but struggle to demonstrate their knowledge through traditional assessment formats.

Structural and Systemic Factors: Insufficient collaborative planning time limits mathematics teachers' ability to analyze student work, share effective practices, and develop coordinated approaches to supporting struggling learners. Limited coordination between mathematics instruction and English Language Development services prevents integrated approaches to supporting multilingual learners. Inadequate family engagement specifically focused on mathematics learning limits opportunities for extending mathematical learning into home environments and building family capacity to support student success.

Resource Equity Analysis

Instructional Resource Distribution: VMGA faces significant resource inequities that particularly impact mathematics learning outcomes. Limited access to high-quality mathematics intervention materials specifically designed for multilingual learners constrains instructional effectiveness and prevents targeted support for struggling students. Uneven distribution of experienced mathematics teachers working with highest-need student populations limits access to specialized instructional expertise and research-based teaching practices. Insufficient manipulative materials, technology resources, and visual supports for mathematics learning create barriers to conceptual understanding development.

Curriculum Access and Opportunity Gaps: English Learner and Long-Term English Learner students often experience reduced access to advanced mathematics coursework due to language barriers rather than mathematical capability. These students frequently receive simplified or watered-down curriculum that limits their mathematical growth and college preparation opportunities. Limited access to culturally responsive mathematics materials prevents students from seeing connections between mathematical concepts and their cultural backgrounds and experiences. Insufficient scaffolding materials and language supports in mathematics contexts create barriers to grade-level content access.

Support System and Intervention Gaps: Inadequate small group mathematics instruction opportunities limit targeted intervention based on specific student needs and misconceptions. Inconsistent implementation of progress monitoring tools across mathematics classrooms prevents systematic tracking of student growth and identification of students requiring additional support. Limited coordination between general education mathematics teachers and specialized support staff reduces effectiveness of interventions for students with diverse learning needs.

2025-26 Strategic Action Plan

Priority 1: Mathematics Instructional Core Enhancement: Vista Meridian Global Academy will implement comprehensive professional development for all mathematics teachers focusing on research-based instructional strategies for multilingual learners. Monthly training sessions will address the integration of language development with mathematical content instruction, emphasizing academic language development

within mathematics contexts. The school will establish instructional coaching cycles specifically for mathematics teachers, providing ongoing support for implementing mathematical practices and developing students' mathematical reasoning and problem-solving capabilities.

Collaborative planning structures between mathematics teachers and ELD specialists will ensure integrated approaches to supporting multilingual learners in mathematics contexts. The systematic use of mathematical discourse protocols and academic language supports will be implemented in all mathematics classrooms to bridge language and mathematical understanding. Bi-weekly classroom walkthroughs using calibrated observation tools will focus on mathematical practices implementation and language development integration.

Priority 2: Evidence-Based Mathematics Intervention Implementation

The school will deploy targeted mathematics intervention curriculum with daily 40-minute intervention blocks for students performing significantly below grade level, with specific focus on English Learners and Long-Term English Learners. Instructional Aide II personnel will receive training to lead small mathematics intervention groups, providing additional capacity for targeted instruction addressing specific mathematical skill gaps and misconceptions.

Bi-weekly progress monitoring using grade-level aligned mathematics assessments will track student growth and inform instructional adjustments. Specific intervention groups will be established for English Learner students and other struggling learners, with curriculum and instruction tailored to address the intersection of language development and mathematical understanding. Mathematics intervention materials will be developed that explicitly connect mathematical vocabulary, concepts, and procedures while supporting academic language development.

Priority 3: Mathematical Practices and Problem-Solving Development

Systematic instruction in the Standards for Mathematical Practice will be implemented across all mathematics courses, with particular emphasis on problem-solving, reasoning, modeling, and mathematical communication. Mathematics discourse protocols will be established that require students to explain their mathematical thinking, justify their reasoning, and critique the reasoning of others using appropriate mathematical language.

Real-world mathematical modeling projects will be integrated that connect to students' cultural backgrounds and experiences while developing mathematical reasoning capabilities. Explicit instruction in meta-cognitive strategies for mathematical problem-solving will help students develop self-monitoring and persistence when encountering challenging problems. Mathematics portfolio systems will be created to document student growth in mathematical practices and reasoning over time.

Priority 4: Academic Language Development in Mathematics Context

Mathematics-specific academic language instruction will be developed and implemented to address mathematical vocabulary, discourse patterns, and text structures across all mathematics courses. Mathematics word walls and visual supports will explicitly connect mathematical vocabulary to conceptual understanding and procedural knowledge. Structured peer discussion protocols will be implemented that require students to use academic mathematical language when explaining concepts and solving problems.

The school will provide explicit instruction in interpreting and responding to mathematical word problems, with particular focus on language structures that create barriers for multilingual learners. Cross-curricular connections between mathematics and other content areas will be established to reinforce mathematical academic language development.

Priority 5: Mathematical Identity and Confidence Building

Culturally responsive mathematics instruction will be implemented that connects mathematical concepts to students' cultural backgrounds and real-world experiences. Mathematics mentorship programs will be established pairing students with strong mathematical identity to those experiencing mathematical anxiety or low confidence. Mathematics celebration events and recognition programs will be created that highlight student growth and mathematical thinking rather than just correct answers.

Growth mindset instruction specific to mathematics learning will be implemented, helping students understand that mathematical ability can be developed through effort and appropriate strategies. Family engagement opportunities will be provided focusing on supporting mathematical learning at home and changing negative perceptions about mathematics ability.

Priority 6: Enhanced Assessment and Progress Monitoring Systems

NWEA MAP mathematics assessments will be implemented three times yearly to provide comprehensive growth monitoring across all students with particular attention to English Learner progress. Monthly formative assessment protocols will be established using grade-level aligned mathematical tasks that assess both conceptual understanding and procedural fluency.

Student self-assessment and goal-setting protocols specific to mathematics learning will be developed, enabling students to take ownership of their mathematical growth. Mathematics data analysis protocols will be created for teachers to systematically review student work, identify misconceptions, and adjust instruction based on evidence. Family communication systems will be implemented that provide regular updates on student mathematical progress and strategies for home support.

Sustainability and Continuous Improvement

Monthly training sessions will focus on research-based mathematics instruction for multilingual learners, mathematical practices implementation, and formative assessment strategies. Quarterly data analysis protocols will ensure instructional decision-making is driven by comprehensive student performance information across multiple measures. Annual conference participation will provide access to current research in mathematics education and specialized strategies for serving diverse learners. Ongoing coaching support will be provided for new and struggling teachers with particular emphasis on developing expertise in mathematical discourse and problem-solving instruction.

Resource allocation will prioritize placement of experienced mathematics teachers with highest-need student populations to ensure equity in instructional quality. Investment in high-quality, culturally responsive mathematics curriculum materials that integrate language development with mathematical content will be prioritized. Instructional aide support will be expanded to increase capacity for small group mathematics interventions and personalized instruction. Comprehensive mathematics learning environments will be developed with manipulatives, technology tools, and visual supports that enhance conceptual understanding.

Family mathematics workshops will provide strategies for supporting mathematical learning at home and understanding the importance of mathematical proficiency for career readiness. Student mentorship programs with community partners will provide real-world applications of mathematical concepts and career connections. Community partnerships will demonstrate authentic uses of mathematics in local businesses and organizations, increasing student motivation and engagement. Collaboration with Santa Ana College dual enrollment programs will create clear pathways for advanced mathematics study and college preparation.

English Learner Progress Indicator Needs Assessment

Vista Meridian Global Academy serves a predominantly multilingual student population, with 36.2% of students classified as English Learners representing the school's primary demographic. The English Learner Progress Indicator (ELPI) data reveals concerning patterns of limited language development progress, with only 35.5% of English Learners and 45.7% of Long-Term English Learners demonstrating annual progress. The ELPAC proficiency achievement 7.04%, coupled with low 17.9% reclassification rate, indicates systemic challenges requiring comprehensive intervention to accelerate language development and academic achievement for multilingual learners.

English Learner Progress Indicator Analysis

Current Performance Patterns: The 2024 English Learner Progress Indicator data reveals significant challenges in supporting language development across the student population. Among the 62 English Learners assessed, only 35.5% demonstrated progress toward English proficiency, falling substantially short of expected growth rates for multilingual learners in high school settings.

Long-Term English Learners present a more complex picture, with 45.7% of the 46 assessed students showing progress. While this represents a higher percentage than current English Learners, it indicates that students who have been in the system for extended periods continue to face barriers to English proficiency development despite years of English Language Development services.

ELPAC Performance and Reclassification Crisis: The ELPAC assessment results present alarming trends in language proficiency achievement. Among 90 English Learners assessed, only three students achieved the level 4 score necessary for reclassification consideration, representing a decline from five students the previous year. This dramatic reduction in high-level performance indicates that current instructional approaches are insufficient to accelerate language development toward proficiency.

The reclassification rate crisis extends beyond individual student outcomes to represent systemic challenges in providing effective English Language Development instruction. With 36.2% of the student population classified as English Learners, the school's ability to successfully support language development directly impacts overall academic achievement and post-secondary preparation.

Language Development Trajectory Concerns

The gap between English Learner progress rates (35.5%) and Long-Term English Learner progress rates (45.7%) suggests that the pace of language development will need to be acclerated dramatically to achieve proficiency.

Data Sources and Analytical Framework

Language Proficiency Assessment Data: VMGA utilizes comprehensive data sources to understand English language development patterns and progress. The ELPAC summative assessment provides primary evidence of language proficiency levels across listening, speaking, reading, and writing domains. ELPAC Interim assessments will be implemented quarterly to provide more frequent progress monitoring and early identification of students requiring intensified support.

Ellevation language assessments, will be administered quarterly, and offer additional data points for tracking specific language development skills and identifying areas requiring targeted instruction. These assessments provide detailed analysis of academic language development across content areas and enable data-driven instructional planning.

Academic Achievement Correlation Analysis: Cross-referencing baseline ELPI data with academic achievement indicators reveals significant correlations between language development progress and overall academic success. Students demonstrating progress on ELPI measures show higher achievement in core academic areas, while those with limited language development progress struggle across all content domains.

Dual enrollment course completion rates among English Learners provide evidence of college readiness and advanced academic language development. The school's success in supporting 69% of 9th grade English Learners and 50% of 10th grade English Learners in dual enrollment courses indicates potential for accelerated language development when appropriate supports are provided.

Instructional Practice and Language Development: Classroom observation data reveals inconsistent implementation of designated and integrated English Language Development practices across content areas. Limited systematic integration of language development objectives with content area instruction reduces opportunities for authentic language practice and academic language development.

Professional development participation records indicate significant gaps in teacher preparation for effective English Language Development instruction, particularly in integrating language objectives with content area teaching and implementing research-based practices for accelerating language acquisition.

Educational Partner Engagement in Language Development

Educational Partner Collaboration: The Instructional Leadership Team conducts weekly analysis of English Learner progress data and collaborates on systematic approaches to language development support. English Language Development teachers and content area teachers participate in collaborative planning to ensure coherent language development support across all instructional contexts.

Students engage in language development goal-setting and self-monitoring activities during Global Hour sessions, developing metacognitive awareness of their language learning progress and taking ownership of their language development journey. Instructional aides provide targeted language support during content area instruction and contribute observations about student language use patterns and development needs.

Family and Community Engagement: Parents and families participate in English Language Development-focused meetings, sharing insights about home language practices and barriers to English language development. Bilingual family engagement ensures that home language maintenance is valued while supporting English language acquisition goals. Community partnerships with Santa Ana College and other higher education institutions provide authentic contexts for academic language use and demonstrate the importance of English proficiency for post-secondary success and career advancement.

Student Voice and Language Identity: English Learner students participate in advisory sessions focused on language development goals and strategies, contributing their perspectives on effective instructional approaches and barriers to language learning. Students serve as language mentors for newer English Learners, creating peer support networks that enhance language development opportunities.

English Language Development Strengths and Assets

Bilingual Population as Resource: VMGA's bilingual student population creates rich opportunities for peer language support and cultural exchange. Students bring diverse linguistic resources and cultural knowledge that can be leveraged to support language development and academic achievement across the school community. The high concentration of Spanish-speaking students (88%) enables strategic bilingual program development and culturally responsive instruction that validates home language while supporting English acquisition. Students demonstrate strong oral communication skills and cultural knowledge that serve as foundations for academic language development.

Instructional Support Infrastructure: Trained instructional aides provide additional language development support during content area instruction, creating opportunities for small group language practice and individualized attention. The school's implementation of Kagan collaborative structures promotes peer interaction and language use across academic contexts.

Mastery-based grading allows English Learners to demonstrate language and content knowledge progressively, reducing pressure associated with traditional grading systems and enabling recognition of incremental language development progress.

Academic Achievement Indicators: Despite language development challenges, English Learners demonstrate remarkable success in dual enrollment programs when appropriate scaffolding is provided. This success indicates strong academic potential and the effectiveness of comprehensive support systems in promoting both language development and content area achievement. Students show engagement with technology-supported language learning and demonstrate growth in academic vocabulary when provided with systematic instruction and practice opportunities. Global project participation provides authentic contexts for academic language use and development.

Critical Areas Requiring Language Development Intervention

Academic Language Development Across Content Areas: English Learners require systematic instruction in academic language development that spans all content areas and addresses the sophisticated language demands of high school academic discourse. Current approaches inadequately address discipline-specific vocabulary, complex sentence structures, and academic communication patterns necessary for grade-level content access.

Students need explicit instruction in academic language functions such as analyzing, evaluating, synthesizing, and arguing that are essential for success in rigorous academic coursework. Limited development of these language functions creates barriers to accessing advanced coursework and demonstrating academic knowledge through assessments.

Integrated and Designated English Language Development: VMGA requires systematic implementation of both designated and integrated English Language Development instruction with clear coordination between specialized language instruction and content area teaching. Current fragmented approaches limit opportunities for reinforcing language development across instructional contexts. Designated ELD instruction must be systematically implemented with curriculum that specifically addresses the language development needs of students at various proficiency levels. Integrated ELD practices must be consistently applied across all content areas to provide authentic language practice opportunities.

Language Development Acceleration for Long-Term English Learners: Long-Term English Learners require specialized intervention approaches that address the unique challenges facing students who have not achieved proficiency despite years of instruction. These students need accelerated language development programs that specifically target persistent barriers to proficiency while rebuilding academic confidence and language learning motivation. Intensive academic literacy intervention must address the specific comprehension and production barriers preventing Long-Term English Learners from demonstrating proficiency across language domains. Identity-affirming instruction approaches are essential for re-engaging students who may have developed negative associations with language learning.

Assessment and Progress Monitoring Systems: Comprehensive progress monitoring systems must be implemented to track language development progress more frequently than annual ELPAC administration. Quarterly interim assessments and monthly progress monitoring will enable responsive instruction and early identification of students requiring intensified support. Student self-assessment and goal-setting strategies must be implemented to develop metacognitive awareness of language learning and enable students to take ownership of their language development progress.

Root Cause Analysis for Limited Language Development

Instructional Capacity and Specialized Training Gaps: The primary root cause involves insufficient teacher preparation in research-based English Language Development methodologies and practices. Most teachers lack specialized training in second language acquisition principles, sheltered instruction techniques, and academic language development strategies essential for accelerating language proficiency. Limited understanding of the intersection between language development and content area learning prevents teachers from effectively integrating language objectives with academic content instruction. Insufficient knowledge of language development stages and typical progression patterns limits teachers' ability to provide appropriate scaffolding and support.

