LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Charter Middle School

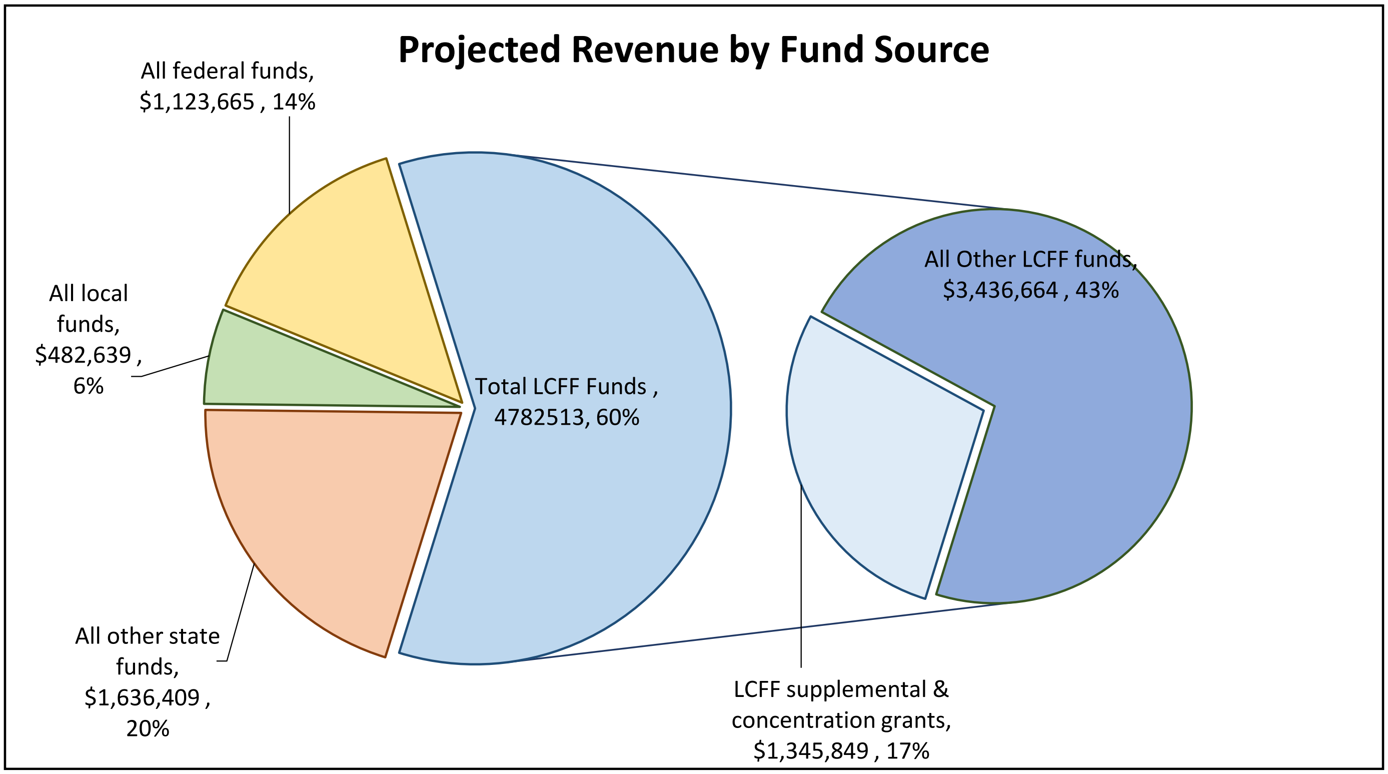
CDS Code: 19-64733-0122739

School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Vista Charter Middle School is $8,025,226.00, of which $4,782,513.00 is Local Control Funding Formula (LCFF), $1,636,409.00 is other state funds, $482,639.00 is local funds, and $1,123,665.00 is federal funds. Of the $4,782,513.00 in LCFF Funds, $1,345,849.00 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.

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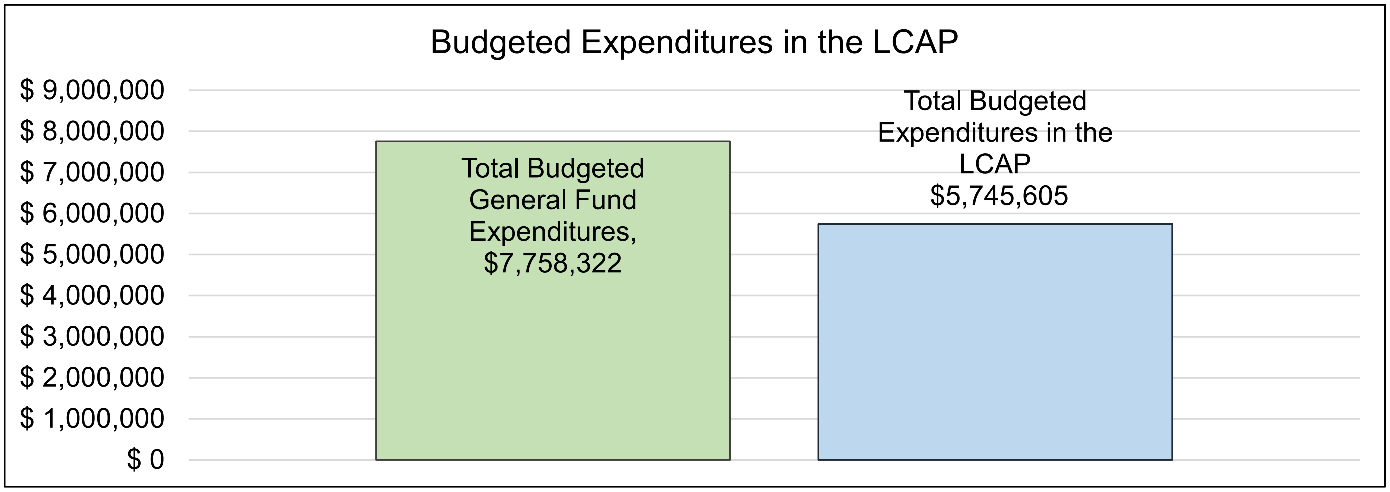


This chart provides a quick summary of how much Vista Charter Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

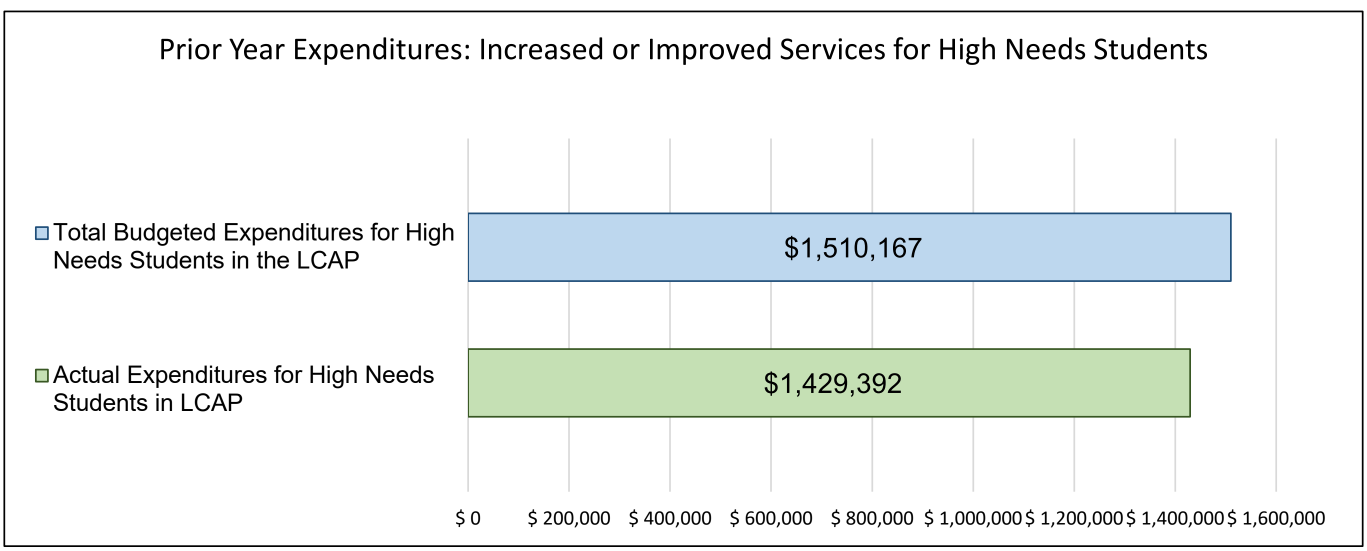
The text description of the above chart is as follows: Vista Charter Middle School plans to spend $7,758,322.00 for the 2026-27 school year. Of that amount, $5,745,605.00 is tied to actions/services in the LCAP and $2,012,717.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, Vista Charter Middle School is projecting it will receive $1,345,849.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Charter Middle School plans to spend $1,345,849.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Vista Charter Middle School's LCAP budgeted $1,510,167.00 for planned actions to increase or improve services for high needs students. Vista Charter Middle School actually spent $1,429,392.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $80,775.00 had the following impact on Vista Charter Middle School's ability to increase or improve services for high needs students:

The difference in actual expenditure and budgeted expenditures did not severly impact the actions and services. The original budget had a higher estimated enrollment and average daily attendance than the actuals for the 25/26 lowering LCFF S&C funding by $125k. The school also ended up with lower cost TA's and Intervention Coordinator than budgeted as well as less field trip costs.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Charter Middle School	Daniel Sommer, Principal	dsommer@vistacharterps.org 213.201.4000

Plan Summary 2026-27

General Information

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

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

Vista Charter Middle School currently serves 353 students in grades 6-8. Our student body reflects the community we serve, with 89% Hispanic, 5% Filipino, and 3% African American. VCMS serves low-income and historically underserved students who face significant educational challenges, including 35% English Learners (EL), 12% Students with Disabilities (SWD), 0.3% Foster Youth (FY), 0.3% Homeless Youth, and 94% Socioeconomically Disadvantaged (SED).

Mission and Vision

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

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

Educational Approach

Comprehensive Student Support

VCMS embraces a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into our curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of our educational model lies a sophisticated, data-driven support system.

Our SST is integrated in our Multi-tiered System of Supports (MTSS) and serves as the cornerstone of our intervention strategy, enabling teachers to identify & refer students who need additional support to reach grade-level proficiency in reading and mathematics. Through this established system, struggling students receive targeted intervention during the school day, ensuring they receive timely support. VCMS has also implemented PBIS & 100% of students participate in Ways of Council through Advisory.

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

Inclusive Education Model

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

Community School Initiative

CA Community Schools Partnership Program (CCSPP): VCMS is currently in the Implementation Phase as a Community School supported through the CCSPP Implementation Grant (Cohort IV), a five-year grant that provides critical resources to strengthen our Multi-Tiered System of Supports (MTSS) and expand services to students and families.

The grant supports several key areas:

- **Staff Development:** The funding provides instructional coaches and comprehensive professional development to strengthen our instructional program and build capacity among our educators and Instructional Leadership Team (ILT).
- **Community Coordination:** The grant will partially fund a Community Schools Coordinator who will co-lead our Attendance Team and initiatives while seeking partnerships with community-based organizations and agencies to support student and family needs.
- **Enhanced Services:** These resources enable us to expand our support services and create stronger connections between our school and the broader community.

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

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

Strategic Planning and Accountability

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

- Consultation with the SELPA, per California Education Code 52062(a)(5)
- Parent Advisory Committee (PAC), per California Education Code 52062(a)(1)
- Student Advisory Committee, per California Education Code 52062(a)
- English Learner Parent Advisory Committee, per California Education Code 52062(a)(2)
- Provision of a written response to each committee regarding its comments and recommendations

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, VCMS has $480,118 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. A total of $232,497 will be fully expended during the 2026-27 school year, and the remaining $247,621 in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

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

Reflections: Annual Performance

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

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

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

Suspension Rate Indicator: Vista Charter Middle School earned a Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard for the 'All Students' group, reflecting a suspension rate of 0%. Blue is the highest of the five performance levels/colors used on the Dashboard and represents the strongest tier of performance recognized by the California Department of Education for this state indicator. The school maintained this same Blue performance level across every reported student group, including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic, for the suspension rate indicator.

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

The consistency of the Blue performance level across the 'All Students' group and every historically underserved student group reported on the Dashboard, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, indicates that these practices are producing equitable outcomes for every learner the school serves. VCMS will continue to invest in Way of Council, Restorative Practices, and the staff professional learning that sustains these practices to ensure that the conditions producing a zero to near zero suspensions. VCMS implements consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges.

Comprehensive Needs Assessment

Vista Charter Middle School developed a comprehensive needs assessment to satisfy federal and state requirements, to evaluate the effectiveness of its educational and instructional program, and to guide the equitable allocation of resources for the 2026-27 school year.

Alignment with Title I Requirements: As a school operating a Title I schoolwide program, VCMS is required under the Every Student Succeeds Act (ESSA) to conduct a comprehensive needs assessment of the entire school. The needs assessment is intended to examine multiple sources of data to identify the priority needs of the school and their root causes. Under California's implementation, the comprehensive needs assessment must include verifiable state data, consistent with all state priorities and must be informed by the indicators reported on the California School Dashboard. ESSA further calls for annually reviewing the schoolwide plan, using data from State and local assessments, other indicators of academic achievement and growth, process data, and perception data, which makes an ongoing, data-based needs assessment a recurring obligation rather than a one-time exercise.

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

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

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

Mathematics Needs Assessment (2025 Dashboard)

On the 2025 California School Dashboard, Vista Charter Middle School (VCMS) received a Red performance level on the Math academic indicator for the ‘All Students’ group, as well as for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Hispanic students. The Long-Term English Learner (LTEL) student group received an Orange performance level. The underlying Distance from Standard (DFS) figures on the 2025 CAASPP Math assessment were as follows: All Students at -103.2, English Learners at -136.1, Long-Term English Learners at -167.9, Socioeconomically Disadvantaged students at -102.7, and Hispanic students at -107.0.

2023-24 Math CAASPP	
	DFS
All Students	-98.6
EL	-124.5
LTEL	-178.2
SED	-97.5
Hispanic	-100.2

2024-25 Math CAASPP	
	DFS
All Students	-103.2
EL	-136.1
LTEL	-167.9
SED	-102.7
Hispanic	-107

The Orange designation for LTELs, despite their being the lowest-performing group in absolute terms, reflects the Dashboard's combined Status-and-Change methodology: improvement in the Change dimension elevated the color band for LTELs above where Status alone would place them. This pattern is consistent with the i-Ready Diagnostic growth data described below, which shows LTEL students moving in the right direction even as proficiency gaps remain wide.

Demonstrated Strengths and Growth: While the Smarter Balanced Assessment (SBAC) results document a clear performance challenge, the school's internal diagnostic data and longer-term Dashboard trends point to meaningful momentum.

The first strength is the three-year trajectory. The ‘All Students’ group has improved from -113.4 Distance from standard on the 2023 Dashboard to -98.6 DFS (2024 Dashboard) but then declined to -103.2 DFS (2025 Dashboard). The 2025 result represents a 4.6-point regression from the 2024 Dashboard.

The second strength is the i-Ready Math Diagnostic momentum in 2025-26, which shows the school is on pace toward annual targets. The schoolwide median progress toward Annual Typical Growth is 88%. Forty-seven percent of students have already met or exceeded their Annual Typical Growth targets. Grade 6 median progress is 93% and Grade 8 median progress is 92%. Students performing "Three or More Grade Levels Below" reduced from 44% to 33%. Students performing at "Mid or Above Grade Level" tripled, from 1% to 3%, and students performing at "Early On Grade Level" nearly doubled, from 8% to 15%. Schoolwide placement-level improvement was led by Grade 8 (54% of students improved their placement) and Grade 6 (53% of students improved their placement).

Taken together, these indicators show that VCMS is moving the bottom of the distribution upward at a meaningful pace, even though the proficiency ceiling remains a significant challenge.

Greatest Needs: The greatest needs in Math are concentrated in three overlapping populations: English Learners, Long-Term English Learners, and Students with Disabilities (SWD). The 2025 CAASPP Math data places ELs at -136.1 DFS and LTELs at -167.9 DFS, well behind the All Students figure of -103.2. The worksheet identifies SWD as remaining 180.1 points below standard, with only 30.0% of SWD students improving their Math scores in the most recent year.