Structural Program Implementation Challenges: English Language Development programs suffer from fragmented implementation across grade levels and content areas, with inconsistent designated and integrated ELD delivery that limits systematic language development support. Lack of programmatic coherence prevents students from receiving consistent, coordinated language development instruction throughout their academic experience. Insufficient coordination between general education teachers and English Language Development specialists reduces the effectiveness of language development support and creates missed opportunities for reinforcing language learning across instructional contexts.

Assessment and Data Utilization Limitations: Limited use of formative assessment strategies to monitor language development progress prevents teachers from identifying and addressing language learning barriers in real-time. Insufficient analysis of ELPAC performance data limits understanding of specific language development needs and areas requiring targeted intervention. The gap between classroom language instruction and ELPAC assessment expectations creates challenges for students who may develop conversational English skills but struggle with academic language demands assessed through formal evaluations.

Time and Intensity Factors: Insufficient instructional time dedicated specifically to language development limits opportunities for systematic language skill building and practice. Current scheduling does not provide adequate designated ELD instruction time for students requiring intensive language development support. Limited opportunities for authentic academic language use across content areas reduces chances for meaningful language practice and application that accelerates proficiency development.

Resource Equity Analysis for Language Development

Instructional Resource Distribution: English Learners face significant resource inequities that impact language development outcomes. Limited access to high-quality English Language Development curriculum materials specifically designed for high school multilingual learners constrains instructional effectiveness and prevents systematic language skill development.

Uneven distribution of teachers with specialized English Language Development training working with highest-need English Learner populations limits access to research-based language instruction practices. Insufficient culturally and linguistically responsive instructional materials prevent students from connecting language learning to their cultural backgrounds and experiences.

Language Development Support System Gaps: Inadequate small group language instruction opportunities limit targeted language development based on specific proficiency levels and learning needs. Inconsistent implementation of language development progress monitoring tools across classrooms prevents systematic tracking of language growth and identification of students requiring additional support.**:** Limited coordination between English Language Development instruction and content area teaching reduces opportunities for reinforced language practice and application across academic contexts.

Assessment and Progress Monitoring Inequities: Insufficient access to frequent progress monitoring tools and interim assessments limits opportunities for responsive language instruction and early intervention for struggling language learners. Limited professional development in language assessment and data analysis prevents teachers from effectively using assessment information to guide instructional planning.

2025-26 Strategic Action Plan for English Learner Progress

Comprehensive English Language Development Program Implementation: VMGA will implement a systematic English Language Development program with both designated and integrated components clearly defined and consistently delivered across all instructional contexts. Designated ELD instruction will be scheduled daily for all English Learners based on proficiency levels, with curriculum specifically designed to accelerate language development toward proficiency.

Integrated ELD practices will be systematically implemented across all content areas, with teachers receiving comprehensive training in sheltered instruction techniques and academic language development strategies. Language objectives will be explicitly integrated with content objectives in all lesson planning and instruction.

Professional Development and Instructional Capacity Building: Comprehensive professional development will be provided for all teachers focusing on second language acquisition principles, English Language Development methodologies, and research-based practices for accelerating language proficiency. Monthly training sessions will address specific strategies for supporting English Learners at various proficiency levels across content areas. Instructional coaching cycles will be established specifically for English Language Development, providing ongoing support for implementing effective language instruction practices and integrating language development with content area teaching. Collaborative planning structures will enable ELD specialists and content area teachers to coordinate language development support systematically.

Enhanced Assessment and Progress Monitoring Systems: ELPAC Interim assessments will be implemented quarterly during the first semester to provide frequent progress monitoring and early identification of students requiring intensified language development support. Ellevation language assessments will be administered monthly to track specific language skill development and inform instructional planning.

Student language development portfolios will be implemented to document progress across listening, speaking, reading, and writing domains while providing evidence of academic language growth over time. Self-assessment and goal-setting protocols will be established to develop student metacognitive awareness of language learning progress.

Long-Term English Learner Acceleration Program: A specialized program will be implemented for Long-Term English Learners focusing on accelerated language development through intensive academic literacy intervention. This program will address specific barriers preventing proficiency achievement while implementing identity-affirming instructional approaches that rebuild academic confidence.

Academic writing intensive courses will be provided for Long-Term English Learners, focusing on text structures, language patterns, and communication skills essential for demonstrating proficiency across language domains. Meta-cognitive strategy development will be emphasized to build self-monitoring and language learning awareness.

Family and Community Language Development Support: Bilingual family engagement programs will be implemented to support home language maintenance while accelerating English language development. Family workshops will provide strategies for supporting academic language development at home and understanding the English Language Development program and expectations.**:** Community partnerships will be established to provide authentic contexts for academic language use and demonstrate the relevance of English proficiency for career success and community participation.

Progress Monitoring and Evaluation Framework

Comprehensive Language Development Assessment: ELPAC Interim assessments administered quarterly will provide systematic progress monitoring and early identification of students requiring additional language development support. Ellevation assessments conducted monthly will track specific language skill development across academic domains and inform responsive instruction.

Student language development portfolios will document progress across all language domains while providing evidence for reclassification consideration and academic planning. Classroom-based language assessments will be implemented weekly to monitor language use and development in authentic academic contexts.

Data-Driven Instructional Decision Making: Monthly analysis of language development data will inform instructional adjustments and intervention modifications to ensure responsive teaching practices. Students showing insufficient progress will receive intensified language development support within two weeks of identification through progress monitoring data. Quarterly review of assessment data will evaluate program effectiveness and identify areas requiring additional professional development or resource allocation. Annual analysis will inform continuous improvement planning and program refinement for subsequent academic years.

Sustainability and Continuous Improvement

Long-Term Professional Development Planning: Sustained professional development will focus on research-based English Language Development practices with particular emphasis on academic language development and integrated instruction approaches. Teachers will participate in ongoing coaching cycles that provide individualized support for implementing effective language instruction practices.

Annual conference participation will provide access to current research and innovative practices in English Language Development and second language acquisition. Peer observation and collaboration protocols will be established to share effective practices and build collective instructional capacity across all content areas.

Resource Development and Program Enhancement: High-quality English Language Development curriculum materials that address the specific needs of high school multilingual learners will be prioritized in resource allocation decisions. Investment in technology resources and digital tools will enhance language learning opportunities and provide personalized language development pathways. Culturally and linguistically responsive instructional materials will be acquired to support identity-affirming instruction and connect language learning to student experiences and backgrounds.

Community Partnership and Language Development; Sustained community partnerships will provide authentic contexts for academic language use and demonstrate the relevance of English proficiency for career advancement and community participation. VMGA will consider Mentorship programs with bilingual community members will provide additional language development support and role models for English Learners.

Family engagement in language development will be supported through ongoing workshops, resources, and communication about language development expectations and strategies for home support.

Comprehensive Program Evaluation and Improvement: Longitudinal tracking systems will monitor English Learner progress over multiple academic years and evaluate the long-term effectiveness of implemented language development interventions using Ellevation. Annual program evaluation will examine reclassification rates, academic achievement outcomes, and post-secondary preparation indicators. Systematic analysis of program effectiveness will inform continuous improvement efforts and strategic planning for expanding and enhancing English Language Development services to meet the needs of the school's predominantly multilingual student population.

Chronic Absenteeism Needs Assessment

Vista Meridian Global Academy serves a predominantly socioeconomically disadvantaged, bilingual student population facing significant barriers to consistent school attendance. While the school has demonstrated success in improving overall attendance rates to 90% average daily attendance, chronic absenteeism patterns reveal persistent challenges that disproportionately affect specific student subgroups and grade levels. This comprehensive needs assessment examines attendance barriers, identifies root causes, and develops targeted interventions to ensure all students have equitable access to instructional time necessary for academic success and language development.

Chronic Absenteeism Pattern Analysis

Current Attendance Performance and Trends: Vista Meridian Global Academy has achieved notable improvements in overall attendance rates, with all grade levels reaching 90% average daily attendance by the fourth quarter, representing significant progress from earlier periods when some grade levels reached as low as 79% attendance. This improvement demonstrates the effectiveness of implemented attendance incentive programs and automated family communication systems.

However, grade-level analysis reveals concerning patterns, with senior students experiencing the highest rates of chronic absenteeism and the most frequent weeks below the 90% attendance threshold. This trend among 12th grade students creates particular concern as consistent attendance is critical for graduation requirements, college preparation, and successful transition to post-secondary education or career pathways.

Demographic and Subgroup Attendance Patterns: VMGA's student population characteristics create unique attendance challenges that require targeted intervention approaches. With 90% of students classified as English Learners and the majority representing socioeconomically disadvantaged families, multiple systemic barriers intersect to impact attendance consistency.

Students from families experiencing housing instability, transportation challenges, or economic hardship face daily obstacles to school attendance that extend beyond individual motivation or school engagement factors. These structural barriers require comprehensive community-based solutions that address root causes rather than symptoms of attendance challenges.

Seasonal and Grade-Level Variations: Attendance data reveals seasonal patterns with improvement occurring throughout the academic year, indicating that early intervention and sustained support systems can positively impact attendance outcomes. The progression from concerning attendance rates in early quarters to achieving 90% attendance by year-end demonstrates student and family responsiveness to appropriate supports and interventions. Grade-level variations suggest that attendance challenges intensify as students progress through high school, with seniors facing the greatest attendance barriers. This pattern indicates the need for developmentally appropriate attendance support strategies that address the unique challenges facing students at different educational stages.

Data Sources and Analytical Framework

Attendance Monitoring and Tracking Systems: VMGA utilizes comprehensive attendance data collection systems to understand patterns and identify students requiring intervention support. Daily attendance tracking provides real-time information about student presence and enables immediate response to attendance concerns. Weekly attendance analysis identifies trends and patterns that inform targeted intervention strategies. PowerSchool attendance management systems enable automated communication with families regarding absences and attendance concerns. Monthly attendance reports provide data for identifying students approaching chronic absenteeism thresholds and requiring intensified support interventions.

Student and Family Survey Data: The California Healthy Kids Survey provides student perspectives on school climate, safety, and engagement factors that influence attendance decisions. Family surveys conducted through Coffee with Principal meetings reveal parental insights about attendance barriers and effective support strategies.

Student focus groups and advisory sessions provide qualitative data about attendance challenges from student perspectives, including transportation issues, family responsibilities, health concerns, and school engagement factors that impact attendance consistency.

Academic Achievement Correlation Analysis: Cross-referencing attendance data with academic achievement indicators reveals significant correlations between attendance consistency and student success across all academic measures. Students with consistent attendance demonstrate higher achievement in English Language Arts, mathematics, and English Language Development progress indicators.

Chronic absenteeism patterns show strong negative correlations with graduation rates, college readiness indicators, and post-secondary enrollment rates, emphasizing the critical importance of attendance intervention for long-term student success.

Community and Environmental Factors: Analysis of community demographics, transportation access, housing stability, and economic indicators provides context for understanding attendance barriers facing Vista Meridian students and families. Collaboration with community service organizations reveals patterns of need that impact attendance consistency.

Educational Partner Engagement in Attendance Improvement

Educational Partner Collaboration: The Instructional Leadership Team conducts weekly analysis of attendance data and develops targeted intervention strategies for students approaching chronic absenteeism thresholds. Teachers participate in attendance improvement planning and implement classroom-level strategies that promote student engagement and connection to school.

Counselors and support staff provide individual and family interventions addressing specific attendance barriers, including transportation assistance, health support referrals, and family engagement services. Classified staff contribute observations about student attendance patterns and early warning indicators.

Family and Community Partnership: Parents and families participate in attendance-focused meetings during Coffee with Principal sessions, sharing insights about barriers to attendance and effective support strategies. Bilingual family engagement ensures that attendance expectations and support resources are accessible to all families regardless of language proficiency. Community partnerships with transportation services, health organizations, and social service agencies provide wraparound support addressing systemic barriers to attendance. Local business partnerships offer flexible scheduling for student employment that supports rather than competes with school attendance.

Student Leadership and Peer Support: Students participate in attendance improvement planning through advisory sessions and student leadership opportunities. Peer mentorship programs connect students with strong attendance patterns to those facing attendance challenges, creating supportive relationships that encourage school engagement. Student-led attendance incentive programs and recognition activities create positive school culture around attendance while addressing attendance challenges through peer support and encouragement rather than punitive approaches.

Attendance Strengths and Assets

Successful Intervention Systems: Vista Meridian has demonstrated effectiveness in implementing attendance improvement strategies, as evidenced by the progression from 79% to 90% attendance rates across grade levels. Attendance incentive raffles have proven successful in motivating improved attendance while creating positive associations with school participation. Automated messaging systems through PowerSchool effectively communicate with families about attendance concerns and provide real-time information that enables family response to attendance issues. The systematic approach to attendance monitoring enables early identification and intervention for students developing attendance problems.

School Climate and Engagement Factors: Students report positive connections to school culture, small class sizes, and supportive teacher relationships that encourage attendance and engagement. The school's emphasis on personalized learning and mastery-based grading creates an educational environment where students experience success and develop motivation for consistent participation.

Global project participation and dual enrollment opportunities provide authentic learning experiences that increase student engagement and motivation for school attendance. Strong family engagement creates community support for attendance expectations and priorities.

Support System Infrastructure: VMGA has established comprehensive support systems including counseling services, mental health referrals, and wraparound support coordination that address underlying factors contributing to attendance challenges. Partnerships with community organizations provide resources for addressing transportation, housing, and family support needs. Small school size enables individualized

attention and personal relationships between students and staff that support attendance through connection and engagement rather than compliance-focused approaches.

Critical Areas Requiring Attendance Intervention

Transportation and Logistical Barrier Resolution

Students face significant transportation challenges that create daily obstacles to school attendance, particularly affecting socioeconomically disadvantaged families with limited access to reliable transportation. However, VMGA provides transporation services throughout the day.

Housing instability among student families creates unpredictable living situations that impact transportation consistency and school attendance reliability. Students experiencing homelessness or frequent residential moves require specialized support to maintain educational continuity and attendance consistency.

Family Responsibility and Economic Pressure Management; Many students serve as heads of household with significant family care responsibilities that conflict with school attendance expectations. Students caring for younger siblings, elderly family members, or family members with disabilities face daily decisions between family responsibilities and school attendance. Economic pressures force some students to choose employment over school attendance to support family financial needs. Students working to support families require flexible scheduling and support systems that enable both economic contribution and educational participation.

Health and Wellness Support Systems: Chronic health conditions affecting students and family members create ongoing attendance challenges that require systematic health support and accommodation. Mental health challenges including anxiety, depression, and trauma-related symptoms impact attendance consistency and require comprehensive mental health intervention.

Limited access to healthcare services creates situations where minor health issues become major attendance barriers due to lack of preventive care and early intervention. Students require comprehensive health support systems that address both physical and mental health factors affecting attendance.

Attendance Culture and Family Understanding: Some families hold misconceptions about the impact of absences, believing that only unexcused absences matter or that attendance is less important in higher grades. Limited understanding of the cumulative impact of absences on academic achievement and graduation requirements creates barriers to family support for attendance improvement. Cultural factors and family experiences with education may influence attendance priorities and require culturally responsive engagement approaches that honor family values while promoting educational participation.

Root Cause Analysis for Chronic Absenteeism

Structural and Systemic Barriers: The primary root causes of chronic absenteeism involve structural barriers that extend beyond individual student or family control. Housing instability and homelessness create unpredictable living situations that make consistent school attendance physically and logistically challenging for students and families.

Transportation inequities disproportionately affect low-income families who lack access to reliable personal transportation or adequate public transportation options. Geographic distance from school, combined with limited transportation resources, creates daily obstacles to attendance that require systemic solutions rather than individual interventions.

Economic and Family Responsibility Pressures: Economic pressures facing families require some students to assume adult responsibilities including employment, childcare, and family support that compete with school attendance priorities. Students serving as family translators, caretakers, or financial contributors face daily conflicts between family obligations and educational participation.

Health and Wellness Access Limitations: Limited access to healthcare services creates situations where minor health issues become major attendance barriers due to lack of preventive care and early intervention. Students and families without health insurance or regular healthcare providers delay seeking treatment for conditions that impact attendance. Mental health challenges including anxiety, depression, and trauma-related symptoms significantly impact attendance consistency but often go unaddressed due to limited access to mental health services and stigma associated with seeking support.

Educational Engagement and Connection Factors: Limited student engagement with curriculum, instructional approaches, or school culture can contribute to attendance avoidance and school disengagement. Students who experience repeated academic failure or feel disconnected from educational content may develop negative associations with school attendance.

Resource Equity Analysis for Attendance Support

Transportation and Access Inequities: Students from socioeconomically disadvantaged families face significant transportation inequities that create daily barriers to school attendance. Limited access to reliable personal transportation, inadequate public transportation options, and geographic distance from school create systemic obstacles that require resource investment and community partnerships.

Health and Wellness Support Access: Significant disparities exist in access to healthcare services that impact attendance outcomes. Students from families without health insurance or regular healthcare providers experience delayed treatment for conditions that create ongoing attendance barriers. Limited access to mental health services creates situations where students experiencing anxiety, depression, or trauma-related symptoms do not receive appropriate support, leading to chronic attendance challenges that compound over time.

Family Support and Resource Access Families experiencing economic hardship lack access to resources that support consistent school attendance, including reliable childcare, flexible employment options, and emergency financial assistance for transportation or other attendance-related expenses. Limited access to social services and wraparound support creates situations where families face multiple barriers simultaneously without adequate support systems to address underlying causes of attendance challenges.

2025-26 Strategic Action Plan for Attendance Improvement

Comprehensive Attendance Monitoring and Early Intervention: A systematic attendance monitoring system will be implemented with daily tracking and weekly analysis to identify students approaching chronic absenteeism thresholds. Early warning protocols will trigger immediate intervention when students miss more than two days within a two-week period.

Student attendance conferences will be conducted monthly for students with concerning attendance patterns, including family meetings that address specific barriers and develop individualized attendance improvement plans. Peer mentorship programs will connect students with strong attendance to those facing challenges.

Transportation and Logistical Support Enhancement: Transportation assistance programs will be developed including partnerships with community organizations, ride-sharing coordination among families, and emergency transportation support for students facing temporary transportation barriers.

Family Engagement and Support Services: Comprehensive family engagement programs will address attendance barriers through wraparound support services including referrals to community resources, assistance with transportation planning, and coordination with social service organizations. Family education workshops will be conducted focusing on the importance of attendance for academic success, graduation requirements, and post-secondary preparation. Bilingual resources and communication will ensure accessibility for all families regardless of language proficiency.

Health and Wellness Support Integration: School-based health services will be expanded including partnerships with community health organizations to provide on-site health screenings, mental health support, and referrals to comprehensive healthcare services.

Mental health counseling and trauma-informed support services will be integrated into attendance intervention approaches, addressing underlying emotional and psychological factors that contribute to attendance avoidance.

Attendance Incentive and Recognition Programs: Positive attendance incentive programs will be expanded including individual and class-based recognition for attendance improvement, quarterly attendance celebrations, and community partnership rewards for consistent attendance. Student-led attendance improvement initiatives will be supported through student government and advisory programs, creating peer-driven culture change that promotes attendance as a community value and shared responsibility.

Progress Monitoring and Evaluation Framework

Comprehensive Attendance Data Analysis; Daily attendance tracking will provide real-time monitoring of attendance patterns with weekly analysis identifying students requiring intervention support. Monthly attendance reports will examine trends across demographic groups, grade levels, and individual students. Quarterly attendance conferences will review progress toward attendance improvement goals and adjust intervention strategies based on effectiveness data. Annual attendance analysis will evaluate program effectiveness and identify areas requiring additional resource allocation or strategic modification.

Chronic Absenteeism Reduction Targets: VMGA has established specific targets for chronic absenteeism reduction during the 2025-26 academic year. Overall chronic absenteeism rates will be reduced by 15% across all student subgroups, with particular focus on reducing disparities among demographic groups.

Senior class chronic absenteeism will be reduced by 25% through targeted intervention and support services addressing the unique challenges facing 12th grade students. Monthly progress monitoring will track movement toward these targets and inform intervention adjustments.

Academic Achievement Correlation Monitoring; Systematic analysis will examine correlations between attendance improvement and academic achievement gains across English Language Arts, mathematics, and English Language Development indicators. Students demonstrating attendance improvement will be tracked for academic progress to evaluate intervention effectiveness. Graduation rate improvements will be

monitored as an indicator of successful attendance intervention, with particular attention to students who demonstrated chronic absenteeism patterns in previous academic years.

Family and Community Engagement Evaluation; Family participation in attendance-focused programs and services will be tracked to evaluate engagement effectiveness and identify barriers to family participation in attendance improvement efforts. Community partnership effectiveness will be evaluated through tracking of referral outcomes, resource utilization, and family feedback about support service access and quality.

Sustainability and Continuous Improvement

Long-Term Attendance Culture Development: Sustained attendance improvement requires systematic culture change that positions attendance as a shared community value supported through positive relationships, engaging instruction, and comprehensive support systems rather than compliance-focused approaches. Student leadership development will create ongoing peer support systems for attendance improvement while building student ownership and responsibility for attendance outcomes. Family engagement will be sustained through ongoing communication, resource access, and partnership in attendance improvement efforts.

Community Partnership and Resource Development: Long-term partnerships with community organizations will provide sustained support for addressing systemic barriers to attendance including transportation services, healthcare access, mental health support, and family resource coordination. Business and community partnerships will create authentic learning opportunities and career connections that increase student engagement and motivation for consistent school attendance.

Professional Development and Capacity Building: Ongoing professional development will focus on trauma-informed practices, family engagement strategies, and culturally responsive approaches to attendance intervention that address underlying causes rather than symptoms of attendance challenges. Staff capacity building will emphasize early identification of attendance barriers, effective intervention strategies, and collaboration with families and community partners to provide comprehensive support for attendance improvement.

Data Systems and Continuous Monitoring: Comprehensive data management systems will support ongoing attendance monitoring, early intervention, and evaluation of program effectiveness across multiple indicators including attendance rates, academic achievement, graduation outcomes, and post-secondary enrollment. Annual program evaluation will examine attendance intervention effectiveness and identify areas for improvement, resource reallocation, and strategic planning for subsequent academic years.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Vista Meridian Global Academy 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	**Dates:** December 2024 - 2025 **Topics Discussed (LCAP Focus):** The educational partnership focused on comprehensive LCAP development, including the creation of the 2025/2026 LCAP Plan. Regular coordination activities included weekly leadership meetings with the Instructional Leadership Team and weekly Certificated staff meetings to ensure ongoing communication and alignment. Budget oversight was maintained through weekly meetings with ICON to discuss financial matters and ensure all expenditures remained on track and aligned with established goals. Monthly strategic sessions with upper management involved analyzing performance data, reviewing coaching plans, and developing next steps to ensure goal achievement while maintaining alignment with the 5-year strategic plan. The partnership also incorporated stakeholder feedback through comprehensive review of survey results from staff, students, and parents to inform decision-making processes. **Feedback Provided:** Academic support needs emerged as a primary focus area, with identified requirements for Instructional Aides to facilitate small group instruction addressing academic needs in both ELA and Math, along with the need for a dedicated Intervention Coordinator specifically for Math instruction. The feedback emphasized the importance of comprehensive Instructional Coaching across ELA, Math, and ELD subject areas. Student support programming recommendations included implementing credit recovery options through Bright Thinker and establishing Saturday School programs for makeup work and additional academic support. College and career readiness initiatives should continue with existing CTE courses and dual enrollment opportunities while expanding counseling services, college visits, and SAT test preparation programs. Additionally, the partnership identified the critical need to acquire a single site facility to better serve the educational community.
Teachers	**Dates:** December 2024 - May 2025

Educational Partner(s)	Process for Engagement
	Meeting Location: Meridian DMC Building & SAC A105
	Topics Discussed (LCAP Focus): The teacher collaboration structure operated through two distinct but interconnected teams. The Instructional Leadership Team convened on Mondays after school to discuss upcoming weekly professional development sessions, analyze student performance data, and configure comprehensive plans around school events and student support systems. These Monday meetings also addressed ADA trends, school-wide events, and engaged with professional readings focused on developing Professional Learning Communities, along with reviewing journal articles connected to the highest areas of educational need.
	The broader Teaching Staff participated in weekly Friday after-school meetings designed to provide deep dives into student data analysis, ADA trends, and LCAP goal progression. These sessions incorporated discussions of upcoming events, new educational developments, collaborative goal setting, and the critical work of aligning instructional practices across the educational program to ensure consistency and effectiveness in meeting student needs.
	Feedback Provided: The teaching teams identified several critical areas requiring additional support and development. There was a clear need for dedicated instructional coaching in both ELA and Math to enhance teaching effectiveness and student outcomes. Teachers requested specific strategies and training to de-escalate student behavioral issues, recognizing the importance of classroom management in creating optimal learning environments. Additionally, the feedback emphasized the need for expanded counseling services that would address both Social-Emotional Learning (SEL) needs and college counseling support, acknowledging the comprehensive nature of student support required for academic and personal success.
Other School Personnel	**Dates:** April 2025
	Topics Discussed (LCAP Focus): Classified Staff engaged in comprehensive LCAP feedback through a structured survey process designed to evaluate the effectiveness of current actions and initiatives. This collaborative approach provided classified staff members with the opportunity to assess how well existing programs and support systems were meeting established goals and serving student needs. The survey process also incorporated student voices, giving students the chance to contribute ideas and suggestions for improving each of the school's goals for the following academic year. This dual feedback mechanism ensured that both staff perspectives and student experiences informed the LCAP planning and revision process.
	Feedback Provided: The classified staff feedback emphasized the continued value and necessity of maintaining Instructional Aides as a crucial support component for student success. There was a clear request for professional development focused on providing training in effective strategies to support

Educational Partner(s)	Process for Engagement
	struggling learners, particularly in the foundational areas of Reading and Math instruction. Additionally, the feedback highlighted the need for training in strategies to de-escalate student behavioral issues, recognizing the important role that classified staff play in maintaining positive school climate and supporting students through challenging situations. This feedback demonstrates the classified staff's commitment to enhancing their skills and effectiveness in supporting student academic and behavioral success.
Students	**Dates:** April 2025 **Topics Discussed (LCAP Focus):** Students actively participated in the LCAP feedback process through a comprehensive survey designed to gather their perspectives on the effectiveness of current school actions and initiatives. This student engagement provided valuable insights into how well existing programs and support systems were meeting their educational needs and expectations. The survey process empowered students to evaluate the school's progress toward established goals while also creating opportunities for them to contribute meaningful ideas and suggestions for improving each goal area for the upcoming school year. This student-centered approach ensured that the voices and experiences of those directly impacted by educational decisions were incorporated into the LCAP planning and development process. **Feedback Provided:** Student feedback emphasized several key areas for continued development and enhancement. There was strong support for establishing and maintaining Student Advisory Committee structures to ensure ongoing student voice and representation in school decision-making processes. Students expressed appreciation for athletics programs and requested their continuation as an important component of school culture and student engagement. The feedback highlighted the value of tutoring services as essential academic support, recognizing the need for additional help outside of regular classroom instruction. Additionally, students advocated for expanded experiential learning opportunities, specifically requesting more field trips and college visits to broaden their educational experiences and support college and career readiness goals.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Dates:** December 2024 - May 2025 **Meeting Location:** Meridian DMC Building **Topics Discussed (LCAP Focus):** Parent engagement occurred through multiple structured opportunities designed to foster meaningful participation in the LCAP process. Ongoing monthly Coffee with the Principal meetings served as a primary venue for introducing parents to LCAP goals, sharing current educational trends, outlining next steps, and providing clear guidance on how parents could become involved and contribute to their children's educational success. These sessions incorporated Vista signature practices, including way of council, collaborative team builders, and collaborative structures that enabled parents to effectively process ideas and participate in meaningful dialogue.

Educational Partner(s)	Process for Engagement
	Parents who served on the School Site Council participated in dedicated monthly meetings where LCAP goals were discussed in detail, with specific focus on how Vista Meridian was utilizing these goals to improve student progress and growth outcomes. The April 2025 Coffee with the Principal meeting provided a comprehensive review of LCAP goals for Vista Meridian and evaluated how those goals were met throughout the year. This session created opportunities for parents to engage in meaningful dialogue about the goals and provide constructive feedback on new ideas and improvement strategies. In May 2025, all parents were invited to participate in an online survey that allowed them to anonymously provide scores, feedback, and ideas for the following year's LCAP goals, ensuring broad parent input in the planning process. **Feedback Provided:** Parent feedback centered on several critical areas of support needed to ensure student success. There was strong emphasis on the need for comprehensive academic supports to ensure their children remain on track to graduate on time, recognizing the importance of early intervention and ongoing monitoring of student progress. Parents requested detailed information about the college application process and financial aid opportunities to better support their children's post-secondary planning and preparation. Additionally, parents expressed interest in participating in structured parent workshops that would provide them with tools and knowledge to better support their children's educational journey and strengthen the home-school partnership.

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

The development of Vista Meridian Global Academy's 2025-26 LCAP was significantly shaped by comprehensive feedback from all educational partner groups, with their input directly informing goal development, action design, and resource allocation priorities.

Academic Support and Intervention Systems: Educational partner feedback consistently emphasized the need for enhanced academic support, which directly influenced the development of Goal 1's Multi-Tiered System of Supports framework. Administrators identified requirements for Instructional Aides to facilitate small group instruction in ELA and Math, leading to the inclusion of specialized intervention staff in Action 1.2. Teachers' requests for dedicated instructional coaching in ELA and Math resulted in the comprehensive coaching structure outlined in Goal 2, Action 2, which includes both ELA Science of Reading specialists and Math Instructional Coaches. Classified staff feedback reinforcing the value of Instructional Aides and the need for professional development in supporting struggling learners further validated these staffing decisions and influenced the training components integrated throughout the professional development actions.

Student Behavioral and Social-Emotional Support: Multiple educational partner groups identified behavioral support needs, which shaped Goal 1, Action 3's comprehensive SEL and mental health framework. Teachers' requests for specific strategies and training to de-escalate student behavioral issues, combined with classified staff's similar feedback, led to the inclusion of Board Certified Behavior Analyst services, supervision

aide training, and comprehensive PBIS implementation. The emphasis on expanded counseling services from both teachers and administrators directly influenced the multi-tiered mental health support structure, including additional counseling capacity and trauma-informed practices.

College and Career Readiness Programming: Parent feedback requesting detailed information about college application processes and financial aid opportunities directly shaped Goal 1, Action 4's comprehensive college and career readiness components. This input led to the inclusion of intensive college counseling support, financial aid workshops, and systematic post-secondary planning services. Student requests for expanded experiential learning opportunities, including field trips and college visits, influenced the work-based learning and career exploration elements integrated throughout the college and career programming.