The greatest needs in Math are concentrated in three overlapping student groups: English Learners, Long-Term English Learners, and Students with Disabilities (SWD). The 2025 CA School Dashboard Math reported ELs at -136.1 DFS and LTELs at -167.9 DFS, well behind the ‘All Students’ figure of -103.2, and, SWD remain 180.1 points below standard, with only 30.0% of SWD students improving their Math scores in the most recent year.

Issues Identified This Year: Several patterns require direct intervention in 2026-27.

1. VCMS experienced a year-over-year regression at the schoolwide level: the All Students group declined from 98.6 points below standard on the 2024 Dashboard to 103.2 points below standard on the 2025 Dashboard, reversing part of the multi-year recovery trend.

2. There is a pronounced Math-versus-ELA growth divergence: only 45.5% of students improved their Math scores in 2025, compared to 69.9% of students who improved their ELA scores. The instructional improvements that lifted ELA outcomes have not yet fully translated into Math.
3. Most student groups are currently classified as having "Minimal" growth on the 2025 Math Growth Model, indicating that growth, is below the state average.
4. Foundational gaps among the most at-risk students remain substantial: per the i-Ready Diagnostic, 33% of students remain three or more grade levels below in Math, and only 14% of students have met their i-Ready Stretch Growth targets, the goals specifically designed to close significant proficiency gaps.
5. Grade 7 currently shows the lowest median progress toward Annual Typical Growth at 76%, suggesting a transition-year breakdown between Grade 6 foundational concepts and Grade 8 pre-algebra readiness.

Identified Resource Inequities: Three resource inequities directly affect the school's capacity to close the gaps documented above.

1. School funding is constrained by gradually declining enrollment, which limits the staffing and program decisions available to school leadership.
2. Teaching quality and credentialing represent a significant capacity challenge: only five teachers at VCMS currently hold clear credentials, and the majority of staff are new to teaching. This staffing profile produces predictable challenges in classroom management, instructional rigor, and differentiation, all of which directly affect the school's ability to deliver tiered Math instruction. The challenge is particularly acute in Math, where the combination of newer teachers and a student population entering with substantial foundational gaps requires both strong content pedagogy and strong differentiation practice.
3. Student support and intervention capacity has been reduced as a consequence of the enrollment decline; the school has had to reduce the number of instructional aides, who were a substantial part of the Math intervention program both inside and outside the classroom.

Root Cause Analysis: Drawing on the identified resource inequities and overall performance data, the school has identified four root causes underlying the current Math performance pattern.

1. Inconsistent application of rigorous, grade-level standards stemming from teacher capacity, since the majority of staff are new to the profession and are still developing the practice required to maintain grade-level rigor while differentiating for students who are multiple grade levels below.
2. Entry-level performance profile of the student body: the majority of students enter VCMS performing three or more grade levels below on diagnostic assessments, which makes grade-level Math instruction a continuous challenge regardless of teacher skill.
3. Severe performance gap for students who have not yet reclassified, which compounds the language access barrier with the academic content gap, particularly significant in Math where mathematical discourse and academic vocabulary directly affect student access to grade-level content.
4. Cumulative loss of core instructional hours produced by chronic absenteeism (currently 22.6% schoolwide on the 2025 Dashboard), which reduces the total instructional time available to close gaps that are already wide on entry.

2026-27 Action Plan: The school's plan responds to the data above through four coordinated areas of work:

1. Targeted interventions for foundational gaps: With 33% of students still in the most at-risk category on the i-Ready Diagnostic, the school will implement a "First 15" daily numeracy and mental-math routine to rebuild the prerequisite skills (whole-number operations, fractions, ratio reasoning) required for grade-level ratios and algebra. For Students with Disabilities, the school will prioritize the “Try, Discuss, and Connect” approach, productive mathematical discourse, moving students from physical manipulatives to visual models to symbolic notation, responding directly to the 30.0% improvement rate and the 180.1 DFS gap for this group. For English Learners and Long-Term English Learners, instruction will focus on mathematical discourse, using sentence starters that help students explain their reasoning and specifically targeting the academic vocabulary needed to close the 136.1-point EL gap and the 167.9-point LTEL gap.

2. Instructional shifts and rigor. Conceptual stretch goals will be raised through the introduction of Number Talks, in which students share multiple ways to solve a single problem to build mental flexibility, addressing the current 14% Stretch Growth attainment rate. Cross-grade alignment will focus on Grade 7, currently showing the lowest median progress at 76%; the school will establish a Grade 7 Math Task Force to ensure prerequisite Grade 6 concepts are reinforced early in the Grade 7 year to prevent the documented plateau. Science and Math integration will leverage the school's strength in Science (42.5 points above standard on the 2025 CAST) by using data from science experiments as the basis for math word problems, helping students see the real-world application of their math skills.
3. Leadership and progress monitoring. Diagnostic feedback loops will be established such that, after each i-Ready Diagnostic administration, teachers identify students in the 0 to 19% progress tier (currently 29% of the school) for immediate small-group intensive tutoring. Littera tutoring will be conducted for students in the "Three or More Grade Levels Below" category. The school began Littera tutoring with approximately 40 LTEL and EL students at the beginning of Quarter 4, with sessions held after school from 3:15 to 4:00 PM on Tuesdays and Thursdays. The Littera program model was previously implemented at another Vista Charter School and produced substantial growth on the i-Ready Diagnostic at that site. Because VCMS implemented the program after the i-Ready Diagnostic administration, the effectiveness of the current Littera cohort will be measured by participating students' growth on the SBAC. The 2026-27 goal is to identify 20 targeted students per grade level for Littera tutoring after each diagnostic administration, expanding the program's reach across all three middle school grades.
4. Professional development for staff**.** Staff will be trained on Error Analysis techniques to help students understand why they missed a problem, with the training specifically targeted at the groups currently showing "Minimal" growth on state reports. Error Analysis is a particularly important practice for newer teachers, since it provides a structured framework for diagnosing student misconceptions in real time and directly addresses the teacher capacity root cause identified above.

English Language Arts Needs Assessment (2025 Dashboard)

The 2025 California School Dashboard results for Vista Charter Middle School (VCMS) reflect a school making measurable progress in English Language Arts (ELA) while still operating well below standard. The Distance from Standard (DFS) figures across the indicator's reportable groups on the 2025 CAASPP ELA assessment were as follows: All Students at -45.4, English Learners (EL) at -87.2, Long-Term English Learners (LTEL) at -111.5, Socioeconomically Disadvantaged (SED) students at -45.4, and Hispanic students at -46.7.

2023-24 ELA CAASPP	
	DFS
All Students	-53.7
EL	-91
LTEL	-135.8
SED	-54.3
Hispanic	-56.2

2024-25 ELA CAASPP	
	DFS
All Students	-45.4
EL	-87.2
LTEL	-111.5
SED	-45.4
Hispanic	-46.7

Compared to the school's Math results, ELA performance is substantially closer to standard for every reportable group, and the year-over-year direction of travel is positive. The All Students DFS improved by 8.3 points between the 2024 Dashboard and the 2025 Dashboard, moving from -53.7 to -45.4. This is a meaningful single-year gain that is consistent with the school's i-Ready Diagnostic growth data and provides a credible foundation for the 2026-27 plan of action.

Demonstrated Strengths and Growth: The ELA performance has shown consistent year-over-year improvement, strong i-Ready Reading Diagnostic growth velocity, and substantial gains in English Learner progression. The 'All Students' group moved from 53.7 points below standard on the 2024 Dashboard to 45.4 points below standard on the 2025 Dashboard, an 8.3-point gain that contrasts meaningfully with the Math trajectory, where the same group regressed by 4.6 points over the same period. On the 2025 Smarter Balanced Assessment (SBA), 69.9% of students improved their ELA scores between the 2024 and 2025 administrations, and this growth percentage is the primary engine of the school's overall ELA momentum. The percentage of English Learners making progress toward English proficiency on the English Learner Progress Indicator (ELPI) rose from 27.5% on the 2024 Dashboard to 44.4% on the 2025

Dashboard; while this is an ELPI metric rather than an ELA-content metric, it directly supports the ELA pipeline by signaling that the school's language acquisition work is accelerating.

The 2025-26 i-Ready Reading Diagnostic shows strong velocity toward annual targets. The schoolwide median progress toward Annual Typical Growth is 167%, indicating that the average student has substantially exceeded their full-year goal at the mid-year diagnostic. Sixty-three percent of students have already met or exceeded their Annual Typical Growth targets, and 27% of students have met their Stretch Growth goals, the ambitious targets specifically designed to close significant proficiency gaps. Movement out of the lowest performance tiers between beginning of year (BOY) and end of year (EOY) has been substantial: students performing "Three or More Grade Levels Below" reduced from 54% to 38%, and students performing "Two Grade Levels Below" reduced from 15% to 13%. Movement into higher tiers is equally strong: students performing at "Mid or Above Grade Level" nearly doubled, rising from 26 students (8%) to 48 students (15%), and students performing at "Early On Grade Level" rose from 26 students (8%) to 42 students (13%).

Taken together, an 8.3-point CAASPP gain, a 69.9% student-level improvement rate, and a 167% median i-Ready progress figure indicate that ELA instruction at VCMS is producing genuine grade-level gains, not simply small movement at the margins.

Greatest Needs: The greatest needs in ELA are concentrated in two overlapping populations: English Learners and Long-Term English Learners. These groups performed at -87.2 and -111.5 DFS respectively, well behind the 'All Students' performance -45.4 DFS. The worksheet also identifies Students with Disabilities (SWD) as a significant area of need, noting that SWD currently perform 114.6 points below state standards in ELA.

Issues Identified This Year: Even with the strong growth profile, several patterns require direct intervention in 2026-27:

1. High growth velocity has not yet produced grade-level proficiency for the majority of students. Only 28% of students are currently performing at or above grade level on i-Ready (15% "Mid or Above" plus 13% "Early On"), meaning 72% of the student body remains below grade-level proficiency.
2. Persistent severe underperformance. Even after substantial within-year gains, 38% (125 students) remain three or more grade levels below in reading, and 51% of students are at least two grade levels behind.
3. A "growth versus proficiency" gap. The school's instructional system is moving students upward through the placement tiers at a strong rate, but the absolute distance from grade-level proficiency for the lowest tier is large enough that single-year gains, however large in growth terms, do not yet translate into proficiency for most students.
4. EL and LTEL gaps within the indicator. The EL gap to All Students is 41.8 DFS points (-87.2 versus -45.4), and the LTEL gap is 66.1 DFS points (-111.5 versus -45.4). These intra-school gaps are wider than the gaps observed for SED and Hispanic students, both of which are close to the All Students.

Identified Resource Inequities: Three resource inequities directly affect the school's capacity to close the gaps documented above.

1. School funding is constrained by gradually declining enrollment, which limits the staffing and program decisions available to school leadership.
2. Teaching quality and credentialing represent a significant capacity challenge: only five teachers at VCMS currently hold clear credentials, and the majority of staff are new to teaching. This staffing profile produces predictable challenges in classroom management, instructional rigor, and differentiation, all of which directly affect the school's ability to deliver tiered ELA instruction.
3. Student support and intervention capacity has been reduced as a consequence of the enrollment decline; the school has had to reduce the number of instructional aides, who were a substantial part of the intervention program both inside and outside the classroom.

Root Cause Analysis: Drawing on the identified resource inequities and overall performance data, the school has identified four root causes underlying the current ELA performance pattern.

5. Inconsistent application of rigorous, grade-level standards stemming from teacher capacity, since the majority of staff are new to the profession and are still developing the practice required to maintain grade-level rigor while differentiating for students who are multiple grade levels below.
6. Entry-level performance profile of the student body: the majority of students enter VCMS performing three or more grade levels below on diagnostic assessments, which makes grade-level instruction a continuous challenge regardless of teacher skill.
7. Severe performance gap for students who have not yet reclassified, which compounds the language access barrier with the academic content gap.
8. Cumulative loss of core instructional hours produced by chronic absenteeism (currently 22.6% schoolwide on the 2025 Dashboard), which reduces the total instructional time available to close gaps that are already wide on entry.

2026-27 Action Plan: The following reflects the steps that will take place in the 2026-27 school year.

1. Targeted intervention for high-risk groups. Vocabulary and morphology instruction will shift from simple definitions to explicit Tier 2 word analysis, using 15-minute daily mini-lessons on morphemes (prefixes, roots, and suffixes) so students can decode complex academic texts in the "Vocabulary" and "Comprehension" domains, where the worksheet identifies the highest within-test gaps. Designated English Learner and Long-Term English Learner support will use consistent teaching routines that lower cognitive load, allowing students to focus on academic language rather than task instructions, with response frames and academic teaming used to build oral language proficiency before students transition to written production. Specialized Students with Disabilities support will focus on oral reading fluency and prosody through echo and partner reading, with student self-recordings used as a progress monitoring tool, addressing the SWD group's current performance 114.6 points below state standards in ELA.
2. Instructional shifts to close the proficiency gap. Purposeful repeated reading using content-rich short passages will build automaticity and confidence, addressing the 38% of students still three or more grade levels below. Scaffolded "stretch text" instruction will equip students with graphic organizers and dual-coding tools so they engage with grade-level texts rather than simplified ones, addressing the i-Ready cohort currently making minimal progress toward stretch goals. Instructional blocks dedicated to navigating non-fiction text features (subtitles, paragraph structures, connecting phrases) will address the area in which students currently underperform compared to literature. High-impact Littera tutoring will be conducted in ELA after each i-Ready diagnostic for six to eight weeks, prioritizing students in the lowest progress tiers.
3. Data-driven leadership and culture. Monthly SMART goal reviews will provide standing leadership oversight of subgroup progress against measurable, time-bound goals. Professional Learning Communities (PLCs) will conduct "deep dives" structured around growth-versus-proficiency data, with teachers identifying why comprehension is breaking down for specific students (whether decoding, vocabulary, or fluency) and adjusting groupings accordingly. The PLC structure is also the primary mechanism through which newer teachers will build the practice required to address the teacher capacity root cause identified above.
4. Engagement and motivation. High-interest, low-Lexile resources will be provided to older struggling readers to maintain dignity and increase engagement with grade-appropriate but accessible texts. Certificates and public recognition will be used to acknowledge students meeting their Typical or Stretch Growth goals, fostering a culture in which improvement is consistently validated.

English Language Progress Indicator (ELPI) Needs Assessment (2025 Dashboard)

On the 2025 California School Dashboard, Vista Charter Middle School (VCMS) reported strong year-over-year growth on the English Learner Progress Indicator (ELPI). The percentage of English Learners progressing at least one ELPI level moved sharply upward in 2025 after a single-year regression in 2024, and the Long-Term English Learner subgroup more than doubled its progress rate over the same period. The relevant data points across the recent reporting cycles are summarized below.

ELPI (Dashboard)	EL	LTEL
2023 Dashboard	50.5%	N/A
2024 Dashboard	27.5%	22.4%
2025 Dashboard	44.4%	49%

The ELPI progress rate for English Learners (EL) was 50.5% on the 2023 Dashboard, 27.5% on the 2024 Dashboard, and 44.4% on the 2025 Dashboard. The ELPI progress rate for Long-Term English Learners (LTEL) was not reported by the California Department of Education on the 2023 Dashboard, was 22.4% on the 2024 Dashboard, and was 49.0% on the 2025 Dashboard. ELPAC proficiency rates were 17.48% in 2022-23, 6.25% in 2023-24, and 12.5% in 2024-25, with a projected proficiency rate of 16% for 2025-26. Annual reclassification rates were 16.5% in 2022-23, 3.9% in 2023-24, and 0.0% in 2024-25, with a projected rate of 12% for 2025-26.

The current English Learner population at VCMS includes 120 English Learners, 84 Long-Term English Learners, and 6 students identified as At Risk of Long-Term English Learner status. The LTEL count of 84 is the most operationally significant figure: it represents the population whose ELPI movement is the largest single contributor to the school's 2025 Dashboard rebound and whose academic outcomes drive much of the renewal narrative.

The ELPI trajectory reflects a meaningful rebound: a 16.9-percentage-point gain for the EL group between the 2024 and 2025 Dashboards, a 26.6-percentage-point gain for the LTEL group over the same window, and projected continued recovery in ELPAC proficiency and reclassification in 2025-26.

Demonstrated Strengths and Growth: The English Learner work at VCMS shows three clear strengths:

- Significant performance rebound. The percentage of English Learners progressing at least one ELPI level increased from 27.5% in 2024 to 43.5% in 2025, a 16-percentage-point single-year gain. (The worksheet uses the 43.5% figure when describing the rebound and the 44.4% figure when reporting the Dashboard topline; both are reproduced here as written.)
- Reduced regression. The percentage of English Learners who decreased at least one ELPI level dropped sharply from 32.4% in 2024 to 17.6% in 2025. Fewer students are losing ground year-over-year, which is essential for sustaining future progress.
- Long-Term English Learner growth. LTELs are typically the most difficult student group to move on the ELPI. At VCMS, 49.3% of LTELs made progress in 2025, a gain of 26.9% over the previous year. This level of LTEL growth, although not consistent represents a positive growth.
- Projected ELPAC and reclassification recovery. Internal projections place 2025-26 ELPAC proficiency at 16% (up from 12.5% in 2024-25 and recovering toward the 17.48% baseline of 2022-23) and the projected 2025-26 reclassification rate at 12% (a substantial recovery from 0.0% in 2024-25 and 3.9% in 2023-24). These projections, if realized, would re-establish reclassification as an improved outcome for EL/LTEL a contrast from recent regression.

Greatest Needs: Two needs stand out from the ELPI data:

- Overall progress rate remains below the state. Despite the rebound, 44.4% of all English Learners are making progress on the 2025 Dashboard, which remains below the state average of 46.4%. Closing this 2-point gap is the immediate threshold the school is working toward.
- Maintaining ELPI Level 4 proficiency is critical and currently fragile. Only 0.9% of English Learners are maintaining ELPI Level 4, the highest level prior to reclassification. This figure indicates that the school is not yet sustaining students at the proficiency ceiling long enough for reclassification to occur consistently, which directly connects to the 0.0% reclassification rate observed in 2024-25.

Issues Identified This Year: Three structural issues require direct attention in 2026-27.

- Stability of proficiency at lower ELPI levels is a concern: 38.0% of English Learners are "maintaining" lower ELPI levels (Levels 1 through 3H) rather than advancing. The school is moving students into the EL pathway and reducing regression, but a substantial portion of the EL population is plateauing at the lower tiers rather than progressing toward Level 4 and reclassification. Second, the academic correlation with Math is significant: EL students are struggling in Math, with a 136.1-point gap below standard on the 2025 CAASPP Math assessment and a performance decline of 11.6 points between the 2024 and 2025 Dashboards.
- CAASPP ELA is one of the criteria contributing to ELPI level determinations, and Math difficulties often correlate with broader academic-language challenges.

- Third, the LTEL subgroup, while showing ELPI movement, continues to operate at a substantial Math achievement gap: the LTEL group performed at -167.9 DFS on the 2025 CAASPP Math assessment, only a small improvement from the prior year's performance (a movement from -178.2 to -167.9 DFS). This pattern is consistent with the broader ELPI performance, in which language acquisition gains are real but the underlying academic achievement gap remains wide.

Identified Resource Inequities: The same three resource inequities that affect the ELA and Math indicators also constrain ELPI work. School funding is limited by gradually declining enrollment, which affects the staffing and programmatic decisions available to school leadership. Teaching quality and credentialing is a significant capacity issue: only five teachers at VCMS currently hold clear credentials, and the majority of staff are new to teaching. This staffing profile creates predictable challenges in classroom management, instructional rigor, and differentiation, and it has direct implications for English Learner instruction, since integrated English Language Development (ELD) instruction requires teacher capacity that newer staff are still developing. Student support and intervention capacity has been reduced as a consequence of the enrollment decline, including a reduction in instructional aides who previously supported intervention work both inside and outside the classroom.

Root Cause Analysis: VCMS has identified five root causes underlying the current ELPI performance pattern. The first is inconsistent application of rigorous, grade-level standards stemming from teacher capacity. The second is the entry-level performance profile of the student body: the majority of students enter VCMS performing three or more grade levels below on diagnostic assessments. The third is the severe performance gap for students who have not yet reclassified, which compounds the language access barrier with the academic content gap. The fourth is classroom management challenges among newer teachers, which affect the consistency of EL instruction. The fifth, identified specifically for the EL/LTEL pathway in the re-uploaded worksheet, is that newer teachers struggle to learn and master the curriculum while simultaneously ensuring that integrated ELD is being taught. This is a critical root cause for the ELPI indicator, because the integrated ELD requirement applies across all content areas, and the school's ELPI outcomes depend on the consistency with which integrated ELD is delivered across newer teachers' classrooms.

2026-27 Action Plan: VCMS’s objective is to maintain the momentum of the 16% increase in students progressing ELPI levels and to address the stagnation of students at lower proficiency tiers.

1. Need to implement consistent, evidence-based language acquisition strategies for English Learners and Long-Term English Learners, supported by Interim ELPAC assessments administered during the academic year. Interim ELPAC data will be used to identify, monitor, and support EL and LTEL students in real time, with the goal of improving Summative ELPAC performance, which will in turn improve ELPI performance and increase the school's reclassification rate from its current low.
2. Need to implement structured English Language Development support delivered by trained paraprofessionals in small-group settings. Targeted small-group ELD instruction is widely associated in the broader research literature with improved English language acquisition outcomes for English Learners. (See verification flag below.)
3. Need to implement comprehensive teacher training in Kagan cooperative learning structures, customized to teacher experience levels, with ongoing implementation support and coaching. Cooperative learning structures are widely associated in the broader research literature with academic language development, peer interaction, and collaborative learning environments that benefit linguistically diverse students. This is a particularly important strategy for VCMS given the school's 94% Hispanic and 34% English Learner population. (See verification flag below.)
4. Need to implement mathematics and language integration. Sheltered instruction will be implemented in math classes, focusing on the academic vocabulary and discourse structures that may be contributing to the EL group's 136.1-point Math gap and the LTEL group's 167.9-point Math gap. This intervention is shared with the Math plan of action and is intended to operate as a single instructional strategy rather than two parallel ones.

5. Need to celebrate gains. Students who advance on the ELPI indicator will be publicly recognized, creating a culture in which language acquisition is celebrated as a major academic achievement, not as a precondition for "real" academic recognition. This is the cultural counterpart to the structural interventions above and acknowledges the 43.5% of EL students who advanced an ELPI level in 2025.

Chronic Absenteeism Indicator Needs Assessment (2025 Dashboard)

On the 2025 California School Dashboard, Vista Charter Middle School (VCMS) reported substantial single-year improvement on the Chronic Absenteeism indicator, with a 10.3% decline at the schoolwide level and similar magnitude declines across every reportable subgroup. The 2024-25 chronic absenteeism rates by subgroup were as follows:

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	134	32.9%
EL	44	36.1%
LTEL	22	35.5%
SED	121	32.1%
SWD	9	30.0%
Hispanic	120	31.6%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	86	22.6%
EL	34	26.2%
LTEL	18	23.4%
SED	76	21.8%
SWD	7	21.9%
Hispanic	81	22.8%

The schoolwide rate of 22.6% is 5.5% above the 2025 CA state average of 17.1% and 9.1% above the school's own pre-pandemic 2019 rate of 13.5%. Both gaps are the binding constraints the school is working to close in 2026-27.

Demonstrated Strengths and Growth: The chronic absenteeism work at VCMS shows three clear strengths that should anchor the renewal narrative:

- Substantial overall decline. The schoolwide chronic absenteeism rate dropped from 32.9% in 2024 to 22.6% in 2025, a single-year decline of 10.3 percentage points. This is one of the largest single-year movements documented in the worksheet across any indicator and reflects a coordinated, school-level response to post-pandemic attendance patterns rather than improvement isolated to a single subgroup.
- Positive trends across every identified student group. Per the worksheet, every reportable subgroup showed a year-over-year decline in chronic absenteeism. The improvement was not concentrated in the easier-to-move populations; it extended through the highest-need subgroups as well.
- Notable subgroup improvements. Three subgroups posted especially strong declines:
- Long-Term English Learners: declined by 12.1%
- Socioeconomically Disadvantaged students: declined by 10.3%
- English Learners: declined by 9.9%

The LTEL improvement is particularly meaningful in the context of the broader EL story at VCMS, where LTELs also posted a 26.9% gain on the ELPI in the same year. The two indicators reinforce one another: LTELs are coming to school more consistently and are progressing in language acquisition at higher rates, suggesting that the school's EL strategy and its attendance strategy are functioning as connected systems rather than parallel efforts.

Greatest Needs: The greatest need on this indicator is closing the gap between the school's improved 2024-25 rate and two external benchmarks:

- The state comparison. The school's 22.6% chronic absenteeism rate remains 5.5 percentage points above the 2025 state average of 17.1%. Closing this gap is the immediate aim.
- The school's own pre-pandemic baseline. The 22.6% rate is also 9.1 percentage points above the 2019 pre-pandemic rate of 13.5%. Returning to the pre-pandemic baseline is the medium-term aim.

- The greatest need by subgroup is concentrated in three populations: English Learners (26.2%), Hispanic students (22.8%), and Long-Term English Learners (23.4%). The Hispanic and LTEL rates sit close to the All Students rate, but the EL rate is 3.6 percentage points higher than the schoolwide figure and represents the largest within-school equity gap on the indicator.

Issues Identified This Year: Two structural issues require direct attention in 2026-27:

- Concentrated needs in specific subgroups. Per the worksheet, chronic absenteeism remains in the "Orange/Yellow" status range for English Learners (26.2%), LTELs (23.4%), and Socioeconomically Disadvantaged students (21.8%). These three subgroups overlap heavily at VCMS, meaning that the same students often appear in multiple high-need categories. Targeted outreach to this overlap population is the highest-leverage intervention available.
- Historical context. Despite the 10.3-percentage-point single-year improvement, the current rate of 22.6% remains substantially higher than the school's pre-pandemic 2019 rate of 13.5%. The school is recovering toward the baseline but has not yet returned to it. The renewal narrative should be transparent about this gap rather than treating the single-year improvement as a sufficient outcome on its own.

2026-27 Action Plan: The plan responds to the data above through four coordinated areas of work, organized around the explicit objective stated in the worksheet: close the 5.5% gap between the school (22.6%) and the state (17.1%) by building on the 10.3-percentage-point decline achieved in 2024-25.

1. The "Appreciation First" protocol: When a student returns from an absence, the first interaction with school staff will be affirming ("We missed you; the class wasn't the same without you") rather than corrective. This is a deliberate cultural intervention designed to build what the worksheet describes as the "eager want" to be present, replacing the shame-and-reprimand pattern that often follows absences and reinforces avoidance.
2. Targeted focus on high-risk subgroups: English Learners (26.2%) and LTELs (23.4%) continue to show higher chronic absenteeism than the general population. The 2026-27 plan operationalizes ELAC as the primary venue for identifying and removing specific barriers (transportation, family work schedules, sibling care responsibilities, language-access friction with school communications) that contribute to absences in these subgroups. Pairing the ELAC barrier-removal work with the existing EL pathway interventions consolidates the EL strategy across two indicators rather than duplicating effort.
3. Positive competition across subgroups: The data showing that Socioeconomically Disadvantaged students improved by 10.3% and LTELs improved by 12.1% demonstrates that the largest improvements are achievable in the highest-need populations.
4. Incentivizing "typical" attendance**:** Award and publicly recognize students who avoid falling into the 10% absence threshold (the chronic absenteeism cutoff). Frame attendance as a contribution to the school's collective success rather than as an individual compliance requirement. This is the structural counterpart to the "Appreciation First" cultural intervention.

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

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Vista Charter Middle School (VCMS) will expend $232,497 of its LREBG allocation during the 2026-27 school year. The remaining $247,621 of the school's $480,118 unexpended LREBG balance will be fully expended in the 2027-28 school year, with the corresponding plan included in the 2027-28 LCAP.

Needs Assessment

VCMS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, language acquisition gaps, chronic absenteeism, and instructional capacity as the school's most significant learning recovery priorities.

On the 2025 California School Dashboard, the Math Academic Indicator returned a Red performance level (the lowest rating) for the All Students group at 103.2 Distance from Standard (DFS) below standard, English Learners (EL) at 136.1 DFS below standard, Socioeconomically Disadvantaged (SED) students at 102.7 DFS below standard, and Hispanic students at 107.0 DFS below standard, with the Long-Term English Learner (LTEL) student group at 167.9 DFS below standard at the Orange performance level. The English Language Arts Academic Indicator returned Orange performance levels for EL students at 87.2 DFS below standard and LTEL students at 111.5 DFS below standard. Students with Disabilities perform 114.6 points below standard in ELA and 180.1 points below standard in Math, with only 30.0% improving their Math scores in the most recent year.

The English Learner Progress Indicator (ELPI) reflects substantial single-year movement: EL students rebounded from 27.5% to 44.4% making progress, and LTEL students rose from 22.4% to 49.0%, earning a Green performance level on the 2025 Dashboard. The Chronic Absenteeism Indicator declined 10.3 percentage points schoolwide from 32.9% to 22.6%, but the rate remains 5.5% above the 2025 state average of 17.1%, with concentrated needs persisting for EL students (26.2%), LTELs (23.4%), and SED students (21.8%).

The needs assessment identified instructional capacity as the primary root cause underlying these gaps. The percentage of teachers fully credentialed and appropriately assigned, as reported through the California Department of Education's Teacher Assignment Monitoring Outcomes (TAMO), declined from 57.7% in 2022-23 to 41.7% in 2023-24, and the majority of teachers at VCMS are new to the profession. Newer teachers struggle to master curriculum while simultaneously ensuring that integrated English Language Development is delivered across all content areas, and the resulting inconsistency in instructional practice is the root cause that the LREBG expenditures below are designed to address.

Expenditure 1: i-Ready Diagnostic Assessment

Position (LCAP Goal and Action)

i-Ready Diagnostic Assessment (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds

$19,627

Rationale

The i-Ready Diagnostic Assessment is administered three times annually (Fall, Winter, Spring) in both ELA and Mathematics for all students at VCMS. The diagnostic produces standards-aligned data that drives Tier 2 and Tier 3 intervention placement decisions, identifies students performing three or more grade levels below who require the most intensive intervention, and informs the school's six-week formative assessment cycle. Without the i-Ready Diagnostic, the MTSS framework central to the school's learning recovery work cannot operate as designed: intervention placement would be based on teacher judgment rather than diagnostic data, growth measurement would be unavailable across the school year, and the bi-weekly progress monitoring cycle for students receiving Tier 2 and Tier 3 support could not be sustained. The diagnostic is the data platform of record for the Littera tutoring partnership, the i-Ready MyPath personalized learning pathway, and the intervention decisions made by the Intervention Coordinator and the MTSS team. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and for diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Evidence Tier

Tier 2 (Moderate Evidence). Universal screening and diagnostic assessment systems that produce standards-aligned data three times annually are widely associated in the research literature with improved intervention placement accuracy, more responsive instructional decisions, and measurable academic gains for students performing below grade level. The i-Ready Diagnostic is specifically referenced in California Department of Education resources and is among the most widely used universal screening tools in California middle schools, with evidence supporting its use for academic progress monitoring under ESSA Tier 2 standards.

Metrics

i-Ready Diagnostic Reading and Math results disaggregated by student group (Fall, Winter, Spring); placement-level movement across BOY, MOY, and EOY administrations; percentage of students meeting Annual Typical Growth; CAASPP ELA and Mathematics DFS disaggregated by student group as reported on the California School Dashboard performance levels for the ELA and Math Academic Indicators.

Expenditure 2: Assistant Principal (Instructional Coach Portion)

Position (LCAP Goal and Action)

Assistant Principal, Instructional Coach Portion (Goal 1, Action 3: MTSS - Social-Emotional Learning and Mental Health Supports)

Amount of LREBG Funds

$10,254

Rationale

The Assistant Principal serves dual roles at VCMS: instructional leader and coordinator of the school's MTSS Social-Emotional Learning and Mental Health Supports work. The LREBG-funded portion of the Assistant Principal's compensation supports the instructional coaching responsibilities embedded in the position, including weekly data review meetings with the MTSS team, tier placement decisions for students receiving social-emotional and behavioral intervention, coordination of the Counseling Interns and the Behavior Interventionists with classroom teachers, and ongoing consultation with newer teachers on classroom management and the integration of academic and behavioral support. The Assistant Principal's coaching role is particularly important for the Chronic Absenteeism Indicator response, since the integration of academic, behavioral, attendance, and mental health interventions documented as the school's strongest predictor of the 10.3-percentage-point chronic absenteeism reduction depends on coordinated leadership across these workstreams. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for administrators and for mental health services and supports for pupils and staff.