Technology and Credit Recovery Systems: Administrative feedback identifying the need for credit recovery options through Bright Thinker platform directly resulted in its inclusion in the MTSS framework as both an intervention tool and credit recovery system. Student feedback emphasizing the value of tutoring services reinforced the comprehensive tutoring and academic support structures embedded throughout the multi-tiered intervention approach.

Professional Development and Capacity Building: Teacher feedback requesting specialized instructional support influenced Goal 2's robust professional development framework, including Science of Reading training, MTSS implementation support, and differentiated coaching based on experience levels. The consistent emphasis across multiple groups on supporting struggling learners shaped the comprehensive professional development structure focusing on evidence-based practices for multilingual learners and students with diverse needs.

Family and Community Engagement: Parent requests for structured workshops and tools to support their children's educational journey directly influenced Goal 3's family partnership approach, including parent education components, capacity building for committee participation, and culturally responsive engagement strategies. Student advocacy for Student Advisory Committee structures led to the inclusion of systematic student voice mechanisms in school governance and decision-making processes.

Resource Allocation and Facility Considerations: Administrative identification of the critical need for a single site facility influenced long-term planning considerations, while feedback about maintaining and expanding successful programs like athletics (from students) and CTE pathways (from administrators) ensured continuity of effective initiatives within the new goal framework.

This comprehensive educational partner input process ensured that the adopted LCAP reflects the authentic needs and priorities of the entire school community while maintaining focus on systematic approaches to closing achievement gaps and supporting the predominantly unduplicated student population served by Vista Meridian Global Academy.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Vista Meridian Global Academy developed Goal #1 in direct response to significant academic achievement gaps revealed through assessment data. With students performing 81.3 points below standard in ELA and 171.1 points below standard in Mathematics, coupled with only 35.5% of English Learners making progress toward proficiency, the school identified an urgent need for systematic interventions that address the whole child rather than academic deficits in isolation.

Student Population Demographics and Comprehensive Support Needs: Serving 99% Socioeconomically Disadvantaged students, 36% English Learners, 13% Students with Disabilities, and students experiencing homelessness and foster care, VMGA recognized that traditional instructional approaches alone would be insufficient to eliminate achievement gaps and prepare students for post-secondary success. Many students face significant barriers to learning including trauma, economic instability, language acquisition challenges, and limited college preparation resources.

Community Schools Framework and Multi-Tiered System of Supports: The school's status as a California Community Schools Partnership Program Implementation Grant recipient reinforced the need to adopt a comprehensive Multi-Tiered System of Supports that integrates academic, behavioral, and mental health interventions. By implementing the Four Pillars of Community Schools framework, the school aims to

create an integrated ecosystem where rigorous academics, comprehensive support services, and community engagement converge to ensure every student receives individualized support.

Mission Alignment and Holistic Educational Philosophy: The goal aligns with VMGA's mission to empower students as global innovators and leaders while addressing the reality that academic success cannot be separated from social-emotional development, mental health support, and career preparation. This holistic approach recognizes the interconnected nature of student needs, particularly for students who have historically been underserved by traditional educational models.

Goal #1 represents VMGA's commitment to eliminating opportunity gaps and ensuring all graduates possess the knowledge, skills, and mindsets necessary for success in higher education, careers, and civic life. The comprehensive approach ensures that every student, regardless of background or challenges, receives the support needed to thrive academically and personally.

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: Not applicable	2023-24 ELA CAASPP DFS All Students -81.3 EL -120.6 SED -79.2 Hispanic -81.8		2024-25 ELA CAASPP DFS All Students -84 EL -170 SED -99 Hispanic -83	No Baseline
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23: Not applicable	2023-24 Math CAASPP DFS All Students -171.1 EL -197.5 SED -172.8 Hispanic -173.1		2024-25 Math CAASPP DFS All Students -195 EL -240 SED -99 Hispanic -188	No Baseline
3	% students' college ready measured by ELA EAP. Source: CAASPP website	2022-23: Not applicable	2023-24: 22.58% Conditionally Ready 4.84% College Ready		2024-25: 20% Conditionally Ready 1% College Ready	No Baseline
4	% students' college ready as measured by Math EAP.	2022-23: Not applicable	2023-24:		2024-25:	No Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: [CAASPP website]		4.84% Conditionally Ready 1.61% College Ready		0% Conditionally Ready 0% College Ready	

5	CA Science Test: Points from Standards (PFS)
	Source: [CA School Dashboard]
		2022-23:
		Not applicable
			2023-24 CAST
			
			          PFS
			All Students -22.2
			LTEL -32.2
			EL -26.9
			SED -21.8
			Hispanic -22.4
					2024-25 CAST
					
					          PFS
					All Students 24
					LTEL -35
					EL -36
					SED -50
					Hispanic -23
						No Baseline

6	% EL who made progress towards English Language Proficiency (ELPI) Source: [CA School Dashboard]	2022-23: Not applicable	35.5% EL 45.7% LTEL 2024 CA School Dashboard		2024-25: 37% EL 50% LTEL	No Baseline
7	% students English Language Proficiency for Summative ELPAC Source: [ELPAC website]	2022-23: Not applicable	2023-24: 7.04%		2024-25: 5%	No Baseline
8	Reclassification Rate Source: [Dataquest]	2022-23: Not applicable	2023-24: 17.9%		2024-25: 17%	No Baseline
9	Attendance Rate Source: CALPADS	2022-23: Not applicable	2023-24: 92.75%		2024-25: 90%	No Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
10	Chronic Absenteeism Rates Source: Dataquest	2022-23: Not applicable	2023-24: Chronic Absenteeism Rate All Students 25.4% EL 24.4% SED 25.3% Hispanic 24.1%		2024-25 Chronic Absenteeism Rate All Students 37.4% EL 35.0% SED 37.2% Hispanic 37.4%	No Baseline
11	Suspension Rate Source: CA School Dashboard	2022-23: Not applicable	2023-24: Suspension Rate All Students 0.5% EL 0.0% LTEL 0.0% SED 0.5% Hispanic 0.5%		2024-25: 0%	No Baseline
12	Expulsion Rate Source: Dataquest	2022-23: Not applicable	2023-24: 0.5%		2024-25: <1%	No Baseline
13	% students participating in an elective course. (Broad Course of Study) Source: Master Schedule CALPADS	2022-23: Not applicable	2023-24: 100%		2024-25: 100%	No Baseline
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: Not applicable	2023-24: 84%		2024-25: 95%	No Baseline
15	% students enrolled in A-G approved courses	2022-23: Not applicable	2023-24: 100%		2024-25: 100%	No Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: [SARC](#)					

NOTE: Vista Meridian Global Academy (VMGA) was established and operated in 2023-24 serving grades 9-11; and in the 2024-25 school year expanded to serve grades 9-12. Therefore, most "baseline" (2022-23) is not applicable since VMGA was not in operation. The following CDE required metrics do not apply for the 2025-26 LCAP since this is the initial year the school graduated its initial cohort – Class of 2025. Data will be reported by the CDE in the 2025-26 school year.

- 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:
  - Middle School dropout rate
  - High School Dropout rate: Baseline data will be reported on the 2026-27 LCAP
  - High School graduation rates: Baseline data will be reported on the 2026-27 LCAP

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: The action was fully implemented. At Vista Meridian Global Academy, 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: The action was fully implemented. Vista Meridian Global Academy, a WASC-accredited high school, provides students with a comprehensive college preparatory curriculum through UC A-G approved courses. The program includes Visual and Performing Arts (VAPA) requirements through dedicated Music and Art courses, ensuring students receive both academic rigor and creative enrichment in their educational experience.

Action 1.5: The action was fully implemented. Vista Meridian Global Academy utilizes IXL in two essential capacities: as a universal academic screener to identify student needs and as a supplemental intervention tool to support instruction. This platform is strategically integrated with the school's core curricula - "My Perspectives" for English Language Arts and Agile Minds for Mathematics - creating a cohesive system for student academic support and progress monitoring.

Action 1.6: The action was fully implemented. Vista Meridian Global Academy initiated a teacher assistant program to support its high school students. While multiple TA positions were created, the school was only able to fill a portion of these roles. The hired teacher assistants underwent training through the Moodle learning management system to prepare them for their responsibilities. These TAs now serve multiple critical functions: they provide targeted academic intervention for struggling students, assist with homework completion and understanding, and offer specialized support to English learners to help them develop their language skills.

Action 1.7: The action was fully implemented. Vista Meridian Global Academy has invested in expanding its educational resources by purchasing a diverse collection of books and instructional materials to enhance student academic achievement. The school has specifically focused on acquiring supplemental reading materials that serve two key purposes: strengthening overall literacy skills and exposing students to various literary genres. This strategic investment in supplemental texts ensures students have access to a rich variety of reading materials that support their academic growth and literacy development.

Action 1.8: The action was fully implemented. At Vista Meridian Global Academy, we maintain instructional continuity through a comprehensive substitute teacher system. Our primary partnership with Scoot Education ensures high-quality substitute teachers are available when regular classroom teachers are absent. Additionally, we maintain an on-staff substitute teacher who can respond quickly to immediate coverage needs. This dual approach to substitute coverage allows us to consistently provide skilled instruction, minimizing any disruption to student learning during teacher absences. Our commitment to securing qualified substitutes reflects our priority of maintaining educational excellence every day at Vista Meridian Global Academy.

Action 1.10: The action was fully implemented. At Vista Meridian Global Academy, we provide digital access for our students through strategically placed Chromebook carts in every classroom. Students can access these devices during the school day, and when needed, they can check out Chromebooks for home use to support their learning beyond our campus.

While we currently maintain enough devices to ensure student access throughout the school day, our long-term goal is to transition to a true one-to-one (1:1) program where each student has their own dedicated device. Currently, we share devices across classrooms to meet student needs.

Our dedicated IT staff maintains all existing devices, ensuring they are regularly updated and functioning optimally. This systematic approach to technology management ensures reliable access to digital tools for learning, both in the classroom and, when possible, at home. As we work toward our goal of individual device assignment, we continue to maximize the effectiveness of our current shared device model.

Action 1.11: The action was fully implemented. Vista Meridian Global Academy enriches student learning through immersive, real-world experiences that align with California Content Standards. Throughout the academic year, the school has organized several educational excursions designed to deepen students' understanding of various subjects. These experiences include visits to influential institutions such as the Museum of Tolerance in Los Angeles and the Science Museum, as well as participation in a STEM Career Fair. These carefully selected opportunities allow students to connect classroom learning with real-world applications, fostering deeper engagement and understanding of their studies.

Action 1.12: The action was fully implemented. Vista Meridian Global Academy reached its full high school implementation this year by adding grade 12, now serving students in grades 9-12. The school ensures that all students have access to comprehensive, standards-aligned curriculum and instructional materials across subject areas. To support rigorous instruction, VMGA has invested in several key curricular resources: My Perspectives for English Language Arts, Agile Minds for Mathematics, and Early Transcendentals for Calculus coursework. These curriculum adoptions maintain high academic standards while providing students with robust learning materials aligned to grade-level expectations.

Action 1.14: The action was fully implemented. At Vista Meridian Global Academy, 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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 1

Several significant variances occurred between our original budget projections and actual expenditures across multiple action items:

Expenditures Below Budget: Action 1.6 experienced lower than anticipated costs due to unexpected staff turnover among Instructional Aides. These vacant positions resulted in salary and benefit savings that reduced actual expenditures below the budgeted amount.

Expenditures Above Budget: Action 1.7 saw costs exceed projections as VMGA made additional curricular purchases beyond what was initially planned and budgeted for the fiscal year.

- Action 1.8 required significantly higher expenditures than budgeted due to an increased need for substitute teachers. This variance was driven by unexpected teacher resignations throughout the year, necessitating more substitute coverage than originally anticipated.

- Action 1.12 resulted in substantially higher costs when implementing the new curriculum adoption for Saavas: MyPerspectives. The actual costs for this curriculum exceeded the original budget projections by a significant margin.

- Additional Funding Sources: Action 1.11 involved additional field trips aligned with Career Technical Education (CTE) programming. While these activities were not included in the original budget, they were successfully funded through CTE Grant funds, allowing for expanded programming without impacting the general budget allocation.

These variances reflect both the dynamic nature of educational staffing and the opportunities that arose during the fiscal year to enhance programming through additional resources and funding sources.

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

Action 1.1: demonstrates strong effectiveness in making progress toward Goal 1 by establishing a comprehensive foundation for rigorous and relevant instruction. The action has successfully achieved 100% credentialed teaching staff, ensuring all students have access to qualified instructors capable of delivering high-quality instruction. The implementation includes systematic professional development through weekly two-hour sessions focused on signature instructional practices, creating consistent opportunities for instructional improvement and alignment with school-wide focus areas. Weekly Professional Learning Community meetings guided by administrators foster collaborative discussions about effective teaching strategies and student support, promoting shared best practices across the school.
The program's data-driven approach is evidenced through three dedicated professional development days throughout the academic year specifically focused on data analysis and instructional refinement, demonstrating commitment to evidence-based instructional improvements. New faculty receive intensive one-week professional development prior to each school year, ensuring consistent preparation and alignment with school expectations.

This comprehensive approach to professional development and teacher support directly contributes to Goal 1 by ensuring teachers are well-prepared to deliver engaging, rigorous, and relevant instruction. The systematic investment in ongoing professional growth creates conditions where teachers can continuously improve their practice to better serve student learning needs. With approximately 42% of budgeted funds expended at midyear, the action appears to be on track financially while delivering substantial programming that supports providing all students access to high-quality instructional programs.

Action 1.2 - demonstrates effective progress toward Goal 1 by successfully establishing a comprehensive Visual and Performing Arts program that enhances both academic rigor and student engagement. The action has been fully implemented to support Vista Meridian Global Academy's status as a WASC-accredited high school offering a complete college preparatory curriculum through UC A-G approved courses. The program effectively fulfills Visual and Performing Arts requirements through dedicated Music and Art courses, ensuring students receive essential creative enrichment alongside academic rigor. This implementation directly supports Goal 1 by providing students access to a well-rounded instructional program that promotes engagement through both intellectual challenge and creative expression. The arts program

contributes to relevance by offering students opportunities to explore creative disciplines that complement their core academic studies and support diverse learning styles and interests.

The investment in art supplies, curriculum, and instructional materials has created a foundation for high-quality arts instruction that meets UC A-G requirements, supporting students' college readiness while providing meaningful engagement opportunities. The program's integration into the broader college preparatory framework demonstrates how the arts contribute to the school's commitment to rigorous, relevant instruction.

With approximately 45% of budgeted funds expended at midyear, the action appears to be progressing appropriately in both financial management and program delivery, successfully providing students with access to comprehensive arts education that enhances their overall educational experience and supports the goal of engagement through rigor and relevance.

Action 1.5: demonstrates effective progress toward Goal 1 by establishing a strategic intervention system that enhances access to rigorous instruction for all students. The implementation utilizes IXL as both a universal academic screener to identify student needs and a supplemental intervention tool, creating a data-driven approach to personalized academic support.

The program's effectiveness lies in its strategic integration with core curricula, specifically aligning with "My Perspectives" for English Language Arts and Agile Minds for Mathematics. This cohesive approach ensures intervention supports complement rather than duplicate classroom instruction, promoting engagement through targeted, relevant academic assistance in ELA, Math, and ELD.