Evidence Tier

Tier 2 (Moderate Evidence). Integrated leadership models in which administrators serve coordinating roles across academic, behavioral, attendance, and mental health interventions are associated in the broader research literature with stronger MTSS implementation fidelity, more consistent tier movement decisions, and improved chronic absenteeism and behavioral outcomes for students. The integration of instructional coaching with social-emotional and behavioral support leadership reflects the multi-tiered system of supports research base that underlies California's MTSS framework.

Metrics

Chronic Absenteeism Indicator performance level and disaggregated rates on the California School Dashboard.

Expenditure 3: English Language Development Teaching Assistant

Position (LCAP Goal and Action)

ELD Teaching Assistant (Goal 1, Action 6: Accelerating English Learner Success)

Amount of LREBG Funds

$52,053

Rationale

The ELD Teaching Assistant is the central paraprofessional support position for the school's 120 English Learners and 84 Long-Term English Learners. The ELD Teaching Assistant tracks EL and LTEL student academic progress, provides integrated English Language Development academic support, and delivers tiered support through small-group pull-out sessions during the instructional day. The position is the operational mechanism through which the 2025 ELPI rebound (from 27.5% to 44.4% for EL students and from 22.4% to 49.0% for LTEL students, with LTEL earning a Green performance level on the 2025 Dashboard) is sustained and extended. The ELD Teaching Assistant also coordinates with the planned part-time ELD Instructional Coach to ensure that paraprofessional ELD support reinforces the instructional coaching delivered to teachers, and serves as the staffing bridge between the Designated ELD instruction delivered each morning and the Integrated ELD work delivered throughout the day across content areas. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services, including those for English learners.

Evidence Tier

Tier 2 (Moderate Evidence). Targeted small-group English Language Development instruction delivered by trained paraprofessionals under the supervision of credentialed educators is widely associated in the research literature with improved English language acquisition outcomes, higher reclassification rates, and stronger academic outcomes for English Learners. The paraprofessional small-group ELD model is reflected in California Department of Education English Learner Roadmap Policy guidance and is supported by studies meeting ESSA Tier 2 evidence standards.

Metrics

English Learner Progress Indicator (ELPI) performance level and percentage of EL students making progress on the California School Dashboard; Summative ELPAC proficiency rate; annual reclassification rate.

Expenditure 4: Math Instructional Coach

Position (LCAP Goal and Action)

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

Amount of LREBG Funds

$65,012

Rationale

The Math Instructional Coach is the school's primary instructional response to the 2025 Math Dashboard regression for the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The Math Coach serves as a catalyst for improving mathematics instruction and addressing achievement gaps through classroom observations, co-planning sessions, instructional modeling, and Professional Learning Community facilitation. The Coach supports teachers in implementing research-based practices including the “Try, Discuss, and Connect” approach, productive mathematical discourse, and problem-solving strategies that engage diverse learners. The Coach also guides teachers in using formative assessment data to identify misconceptions, plan differentiated instruction, and create scaffolded learning experiences that help students access grade-level Math content while addressing the foundational gaps documented in the needs assessment (33% of students perform three or more grade levels below in Math; only 14% have met i-Ready Stretch Growth targets in Math). The Math Coach directly addresses the instructional capacity root cause identified in the needs assessment by building general education teacher capacity to deliver high-quality, standards-aligned, differentiated Math instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier

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

Metrics

California School Dashboard Math Academic Indicator performance levels disaggregated by EL, LTEL, SED, Hispanic, and SWD; CAASPP Math DFS disaggregated by student group.

Expenditure 5: ELA Instructional Coach

Position (LCAP Goal and Action)

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

Amount of LREBG Funds

$85,551

Rationale

The ELA Instructional Coach specializes in the Science of Reading and serves as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach guides teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building. Beyond individual classroom support, the ELA Coach collaborates with school leadership to align curriculum and instruction with reading science across grade levels, establish assessment systems that monitor student progress in all reading components, and support the implementation of the new MyPerspectives (Savvas) ELA curriculum adopted at VCMS in 2025-26. The ELA Coach directly addresses the instructional capacity root cause identified in the needs assessment by building general education teacher capacity to deliver high-quality, standards-aligned, differentiated ELA instruction, with particular attention to the 38% of students performing three or more grade levels below in ELA and the persistent Orange performance levels for the EL and LTEL student groups on the ELA Academic Indicator. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier

Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. The Science of Reading research base, anchored in the National Reading Panel report and subsequent meta-analyses, provides Tier 1 evidence for the structured literacy practices the ELA Coach will support teachers in implementing. Coaching is consistently identified in the research as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects observed when coaching is content-specific (ELA in this case), ongoing, and responsive to individual teacher needs.

Metrics

California School Dashboard ELA Academic Indicator performance levels disaggregated by EL, LTEL, SED, Hispanic, and SWD; CAASPP ELA DFS disaggregated by student group.

LCAP Alignment: All five expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Diagnostic Assessment is included under Goal 1, Action 1 (Assessment of Learning). The Assistant Principal Instructional Coach portion is included under Goal 1, Action 3 (MTSS -

Social-Emotional Learning and Mental Health Supports). The ELD Teaching Assistant is included under Goal 1, Action 6 (Accelerating English Learner Success). The Math Instructional Coach and the ELA Instructional Coach are included under Goal 2, Action 2 (Professional Learning and Development). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, the California Community Schools Partnership Program (CCSPP) grant, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The administrative leadership team identified continued investment in i-Ready Diagnostic administration, the Assistant Principal's instructional coaching role, the ELD Teaching Assistant, and the planned ELA, Math, and ELD instructional coaches as priorities. Teachers identified the need for dedicated ELA, Math, and ELD instructional coaches and additional Teaching Assistant capacity to support tiered intervention. Classified staff identified the continued importance of intervention support and the integration of paraprofessional staffing with the school's MTSS framework. Students (through the Student Advisory Committee) identified additional Math help and additional support in classrooms as priorities. The Parent Advisory Committee identified the effectiveness of the Intervention Coordinator and the intervention program as a strength to preserve and the need to spend additional time and instructional resources on Math. The combined English Learner Parent Advisory Committee, English Learner Advisory Committee, and District English Learner Advisory Committee identified additional training for Teaching Assistants on English Language Development strategies, additional intervention groups for English Language Development, and the continued role of the Intervention Coordinator as central priorities. The needs assessment and LREBG expenditure plan were reviewed through the Parent Advisory Committee, the Student Advisory Committee, and the combined English Learner advisory committees during the 2025-26 LCAP development cycle.

2024 CA School Dashboard

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

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

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

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

Data Analyzed

Quantitative Data Sources

The comprehensive data analysis incorporated multiple assessment measures to understand English Learner performance across various domains. Interim ELPAC assessments provided ongoing monitoring of English language development progress throughout the academic year. Previous year ELPAC and SBA data established baseline performance levels and longitudinal trends. The i-Ready diagnostic assessments, administered at the beginning, middle, and end of the year, measured both reading and mathematics achievement relative to grade-level expectations.

Qualitative Data Sources

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

Educational Partners Engaged

Stakeholder Participation

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

Community and Administrative Input

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

Strengths Identified

- **Academic Growth Patterns:** Despite the concerning ELPI decline, several positive indicators emerged from the data analysis. English Learners demonstrated exceptional growth in reading, with median growth reaching 128% of their typical expected progress on i-Ready diagnostic assessments. The percentage of students performing three or more grade levels below standard decreased by 14% in mathematics and 12% in reading. Additionally, the proportion of students achieving at or above grade level increased by 7% in reading and 9% in mathematics.
- **Schoolwide Academic Improvements:** The broader academic context showed promise, with ELA performance increasing by 19.6 points and mathematics by 14.8 points on the California School Dashboard. These improvements suggest that foundational instructional practices are positively impacting student learning, though the benefits have not yet translated to English language development progress as measured by ELPI.

Greatest Needs

- **English Learner Academic Performance:** The data revealed significant academic gaps requiring immediate attention. Eighty-five percent of English Learners continue to perform three or more grade levels below standard in English Language Arts on i-Ready diagnostics, while 68% perform similarly below standard in mathematics. These substantial percentages indicate that current instructional approaches are insufficient to accelerate learning for the majority of English Learners.
- **Long-term English Learner Challenges:** Long-term English Learners face particularly acute challenges, scoring 135.8 points below standard in ELA and 178.2 points below standard in mathematics on state assessments. While LTELs showed modest gains of 11.6 points in ELA and 13 points in mathematics, these improvements remain far below the acceleration needed to reach grade-level proficiency. The 23% decline in ELPI performance represents the most critical concern requiring comprehensive intervention.

Issues Identified This Year

- **Instructional Implementation Challenges:** Several implementation issues emerged that directly impacted English Learner outcomes. The consistency of designated and integrated ELD instruction varied significantly across classrooms, creating unequal learning opportunities for English Learners. Reading comprehension deficits prevented students from accessing grade-level content across all subject areas, compounding their academic challenges. The lack of sufficient differentiation in core instruction failed to address the diverse learning needs of English Learners and students with disabilities.
- **Engagement and Assessment Concerns:** Student engagement levels remained problematically low among English Learners performing three or more grade levels below standard. The implementation of progress monitoring tools lacked consistency across classrooms, limiting teachers' ability to make data-driven instructional adjustments. These systemic issues created barriers to the intensive, targeted instruction that English Learners require for accelerated language and academic development.

Resource Inequities

- **Professional Development Gaps:** Significant professional development needs emerged as primary equity concerns. Teachers require more comprehensive training in both integrated and designated ELD instructional strategies to serve English Learners effectively. New teacher preparation and ongoing coaching lack sufficient focus on English Learner-specific pedagogy, resulting in inconsistent implementation of research-based practices across classrooms.
- **Assessment and Curriculum Resources:** The frequency and depth of formative assessment data analysis between formal diagnostic administrations proved insufficient for responsive instruction. Teachers need more systematic approaches to analyzing ELPAC interim data and diagnostic results with specific attention to English Learner progress patterns. Access to grade-level texts appropriate for English Learners across all grade levels requires expansion to support content area learning while developing language proficiency.
- **Systemic Support Structures:** The absence of specialized ELD coordination creates gaps in program oversight and teacher support. Differentiation training and implementation support remain inadequate for meeting the complex needs of English Learners who also may have learning differences or other challenges. Progress monitoring systems lack the consistency needed to ensure all English Learners receive appropriate instructional adjustments based on their individual progress.

Root Cause Analysis

- **Professional Capacity Development:** The fundamental root cause centers on insufficient professional capacity to implement high-quality ELD instruction consistently across the school. Teachers require more extensive professional development in both integrated and designated ELD methodologies, with ongoing administrative reinforcement and coaching support to ensure sustained implementation. The lack of specialized ELD expertise within the instructional leadership team limits the school's ability to provide targeted guidance and support.
- **Curriculum and Assessment Alignment:** Inadequate alignment between curriculum resources and English Learner needs contributes to the performance decline. The shortage of grade-level texts accessible to English Learners across content areas limits their ability to develop both language and academic skills simultaneously. More detailed and frequent analysis of ELPAC interim and diagnostic data specific to English Learners is essential for responsive instruction and intervention.
- **Instructional Differentiation Systems:** The inconsistent implementation of differentiation strategies reflects insufficient systems for supporting diverse learner needs within general education classrooms. English Learners require specialized instructional approaches that many teachers have not been adequately prepared to provide, particularly for students performing significantly below grade level.

2025-26 Action Plan

1. **Curriculum and Leadership Enhancement:** VCMS will adopt a more rigorous ELA curriculum (Saavas) with explicit focus on grade-level text accessibility for English Learners. A dedicated ELD Coordinator position will be established to improve the quality and consistency of both integrated and designated

ELD instructional practices. This coordinator will provide ongoing coaching, classroom support, and program oversight to ensure research-based ELD strategies are implemented effectively across all classrooms.
2. **Professional Development Focus:** A comprehensive professional development program will target English Learner instruction as the primary schoolwide focus. Teachers will participate in intensive training on differentiation strategies specifically designed for English Learners and Long-term English Learners. The ELD Teaching Assistant and Intervention Coordinator will receive specialized training through conferences and workshops to enhance their capacity to support struggling English Learners.
3. **Data Systems and Monitoring:** The implementation of the Ellevation data tracking platform will provide systematic monitoring of English Learner progress and instructional effectiveness. Regular formative assessment protocols will be established to ensure consistent data analysis between formal diagnostic administrations. Teachers will receive training on interpreting and responding to ELPAC interim data to inform daily instructional decisions.

Metrics to Measure Progress

- **Primary Outcome Measures:** Progress will be measured primarily through continued growth on the ELPI indicator, with the goal of returning to GREEN performance level within three years. The school targets 5% annual growth in both ELA and mathematics achievement for English Learners on state assessments. ELPAC proficiency rates and English Learner reclassification rates will serve as key indicators of program effectiveness.
- **Ongoing Progress Monitoring:** Regular iReady diagnostic assessments will track academic growth in reading and mathematics throughout the academic year. ELPAC interim assessments will provide ongoing monitoring of English language development progress. The Ellevation data tracking platform will enable systematic documentation of individual student progress and instructional interventions. Consistent formative assessments will inform weekly instructional adjustments and intervention decisions.
- **Implementation Fidelity Measures:** Classroom observation data will document the consistency and quality of integrated and designated ELD instruction implementation. Professional development participation and coaching session documentation will track capacity-building efforts. Student engagement measures will monitor improvements in academic participation among English Learners performing below grade level.

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

Chronic Absenteeism Indicator: Needs Assessment (2024 Dashboard)

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

Data Analyzed

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

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

Educational Partners Engaged

- **School-Based Stakeholders:** The chronic absenteeism needs assessment engaged a comprehensive team of educational partners committed to addressing attendance challenges. Teachers contributed daily observations of student engagement and identified early warning signs of attendance concerns. The Intervention Coordinator provided insights into academic and social-emotional factors affecting student attendance patterns. Instructional Aides shared observations from their direct work with at-risk students and their families.
- **Community and Support Services:** The School Site Council, including parent representatives, offered valuable perspectives on family and community factors influencing attendance. The Community School Coordinator facilitated connections between families and community resources that address underlying causes of chronic absenteeism. The School Psychologist provided expertise on mental health and social-emotional factors that impact student attendance. Administrative leadership and office team members contributed data on attendance tracking systems and family communication efforts.

Strengths Identified

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

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

Greatest Needs

- **Subgroup-Specific Challenges:** The data reveals that English Learners, Hispanic students, and Socioeconomically Disadvantaged students face the most severe chronic absenteeism challenges, all performing at RED levels on the state Dashboard. These student populations often experience multiple intersecting barriers to consistent attendance, including language barriers in family communication, economic pressures that require students to assume family responsibilities, and limited access to transportation or other resources that support regular school attendance.
- **Systemic Attendance Barriers:** The overall chronic absenteeism rate of 32.9% indicates that nearly one-third of the student body misses significant instructional time, creating substantial academic and social-emotional consequences. Students with Disabilities and Long-term English Learners, while performing at ORANGE rather than RED levels, still experience chronic absenteeism at rates that interfere with their educational progress and require targeted intervention approaches tailored to their specific needs.

Issues Identified This Year

- **Family and Community Challenges:** Several significant issues emerged as primary contributors to chronic absenteeism during the current academic year. Families frequently change contact information without informing the school, creating communication barriers that prevent timely intervention when attendance concerns arise. Parents have expressed concerns about their inability to transport students to school, indicating transportation as a significant barrier for some families.
- **Student Social-Emotional Factors:** Student reports indicate that some children do not feel connected to school or experience social challenges with peers, including instances of students reporting that others are mean to them. These social-emotional factors create school avoidance behaviors that contribute to

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

Resource Inequities

- **Limited Intervention Capacity:** Significant resource inequities emerged as barriers to effective chronic absenteeism intervention. The school lacks sufficient student support systems specifically designed for students with higher needs who require intensive social-emotional, mental health, and family support services. Without these comprehensive support systems, families struggle to address the underlying issues that prevent regular school attendance.
- **Communication and Engagement Barriers:** Family engagement faces substantial challenges due to frequent changes in contact information and limited communication pathways between home and school. The school's capacity to maintain consistent contact with families is compromised when parents relocate or change phone numbers without notification. Additionally, the current level of parent engagement in school activities and communication systems remains insufficient to build the strong home-school partnerships necessary for addressing chronic absenteeism.
- **Transportation and Access Issues:** Resource inequities in transportation access create particular challenges for some families who report being unable to get their students to school consistently. These transportation barriers disproportionately impact families with limited economic resources and highlight the need for additional support systems that address basic access needs.

Root Cause Analysis

- **Insufficient Family Engagement and Support:** The fundamental root cause of chronic absenteeism centers on inadequate family engagement and insufficient support systems for addressing the complex challenges that prevent regular school attendance. Many families lack the resources, information, or support necessary to ensure their children attend school consistently, particularly when facing competing priorities such as family responsibilities or economic pressures.
- **Limited Social-Emotional and Mental Health Resources:** Students who do not feel connected to school or experience social challenges require more comprehensive social-emotional support than the school currently provides. The absence of adequate mental health resources and social-emotional learning supports leaves students without the coping strategies and connections necessary to overcome attendance barriers.
- **Systemic Communication Challenges:** The breakdown in communication systems between home and school creates gaps in early intervention opportunities. When families change contact information without notification or when language barriers prevent effective communication, the school's ability to provide timely support and intervention becomes severely compromised.
- **Inadequate Wraparound Services:** The lack of comprehensive wraparound services that address transportation, childcare, family support, and other basic needs prevents families from accessing the resources necessary to support consistent school attendance. Without addressing these fundamental barriers, attendance interventions remain ineffective.

2025-26 Action Plan

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

2. **Targeted Student Support Systems:** More schoolwide events and celebration activities will be implemented to increase students' sense of connection and belonging at school. The school will focus on identifying absent students early and making immediate connections with them to address concerns before patterns of chronic absenteeism develop. Enhanced social-emotional support services will be provided to address underlying factors that contribute to school avoidance behaviors.
3. **Systematic Intervention Approaches:** The School Attendance Review Team (SART) will expand its systematic approach to addressing chronic absenteeism through regular data review and targeted intervention planning. Home visits for chronically absent students will continue as a key strategy for understanding family circumstances and providing individualized support. Regular meetings between the Community School Coordinator, office management, and administration will ensure coordinated and timely responses to attendance concerns.
4. **Community Resource Development:** The school will strengthen connections to community resources that address transportation, childcare, and other barriers to consistent attendance. Family support services will be enhanced to provide comprehensive assistance for families facing multiple challenges that impact their children's ability to attend school regularly.

Metrics to Measure Progress

- **Primary Outcome Targets:** Progress will be measured through a targeted decrease in chronic absenteeism rates of 5-10% annually, with the ultimate goal of achieving GREEN performance on the California School Dashboard. The school aims to maintain Average Daily Attendance between 93% and 95%, representing a significant improvement from current levels. Attendance rate improvements will be monitored for all student subgroups, with particular attention to English Learners, Hispanic students, and Socioeconomically Disadvantaged students who currently perform at RED levels.
- **Ongoing Progress Monitoring:** Monthly attendance data analysis will track progress toward annual goals and enable mid-course corrections in intervention strategies. Weekly absent and tardy reports will provide real-time data for immediate intervention with students showing concerning attendance patterns. The SART team will document intervention effectiveness through systematic case tracking and outcome measurement.
- **System Implementation Measures:** Parent workshop attendance and engagement levels will be tracked to measure family participation in attendance support programs. Communication system effectiveness will be measured through response rates to daily calls and messages, as well as successful contact with families. Home visit completion rates and outcomes will document the school's proactive approach to supporting chronically absent students and their families.
- **Student Engagement Indicators:** School connectedness measures from the California Healthy Kids Survey will provide annual data on students' sense of belonging and engagement with school. Participation rates in schoolwide events and celebrations will indicate improved student connection to the school community. Student voice regarding attendance barriers and support needs will be collected regularly to inform ongoing intervention strategies.

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

2023 CA School Dashboard

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

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

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

- Daily Communication and Monitoring Systems: Vista Charter Middle School has implemented comprehensive daily communication protocols to address chronic absenteeism proactively. The school conducts daily calls home to families of absent students, ensuring immediate contact when attendance concerns arise. Daily messages are sent through PowerSchool to maintain consistent communication with all families regarding attendance expectations and support available. These daily touchpoints enable early intervention before sporadic absences develop into chronic patterns.

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

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

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

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

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

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

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.
Vista Charter Middle School is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.
Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Vista Charter Middle School (VCMS) engaged the school's administration in the LCAP development process through standing monthly meetings between the principal and assistant principal held from August 2025 through May 2026. These meetings provided a sustained, year-long venue for reviewing the status of the school, analyzing local and state data, and receiving structured coaching on the instructional, operational, and fiscal priorities that inform the LCAP. The structure below documents the meeting dates, the content presented at each meeting, and the feedback generated through each session. **August 2025: Year-Opening Data Review and Funding Alignment:** • Content presented: Review of 2024-25 end-of-year i-Ready Diagnostic results, 2025 Smarter Balanced Assessment preliminary data, 2024-25 Summative ELPAC results, and the school's projected 2025-26 unduplicated student group counts. Initial review of LREBG and Title funding allocations for the 2025-26 school year against the prior-year LCAP actions. • Feedback provided: The need to maintain instructional aide support across ELA and Math classrooms was identified as a core staffing priority for the year, given the proportion of students entering VCMS performing three or more grade levels below in both content areas. Funding allocations reviewed in this meeting were aligned to protect instructional aide positions through LREBG and Title I sources. **September 2025: Designated ELD Implementation and Schedule Review** • Content presented: Schoolwide Designated ELD schedule across grades six through eight, ELD warm-up structure and consistency across teachers, and initial Interim ELPAC administration plan. • Feedback provided: The need for a dedicated ELD instructional coach to build teacher capacity in Designated and Integrated ELD implementation was identified, particularly given the high proportion of teachers new to the profession and the variability observed in ELD warm-up implementation across classrooms. **October 2025: Behavior Management and PBIS Implementation**

Educational Partner(s)	Process for Engagement
	- Content presented: Schoolwide behavior referral data through the first quarter, PBIS implementation status, and the role of the Behavior Interventionists and the Board Certified Behavior Analyst (BCBA) in supporting general education classrooms. - Feedback provided: The need to sustain and protect the Behavior Interventionist staffing model was identified as a core priority. Behavior referral data confirmed that the Behavior Interventionists are the primary mechanism through which the school addresses behavioral factors that contribute to chronic absenteeism, and the meeting affirmed continued Title I funding of these positions in the 2026-27 LCAP. **November 2025: Intervention Placement and COST Cycle** - Content presented: Fall i-Ready Diagnostic results and the resulting Tier 2 and Tier 3 intervention placement decisions, the Coordination of Services Team (COST) referral process, and the integration of the Intervention Coordinator with the school's broader MTSS team. - Feedback provided: The need for dedicated ELA and Math instructional coaches to support newer teachers in implementing tiered intervention with fidelity was identified. The COST referral volume and the i-Ready placement data together documented that newer teachers were referring students for intervention faster than the existing intervention staff could absorb, indicating a need for instructional coaching that builds Tier 1 capacity alongside the intervention program. **December 2025: Mid-Year Data Review and 2025 Dashboard Preview** - Content presented: California School Dashboard 2025 results upon release, subgroup performance review across the ELA, Math, Science, ELPI, and Chronic Absenteeism indicators, and identification of indicators requiring intensified focus in the 2026-27 LCAP development cycle. - Feedback provided: The need to expand counseling services through the PUC Counseling Intern model was identified in response to the 2025 Dashboard Chronic Absenteeism Indicator results. The meeting confirmed that the integration of Counseling Interns into both the MTSS team and the Attendance team is the school's primary mechanism for addressing the social-emotional and mental health factors contributing to chronic absenteeism, particularly for the English Learner, Long-Term English Learner, and Socioeconomically Disadvantaged student groups. **January 2026: Designated and Integrated ELD Levels of Implementation** - Content presented: Walkthrough data on Designated ELD and Integrated ELD implementation across classrooms, identification of variability in implementation across teachers and content areas, and review of the need for dedicated coaching support. - Feedback provided: The need to strengthen consistency in the levels of ELD implementation across teachers and content areas was documented, which informed the 2026-27 LCAP commitment to hire a part-time ELD Instructional Coach. The meeting also confirmed that the ELD coaching role needs to operate in coordination with proposed ELA and Math instructional coaching, since Integrated ELD applies across all content areas and

Educational Partner(s)	Process for Engagement
	cannot be sustained through ELD-specific coaching alone. **February 2026: Winter i-Ready Results and Math Performance Review** • Content presented: Winter i-Ready Diagnostic results in ELA and Math, the Math Versus ELA growth divergence (45.5% Math improvement versus 69.9% ELA improvement), and the role of in-class instructional aides in Math classrooms. • Feedback provided: The need for instructional aide support specifically in mathematics classrooms was identified as a critical staffing priority for the 2026-27 LCAP, given the Math regression documented in the i-Ready data and the broader Math performance pattern that would later be confirmed on the 2025 Dashboard. The meeting also identified the need for a dedicated Math instructional coach to support newer teachers in delivering grade-level Math instruction while differentiating for students performing multiple grade levels below. **March 2026: Funding Allocation Review for the 2026-27 LCAP** • Content presented: Review of LREBG, Title I, Title II, Title III, and LCFF Supplemental and Concentration funding allocations against the proposed 2026-27 LCAP actions. Specific allocations reviewed included LREBG funding for the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, the Culture and Community Coordinator, and Kagan cooperative learning training; Title I funding for the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and Title III funding for the Ellevation Platform. • Feedback provided: The need to protect funding for the Behavior Interventionists, the Counseling Interns, the instructional aide staffing model, and the proposed ELA, Math, and ELD instructional coaches was identified as the central fiscal priority for the 2026-27 LCAP. The meeting confirmed that these positions, taken together, are the staffing infrastructure through which the school responds to the academic and chronic absenteeism gaps documented on the 2025 Dashboard, and that the funding plan needs to protect all of them rather than allow tradeoffs among them. **April 2026: Spring i-Ready Diagnostic and ELPAC Interim Results** • Content presented: Spring i-Ready Diagnostic results, Interim ELPAC results, and the Littera tutoring partnership launch (approximately 40 LTEL and EL students participating, Tuesdays and Thursdays from 3:15 to 4:00 PM, after-school). • Feedback provided: The need to continue and expand the counseling services model through the PUC partnership was reaffirmed based on the Spring i-Ready results, which documented that the students experiencing the slowest academic growth were also the students with the highest absenteeism and behavior referral rates. The meeting confirmed that academic intervention alone is not sufficient for this population and that the integrated counseling, behavior, and academic support model needs to be sustained in the 2026-27 LCAP.

Educational Partner(s)	Process for Engagement
	May 2026: LCAP Finalization and Year-End Reflection • Content presented: Final 2026-27 LCAP draft review, finalization of metrics and target outcomes for each indicator, and year-end reflection on the action areas that produced measurable progress versus those requiring intensification. • Feedback provided: The final feedback consolidated the year's identified staffing priorities into the 2026-27 LCAP: the need for ELA, Math, and ELD instructional coaches to build teacher capacity, the need to sustain Behavior Interventionist staffing through Title I funding, the need to continue counseling services through the PUC Counseling Intern partnership, and the need to maintain instructional aide support in ELA and Math classrooms as a core Tier 1 component. Each of these priorities is reflected in the final LCAP actions for the 2026-27 school year.
Teachers	Vista Charter Middle School (VCMS) engaged teachers in the LCAP development process through two standing structures that operated throughout the 2025-26 school year: weekly Friday professional development sessions for the full instructional staff, and weekly Monday Instructional Leadership Team meetings composed of two teachers per grade level. Together, these structures provided sustained, year-long venues for collaborative learning, data review, direct teacher feedback into the school's planning and LCAP development processes, and consultation on the use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support LCAP-aligned positions, materials, and services. **Friday Professional Development Sessions (Weekly, August 2025 through May 2026)** Content presented: Friday professional development sessions provided the full instructional staff with structured learning opportunities focused on student performance data, English Language Development (ELD) instruction, schoolwide literacy practices, and the alignment of LREBG and Title funding to the school's instructional priorities. Data sessions covered i-Ready Diagnostic results, Interim ELPAC results, formative assessment cycles, and the 2025 California School Dashboard results upon release. ELD sessions covered Designated ELD warm-up structures, Integrated ELD strategies across content areas, sentence frames, scaffolding for academic discourse, and Kagan cooperative learning structures (supported through LREBG funding). Literacy sessions covered Tier 2 vocabulary and morphology instruction, comprehension strategies, the integration of the new ELA curriculum, and the use of high-interest texts for older struggling readers. Funding alignment discussions covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, the Culture and Community Coordinator, and Kagan cooperative learning training; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. Each Friday session included structured time for teacher feedback on the topic at hand. Feedback provided: Across the year, teachers consistently identified two interrelated needs. The first is the need for additional in-classroom support for teachers, including instructional aides positioned in ELA and Math classrooms, dedicated ELA, Math, and ELD instructional coaching to build Tier 1 capacity, and stronger coordination between general education teachers and the school's intervention staff during the instructional day. Newer teachers in particular identified the need for in-classroom coaching that addresses both grade-level rigor and differentiation for students performing multiple grade levels below. The second is the need for additional Behavior Interventionist (BI)

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	capacity outside the classroom, including expanded BI support for students who require intervention outside the general education setting and stronger coordination between the BIs, the Counseling Interns, and the school's restorative practices implementation. Teachers identified that the current BI staffing model, supported through Title I funding, is essential to the functioning of their classrooms but that the current capacity is not sufficient to address the full range of behavioral support needs across the school. Teachers also affirmed the LREBG funded positions and materials reviewed during the funding alignment discussions and identified the continuation of those investments as a priority for the 2026-27 LCAP. **Monday Instructional Leadership Team Meetings (Weekly, August 2025 through May 2026)** Content presented: The Instructional Leadership Team, composed of two teachers per grade level at grades six, seven, and eight, met every Monday throughout the school year to address operational and instructional issues affecting the day-to-day functioning of the school, review schoolwide data, shape the design of upcoming Friday professional development sessions, and review the alignment of LREBG and Title funding to the school's instructional priorities. Standing topics included Tier 1 instructional consistency, ELD implementation across content areas, intervention placement and movement, behavioral support coordination, the alignment between professional development content and the actual needs surfacing in classrooms, and the protection of LREBG and Title funded positions central to the school's MTSS framework. Feedback provided: The Instructional Leadership Team consistently reinforced the two priorities identified through the broader Friday professional development sessions. First, teachers across all three grade levels articulated the need for additional in-classroom support, including instructional aides in ELA and Math, dedicated instructional coaching for ELA, Math, and ELD, and protected planning time for collaboration between general education and intervention staff. Second, teachers across all three grade levels articulated the need for additional Behavior Interventionist capacity to support students whose behavioral needs require intervention outside the classroom, particularly in connection with the school's chronic absenteeism response and its restorative practices implementation. The Instructional Leadership Team also affirmed the alignment of LREBG and Title funding to these priorities and identified the protection of LREBG funded positions (including the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator) and the Title I funded position as central to the 2026-27 LCAP. These priorities were carried forward into the 2026-27 LCAP development process through the Instructional Leadership Team's recommendations to the administration.
Classified Staff	Vista Charter Middle School (VCMS) engaged classified staff and other school personnel in the LCAP development process through three coordinated structures: monthly meetings held from October 2025 through April 2026, multiple surveys distributed throughout the school year, and structured professional development sessions that included dedicated time for feedback. Together, these structures provided sustained, year-long venues for classified staff to share input on school operations, instructional support, school safety, and the alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's instructional priorities. **Monthly Classified Staff Meetings (October 2025 through April 2026)**