The dual-purpose implementation creates a comprehensive system for student academic support and progress monitoring, directly supporting Goal 1 by ensuring students who need additional support receive personalized intervention while maintaining access to rigorous, grade-level instruction. The relatively modest budget investment of $13,000 with approximately 47% expended at midyear demonstrates cost-effective resource utilization while providing essential academic scaffolding that promotes student engagement and success across core subject areas.

Action 1.6: demonstrates moderate effectiveness in making progress toward Goal 1, with successful program implementation but limitations in full staffing capacity. While Vista Meridian created multiple teacher assistant positions to provide structured intervention for struggling students, the school was only able to fill a portion of these roles, indicating challenges in recruitment or retention.

The hired teacher assistants have been effectively trained through the Moodle learning management system and now serve multiple critical functions that directly support Goal 1. They provide targeted academic intervention for struggling students, assist with homework completion and understanding, and offer specialized support to English learners to help develop language skills. This multi-faceted approach promotes engagement by ensuring students receive personalized assistance that makes rigorous instruction more accessible.

The program's effectiveness is evidenced by the diverse support services being delivered, which address various student needs and learning gaps. However, the significant gap between budgeted funds and midyear expenditures (approximately 24% spent) suggests either the staffing shortfall has limited program scope or implementation occurred later in the year. Despite staffing challenges, the teacher assistants who were successfully hired are providing essential academic support that enhances student access to rigorous instruction and promotes engagement through personalized intervention services.

Action 1.7: demonstrates strong effectiveness in supporting Goal 1 by strategically expanding educational resources that enhance student academic achievement and engagement. The action has been nearly fully implemented with approximately 97% of budgeted funds expended, indicating efficient resource utilization and program completion.

The investment in a diverse collection of supplemental reading materials serves dual purposes that directly support rigorous and relevant instruction. The materials strengthen overall literacy skills across all students while exposing them to various literary genres, promoting engagement through expanded access to high-quality texts. This strategic approach ensures students have access to rich reading materials that support academic growth and literacy development beyond core curriculum requirements.

The focused acquisition of supplemental texts enhances the instructional program by providing teachers and students with additional resources that support differentiated instruction and varied learning interests. The comprehensive implementation, evidenced by near-complete budget utilization, demonstrates effective planning and execution that directly contributes to Goal 1 by ensuring all students have access to diverse, high-quality instructional materials that promote both academic rigor and student engagement through expanded literacy opportunities.

Action 1.8: demonstrates strong effectiveness in supporting Goal 1 by ensuring consistent access to high-quality instruction even during teacher absences. The comprehensive substitute system maintains instructional continuity through a dual approach that combines external partnerships with internal capacity, directly supporting the goal of providing all students access to rigorous and relevant instruction without interruption.

The implementation includes a primary partnership with Scoot Education to provide qualified substitute teachers and an on-staff substitute teacher who can respond quickly to immediate coverage needs. This strategic approach minimizes disruption to student learning during teacher absences and ensures skilled instruction continues regardless of staffing challenges. The dual system demonstrates commitment to maintaining educational excellence every day at Vista Meridian Global Academy.

The program's effectiveness is evidenced by its systematic approach to substitute coverage that prioritizes instructional quality over simple supervision. With approximately 76% of budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully maintaining consistent educational delivery. This investment in qualified substitute coverage directly contributes to Goal 1 by ensuring students maintain access to meaningful instruction and engagement opportunities even when regular classroom teachers are unavailable, supporting the continuous delivery of rigorous and relevant educational programming.

Action 1.10: demonstrates effective progress toward Goal 1 by providing students with reliable access to 21st century learning tools that facilitate rigorous and relevant instruction. The implementation through strategically placed Chromebook carts in every classroom ensures all students have access to digital devices during the school day, with checkout options for home use to support learning beyond campus.

The program effectively supports engagement through technology integration while maintaining educational continuity across classroom and home environments. Dedicated IT staff ensure devices are regularly updated and functioning optimally, creating reliable access to digital tools for learning. This systematic approach to technology management supports Goal 1 by enabling teachers to incorporate digital resources and modern instructional methods that enhance rigor and relevance.

While the current shared device model meets immediate instructional needs, the school's long-term goal of transitioning to a true one-to-one program indicates recognition of technology's importance in modern education. With approximately 43% of budgeted funds expended at

midyear, the action shows appropriate financial pacing while successfully providing essential digital access. The investment effectively supports Goal 1 by ensuring students have consistent access to technology tools that enhance instructional delivery and promote engagement through contemporary learning methods.

Action 1.11: demonstrates strong effectiveness in supporting Goal 1 by providing immersive, real-world experiences that enhance student engagement through rigorous and relevant learning opportunities. The program successfully organizes educational excursions that align with California Content Standards, including visits to the Museum of Tolerance, Science Museum, STEM Career Fair, and AP-related field trips.

These carefully selected experiences effectively connect classroom learning with real-world applications, fostering deeper engagement and understanding of academic content. The field trips directly support Goal 1 by providing students access to enriching educational experiences that make learning more relevant and meaningful while maintaining academic rigor through standards-aligned activities.

However, the significant disparity between budgeted funds ($15,000) and midyear expenditures ($200, representing only 1.3% of the budget) raises questions about program timing or cost tracking. Despite this budget discrepancy, the educational value delivered through these experiential learning opportunities effectively enhances the instructional program by providing students with authentic contexts for applying classroom knowledge, ultimately supporting engagement through rigor and relevance as outlined in Goal 1.

Action 1.12: demonstrates exceptional effectiveness in supporting Goal 1 by establishing comprehensive, standards-aligned curriculum across all grade levels as Vista Meridian Global Academy reached full high school implementation by adding grade 12. The program ensures all students in grades 9-12 have access to rigorous, relevant instructional materials that maintain high academic standards while supporting diverse learning needs.

The strategic investment in key curricular resources including My Perspectives for English Language Arts, Agile Minds for Mathematics, and Early Transcendentals for Calculus provides students with robust learning materials aligned to grade-level expectations. These curriculum adoptions directly support Goal 1 by ensuring consistent access to high-quality, engaging instructional content that promotes both rigor and relevance across core subject areas.

The action's effectiveness is evidenced by the comprehensive curriculum implementation that supports the school's full grade span operation. However, midyear expenditures significantly exceed the original budget (approximately 249%), suggesting either expanded curriculum needs, additional grade-level materials, or timing adjustments for full implementation. Despite budget variance, the investment successfully provides students with access to comprehensive, standards-based instructional materials that enhance engagement through rigorous and relevant learning opportunities aligned with academic expectations.

Action 1.14: demonstrates solid effectiveness in supporting Goal 1 by establishing reliable infrastructure for monitoring student progress and maintaining comprehensive educational records. The implementation of PowerSchool as an integrated Student Information System provides secure, efficient management of essential student data including daily attendance records, ensuring accurate and reliable record-keeping for all students.

While this action primarily supports administrative functions rather than directly delivering instruction, it creates essential conditions that enable effective implementation of rigorous and relevant educational programming. The system's capacity to efficiently manage student data supports teachers and administrators in tracking student progress, identifying attendance patterns, and maintaining comprehensive records that inform instructional decisions.

The platform's reliability in managing daily attendance records directly supports Goal 1 by ensuring accurate monitoring of student engagement and participation in the instructional program. With approximately 60% of budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully providing the administrative infrastructure necessary to support comprehensive educational programming. This foundational system enables effective tracking and monitoring that supports the delivery of rigorous and relevant instruction to all students.

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, VMGA has made significant adjustments to Goal #1 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VMGA 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 Meridian Global Academy (VMGA) will administer NWEA Diagnostic Assessments for ELA and Mathematics (Title I funded: $12,435) 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	$12,435	N

Action #	Title	Description	Total Funds	Contributing
		(Science), ELPAC (English Language Proficiency), and PFT (Physical Fitness Test) according to state testing schedules. **Data Analysis and Inquiry Cycle Process:** VMGA 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. **Standards-Mastery Approach Implementation:** VMGA 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		

Action #	Title	Description	Total Funds	Contributing
		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	**Three-Tiered Support Framework** VMGA will establish a structured three-tiered intervention system to address diverse student learning needs. Tier 1 will enhance universal core instruction through Instructional Aide support within general education classrooms and comprehensive literacy libraries in all content areas. Tier 2 will provide targeted group interventions including small group instruction, study hall tutoring, and specialized ELD support. Tier 3 will deliver intensive individual interventions through after-school tutoring, credit recovery programming, and personalized academic support. **Academic Support Program Development** The school will implement multiple intervention options during and beyond the instructional day. An Intervention Coordinator will provide specialized mathematics instruction for students requiring intensive skill development. Tutoring support will be available during instructional time, study hall periods, and after-school sessions staffed by both certificated and classified personnel. Saturday School will be established to provide additional academic support, credit recovery, and attendance recovery opportunities. **Technology and Partnership Integration** VMGA will deploy the Bright Thinker Intervention Platform to provide personalized learning pathways	$514,406	Y

Action #	Title	Description	Total Funds	Contributing
		for credit recovery and academic intervention. The school will establish collaborative tutoring partnerships with Santa Ana College and implement a Senior Tutoring Club to expand peer support networks. Early College students will receive weekly intervention lessons addressing specific assignments and skill development through trained paraprofessional instruction. **Targeted Subgroup Support** Specialized intervention services will be developed for English Learners and Long-Term English Learners, incorporating scaffolding strategies, visual aids, native language support, and structured academic discourse opportunities. Students with Disabilities will receive support aligned with IEP goals while maintaining high academic expectations. Socioeconomically Disadvantaged students will access intensive tutoring in ELA and Mathematics focused on building foundational skills and college readiness competencies. **Coordination and Monitoring Systems** School Counselors will implement systematic tracking tools to monitor student engagement and participation, ensuring appropriate intervention placement and service delivery. The CTE and Dual Enrollment Counselor will monitor academic progress for all students and ensure struggling learners access necessary support services. Academic support will extend to Career Technical Education and Dual Enrollment courses through coordinated services between intervention staff, instructional coaches, and specialized counselors. This comprehensive MTSS implementation will improve student academic outcomes, increase A-G completion rates, enhance high school graduation rates, and ensure equitable educational opportunities for all student populations at Vista Meridian Global Academy.		
3	MTSS: SEL & Mental Health Supports	All teachers will conduct daily SEL check-ins during Advisory periods each school day, ensuring consistent focus on social-emotional development across all grade levels. VMGA will continue implementing Ways of Council practices to build community connections and emotional awareness throughout the school environment. **Multi-Tiered Mental Health Support Structure** The school will establish a comprehensive mental health support team including a full-time	$860,420	Y

Action #	Title	Description	Total Funds	Contributing
		counselor, school psychologist, behavior interventionist, and Assistant Principal (Title I Funded: $129,814; LCFF S&C Funded: $30,282) to address diverse student social-emotional and mental health needs. This team will implement Positive Behavioral Interventions and Supports (PBIS), Ways of Council, and restorative practices to strengthen school culture, climate, and behavioral expectations. **Enhanced Counseling and Mental Health Services** • **Expanded Counseling Capacity** An additional school counselor will strengthen student support services by reducing counselor caseloads and providing more intensive individual counseling, group interventions, and classroom guidance focused on social-emotional development. The counselor will serve as a key leader on both the MTSS Committee and Community School Steering Committee, ensuring integrated support systems. • **Mental Health Partnership Services** VMGA will continue its partnership with Turning Point to provide specialized mental health counseling services for students requiring clinical intervention. This collaboration ensures students have access to both school-based and community mental health resources to address varying levels of need. • **Trauma-Informed School Environment** The counseling team will create 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. Early identification and intervention strategies will prevent escalation of challenges that impact attendance, behavior, and academic performance. **Integrated Support Systems** • **PBIS Team Structure and Attendance Support** The PBIS Team, comprised of the Assistant Principal, psychologist, counselors, and behavior interventionists, will lead school-wide attendance initiatives and implement tiered approaches to reducing chronic absenteeism. The team will participate in Orange County		

Action #	Title	Description	Total Funds	Contributing
		Department of Education's PBIS Community of Practice to access research-based strategies and ongoing professional development. • **MTSS Integration** The counselor will serve as a core MTSS team member, participating in weekly data review meetings, contributing to tier placement decisions, and providing consultation regarding students' social-emotional and behavioral needs. This integration ensures mental health support is embedded throughout all tiers of academic and behavioral interventions. • **Transportation and Accessibility Support** VMGA will provide transportation services to address barriers to daily attendance, including van services between multiple campus locations throughout the day. This support removes logistical obstacles that may contribute to chronic absenteeism and ensures reliable access to educational programming. **Specialized Behavioral and Environmental Support** • **Behavioral Intervention Services** A Board Certified Behavior Analyst (BCBA) will provide comprehensive training for staff on creating inclusive learning environments and implementing evidence-based strategies for addressing challenging behaviors. The BCBA will develop individualized plans using restorative practices and systematic data collection to address behavioral factors contributing to chronic absenteeism. • **Additional Supervision and Support** Supervision aides trained in PBIS, and restorative practices will provide additional oversight throughout the school day, working under counselor and PBIS team guidance to implement consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges. **Data Collection and Continuous Improvement** • **School Climate Monitoring** Students will complete the California Healthy Kids Survey to measure school climate, student connectedness, and progress with SEL implementation. The counseling team will analyze survey data and collaborate with the		

Action #	Title	Description	Total Funds	Contributing
		MTSS team to develop targeted interventions based on student feedback and identified improvement areas. This comprehensive approach prioritizes social-emotional wellness as the foundation for academic success, recognizing the interconnected nature of mental health, attendance, behavior, and family engagement in creating optimal learning conditions for all students at Vista Meridian Global Academy.		
4	College & Career Readiness	**College Preparatory Curriculum** VMGA will provide all students access to UC A-G approved courses that establish the academic foundation necessary for college eligibility and career readiness. The comprehensive curriculum ensures students meet university admission requirements while developing critical thinking and analytical skills essential for post-secondary success. **Santa Ana College Partnership** Through an established partnership with Santa Ana College, VMGA will offer students early college course opportunities in specialized pathways including business, biomedical sciences, computer science, and music production. Santa Ana College will provide customized lessons and lectures designed specifically for Vista Meridian students, creating seamless transitions between high school and college-level coursework. **Dual Enrollment Support Services** CTE and Dual Enrollment Counselors will provide comprehensive support for all Early College students, including academic interventions and progress monitoring. Paraprofessionals will receive specialized training to deliver high-yield small group and individual support specifically for English Learners and Students with Disabilities enrolled in CTE and dual enrollment programs. Weekly intervention lessons will address specific assignments, essential skills, and identified growth areas for Early College students through targeted small group instruction. **Career Technical Education Pathways** • **Industry-Aligned CTE Programming** VMGA will offer high-quality CTE pathways in Global Business, Biomedicine, Automotive	$600,169	Y

Action #	Title	Description	Total Funds	Contributing
		Technology, and Information Technology, all aligned to CTE model standards. Students will have opportunities to earn industry-recognized certifications that provide direct pathways to employment and career advancement in high-demand sectors. • **Career Technical Student Organizations** Beginning in the 2025-26 school year, VMGA will implement Career Technical Student Organizations (CTSOs) to provide students with leadership development, competitive opportunities, and professional networking experiences that enhance their career readiness and industry connections. **Work-Based Learning and Career Exploration** • **EXP Partnership for Workforce Development** VMGA will expand its partnership with EXP The Opportunity Engine to provide comprehensive work-based learning activities including industry guest speakers, career fairs, job site visits, workforce readiness skills workshops, and paid summer internships. This collaboration connects students directly with employers and provides real-world experience in their chosen career fields. • **Career Exploration and Assessment Tools** Students will utilize NWEA MAP diagnostic tools to measure their preparedness for colleges of interest, providing data-driven guidance for academic planning and college selection. In the 2025-26 school year, VMGA will implement the CCGI college and career exploration curriculum, including comprehensive inventories and search tools for colleges, majors, and careers, along with financial aid planning resources. **Comprehensive Counseling and Support Services** • **College Application and Financial Aid Support** The College Counseling team will provide on-site support throughout the school day to assist students with college applications, FAFSA completion, and goal setting and maintenance. Local college representatives, including Chapman University, will provide presentations and hands-on assistance to help students and families navigate the college application and financial aid processes.		