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	Content presented: Monthly classified staff meetings provided a recurring venue for school personnel to discuss school operations, review schoolwide initiatives, contribute to the school's planning processes, and review the alignment of LREBG and Title funding to the school's instructional priorities. Standing topics included school safety practices and supervision protocols; the school's intervention program and the role of classified staff in supporting Tier 1, Tier 2, and Tier 3 instruction; and the alignment of LREBG and Title funding to the classified positions central to the school's MTSS framework. Funding alignment discussions covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. Each monthly meeting included structured time for classified staff feedback on the topics presented. Feedback provided: Classified staff consistently identified two interrelated needs across the year. Teaching Assistants (TAs) supporting intervention identified the need for additional intervention supplies and materials to support small-group and one-on-one instruction during the school day, as well as the need for additional TA capacity to address the workload generated by the school's tiered intervention model. The current TA staffing supports the school's Tier 2 and Tier 3 intervention work but is not sufficient to fully meet the demand documented through the i-Ready Diagnostic placement data and the Coordination of Services Team (COST) referral volume. Supervision aides and other school personnel identified the need for additional video camera coverage across campus and additional supervision aide capacity to support a safe and orderly learning environment, particularly during transitions, lunch, and before-school and after-school periods. Classified staff also affirmed the alignment of LREBG and Title funding to the positions and materials reviewed during the funding alignment discussions, including the LREBG funded positions and the Title I funded positions, and identified the continuation of those investments as a priority for the 2026-27 LCAP. **Surveys Distributed Throughout the School Year** Content presented: Multiple surveys were distributed to classified staff across the 2025-26 school year, providing additional venues for school personnel to share input on school climate, instructional support, school safety, intervention support, and the use of LREBG and Title funding. Surveys gathered both quantitative and qualitative input on the topics addressed during the monthly meetings, allowing classified staff to provide written feedback in addition to the verbal feedback shared in person. Feedback provided: Survey responses reinforced the two priorities identified through the monthly meetings: the need for additional intervention supplies and TA capacity to support the school's tiered intervention model, and the need for additional video camera coverage and supervision aide capacity to support school safety. Survey responses also affirmed the alignment of LREBG and Title funding to the classified positions and materials supporting the school's MTSS framework. **Professional Development with Embedded Feedback Time** Content presented: Professional development sessions provided to classified staff included content on intervention strategies, behavioral support practices, supervision protocols, and the use of LREBG and Title funded materials

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	(including i-Ready MyPath and the Ellevation Platform). Each session included structured time for feedback and for classified staff to identify additional support needs. Feedback provided: Classified staff used the embedded feedback time in professional development sessions to reinforce the priorities identified through the monthly meetings and the surveys, with particular attention to the need for additional intervention supplies, additional TA capacity, additional video camera coverage, and additional supervision aide capacity. Classified staff also identified the value of continued professional development on the LREBG and Title funded platforms central to their daily work and affirmed the continuation of those investments as a priority for the 2026-27 LCAP.
Students	Vista Charter Middle School (VCMS) engaged students in the LCAP development process through two coordinated structures: monthly Student Advisory Committee meetings held from October 2025 through April 2026, and multiple surveys administered to all students during the middle and end of the school year. Together, these structures provided sustained, year-long venues for students to share input on academic support, school climate, behavioral support, school activities, and the alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's instructional priorities. **Monthly Student Advisory Committee Meetings (October 2025 through April 2026)** Content presented: The Student Advisory Committee (SAC) at VCMS includes representation from unduplicated student groups and Students with Disabilities, and met monthly from October 2025 through April 2026 to provide students a structured voice in school decision-making and LCAP development. Content presented at SAC meetings covered student academic experience across ELA, Math, Science, and English Language Development (ELD) classrooms; the school's intervention and tutoring supports; behavioral support and school climate; field trips, electives, and enrichment activities; and the alignment of LREBG and Title funding to the school's instructional priorities. Funding alignment discussions, presented in student-accessible language, covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. Each SAC meeting included structured time for student feedback on the topics presented. Feedback provided: Across the year, students consistently identified four interrelated priorities. The first is the need for additional Teaching Assistant (TA) support in classrooms, with students reporting that the presence of TAs during ELA and Math instruction helps them access grade-level content and ask for help in real time without disrupting the flow of instruction. The second is the need for additional Behavior Interventionist (BI) capacity across the school, with students reporting that BI support helps maintain a safe and focused classroom environment and benefits students who need targeted behavioral support during the school day. The third is the need for additional help in Math, with students reporting that Math content is particularly challenging and that they would benefit from additional small-group instruction, one-on-one support, and targeted intervention beyond the supports currently in place. The fourth is the need for additional field trips and enrichment activities, with students identifying field trips as a meaningful component of their school experience that connects classroom learning to real-world application. Students also

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	affirmed the alignment of LREBG and Title funding to the positions and supports they identified as most valuable. **Mid-Year and End-of-Year Student Surveys** Content presented: VCMS administered multiple surveys to all students during the middle and end of the 2025-26 school year, ensuring that the input gathered through the Student Advisory Committee was supplemented by feedback from the broader student body. Surveys covered student academic experience, school climate, social-emotional wellness, behavioral support, school safety, and student engagement with electives, enrichment, and field trip opportunities. Feedback provided: Survey responses across the student body reinforced the four priorities identified through the Student Advisory Committee meetings. Students consistently identified the need for additional Teaching Assistant support in classrooms, the need for additional Behavior Interventionist capacity, the need for additional help in Math, and the desire for additional field trips and enrichment activities. Survey responses also affirmed the alignment of LREBG and Title funding to the classified positions and instructional supports that students identified as most valuable to their academic experience and to the school climate.
***Student Advisory Committee**	Vista Charter Middle School (VCMS) engaged students in the LCAP development process through the Student Advisory Committee (SAC), which met quarterly to review survey data, identify priorities, and make plans to improve the student experience at VCMS. The SAC includes representation from unduplicated student groups and Students with Disabilities, providing structured voice in school decision-making and LCAP development to the populations whose academic outcomes most directly drive the school's LCFF Supplemental and Concentration funding logic. The structure below documents the meeting dates, the content presented at each meeting, and the feedback generated through each session. **September 11, 2024: Year-Opening Priorities and Funding Alignment** Content presented: Year-opening SAC meeting reviewed the prior year's end-of-year survey data, identified initial student priorities for the 2024-25 school year, and introduced the alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's instructional priorities. Funding alignment discussion, presented in student-accessible language, covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. The meeting also addressed school safety protocols and the planning calendar for school activities for the year ahead. Feedback provided: Students identified the need for additional Teaching Assistant (TA) support in classrooms as a year-opening priority, reporting that TA presence during ELA and Math instruction is a significant factor in their ability to access grade-level content. Students also identified the desire for more regular school activities across the year, rather than activities concentrated in a few months, and affirmed the alignment of LREBG and Title funding to the

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	positions and supports they identified as most valuable. **December 11, 2024: Mid-Year Survey Review and School Safety** Content presented: Mid-year SAC meeting reviewed the mid-year student survey results, identified emerging priorities, and addressed school safety practices in greater depth, including supervision during transitions, lunch, and before-school and after-school periods. The meeting also revisited the LREBG and Title funding alignment, with students providing input on the classified positions and instructional materials they identified as most valuable to their daily school experience. Feedback provided: Students identified the need for additional Behavior Interventionist (BI) capacity across the school, reporting that BI support helps maintain a safe and focused classroom environment and benefits both students who need targeted behavioral support and students who benefit from the resulting classroom climate. Students also reiterated the year-opening priorities of additional TA support and more regular school activities and affirmed the continued protection of LREBG and Title funded positions central to their school experience. **February 19, 2025: Math Performance and Intervention Support** Content presented: Mid-winter SAC meeting reviewed winter i-Ready Diagnostic results in ELA and Math, discussed the Math performance pattern surfacing across grade levels, and reviewed the intervention support available through Tier 2 and Tier 3 of the school's MTSS framework. The meeting also addressed the use of LREBG and Title funding to support intervention positions and platforms (including the Intervention Coordinator and i-Ready MyPath) and the role of those supports in addressing the Math gap. Feedback provided: Students identified the need for additional help in Math as a core priority, reporting that Math content is particularly challenging and that they would benefit from additional small-group instruction, one-on-one support, and targeted intervention beyond the supports currently in place. Students reiterated the priorities of additional TA support and additional BI capacity and identified Math instructional support as the priority most directly addressable through the LREBG and Title funded intervention infrastructure. **April 16, 2025: Year-End Reflection and 2025-26 Planning** Content presented: Year-end SAC meeting reviewed end-of-year survey data, consolidated the year's identified priorities, and informed the planning process for the 2025-26 school year and the 2026-27 LCAP development cycle. The meeting also reviewed the LREBG and Title funding alignment one final time and asked students to identify the positions and supports they considered most important to protect in the next LCAP cycle. Feedback provided: Students consolidated the year's priorities into four core themes: the need for additional TA support in classrooms, the need for additional BI capacity across the school, the need for additional help in Math, and the desire for more regular school activities throughout the year. Students affirmed the continued protection of LREBG funded positions (including the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator) and Title I funded positions central to the 2026-27 LCAP.

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Parents including those representing Unduplicated Pupils and Students with Disabilities (SWD)	Vista Charter Middle School (VCMS) engaged parents and families in the LCAP development process through standing monthly Coffee with the Principal sessions held throughout the 2025-26 school year. These sessions provided a sustained, year-long venue for families, including those representing unduplicated student groups (English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and foster youth) and Students with Disabilities, to review school data, learn about the school's LCAP and program design, and share direct feedback on the school's priorities. The structure below documents the meeting dates, the content presented at each session, and the feedback generated through each session. **August 15, 2025: Year-Opening Data Review and LCAP Orientation** Content presented: Year-opening Coffee with the Principal introduced families to the 2025-26 school year, provided an overview of the school's LCAP structure, reviewed prior-year student performance data, and introduced the alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's instructional priorities. Funding alignment discussion covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. Feedback provided: Families identified the importance of the Behavior Interventionist (BI) staffing model for student safety and school climate as a year-opening priority and affirmed the alignment of LREBG and Title funding to the positions and supports central to the school's MTSS framework. **September 5, 2025: Special Education Program Overview** Content presented: September Coffee with the Principal provided an overview of the special education program at VCMS, including the role of the Director of Special Education, the Resource Specialist Teacher, Special Education Instructional Aides, and Designated Instructional Services providers; the IEP process and parent participation rights; and the academic and chronic absenteeism trajectory for the Students with Disabilities (SWD) student group across the 2023, 2024, and 2025 California School Dashboards. Feedback provided: Families representing Students with Disabilities identified the need to maintain focused attention on the SWD student group as a year-long priority, including continued investment in special education staffing, professional development for general education teachers serving SWD students, and the academic and behavioral support infrastructure documented in the Empowering Students with Disabilities Academically action. **October 3, 2025: English Language Development and English Learner Pathway** Content presented: October Coffee with the Principal addressed the school's English Language Development (ELD) program, including Designated and Integrated ELD instruction; the reclassification process and criteria; the role of the ELD Teaching Assistant and the planned ELD Instructional Coach; and the academic and language acquisition trajectory for the English Learner and Long-Term English Learner student groups across the 2023, 2024, and 2025 Dashboards.

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	Feedback provided: Families representing English Learners and Long-Term English Learners identified the need to continue and strengthen the school's work with English Learners as a year-long priority, including continued investment in the ELD Teaching Assistant, the planned ELD Instructional Coach, and the structured supports documented in the Accelerating English Learner Success and Accelerating Long-Term English Learner Success actions. **November 7, 2025: School Safety and Supervision** Content presented: November Coffee with the Principal addressed school safety practices, including security systems, supervision protocols across the instructional day and during before-school and after-school periods, emergency communication systems, and the school's Comprehensive School Safety Plan. The session also addressed the role of the Behavior Interventionists in supporting a safe and orderly learning environment. Feedback provided: Families reinforced the year-opening priority of maintaining the Behavior Interventionist staffing model and identified BIs as central to both individual student support and broader school safety. Families also expressed support for the school's supervision aide deployment and security infrastructure documented in the Safe and Well-Maintained Facilities action. **December 5, 2025: Mid-Year Data and 2025 Dashboard Review** Content presented: December Coffee with the Principal reviewed the 2025 California School Dashboard results upon release, including subgroup performance across the ELA, Math, Science, ELPI, and Chronic Absenteeism indicators. The session also revisited the LREBG and Title funding alignment in light of the Dashboard results and identified the indicators requiring intensified focus in the 2026-27 LCAP development cycle. Feedback provided: Families reiterated the three priorities identified in the prior sessions (focus on SPED, continued work with English Learners, and importance of BIs for student and school safety) and identified the 2025 Math Dashboard regression as a particular concern requiring continued attention in the 2026-27 LCAP. **January 16, 2026: ELD Implementation and Reclassification Progress** Content presented: January Coffee with the Principal provided an update on ELD implementation across content areas, the rebound in the English Learner Progress Indicator on the 2025 Dashboard (from 27.5% to 44.4% for English Learners and from 22.4% to 49.0% for Long-Term English Learners), and the projected 2025-26 ELPAC proficiency and reclassification rates. Feedback provided: Families representing English Learners and Long-Term English Learners affirmed the continued work with the EL and LTEL student groups as a year-long priority and identified sustained investment in the ELD program as a critical component of the 2026-27 LCAP. **February 6, 2026: Special Education Progress and IEP Process**

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	Content presented: February Coffee with the Principal provided an update on the academic and chronic absenteeism trajectory for the Students with Disabilities student group, including the 22.3-point ELA Distance from Standard improvement documented between the 2023 and 2024 Dashboards and the Red-to-Orange movement on the Math and Chronic Absenteeism indicators. The session also reviewed the IEP process, the role of COP 3 Coordinating Council resources, and parent participation in IEP meetings. Feedback provided: Families representing Students with Disabilities reinforced the priority of focused attention on the SWD student group and identified continued investment in the special education program, including general education teacher professional development on SWD support, as a critical component of the 2026-27 LCAP. **March 6, 2026: 2026-27 LCAP Draft Review and Funding Alignment** Content presented: March Coffee with the Principal reviewed the draft 2026-27 LCAP actions and revisited the alignment of LREBG and Title funding to the school's instructional priorities one more time before LCAP finalization. The session also addressed the school's continued investment in the Behavior Interventionist staffing model, the planned hiring of the ELD Instructional Coach, and the broader 2026-27 staffing commitments identified through the educational partner engagement process. Feedback provided: Families consolidated the year's three priorities (focus on SPED, continued work with ELs, and importance of BIs for student and school safety) and affirmed the alignment of LREBG and Title funding to the positions and supports central to those priorities. Families identified the continued protection of LREBG funded positions for the 2026-27 LCAP. **April 10, 2026: Spring Diagnostic Results and Intervention Programs** Content presented: April Coffee with the Principal reviewed the Spring i-Ready Diagnostic results in ELA and Math, the Littera tutoring partnership launch, and the Friday afterschool program for English Learners. The session also addressed the Tier 2 and Tier 3 intervention placement decisions made through the Coordination of Services Team process. Feedback provided: Families affirmed the school's intervention infrastructure and the intensification of Math support through the Littera tutoring partnership and the i-Ready MyPath platform. Families also reinforced the priorities identified across the year and identified the integrated academic and behavioral support model as central to their children's continued progress. **May 8, 2026: LCAP Finalization and Year-End Reflection** Content presented: Year-end Coffee with the Principal reviewed the finalized 2026-27 LCAP, the consolidated educational partner feedback that shaped the LCAP, and the year-end reflection on the action areas that produced measurable progress versus those requiring intensification. The session also recognized families' year-long participation in the LCAP development process. Feedback provided: Families consolidated the year's priorities into the final 2026-27 LCAP: continued focus on Students with Disabilities, continued work with English Learners and Long-Term English Learners, and continued

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	investment in the Behavior Interventionist staffing model for student and school safety. Families affirmed the protection of LREBG and Title funded positions across the special education program, the EL pathway, the intervention program, the family engagement program, and the behavioral support program as a core 2026-27 LCAP commitment.
Parent Advisory Committee	Vista Charter Middle School (VCMS) engaged the Parent Advisory Committee (PAC) in the LCAP development process through four quarterly meetings held across the 2025-26 school year. The PAC, established in accordance with California Education Code § 52062(a)(1), is the statutory committee through which the broader parent community reviews and provides input on the school's Local Control and Accountability Plan (LCAP), including the development, adoption, and annual update of the plan. The structure below documents the meeting dates, the content presented at each session, and the feedback generated through each session. **November 13, 2025: Chronic Absenteeism and CAASPP Results Review** Content presented: First-quarter PAC meeting reviewed the 2024-25 California Assessment of Student Performance and Progress (CAASPP) results in ELA and Math, the school's chronic absenteeism trajectory across the 2023, 2024, and projected 2025 California School Dashboards, and the initial alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's 2025-26 priorities. Funding alignment discussion covered the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator; the use of Title I funds to support the i-Ready Diagnostic Assessment, i-Ready MyPath, and the Behavior Interventionists; and the use of Title III funds to support the Ellevation Platform. The meeting also introduced the LCAP development cycle for the 2026-27 plan year. Feedback provided: PAC members identified the effectiveness of the school's intervention program and the Intervention Coordinator role as a year-opening strength to preserve in the 2026-27 LCAP. PAC members also identified the importance of the Behavior Interventionist (BI) staffing model in supporting student safety and improved school climate. **January 14, 2026: 2025 California Dashboard Review and Plans for Improvement** Content presented: Second-quarter PAC meeting provided a structured review of the 2025 California School Dashboard results upon release, including subgroup performance across the ELA, Math, Science, English Learner Progress Indicator, and Chronic Absenteeism indicators. The meeting addressed the school's plans for improvement across each indicator, with particular attention to the 2025 Math regression for the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, the academic trajectory for the Students with Disabilities student group, and the ELPI rebound for the English Learner and Long-Term English Learner student groups. The meeting also revisited the LREBG and Title funding alignment in light of the Dashboard results. Feedback provided: PAC members reinforced the effectiveness of the school's intervention program and the Intervention Coordinator role and identified the need to focus intervention on Students with Disabilities and English Learners as a core 2026-27 LCAP priority. PAC members also identified the need to spend additional time and

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	instructional resources focusing on Math, in direct response to the 2025 Math Dashboard regression. **March 11, 2026: 2026-27 LCAP Draft Feedback and Parent Engagement** Content presented: Third-quarter PAC meeting provided a structured review of the draft 2026-27 LCAP, including the proposed goals, metrics, target outcomes, and actions across each goal area. The meeting also addressed the school's parent and family engagement program, the alignment of LREBG and Title funding to the proposed LCAP actions, and the role of the PAC in providing input on the LCAP under California Education Code § 52062. The Superintendent or designee's process for responding in writing to PAC feedback was also reviewed. Feedback provided: PAC members provided LCAP draft feedback consolidating the year's identified priorities. PAC members affirmed the effectiveness of the intervention program and the Intervention Coordinator role and identified the protection of those structures in the 2026-27 LCAP as essential. PAC members also identified the Behavior Interventionist staffing model as a continued priority for student safety. PAC members reiterated the need to focus intervention on Students with Disabilities and English Learners and to intensify the school's focus on Math instruction and intervention. PAC members affirmed the alignment of LREBG and Title funding to the positions and supports central to these priorities. **May 8, 2026: LCAP Finalization and Year-End Reflection** Content presented: Year-end PAC meeting reviewed the finalized 2026-27 LCAP, the Superintendent's written response to PAC feedback, the consolidated educational partner feedback that shaped the LCAP, and the year-end reflection on the action areas that produced measurable progress versus those requiring intensification. Feedback provided: PAC members consolidated the year's priorities into the final 2026-27 LCAP: protect the intervention program and the Intervention Coordinator role; sustain the Behavior Interventionist staffing model for student safety; focus intervention on Students with Disabilities and English Learners; and spend additional time and instructional resources on Math. PAC members affirmed the alignment of LREBG and Title funding to these priorities and identified the protection of LREBG funded positions across the EL pathway, the intervention program, and the family engagement program, and Title I funded positions across the assessment and behavioral support programs, as central to the 2026-27 LCAP.
(Combined) **English Learner Parent Advisory Committee (EL-PAC); ELAC/DELAC**	Vista Charter Middle School (VCMS) engaged the families of English Learners (EL) and Long-Term English Learners (LTEL) in the LCAP development process through a combined ELAC, DELAC, and EL-PAC structure, which is allowable for charter schools and is the venue through which VCMS fulfills its statutory consultation obligations for English Learner families. The English Learner Parent Advisory Committee (EL-PAC) is established in accordance with California Education Code § 52062(a)(2) and provides input specifically on the portions of the Local Control and Accountability Plan (LCAP) that affect English Learners and their families. The combined ELAC/DELAC structure fulfills the site-level and district-level English Learner advisory functions through a single committee, consistent with the charter school exception under California law. The structure below documents the meeting dates, the content

Educational Partner(s)	Process for Engagement
	presented at each session, and the feedback generated through each session. **November 20, 2025: EL Master Plan and ELPAC Parent Education** Content presented: First-quarter meeting reviewed the school's English Learner Master Plan, including identification and placement of English Learners, the structure of Designated and Integrated English Language Development (ELD) instruction, the reclassification criteria, and parent participation rights in the EL pathway. The meeting also provided parent education on the English Language Proficiency Assessments for California (ELPAC), including the structure of the assessment, the four language domains assessed, and how families can interpret ELPAC results. The initial alignment of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to the school's EL pathway was also introduced, covering the use of LREBG funds to support the ELD Teaching Assistant, the Intervention Coordinator, the Community Schools Coordinator, and the Culture and Community Coordinator, and the use of Title III funds to support the Ellevation Platform. Feedback provided: Families identified the need for additional training for Teaching Assistants (TAs) supporting ELD instruction as a year-opening priority, reporting that TA capacity in ELD strategies is central to the effectiveness of the school's integrated language support during the instructional day. **January 27, 2026: 2025 Dashboard ELPI Review and Plans to Meet EL Needs** Content presented: Second-quarter meeting provided a structured review of the 2025 California School Dashboard English Learner Progress Indicator (ELPI) results, including the rebound from 27.5% to 44.4% for English Learners and from 22.4% to 49.0% for Long-Term English Learners. The meeting also addressed the school's plans to meet the needs of English Learners in the 2026-27 school year, including the planned hiring of the part-time ELD Instructional Coach, the continued ELD Teaching Assistant role, the Friday afterschool program for English Learners, and the Littera tutoring partnership. The LREBG and Title funding alignment was revisited in light of the Dashboard results. Feedback provided: Families identified the need for additional intervention groups specifically targeting ELD, with attention to small-group instruction that supports the language acquisition needs of both newer English Learners and Long-Term English Learners. Families also reinforced the year-opening priority of additional TA training in ELD strategies. **February 3, 2026: ELPAC Results Review and Reclassification Process** Content presented: Mid-winter meeting reviewed the 2024-25 Summative ELPAC results, the projected 2025-26 ELPAC proficiency rate, the projected 2025-26 reclassification rate, and the school's reclassification criteria and process. The meeting also addressed the Interim ELPAC administration cycle and how Interim results are used by the ELD Teaching Assistant, the Intervention Coordinator, and classroom teachers to identify, monitor, and support EL and LTEL students in real time. Feedback provided: Families identified the need for the continued and expanded role of the Intervention Coordinator to ensure that all intervention services, both inside and outside the classroom, are being delivered consistently for English Learner students. Families reinforced the priorities of additional TA training in ELD strategies and additional

Educational Partner(s)	Process for Engagement
	intervention groups for ELD. **March 5, 2026: 2026-27 LCAP Draft Feedback** Content presented: Third-quarter meeting provided a structured review of the draft 2026-27 LCAP actions affecting English Learners, including the Accelerating English Learner Success action, the Accelerating Long-Term English Learner Success action, the Math-Language Integration component, the chronic absenteeism response for EL and LTEL students, and the recognition of language acquisition progress. The meeting also addressed the alignment of LREBG and Title funding to the proposed LCAP actions and the role of the EL-PAC in providing input on the LCAP under California Education Code § 52062(a)(2). The Superintendent or designee's process for responding in writing to EL-PAC feedback was also reviewed. Feedback provided: Families provided LCAP draft feedback consolidating the year's identified priorities. Families affirmed the need for additional TA training in ELD strategies and identified this as a critical component of the 2026-27 LCAP. Families affirmed the need for additional intervention groups for ELD, particularly small-group instruction for both EL and LTEL students. Families affirmed the continued and expanded role of the Intervention Coordinator as central to ensuring consistent intervention delivery across the EL pathway, both inside and outside the classroom. Families affirmed the alignment of LREBG and Title funding to the positions and supports central to these priorities, including the LREBG funded ELD Teaching Assistant, Intervention Coordinator, Community Schools Coordinator, and Culture and Community Coordinator positions, and the Title III funded Ellevation Platform. **May 14, 2026: LCAP Finalization and Year-End Reflection** Content presented: Year-end meeting reviewed the finalized 2026-27 LCAP actions affecting English Learners, the Superintendent's written response to EL-PAC feedback, the consolidated educational partner feedback that shaped the LCAP, and the year-end reflection on the EL pathway action areas that produced measurable progress versus those requiring intensification. The meeting also addressed the planned 2026-27 hiring of the ELD Instructional Coach and the expansion of the Littera tutoring partnership to include 20 targeted students per grade level after each i-Ready Diagnostic administration. Feedback provided: Families consolidated the year's priorities into the final 2026-27 LCAP: additional training for Teaching Assistants on ELD strategies; additional intervention groups for ELD; and continued and expanded use of the Intervention Coordinator to ensure that all interventions are being delivered consistently for English Learner students, both inside and outside the classroom. Families affirmed the continued protection of LREBG and Title funded positions across the EL pathway, the intervention program, and the family engagement program as central to the 2026-27 LCAP.
SELPA	Vista Charter Middle School (VCMS) engaged the Los Angeles Unified School District (LAUSD) Charter Operated Programs Option 3 (COP 3) Special Education Local Plan Area (SELPA) in the LCAP development process through ongoing consultation with COP 3 Program Specialists across the 2025-26 school year and through a formal SELPA review of the 2026-27 LCAP goals on May 26, 2026. The COP 3 SELPA is the special education governance structure through which VCMS coordinates compliance, special education programmatic decisions, and dispute resolution

Educational Partner(s)	Process for Engagement
	processes for its Students with Disabilities (SWD) population. The structure below documents the ongoing communication areas with COP 3 SELPA Program Specialists and the formal feedback received on the 2026-27 LCAP. **Ongoing Communication with COP 3 SELPA Program Specialists (2025-26 School Year)** Content addressed through ongoing consultation: VCMS maintained regular consultation with COP 3 SELPA Program Specialists across the 2025-26 school year on six recurring topics central to the school's special education program. The first is ongoing Designated Verification and Review (DVR) process consultation, through which the school confirms the accuracy and completeness of its CALPADS special education reporting. The second is ongoing Welligent training for Education Specialists, supporting consistent and compliant IEP documentation across the school's special education staff. The third is support with Service Minute 300 Welligent reports and corrections, through which the school monitors service delivery compliance on a bi-weekly and weekly cadence and addresses discrepancies as they emerge. The fourth is Alternate Dispute Resolution resources and consultation, which provides the school with established procedures for resolving disagreements with families before they escalate. The fifth is the procedural guide and SELPA recommendations for the special education program, which provides the school with the structural and procedural framework within which its special education work operates. The sixth is policy interpretation and compliance support across the Individuals with Disabilities Education Act (IDEA), California Department of Education (CDE) guidance, and CALPADS reporting requirements. Feedback and resources provided through ongoing consultation: COP 3 SELPA Program Specialists provided VCMS with ongoing technical assistance, compliance support, and best-practice recommendations across the six topic areas above throughout the 2025-26 school year. The Director of Special Education and the Resource Specialist Teacher participated in the COP 3 Coordinating Council meetings and benefited from the bulletins and resources shared by the COP 3 team on topics including Section 504, Least Restrictive Environment updates, English Language Development support for Students with Disabilities, and IDEA updates. These resources informed the school's special education program design and the academic and chronic absenteeism response strategies for the SWD student group documented in the Empowering Students with Disabilities Academically action. **May 26, 2026: COP 3 SELPA Formal Review of 2026-27 LCAP Goals** Content presented: VCMS presented the proposed 2026-27 LCAP goals, metrics, target outcomes, and actions to the COP 3 SELPA Program Specialists for formal review on May 26, 2026, with particular attention to the goals and actions affecting the Students with Disabilities student group. The Empowering Students with Disabilities Academically action was presented in full, including the bi-weekly Special Education leadership meetings, the IEP Passport distribution to general education teachers, the professional development on SWD support, the PLC collaboration time between special education and general education staff, the chronic absenteeism response specifically operationalized for the SWD group, the Special Education oversight cadence (CALPADS monitoring, Welligent 300 reports, IEP Master Calendar), and the continued COP 3 partnership. Feedback provided: COP 3 SELPA provided formal review of the proposed 2026-27 LCAP goals and actions affecting the SWD student group. The COP 3 SELPA's feedback informed the final 2026-27 LCAP commitments to maintain the bi-weekly leadership cadence between site administrators and the Director of Special Education, the monthly IEP

Educational Partner(s)	Process for Engagement
	Passport distribution, the structured professional development program for general education staff on SWD support, the PLC collaboration time between special education and general education teachers, the documented Welligent 300 monitoring cadence, and the continued participation of the Director of Special Education and Resource Specialist Teacher in the COP 3 Coordinating Council. [Additional specific feedback from the May 26, 2026 review to be completed by VCMS administration based on documented COP 3 SELPA review notes.

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

The 2026-27 LCAP was directly influenced by educational partner feedback gathered across the 2025-26 school year through the standing administrative meetings, the weekly Friday teacher professional development sessions and Monday Instructional Leadership Team meetings, the monthly classified staff meetings and surveys, the monthly student surveys and Student Advisory Committee meetings, the monthly Coffee with the Principal parent sessions, the quarterly Parent Advisory Committee meetings, the quarterly combined English Learner Parent Advisory Committee / English Learner Advisory Committee / District English Learner Advisory Committee meetings, and the ongoing consultation with the LAUSD Charter Operated Programs Option 3 (COP 3) Special Education Local Plan Area. The descriptions below document, by Goal and Action, the specific feedback that influenced the 2026-27 LCAP. Goal 1, Action 1 (Assessment of Learning) and Goal 2, Actions 1, 3, and 4 are not included below because educational partner feedback did not produce specific design changes to those actions in the 2026-27 LCAP development cycle.

- **Goal 1, Action 2: MTSS: Accelerating Learning:** This action was influenced by feedback from every educational partner constituency. Administration identified the importance of instructional aide support in mathematics classrooms in response to the winter i-Ready Diagnostic results and the 2025 Math Dashboard regression. Teachers (through Friday professional development and Monday Instructional Leadership Team meetings) identified the need for additional in-classroom support and dedicated ELA and Math instructional coaching. Classified staff identified the need for additional intervention supplies and Teaching Assistant capacity to address the workload generated by the school's tiered intervention model. Students (through monthly surveys and Student Advisory Committee meetings) identified additional Teaching Assistant support and additional Math help as core priorities. The Parent Advisory Committee identified the effectiveness of the intervention program and the Intervention Coordinator role as a strength to preserve and the need to spend additional time and instructional resources on Math. The Combined EL-PAC, ELAC, and DELAC identified the need for additional intervention groups for English Language Development and the continued role of the Intervention Coordinator in ensuring consistent intervention delivery both inside and outside the classroom. The action's Tier 1 placement of Teaching Assistants, the Tier 2 small-group intervention model coordinated by the Intervention Coordinator, the Littera tutoring partnership for students performing three or more grade levels below, and the i-Ready MyPath personalized learning pathway are the structural responses to this feedback.
- **Goal 1, Action 3: MTSS: SEL and Mental Health Supports:** This action was influenced by feedback from teachers, classified staff, students, families, and the Parent Advisory Committee. Teachers (through Friday professional development and Monday Instructional Leadership Team meetings) identified the need for additional Behavior Interventionist capacity to support students whose behavioral needs require intervention outside the classroom. Classified staff identified the need for additional supervision aide capacity to support school safety, particularly during transitions, lunch, and before-school and after-school periods. Students (through monthly surveys and Student Advisory Committee meetings) identified additional Behavior Interventionist capacity as a core priority and requested more regular school activities throughout the year. Families (through monthly Coffee with the Principal sessions) and the Parent Advisory Committee both identified the Behavior Interventionist staffing model as central to student safety and improved school climate, with the Parent Advisory Committee specifically affirming that student safety has improved through the Behavior Interventionists. The action's continued Title I funding of the Behavior Interventionist staffing model, the integration of the Counseling Interns with both the MTSS team and the Attendance team, the

supervision aide deployment trained in Positive Behavioral Interventions and Supports and restorative practices, and the standing schedule of belonging-building school events (Vista Ohana Council Days, Trunk or Treat, water wars, staff-and-student volleyball matches, and student soccer tournaments) are the structural responses to this feedback.