Action #	Title	Description	Total Funds	Contributing
		• **Post-Secondary Planning Services** The Counseling Department will work individually with students to identify post-secondary options and provide guidance on various pathways including four-year universities, community colleges, trade schools, and direct career entry. This comprehensive approach ensures all students have clear, actionable plans for their futures aligned with their interests and capabilities. This integrated college and career readiness program ensures all Vista Meridian Global Academy students graduate with the academic preparation, practical experience, and planning support necessary for successful transitions to post-secondary education and meaningful career opportunities.		
5	Empowering SWD Academically	Vista Meridian's school site administrators along with the Special Education Coordinator and 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 • 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) **IEPs at a Glance and Special Education Updates** Special Education teacher (RST) will provide all general education teachers with a copy of the IEPs at a Glance for their students with IEPs. RST will distribute IEPs at a Glance 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 Special Education Coordinator will attend the El Dorado Charter SELPA: Professional Learning Network	$203,469	N

Action #	Title	Description	Total Funds	Contributing
		Meetings and provide pertinent updates to school site administrators, general education staff and/or parents **Professional Development** Director of Special Education, Special Education Coordinator, 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** 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 and Special Education Coordinator		

Action #	Title	Description	Total Funds	Contributing
		• 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/Special Education Coordinator • Upon enrollment at VMGA, students are transferred into SEIS in order to ensure compliance and begin services as needed right away once the school year begins • Director of SPED, Special Education Coordinator, RST and DIS Providers meet on a bi-weekly basis in order to highlight best practices • SEIS is monitored 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 or Special Education Coordinator • IEP Master Calendar created and is ready before the beginning of the school year • IEP meetings scheduled a month ahead of time in order to maintain compliance • IEP meetings are held in person or via zoom, per parents preference in order to ensure parent participation **El Dorado Charter SELPA Resources and Support** Vista Meridian will continue to attend and be an active participant at all PLN meetings. Vista Meridian will continue to work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by them. Vista Meridian benefits from information shared by PLN in regards to special education (504s, LRE updates, ELD support for students with disabilities, IDEA updates, etc.), compliance support from the El Dorado Charter SELPA data team during CALPADS windows regarding special education reporting. These supports and resources ensure that Vista Meridian maintains compliance for our students with disabilities and allows us to benefit from SELPA services and best practices.		

Action #	Title	Description	Total Funds	Contributing
6	Accelerating English learner Success	VMGA 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 ELA/ELD 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** VMGA 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** • **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 9-12. This consistent, systematic approach will provide English Learners with explicit language instruction that	$16,681	N

Action #	Title	Description	Total Funds	Contributing
		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** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success. **Instructional Enhancement and Resource Integration** MyPerspectives ELA/ELD curriculum 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. **Systematic Assessment and Progress Monitoring**		

Action #	Title	Description	Total Funds	Contributing
		Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled 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, VMGA 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 English Learners as measured by both ELPAC assessments and academic indicators.		
7	Accelerating Long-Term English learner Success	VMGA 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 ELA/ELD 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.	$7,500	N

Action #	Title	Description	Total Funds	Contributing
		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** VMGA 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 9-12. 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		
		Teachers will receive comprehensive professional development on Kagan cooperative learning strategies which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments.		
		At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.		
		Instructional Enhancement and Resource Integration		
		MyPerspectives ELA/ELD curriculum 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.		
		Systematic Assessment and Progress Monitoring		
		Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity.		
		Teachers will collaborate with the ELD Instructional Coach through consistently scheduled 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		

Action #	Title	Description	Total Funds	Contributing
		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, VMGA 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 English Learners 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.

Vista Meridian Global Academy developed Goal #2 in response to identified instructional capacity gaps where most educators are within their first two to three years of teaching and require specialized training in effective methodologies for serving high-needs student populations. With students performing significantly below standards across all academic areas, the school recognized that building teacher expertise through comprehensive professional development and coaching support is essential for improving student outcomes.

Complex Student Population Requiring Specialized Teaching Skills: Serving 99% Socioeconomically Disadvantaged students, 36% English Learners, 13% Students with Disabilities, and students experiencing trauma and instability, VMGA identified the need for teachers who are equipped with research-based strategies for differentiated instruction, trauma-informed practices, and multilingual learner support. The school's predominantly unduplicated student population requires educators with specialized skills in language acquisition methodologies, culturally responsive teaching, and evidence-based interventions.

Implementation of Multi-Tiered System of Supports and Community Schools Framework: As a recipient of the California Community Schools Partnership Program Implementation Grant, VMGA must implement complex frameworks including MTSS, which requires systematic professional development and coaching to build staff capacity. Teachers need training in data-driven instruction, behavioral interventions, social-emotional learning integration, and coordinated support systems that address the comprehensive needs of students facing multiple challenges.

Standards Implementation and Curriculum Adoption Needs: VMGA identified gaps in standards implementation across content areas, with several subject areas requiring improvement from initial implementation to full implementation phases. Teachers need ongoing support in

implementing newly adopted curricula including Science of Reading approaches, mathematics instruction, and English Language Development programming that effectively serves the school's multilingual learner population.

Collaborative Leadership and Sustainable Systems Development: VMGA recognized the need to move beyond traditional top-down leadership models to create distributed leadership structures that empower teachers, build collective expertise, and ensure sustainable improvement. With a focus on shared decision-making and continuous improvement processes, the school aims to develop internal capacity that can maintain high-quality instruction and support systems regardless of staff changes.

The goal addresses the need for systematic approaches to analyzing student data, adjusting instruction based on evidence, and creating collaborative structures where educators can share effective practices and collectively address student learning challenges. This approach is particularly critical given the significant achievement gaps and the need for responsive, targeted interventions for diverse learner needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: Not applicable	2022-23: Not applicable		2023-24: 94%	No Baseline
17	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
18	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase;	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: 4	2024-25 ELA: 3 ELD: 2 Math: 3 Social Science: 3 Science: 4 CTE: 4		2025-26: ELA: 4 ELD: 3 Math: 4 Social Science: 3 Science: 4 CTE: 4	ELA: -1 ELD: -1 Math: -1 Social Science: -1 Science: 0 CTE: 0 Health: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	Health: 2 PE: 4 VAPA: 4 World Language:4	Health: 3 PE: 3 VAPA: 3 World Language: 4		Health: 3 PE: 3 VAPA: 3 World Language:4	PE: -1 VAPA: -1 World Language: 0

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 Meridian Global Academy is actively evaluating English Language Development (ELD) curricula for adoption. Once selected, the school will purchase the curriculum and provide comprehensive teacher training, with implementation planned for the 2025-26 school year. To support current English Learners (ELs) and Long-Term English Learners (LTELs), an Instructional Aide provides targeted academic intervention during regular school hours.

Action 2.3: This action was fully implemented. At Vista Meridian Global Academy, we maintain a dedicated Multi-Tiered System of Supports (MTSS) team of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs.

Our Special Education team includes one full-time Education Specialist, and RSP/Behavior Support providing comprehensive support across all grade levels. This experienced team of certificated professionals works collaboratively to ensure students receive appropriate accommodations and supports tailored to their individual learning needs, fostering an inclusive educational environment.

Action 2.4: This action was fully implemented. At Vista Meridian Global Academy, 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 Meridian Global Academy, 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. 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 2.8: 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.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 2

The variances between budgeted and actual expenditures for Goal 2 resulted in cost savings across two key action items:

Expenditures Below Budget:

- Action 2.1 experienced significant savings as the English Language Development (ELD) Instructional Aide position remained vacant and unfilled throughout the reporting period. This resulted in substantial cost reductions from the original budget allocation, as no salary, benefits, or associated personnel costs were incurred for this position.

- Action 2.6 also generated savings with contracted services for Special Education (SPED) coming in lower than the budgeted amount. The actual costs for these contracted services were less than originally projected, resulting in expenditures below the allocated budget.

Impact on Goal 2 Implementation: While these cost savings provided budget relief, they also represent potential service delivery considerations. The vacant ELD Instructional Aide position may have impacted the level of support available for English Language Learners, and the lower contracted SPED services expenditures could indicate either more efficient service delivery or potentially reduced service utilization.

These variances demonstrate the importance of monitoring both fiscal performance and service delivery outcomes to ensure that cost savings do not compromise the educational objectives outlined in Goal 2.

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

Action 2.1: demonstrates effective progress toward Goal 2 by providing essential support for English Learners while establishing a foundation for comprehensive ELD programming. The action effectively addresses immediate needs through an Instructional Aide who provides targeted academic intervention for current English Learners and Long-Term English Learners during regular school hours, ensuring equitable access to academic support.

The implementation includes active evaluation of English Language Development curricula for formal adoption, with comprehensive teacher training and full implementation planned for the 2025-26 school year. This strategic approach demonstrates commitment to providing high-quality, standards-based ELD instruction that will enhance equitable learning opportunities for all English Learner subgroups.

While formal curriculum implementation is planned for next year, the current provision of targeted intervention services through instructional aide support effectively addresses immediate student needs and maintains progress toward Goal 2. With approximately 29% of budgeted funds expended at midyear, the action shows measured resource utilization appropriate for the transitional nature of current services. The dual approach of providing immediate support while preparing for comprehensive program implementation ensures English Learners receive equitable educational opportunities that support their academic success and language development.

Action 2.3: demonstrates strong effectiveness in supporting Goal 2 by establishing a dedicated Multi-Tiered System of Supports team that ensures equitable educational opportunities for all student subgroups. The implementation includes specialized certificated staff who develop and implement accommodated assessment plans and provide targeted support tailored to individual learning needs across all grade levels.

The comprehensive Special Education team structure, featuring one full-time Education Specialist and RSP/Behavior Support staff, creates collaborative professional capacity to address diverse student needs effectively. This experienced team works systematically to ensure students receive appropriate accommodations and supports, fostering an inclusive educational environment that promotes equity for students with special needs and other identified learning requirements.

The program's effectiveness lies in its systematic approach to identifying student needs and providing individualized support that enables all students to access rigorous instruction regardless of their learning differences or challenges. The collaborative model ensures comprehensive coverage across grade levels while maintaining focus on individual student success. With approximately 35% of budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully providing essential specialized services that directly support Goal 2 by creating equitable learning conditions for all student subgroups served by the school.

Action 2.4: demonstrates solid effectiveness in supporting Goal 2 by ensuring equitable access to essential classroom supplies and instructional materials that support core curriculum delivery for all student subgroups. The implementation focuses on providing adequate classroom supplies that enable teachers to deliver high-quality instruction without resource barriers that could disadvantage certain student populations.

The program effectively supports Goal 2 by ensuring all classrooms are fully stocked with necessary materials, allowing teachers to focus on delivering equitable instruction rather than addressing resource gaps that might impact student subgroups differently. This foundational support creates consistent learning conditions across all classrooms, promoting equity by removing potential barriers to accessing quality educational experiences.

With approximately 41% of budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully providing essential instructional materials that support equitable learning opportunities. While this action may appear basic, it plays a crucial role in supporting Goal 2 by ensuring that lack of classroom supplies does not create inequitable learning conditions for any student subgroups, thereby maintaining consistent access to quality instructional resources across the educational program.

Action 2.6: demonstrates strong effectiveness in supporting Goal 2 by ensuring comprehensive special education services through strategic partnerships with specialized providers. The implementation complements the in-house special education team by accessing external expertise and resources that enhance support for students with special needs and required accommodations.

The program effectively addresses Goal 2 by maintaining access to specialized resources and expertise that help fully support diverse learning needs across all student subgroups. These contracted professionals ensure all students receive their required accommodations and services, creating equitable learning opportunities regardless of individual learning differences or special education requirements.

The partnership model demonstrates commitment to providing comprehensive support that extends beyond internal capacity, ensuring no student's specialized needs go unmet due to resource limitations. With approximately 14% of budgeted funds expended at midyear, the action shows conservative resource utilization that may indicate services are provided as needed or contracted on a demand basis. This flexible approach effectively supports Goal 2 by ensuring specialized education services are available to maintain equitable learning environments for all students with identified special needs while managing resources efficiently.

Action 2.7: demonstrates effectiveness in supporting Goal 2 through services that have already been fully captured and implemented under previous action items. The program concept of providing teaching assistants with push-in services to support special education students effectively contributes to equitable learning environments by ensuring students with special needs receive targeted classroom support.

The recognition that these services and associated costs are already documented in earlier actions reflects effective program coordination and budget management. Rather than creating duplicate entries, the school has appropriately identified that teaching assistant support for special education students is being delivered through existing staffing structures, avoiding unnecessary administrative complexity while maintaining service delivery.

This administrative consolidation demonstrates efficient resource management and clear program organization that supports Goal 2 by ensuring special education students receive necessary push-in support without duplicating budget allocations or service descriptions. The elimination of

this redundant entry while maintaining actual service delivery shows effective planning and implementation that continues to provide equitable learning opportunities for students with special needs through existing teaching assistant structures already established and funded through other actions.

Action 2.8: demonstrates effectiveness in supporting Goal 2 through ELD coordination services that have been successfully integrated into existing staffing structures and captured under previous action items. The program effectively provides English Language Development coordination through current staff members, ensuring equitable support for English Learner subgroups without creating redundant administrative structures.

The consolidation of ELD coordinator functions within existing roles reflects efficient resource utilization and strategic staffing decisions that maintain essential services while optimizing budget allocation. This approach ensures English Learners receive necessary coordination and support services that promote equitable learning opportunities as outlined in Goal 2.

The elimination of this separate budget line while maintaining actual service delivery demonstrates effective organizational planning that continues to address the needs of English Learner students through integrated support systems. This streamlined approach supports Goal 2 by ensuring ELD coordination services remain available to provide equitable educational opportunities for English Learners while avoiding unnecessary duplication of costs and administrative complexity, ultimately maintaining focus on effective service delivery rather than bureaucratic structures.

Action 2.10: demonstrates effectiveness in supporting Goal 2 through homeless and foster youth liaison services that have been successfully integrated into existing staffing structures and captured under previous action items. The program effectively provides essential support for homeless and foster youth subgroups through current staff members, ensuring equitable access to educational opportunities for these vulnerable student populations.

The integration of liaison responsibilities within existing roles reflects strategic resource management that maintains critical support services while avoiding administrative redundancy. This approach ensures homeless and foster youth receive necessary advocacy, coordination, and support services that address their unique educational challenges and promote equitable learning environments as outlined in Goal 2.

The consolidation of these services within existing organizational structures demonstrates effective planning that continues to address the specific needs of homeless and foster youth without creating separate budget allocations. This streamlined approach supports Goal 2 by ensuring essential liaison services remain available to provide equitable educational opportunities and remove barriers for homeless and foster students while maintaining efficient resource utilization and focusing on direct service delivery rather than administrative complexity.

Action 2.11: demonstrates effectiveness in supporting Goal 2 through School Attendance Review Team functions that have been successfully integrated into existing support structures and captured under previous action items. The program effectively addresses chronic absenteeism among students with special needs and English Learners through systematic attendance monitoring and intervention strategies that promote equitable access to educational opportunities.

The consolidation of SART functions within existing organizational frameworks reflects efficient resource utilization while maintaining essential services that specifically target attendance barriers faced by vulnerable student subgroups. This approach ensures students with special needs and English Learners receive targeted attendance support that addresses their unique challenges and promotes consistent school engagement.

The integration of chronic absenteeism interventions within established support systems demonstrates effective program coordination that continues to address attendance equity issues for special populations without creating separate administrative structures. This streamlined approach supports Goal 2 by ensuring attendance review and intervention services remain available to reduce chronic absenteeism rates among students with special needs and English Learners while maintaining focus on direct student support and removing barriers that prevent equitable access to educational programming.

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, VMGA has made significant adjustments to Goal #2 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VMGA 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 Meridian Global Academy 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	$1,629,458	N

Action #	Title	Description	Total Funds	Contributing
		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.		
2	Professional Learning & Development	VMGA will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes. **Training Schedule and Structure** 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**	$146,541	N

Action #	Title	Description	Total Funds	Contributing
		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 partner with OCDE for 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 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		

Action #	Title	Description	Total Funds	Contributing
		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:** VMGA 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. **Leadership Development -** VMGA 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**		

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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. 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		

Action #	Title	Description	Total Funds	Contributing
		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	Vista Meridian Global Academy will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. The school will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	$41,435	N
4	Educational Technology & Support	VMGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities. A dedicated IT Support position will be maintained to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy. The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth.	$92,047	N

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Vista Meridian Global Academy developed Goal #3 in recognition that serving 99% Socioeconomically Disadvantaged students, 36% English Learners, 1% Foster Youth, and 1% Homeless Youth requires extensive family and community partnerships to address systemic barriers that impact student success. The school identified that academic achievement cannot be separated from the broader challenges families face, including housing instability, economic pressures, language barriers, and limited access to resources.

Community Schools Framework and Wraparound Services Model: As a California Community Schools Partnership Program Implementation Grant recipient, VMGA is committed to implementing the Four Pillars of Community Schools, which emphasizes strong family and community engagement as fundamental to student success. The school recognized that creating a community hub where families access resources, educational opportunities, and meaningful engagement in their children's education is essential for addressing both academic and non-academic barriers to learning.

Cultural and Linguistic Responsiveness Needs: With a predominantly Hispanic student population (97%) and significant English Learner enrollment, VMGA identified the critical need for culturally responsive family engagement that honors home languages and cultural backgrounds while building bridges between school and community. The school recognized that traditional family engagement approaches often fail to meaningfully connect with multilingual families who may face language barriers, cultural differences, and limited familiarity with U.S. educational systems.

Trauma-Informed Community Building and Safety: Serving students who experience multiple adverse childhood experiences including poverty, housing instability, and family stress, VMGA recognized that creating safe, welcoming environments for families is essential for building trust and meaningful partnerships. The school identified that many families may have had negative educational experiences themselves and require intentional relationship-building and trauma-informed approaches to feel comfortable engaging with school staff and programs.

Collaborative Support Network and Resource Coordination: VMGA identified that individual families cannot address systemic challenges alone and require coordinated community partnerships that provide comprehensive support services. VMGA recognized the need to serve as a

community hub that connects families to healthcare, social services, housing assistance, employment resources, and educational opportunities that address the root causes of barriers to student success.

VMGA developed this goal to move beyond traditional models where families are viewed as passive recipients of information to creating authentic partnerships where families have meaningful voice in school governance and decision-making. The school recognized that empowering families as educational partners and community leaders strengthens both individual student outcomes and overall school improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
19	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
20	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability Source: Score – CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 3 11. 3 12. 3	2024-25: 9. 2 10. 2 11. 2 12. 2		2025-26: 9. 2 10. 3 11. 2 12. 2	9. -2 10. -1 11. -1 12. -1
21	Parent participation in programs for UP & SWD. (Questions 1-4)	2023-24: 1. 4 2. 3 3. 4 4. 3	2024-25: 1. 3 2. 3 3. 2 4. 4		2025-26: 1. 3 2. 3 3. 3 4. 4	1. -1 2. 0 3. -2 4. +1

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: Score – CDE Priority 3 Self-reflection tool					
22	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 41% School Connectedness	2024-25: 96% Sense of Safety 83% School Connectedness		2025-26: >90% Sense of Safety 85% School Connectedness	+16% Sense of Safety +42% School Connectedness
23	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 79% Sense of Safety 75% School Connectedness	2024-25: 96% Sense of Safety 100% School Connectedness		2025-26: >90% Sense of Safety >90% School Connectedness	+17% Sense of Safety +25% School Connectedness
24	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 90% Sense of Safety 50% School Connectedness	2024-25: 94% Sense of Safety 62% School Connectedness		2025-26: >90% Sense of Safety 64% School Connectedness	+4% Sense of Safety +12% 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 Meridian Global Academy, 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 Meridian Global Academy.

Action 3.2: This action was fully implemented. At Vista Meridian Global Academy, 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 at Vista Meridian Global Academy.

Action 3.3: This action was fully implemented. At Vista Meridian Global Academy, 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 at Vista Meridian Global Academy.

Action 3.4: This action was fully implemented. At Vista Meridian Global Academy, 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. Conferences this year include: CASC, CCSA, and CCEMC.

Action 3.6: This action was fully implemented. Our school has strengthened teacher expertise by providing teachers with instructional coaching from vendors: Kagan Coaching: Cooperative Learning.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 3

No Material Variances Identified: There were no material differences between budgeted expenditures and estimated actual expenditures for any action under Goal 3.

Budget Performance Summary: All action items within Goal 3 performed within acceptable variance thresholds, indicating effective budget planning and expenditure management. The alignment between projected and actual costs demonstrates successful fiscal oversight and accurate initial budget projections for this goal area.

Implications: This budget performance reflects strong financial planning and execution for Goal 3 initiatives. The absence of material variances suggests that planned activities were implemented as intended without significant cost overruns or unexpected savings that would indicate changes in scope or service delivery.

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

Action 3.1: demonstrates exceptional effectiveness in supporting Goal 3 by establishing a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. The implementation includes multiple interconnected leadership networks including the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leadership Network, and Workshop Teacher Leader Network, creating diverse pathways for professional growth and development.

The program effectively supports Goal 3 by providing teachers with meaningful opportunities to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. Teachers who assume these leadership responsibilities receive stipends in recognition of their additional contributions, demonstrating equitable support for professional growth while creating sustainable leadership development opportunities across the school community.

The distributed leadership model strengthens the instructional program by creating collaborative decision-making structures that enhance teaching and learning while providing clear pathways for teacher growth and development. This approach directly supports Goal 3 by ensuring staff members have equitable access to leadership opportunities that promote their professional development. With approximately 33% of

budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully establishing leadership frameworks that benefit both individual teacher growth and overall school improvement, ultimately supporting enhanced teaching and learning at Vista Meridian Global Academy.

Action 3.2: demonstrates exceptional effectiveness in supporting Goal 3 by dedicating significant resources to weekly professional collaboration that ensures equitable growth opportunities for all instructional staff. The comprehensive approach includes teachers, teaching assistants, and special education staff working together to analyze student data, plan instruction, and share effective teaching strategies, creating inclusive professional development that supports diverse staff roles.

The program effectively promotes equitable staff development by providing structured time for collaborative learning, data-driven decision-making, and instructional planning across all staff categories. This systematic investment, representing 15% of staff salaries, reflects substantial commitment to continuous improvement and professional growth opportunities that benefit all team members regardless of their specific roles or experience levels.

The weekly collaboration structure ensures coordinated support for students while promoting ongoing professional development through shared expertise and collective problem-solving. This approach directly supports Goal 3 by creating consistent, equitable access to professional learning opportunities that strengthen instructional practices and foster collaborative growth among all staff members. With approximately 35% of budgeted funds expended at midyear, the action shows appropriate financial pacing while successfully providing essential collaboration time that enhances staff effectiveness and supports equitable professional development across the instructional team.

Action 3.3: demonstrates strong effectiveness in supporting Goal 3 by implementing a comprehensive professional growth model that ensures equitable development opportunities for all staff members. The structured approach includes goal-setting at the beginning of each year, regular progress monitoring meetings to track professional development, and ongoing reflection and feedback sessions that allow staff to evaluate their growth and adjust learning goals as needed.

The program effectively supports Goal 3 by providing systematic professional development opportunities that strengthen teaching practices and student support across all staff roles. Teachers and support staff participate equally in the goal-setting and monitoring process, ensuring equitable access to professional growth regardless of position or experience level. The ongoing reflection component promotes continuous improvement and personalized professional learning that addresses individual development needs.

The investment representing 5% of salary expenses demonstrates meaningful commitment to staff professional development while maintaining sustainable resource allocation. With approximately 35% of budgeted funds expended at midyear, the action shows appropriate financial pacing while successfully providing structured professional growth opportunities that directly support Goal 3 by ensuring all staff receive equitable support for their professional development and continuous improvement in their educational effectiveness.

Action 3.4: demonstrates strong effectiveness in supporting Goal 3 by providing individualized coaching support to every teacher through systematic one-on-one sessions conducted by school administrators. The Principal and Assistant Principals deliver focused coaching throughout

the year, working collaboratively with teachers to set meaningful goals and monitor professional progress, ensuring equitable access to personalized professional development opportunities.

The program effectively supports Goal 3 by providing targeted, individualized support that enhances instructional practice through personalized coaching conversations tailored to each teacher's specific needs and goals. This approach ensures all teachers receive dedicated administrative support for their professional growth, promoting equity in professional development by addressing individual strengths and growth areas through sustained coaching relationships.

The systematic implementation of regular coaching sessions creates consistent opportunities for professional dialogue and growth that directly supports improved teaching effectiveness. With approximately 32% of budgeted funds expended at midyear, representing 15% of administrative time allocation, the action shows appropriate resource utilization while successfully providing essential coaching support. This investment in personalized professional development directly supports Goal 3 by ensuring all teachers receive equitable, sustained coaching that promotes their professional growth and enhances their instructional effectiveness.

Action 3.5: demonstrates strong effectiveness in supporting Goal 3 by providing teachers with valuable opportunities to advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills. The program includes participation in key educational conferences including CASC, CCSA, and CCEMC, ensuring teachers have access to current best practices and innovative educational approaches.

The implementation effectively supports Goal 3 by offering equitable access to external professional development opportunities that complement internal training and coaching programs. These conference experiences provide teachers with exposure to cutting-edge educational research, networking opportunities with peers from other institutions, and access to specialized training that may not be available through local professional development resources.

The investment in conference attendance demonstrates commitment to comprehensive professional growth that extends beyond school-based training, allowing teachers to bring new ideas and strategies back to enhance their classroom practice and contribute to school-wide improvement. With approximately 46% of budgeted funds expended at midyear, the action shows appropriate resource utilization while successfully providing teachers with external professional development opportunities that directly support Goal 3 by ensuring equitable access to diverse professional learning experiences that enhance their educational effectiveness and career development.

Action 3.6: demonstrates strong effectiveness in supporting Goal 3 by providing teachers with specialized instructional coaching and professional development through targeted vendor partnerships that enhance teaching expertise and pedagogical skills. The implementation includes Kagan Cooperative Learning training, which strengthens teacher capacity to engage students through research-based collaborative learning strategies that improve classroom instruction.

The program effectively supports Goal 3 by offering specialized professional development services that complement internal training programs while providing access to expert-level instruction in specific educational methodologies. The vendor-based approach ensures teachers receive high-quality, specialized training from recognized educational organizations, promoting equitable access to advanced professional development opportunities that may not be available through local resources alone.

The investment in contracted professional development services demonstrates commitment to providing teachers with diverse, high-quality learning opportunities that enhance their instructional effectiveness. Additionally, the program includes Induction support for new teachers to develop and clear their teaching credentials, ensuring equitable professional development for educators at all career stages. With approximately 60% of budgeted funds expended at midyear, the action shows substantial progress while successfully providing specialized training that directly supports Goal 3 by ensuring all staff receive equitable access to expert-level professional development that enhances their teaching effectiveness.

Action 3.7: demonstrates effectiveness in supporting Goal 3 through committee participation that has been successfully integrated into existing collaborative structures and captured under previous action items. The program effectively engages teachers in committee meetings that support implementation of school-wide initiatives, promoting equitable professional growth through meaningful participation in institutional decision-making and program development.

The consolidation of committee work within existing professional development and collaboration frameworks reflects efficient organizational structure while maintaining essential opportunities for teacher leadership and professional engagement. This approach ensures all teachers have equitable access to committee participation that supports their professional growth through involvement in school-wide improvement initiatives and collaborative problem-solving.

The integration of committee responsibilities within established professional development structures demonstrates effective program coordination that continues to provide teachers with opportunities to contribute to school-wide initiatives without creating separate administrative systems. This streamlined approach supports Goal 3 by ensuring committee participation remains available as a professional growth opportunity while maintaining focus on meaningful teacher engagement in institutional improvement efforts rather than administrative complexity, ultimately supporting equitable professional development through collaborative leadership and shared decision-making responsibilities.

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, VMGA has made significant adjustments to Goal #3 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VMGA 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	VMGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. • **Security Systems and Supervision:** VMGA 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 at each school site. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **Facility Inspection and Assessment:** The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels including the annual Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), and Local Indicators Report. VMGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.	$797,533	N
2	Parents as Decision-makers	Vista Meridian Global Academy will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school will maintain and support the	$2,000	N

Action #	Title	Description	Total Funds	Contributing
		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. 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** VMGA 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 process.		
3	School-Family Partnerships	Vista Meridian Global Academy will implement a multi-faceted approach to school-family partnerships led by the principal and administrative team. VMGA will employ lead translators/interpreters who will facilitate communication with linguistically diverse families and conduct regular home visits to strengthen school-family connections. Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. VMGA will host monthly Coffee with the Principal events to provide families with a forum to discuss school matters, ask questions, and provide feedback. Additional parent education workshops will address topics including English as a Second Language, financial literacy, effective parenting strategies, and college preparation pathways. To engage families	$235,162	N

Action #	Title	Description	Total Funds	Contributing
		in their children's academic progress, the school will organize events such as NWEA Data Chat Nights, student-led conferences, Preparing for College, College application process, Financial Aid application, and open houses where students can showcase their learning. All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community to foster 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
$1,360,798	$154,452

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
39.542%	0%	$0	39.542%

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	**Significant Academic Achievement Gaps:** Vista Meridian Global Academy serves students facing substantial academic challenges, with all students performing 81.3 points below standard in ELA and 171.1 points below standard in Mathematics on CAASPP assessments. These gaps are even more pronounced among specific subgroups, as English Learners scored 120.6 points below standard in ELA and 197.5 points below standard in Math, while Long-Term English Learners demonstrated the most significant struggles at 136.1 points	**Universal Academic Needs:** All students perform significantly below standard (81.3 points below in ELA, 171.1 points below in Mathematics), indicating that the entire student population requires systematic intervention support rather than targeting specific subgroups. **High Concentration of Unduplicated Students:** With 99% Socioeconomically Disadvantaged, 36% English Learners, and 13% Students with Disabilities, nearly all students qualify as unduplicated pupils requiring intensive support. Schoolwide	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
	below standard in ELA and 229.6 points below standard in Math. • **Limited English Learner Progress:** The school faces critical challenges in supporting language development, with only 35.5% of English Learners making progress toward English proficiency and merely 7.04% of students achieving English Language Proficiency on the summative ELPAC. The low reclassification rate of 17.9% further indicates systemic barriers to English language acquisition and academic success. • **Need for Systematic Multi-Tiered Support:** The school lacks structured intervention systems to address diverse student learning needs at multiple intensity levels. There is an urgent need for coordinated academic, behavioral, and mental health interventions that can provide appropriate support based on individual student requirements and learning gaps. • **Academic Support and Recovery Needs:** Many students require credit recovery opportunities and additional academic support during and beyond the instructional day. The school currently lacks systematic tutoring and intervention programs, as well as specialized support for students enrolled in dual enrollment and CTE courses who need additional scaffolding to succeed in rigorous coursework.	implementation ensures comprehensive coverage without creating barriers or stigmatization. **MTSS Framework Design:** Multi-Tiered System of Supports operates most effectively as a universal framework where Tier 1 supports all students while systematically identifying those needing Tier 2 and Tier 3 interventions. Fragmenting this approach would undermine its data-driven coordination between academic, behavioral, and mental health supports. **Resource Efficiency:** Given that the vast majority of students require intervention services, schoolwide provision maximizes the impact of instructional aides, tutoring programs, technology platforms, and specialized staff while being more cost-effective than individual or separate programs. **Prevention and Early Intervention:** Schoolwide MTSS enables early identification and prevention of academic struggles before they become severe, benefiting all students while providing intensive support for the high concentration of at-risk unduplicated pupils.	

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
	• **Equity Gaps for Unduplicated Student Populations:** With 99% Socioeconomically Disadvantaged students, 36% English Learners, and Students with Disabilities, the school serves a predominantly unduplicated student population requiring intensive, targeted academic support. These students need specialized interventions that address their unique learning challenges while maintaining high academic expectations and ensuring equitable access to grade-level content and college preparation opportunities. The action addresses these needs through a comprehensive three-tiered intervention framework that provides universal support, targeted group interventions, and intensive individual support to accelerate learning and close achievement gaps.		
Goal 1, Action 3	Vista Meridian serves a predominantly vulnerable population with 99% Socioeconomically Disadvantaged students, 1% Foster Youth, and 1% Homeless Youth who often face significant trauma and adverse childhood experiences that impact learning engagement and school attendance. **Chronic Absenteeism and Attendance Barriers:** The school experiences chronic absenteeism patterns, particularly among seniors, with students facing daily obstacles including transportation challenges, housing instability, family responsibilities, and economic pressures	Mental health challenges and safety concerns affect students across all demographics, requiring schoolwide screening and early intervention systems to ensure no child experiencing trauma or social-emotional difficulties goes undetected. • **High-Risk Population Concentration:** With 99% Socioeconomically Disadvantaged students, 36% English Learners, and students experiencing homelessness and foster care, the overwhelming majority consists of unduplicated pupils at high risk for social-emotional challenges, making schoolwide	The metrics being used to monitor effectiveness: • #9 Attendance Rate • #10: Chronic Absenteeism Rate • #11: Suspension Rate • #12: 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
	that require comprehensive wraparound support systems. **Social-Emotional and Mental Health Gaps:** Students demonstrate significant needs for social-emotional skill development, mental health support, and behavioral interventions. The diverse population, including English Learners experiencing cultural adjustment challenges and Students with Disabilities requiring specialized behavioral support, needs systematic SEL and mental health services to address barriers to academic success. **Behavioral Support and School Climate Needs:** Students require structured behavioral interventions, positive school climate initiatives, and consistent behavioral expectations through restorative practices. The school needs systematic approaches to create inclusive environments where historically underserved populations feel valued, supported, and connected to their educational experience. **Comprehensive Support System Integration:** Students need coordinated services that address systemic barriers to engagement through transportation support, family engagement, community resource connections, and early identification systems to prevent escalation of social-emotional challenges affecting academic participation. This action addresses these needs through a comprehensive multi-tiered mental health support structure integrating daily SEL practices, counseling services, behavioral interventions, attendance support, and trauma-informed approaches to create optimal learning conditions.	provision more efficient than individual targeting. • **Stigma Reduction:** Universal access to mental health services normalizes help-seeking behaviors and eliminates the perception that only "problem students" receive support, encouraging broader utilization when needed. • **Inherently Schoolwide Services:** Transportation, supervision aides, and school psychologist services operate most effectively campus-wide. Transportation serves all students, supervision aides monitor overall campus safety, and the psychologist conducts universal assessments, crisis intervention, and system-wide behavioral planning. • **Integrated School Climate:** PBIS, Ways of Council, and restorative practices create positive culture benefiting everyone but work best when implemented comprehensively across all students and staff, creating consistent expectations that particularly support trauma-exposed unduplicated students. • **Crisis Response Capacity:** Mental health crises and behavioral emergencies can affect any student and require immediate schoolwide response through trained staff, clear protocols, and accessible services.	

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Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	Vista Meridian serves 99% Socioeconomically Disadvantaged students who are predominantly first-generation college-bound and lack family knowledge of college application processes, financial aid systems, and academic requirements, creating substantial equity gaps in post-secondary preparation opportunities. • **Academic Foundation Deficiencies:** With students performing significantly below standard in core academic areas (81.3 points below in ELA, 171.1 points below in Mathematics), many lack the academic foundation necessary for college-level coursework and need comprehensive college preparatory curriculum while receiving targeted support to bridge academic gaps. • **Limited Career Exploration and Workforce Connections:** Students require systematic career exploration, work-based learning opportunities, and industry partnerships to make informed post-secondary decisions and successfully transition to meaningful career opportunities with real-world application and mentorship experiences. • **Specialized Support for Advanced Coursework:** Students enrolled in dual enrollment and Career Technical Education programs, particularly English Learners and Students with Disabilities, require scaffolded support to succeed in rigorous coursework while developing both academic and technical skills aligned with industry standards.	All students require college and career readiness preparation regardless of background, and academic performance data shows the entire student population performs significantly below standards, indicating universal need for enhanced college preparatory support and career exploration opportunities. • **Overwhelming Unduplicated Student Concentration:** With 99% Socioeconomically Disadvantaged students, 36% English Learners, and additional foster and homeless youth, nearly the entire student body consists of unduplicated pupils who lack access to college and career preparation resources, making schoolwide provision both efficient and comprehensive. • **Equity and Access Principles:** Providing college and career services schoolwide ensures all students have equal access to UC A-G curriculum, dual enrollment opportunities, CTE pathways, and college counseling without creating artificial barriers or requiring students to qualify for services, promoting educational equity and high expectations for all. • **Inherently Universal Programming:** College counseling, CTE pathways, work-based learning partnerships, and career exploration curriculum operate most effectively when implemented comprehensively. These programs build school culture around college-going expectations and career readiness that benefits all students while	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #3: % students' college ready measured by ELA EAP. • #4: % students' college ready measured by Math EAP.

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
	• **Post-Secondary Navigation and Planning Support:** The predominantly low-income student population requires intensive guidance in identifying post-secondary options, completing applications, securing financial aid, and developing actionable plans while navigating complex systems and accessing resources for post-secondary success. This action addresses these needs through comprehensive programming including UC A-G curriculum, dual enrollment opportunities, CTE pathways, work-based learning partnerships, and intensive counseling support to ensure college and career readiness for all students.	particularly supporting those lacking family college experience. • **Stigma Prevention and Participation:** Universal access to college and career services eliminates stigmatization and encourages broader participation. When all students engage in college planning, financial aid workshops, and career exploration, it normalizes post-secondary preparation and increases utilization among students who might otherwise avoid "special" programs. • **Resource Efficiency:** Given the high concentration of students needing intensive support, schoolwide implementation maximizes impact of counseling staff, industry partnerships, dual enrollment coordination, and college preparation resources while being more cost-effective than targeting individual students.	

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	N/A

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

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,120,004.00	$3,719,082.00

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	$1,107,038.00	$1,104,499
1	1.2	Visual and Performing Arts Program	Yes	$160,017.00	$165,954
1	1.5	ELA/MATH/ELD Intervention	Yes	$13,000.00	$16,850
1	1.6	Teacher Assistants	Yes	$271,735.00	$221,744
1	1.7	Books and Reference Materials	Yes	$4,120.00	$8,040
1	1.8	Substitute Coverage	No	$36,565.00	$55,699
1	1.10	Instructional Technology	Yes	$156,029.00	$143,605
1	1.11	Educational Field Trips	Yes	$15,000.00	$52,596
1	1.12	Rigorous, Standards-Based Curriculum	No	$18,301.00	$48,968
1	1.14	Student Information System (SIS)	No	$7,241.00	$6,391
2	2.1	ELD Instruction	Yes	$29,349.00	$10,301

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Multi-Tiered Systems of Support	No	$306,720.00	$287,004
2	2.4	Supplementary Instructional Materials	Yes	$15,000.00	$15,000
2	2.6	Special Education Providers	No	$52,163.00	$24,329
2	2.7	Teaching Assistants	No		
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	$0.00	
3	3.1	Teacher Leadership Opportunities	Yes	$6,014.00	$4,466
3	3.2	Staff Collaboration Time	Yes	$148,699.00	$148,437
3	3.3	Professional Growth Opportunities	Yes	$49,620.00	$49,479
3	3.4	Instructional Coaching	Yes	$103,524.00	$114,420
3	3.5	Conference Attendance	Yes	$32,911.00	$26,797
3	3.6	Professional Development	Yes	$32,806.00	$45,390

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	3.7	Staff Committees	No	$0.00	
4	4.1	Counseling	Yes	$297,555.00	$242,857
4	4.2	Supervision Aides	No	$87,207.00	$73,056
4	4.3	Uniforms for Low-Income Students	Yes	$12,000.00	$18,780
4	4.4	Student Activities and Celebrations	Yes	$15,156.00	$16,830
4	4.5	Clean and Safe Facilities	No	$647,662.00	$420,441
4	4.6	Furniture	No	$32,000.00	$32,071
4	4.7	Custodial Services	No	$163,172.00	$130,504
4	4.8	School Meals	No	$296,400.00	$231,525
4	4.9	Pupil Service Attendance Counselor	Yes		
5	5.1	Parent Meetings and Events	Yes	$1,000.00	$1,000
5	5.3	Parent Communication	Yes	$1,500.00	$1,549
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)
$1,203,944	$1,127,383.00	$1,012,695.00	$114,688.00	9.330%	9.440%	0.110%

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	$160,017.00	$165,954		
1	1.5	ELA/MATH/ELD Intervention	Yes	$13,000.00	$16,850		
1	1.6	Teacher Assistants	Yes	$177,374.00	$92,626		
1	1.7	Books and Reference Materials	Yes	$120.00	$8,040		
1	1.10	Instructional Technology	Yes	$156,029.00	$143,605		
1	1.11	Educational Field Trips	Yes	$15,000.00	$6,030		
2	2.1	ELD Instruction	Yes	$29,349.00	$0		
2	2.4	Supplementary Instructional Materials	Yes	$15,000.00	$15,000		
2	2.8	ELD Coordinator Services	Yes			3.28	3.32
2	2.10	Homeless/Foster Liaison Services	Yes			2.8	2.83
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes	$0.00			
3	3.1	Teacher Leadership Opportunities	Yes	$6,014.00	$4,466		
3	3.2	Staff Collaboration Time	Yes	$148,699.00	$148,437		

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	3.3	Professional Growth Opportunities	Yes	$49,620.00	$49,479		
3	3.4	Instructional Coaching	Yes	$103,524.00	$114,420		
3	3.5	Conference Attendance	Yes	$32,911.00	$26,797		
3	3.6	Professional Development	Yes	$21,600.00	$27,995		
4	4.1	Counseling	Yes	$174,970.00	$154,337		
4	4.3	Uniforms for Low-Income Students	Yes	$6,000.00	$18,780		
4	4.4	Student Activities and Celebrations	Yes	$15,156.00	$16,830		
4	4.9	Pupil Service Attendance Counselor	Yes			3.25	3.29
5	5.1	Parent Meetings and Events	Yes	$1,000.00	$1,000		
5	5.3	Parent Communication	Yes	$1,500.00	$1,549		
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)
2,946,042	$1,203,944		40.866%	$1,012,695.00	9.440%	43.815%	$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	$ 3,441,420	$ 1,360,798	39.542%	0.000%	39.542%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,867,395	$ 1,108,709	$ -	$ 183,152	$ 5,159,256.00	$ 3,422,142	$ 1,737,114

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					$ -	$ 12,435	$ -	$ -	$ -	$ 12,435	$ 12,435	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Vista Meridian	2025-26	$ 441,356	$ 73,050	$ 417,689	$ 96,717	$ -	$ -	$ 514,406	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Vista Meridian	2025-26	$ 373,944	$ 486,476	$ 575,606	$ 155,000	$ -	$ 129,814	$ 860,420	0.000%
1	4	College and Career Readiness	All	No					$ 217,666	$ 15,000	$ 105,572	$ 127,094	$ -	$ -	$ 232,666	0.000%
1	4	College and Career Readiness	All	Yes	Schoolwide	All	Vista Meridian	2025-26	$ 206,768	$ 160,735	$ 367,503	$ -	$ -	$ -	$ 367,503	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 152,366	$ 51,103	$ -	$ 165,769	$ -	$ 37,700	$ 203,469	0.000%
1	6	Accelerating English Learner Success	EL	No					$ -	$ 16,681		$ 13,478	$ -	$ 3,203	$ 16,681	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					$ -	$ 7,500	$ 7,500	$ -	$ -	$ -	$ 7,500	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 1,581,187	$ 48,271	$ 1,629,458	$ -	$ -	$ -	$ 1,629,458	0.000%
2	2	Professional Learning & Development	All	No					$ 101,821	$ 44,720	$ 80,972	$ 65,569	$ -	$ -	$ 146,541	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 41,435	$ -	$ 41,435	$ -	$ -	$ 41,435	0.000%
2	4	Educational Technology & Support	All	No					$ 35,397	$ 56,650	$ 73,953	$ 18,094	$ -	$ -	$ 92,047	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ 78,975	$ 718,558	$ 465,109	$ 332,424	$ -	$ -	$ 797,533	0.000%
3	2	Parents as Decision-makers	All	No					$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
3	3	School-Family Partnerships	All	No					$ 232,662	$ 2,500	$ 142,033	$ 93,129	$ -	$ -	$ 235,162	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
$ 3,441,420	$ 1,360,798	39.542%	0.000%	39.542%	$ 1,360,798	0.000%	39.542%	Total:	$	1,360,798
								LEA-wide Total:	$	-
								Limited Total:	$	-
								Schoolwide Total:	$	1,360,798

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	Vista Meridian	$ 417,689	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Vista Meridian	$ 575,606	0.000%
1	4	College and Career Readiness	Yes	Schoolwide	All	Vista Meridian	$ 367,503	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]).

- **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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see _Education Code Section 52062_;

  o **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.

- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

  - ▪ The reasons for the ineffectiveness, and

  - ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o 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).

  o 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.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  o 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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 %)**

    o 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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