- **Goal 1, Action 4: Broad Course of Study:** This action was influenced primarily by student feedback. Students (through monthly surveys and the Student Advisory Committee) identified the desire for additional field trips and enrichment activities and for more regular school activities throughout the year. The action's continued provision of electives across STEM and computational learning, the mathematics pathway, arts education, world languages, and communication and media domains, together with the Expanded Learning Opportunities Program partnership with Think Together, are the structural responses to this feedback.
- **Goal 1, Action 5: Empowering Students with Disabilities Academically:** This action was influenced by family, Parent Advisory Committee, and COP 3 SELPA feedback. Families representing Students with Disabilities (through monthly Coffee with the Principal sessions, particularly the September 5, 2025 and February 6, 2026 sessions) identified the need to maintain focused attention on the SWD student group as a year-long priority. The Parent Advisory Committee identified the need to focus intervention on Students with Disabilities as a core 2026-27 LCAP priority. The COP 3 SELPA, through ongoing consultation with Program Specialists and the formal May 26, 2026 review of the 2026-27 LCAP goals, provided technical assistance, compliance support, and best-practice recommendations across the Designated Verification and Review process, Welligent training, Service Minute 300 reports, Alternate Dispute Resolution resources, the procedural guide and SELPA recommendations, and IDEA, CDE, and CALPADS policy interpretation. The action's bi-weekly Special Education leadership meetings, monthly IEP Passport distribution, structured professional development on SWD support, PLC collaboration time between special education and general education teachers, documented Special Education oversight cadence (CALPADS monitoring, Welligent 300 reports, IEP Master Calendar), and continued COP 3 partnership are the structural responses to this feedback.
- **Goal 1, Action 6: Accelerating English Learner Success:** This action was influenced by family, Parent Advisory Committee, Combined EL-PAC/ELAC/DELAC, and administrative feedback. Administration (through the September 2025 and January 2026 monthly meetings) identified the need to strengthen consistency in the levels of English Language Development implementation across teachers and content areas. Families representing English Learners (through monthly Coffee with the Principal sessions, particularly the October 3, 2025 and January 16, 2026 sessions) identified the need to continue and strengthen the school's work with English Learners as a year-long priority. The Parent Advisory Committee identified the need to focus intervention on English Learners as a core 2026-27 LCAP priority. The Combined EL-PAC, ELAC, and DELAC identified the need for additional training for Teaching Assistants on English Language Development strategies, additional intervention groups for English Language Development, and the continued role of the Intervention Coordinator in ensuring consistent intervention delivery for English Learner students. The action's planned hiring of the part-time English Language Development Instructional Coach, the continued role of the English Language Development Teaching Assistant, the Ellevation Platform, the Designated and Integrated English Language Development framework, the Math-Language Integration component, the Interim ELPAC administration cycle, and the Chronic Absenteeism Response operationalized through the English Learner Advisory Committee are the structural responses to this feedback.
- **Goal 1, Action 7: Accelerating Long-Term English Learner Success:** This action was influenced by Combined EL-PAC/ELAC/DELAC, Parent Advisory Committee, and family feedback. The Combined EL-PAC, ELAC, and DELAC identified the need for additional training for Teaching Assistants on English Language Development strategies and additional intervention groups for English Language Development, both of which directly affect Long-Term English Learner support. The Parent Advisory Committee identified the need to focus intervention on English Learners as a core 2026-27 LCAP priority, which encompasses the Long-Term English Learner subpopulation. Families representing English Learners (through monthly Coffee with the Principal sessions) reinforced the same priority. The action's Strengthened Intervention Program, the planned hiring of the English Language Development Instructional Coach, the targeted small-group support delivered by the English Language Development Teaching Assistant, the Math-Language Integration component, the Peer Mentoring strategy leveraging the 26.6% Long-Term English Learner ELPI gain on the 2025 Dashboard, and the Chronic Absenteeism Response operationalized for the Long-Term English Learner population are the structural responses to this feedback.
- **Goal 2, Action 2: Professional Learning and Development:** This action was influenced by administrative, teacher, and Combined EL-PAC/ELAC/DELAC feedback. Administration (through monthly meetings) identified the need for an English Language Development Instructional Coach in direct response to

the variability observed in English Language Development implementation across classrooms. Teachers (through Friday professional development and Monday Instructional Leadership Team meetings) identified the need for dedicated ELA, Math, and English Language Development instructional coaches to support newer teachers in implementing tiered intervention with fidelity, building Tier 1 capacity, and integrating English Language Development across content areas. The Combined EL-PAC, ELAC, and DELAC identified the need for additional training for Teaching Assistants on English Language Development strategies. The action's ELA Instructional Coach, Math Instructional Coach, English Language Development Instructional Coach and Coordinator, Assistant Principal of Academics (Instructional Coach), Associate Director of Instruction (funded through the California Community Schools Partnership Program grant), and Kagan cooperative learning training customized to teacher experience levels are the structural responses to this feedback.

- **Goal 3, Action 1: Safe Facilities:** This action was influenced by classified staff and Parent Advisory Committee feedback. Classified staff identified the need for additional video camera coverage across campus and additional supervision aide capacity to support a safe and orderly learning environment. The Parent Advisory Committee identified student safety as improved through the Behavior Interventionists, which informed the connection between the Safe Facilities action and the Behavior Interventionist staffing model carried in Goal 1, Action 3. The action's security systems and supervision protocols, the annual Facility Inspection Tool assessment required under California Education Code § 17002, and the Comprehensive School Safety Plan are the structural responses to this feedback.
- **Goal 3, Action 3: School-Family Partnerships:** This action was influenced by student and Parent Advisory Committee feedback. Students (through the Student Advisory Committee) identified the desire for more regular school activities throughout the year. Both the Student Advisory Committee and the Parent Advisory Committee reviewed the Coffee with the Principal series, the family event calendar, and the parent workshop offerings during their 2025-26 meetings and affirmed the continuation of these structures as central to the school's family and community partnership work. The action's standing monthly Coffee with the Principal series, the family event calendar (Student-Led Conferences, Parent Conferences, Trunk or Treat Family Night, Vista Ohana Activity Days, and Noche de Estrellas Awards Assemblies), the weekly parent workshop series organized across four thematic areas, and the academic engagement events (i-Ready Data Chat Nights, Student-Led Conferences, and Open Houses) are the structural responses to this feedback.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Vista Charter Middle School (VCMS) developed Goal 1 as a Broad Goal that integrates academic achievement, school climate, course access, and other pupil outcomes into a single, coherent commitment to whole-child education. The goal is grounded in the comprehensive needs assessment, the multi-year California School Dashboard trajectory, the input received through every educational partner engagement venue, and the structural realities of the student population that VCMS serves: a student body that is 94% Socioeconomically Disadvantaged, 89% Hispanic, 35% English Learner, and 12% Students with Disabilities, with 24% of total enrollment identified as Long-Term English Learners. These demographics, together with VCMS's current eligibility for Differentiated Assistance through the Los Angeles County Office of Education in connection with post-pandemic chronic absenteeism patterns, define a context in which fragmented, indicator-by-indicator goal setting cannot produce the outcomes the school is accountable for delivering. A single, integrated Broad Goal is the structural response.

Multi-Year Dashboard Trajectory and the Interconnection of Outcomes: The needs assessment documents that the school's academic, language acquisition, and attendance gaps are interconnected rather than independent. The 2025 California School Dashboard recorded a Red performance level on the Math Academic Indicator for the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups; Orange performance levels on the English Language Arts Academic Indicator across multiple student groups; an Orange performance level on the Chronic Absenteeism Indicator after a 10.3% single-year reduction in the schoolwide rate; a rebound on the English Learner Progress Indicator from 27.5% to 44.4% for English Learners and from 22.4% to 49.0% for Long-Term English Learners; and a Blue performance level on the Suspension Rate Indicator across every reported student group. These results reflect a school where academic, language acquisition, attendance, and behavioral outcomes move together: students who are chronically absent cannot access tiered instruction, students whose language acquisition stalls cannot access grade-level content, and students whose social-emotional needs go unaddressed cannot sustain the attendance and engagement on which the academic interventions depend. A goal that addresses these outcomes in isolation cannot produce the integrated response the data requires.

Conceptual Framework: The California Community Schools Framework and Its Four Pillars: This goal is structured around the California Community Schools Framework and its four pillars, which provide the conceptual architecture that VCMS uses to organize a whole-child response. The four pillars (integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices) align directly with the school's Multi-Tiered System of Supports (MTSS) framework, the school's Expanded Learning Opportunities Program partnership with Think Together, the school's family engagement program operationalized through the Parent Advisory Committee, the combined English Learner Advisory Committee and District English Learner Advisory Committee, the English Learner Parent Advisory Committee, the Student Advisory Committee, and the Community Schools Steering Committee, and the school's collaborative leadership structures including the Instructional Leadership Team and the standing administrative meeting cadence. VCMS's current status as a Cohort IV implementation site under the California Community Schools Partnership Program (CCSPP) is the funding and accountability structure through which this framework is operationalized, with the CCSPP grant supporting the Community Schools Coordinator, instructional coaching capacity, and the expansion of integrated student support services.

STEAM and Career Technical Education Programmatic Substance: The STEAM and Career Technical Education (CTE) emphasis in this goal reflects the school's mission of preparing students for success in higher education, the workforce, and a globally connected economy. The school's Broad Course of Study action provides students with access to electives across STEM and computational learning (Robotics, Computer Science, Applied STEM), a mathematics pathway (Pre-Algebra, Algebra), arts education (History of Art, Band, Choir, Art-Painting), world languages (Spanish), and communication and media (Journalism, Digital Media), in addition to the core academic content required under California Education Code § 51220. The Innovation Village STEAM integration delivered through the school's Tier 3 intervention model and the year-long Global Project initiative that engages students with real-world problems identified by the United Nations are the structural mechanisms through which STEAM and CTE content connect to the academic and social-emotional outcomes the goal commits to.

MTSS Integration of Academic, Behavioral, and Mental Health Interventions: The integration of academic, behavioral, and mental health interventions referenced in the goal is operationalized through the school's MTSS framework, which connects the Assessment of Learning data infrastructure, the MTSS Accelerating Learning action, the MTSS Social-Emotional Learning and Mental Health Supports action, the Accelerating English Learner Success and Accelerating Long-Term English Learner Success actions, the Empowering Students with Disabilities Academically action, and the school-family partnership program. The integration is the school's response to the educational partner feedback received across the LCAP development cycle: teachers and classified staff identified the need for additional in-classroom support, instructional coaching, and behavioral intervention capacity; families identified the need for sustained focus on Students with Disabilities, continued investment in the English Learner pathway, and continued protection of the Behavior Interventionist staffing model; students identified the need for additional Teaching Assistant support, additional behavioral support, additional Math intervention, and more regular school activities; and the Parent Advisory Committee identified the effectiveness of the intervention program and the Intervention Coordinator role as a strength to preserve. Goal 1 is the LCAP structure through which all of these inputs converge into a single integrated commitment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: [CA School Dashboard]()	2022-23 ELA CAASPP DFS All Students -73.3 EL -126.8 SED -74.3 SWD -140.1 Hispanic -77.1	2023-24 ELA CAASPP DFS All Students -53.7 EL -91 LTEL -135.8 SED -54.3 Hispanic -56.2	2024-25 ELA CAASPP DFS All Students -45.4 EL -87.2 LTEL -111.5 SED -45.4 Hispanic -46.7	2025-26 ELA CAASPP DFS All Students -40 EL -84 LTEL -108 SED -42 Hispanic -44	All Students: +27.9 EL: +42.8 *LTEL: N/A SED: +28.9 Hispanic: +30.4 *Not numerically significant in either Baseline or Y2 Outcome
2	Math CAASPP (DFS) Source: [CA School Dashboard]()	2022-23 Math CAASPP DFS All Students -113.4 EL -149.6 SED -114.5 SWD -176.5 Hispanic -116.5	2023-24 Math CAASPP DFS All Students -98.6 EL -124.5 LTEL -178.2 SED -97.5 Hispanic -100.2	2024-25 Math CAASPP DFS All Students -103.2 EL -136.1 LTEL -167.9 SED -102.7 Hispanic -107	2025-26 Math CAASPP DFS All Students -100 EL -128 LTEL -164 SED -99 Hispanic -104	All Students: +10.2 EL: +13.5 *LTEL: N/A SED: +11.8 Hispanic: +9.5 *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test: Source: [CA School Dashboard]()	2022-23 CAST % Met or exceeded All Students 9.24% SED 9.57% Hispanic 8.49% Source: CAASPP Website	Source 2023-24 CAST % Met or exceeded All Students 8.73% SED 9.09% Hispanic 9.18% : CAASPP Website	2024-25 CAST % Met or exceeded All Students 12.03% SED 11.31% Hispanic 11.53% Source: CAASPP 2024-25 CAST (Science Points) All Students 42.5 EL 34.9 SED 42 Hispanic 42.3 Source: CA School Dashboard	2025-26 CAST (Science Points) All Students 45 EL 38 SED 45 Hispanic 45	All Students: +2.79% SED: +1.74% Hispanic: +3.04%
4	% EL who made progress towards	50.5%	27.5% EL 22.4% LTEL	44.4% EL 49% LTEL	2025-26: 50%: EL	-6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency (ELPI) Source: CA School Dashboard	2023 CA School Dashboard	2024 CA School Dashboard	2025 CA School Dashboard	55%: LTEL	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.48%	2023-24: 6.25%	2024-25: 12.5%	2025-26: 15%	-4.98%
6	Reclassification Rate Source: CALPADS	2022-23: 16.5%	2023-24: 3.9%	2024-25: 0%	2025-26: 15%	-16.5%
7	Attendance Rate Source: CALPADS	2022-23: 90.9%	2023-24: 91.7%	2024-25: 93.6%	2025-26: 93.9%	+2.7%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 30.1% EL 29.2% SED 30.8% SWD 35.3% Hispanic 30.8%	2023-24: Chronic Absenteeism Rate All Students 32.9% EL 36.1% LTEL 35.5% SED 32.1% SWD 30.0% Hispanic 31.6%	2024-25: Chronic Absenteeism Rate All Students 22.6% EL 26.2% LTEL 23.4% SED 21.8% SWD 21.9% Hispanic 22.8%	2025-26 Chronic Absenteeism Rate All Students 20.0% EL 25.0% LTEL 22.0% SED 20.0% SWD 20.0% Hispanic 20.0%	All Students: -7.5 EL: -3 SED: -9 SWD: -13.4 Hispanic: -8
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0.3%	2025-26: 0%	-0.3%
10	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: Suspension Rate All Students 0.3% EL 0.0% SED 0.3% SWD 0.0% Hispanic 0.3%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 64%	2023-24: 78%	2024-25: 94%	2025-26: 100%	+30%

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

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

Goal Analysis for 2025-26

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

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

Action 1: Vista Charter Middle School (VCMS) has implemented its assessment and data-cycle action as planned, with clear systems in place to administer assessments, analyze results, and adjust instruction to meet student needs.

The i-Ready Diagnostic has been administered on schedule. In addition, all state assessments have been scheduled and will be administered later in the year, as reflected in the school's assessment calendars.

Data analysis occurs multiple times each semester and is embedded into both classroom practice and professional learning structures.

Teachers review biweekly assessment results to monitor student progress and identify specific skill gaps. Based on these findings, teachers provide targeted reteaching—often through small-group instruction—to ensure students receive timely, differentiated support. After each non-diagnostic assessment, teachers analyze performance data to determine which concepts require reinforcement and to plan reteaching accordingly.

For diagnostic assessments (e.g., i-Ready, Interim ELPAC), VCMS schedules dedicated professional development to ensure staff have protected time and a consistent protocol to examine results, identify trends, and develop instructional action plans. All teachers also participate in biweekly content-level meetings where they collaboratively analyze assessment data, confirm alignment across classrooms, and share effective instructional strategies and best practices.

Students demonstrate mastery through structured opportunities for additional support and reassessment. This includes attending office hours, participating in small-group differentiated instruction led by teachers and teaching assistants, and retaking assessments to confirm growth and address achievement gaps.

At the schoolwide level, the principal facilitates data analysis during professional development to establish a shared understanding of overall performance trends. Following whole-group modeling of the data protocol, teachers break into grade-level and content teams to conduct deeper analysis and finalize instructional next steps using the same process.

Action 2: Vista Charter Middle School (VCMS) is implementing a comprehensive, multi-tiered intervention and expanded learning system that provides daily, targeted academic support to over 100 students.

Targeted Daily Intervention and Progress Monitoring: Students are identified for intervention and placed into instructional groups based on i-Ready Diagnostic results. This year, VCMS has strengthened its system by assigning a full-time Intervention Coordinator (IC). The IC meets regularly with teaching assistants (TAs) to form appropriate intervention groups and to co-develop differentiated lesson plans that drive small-group pull-out instruction. These pull-outs focus on targeted skill development in either English Language Arts (ELA) or Mathematics.

Tutoring and Office Hours Supports: VCMS also offers multiple tutoring options to ensure all students have access to academic help beyond the core instructional day. Teachers provide after-school office hours, and while not all teachers hold office hours, tutoring services are available across all grade levels through a coordinated schedule:

- **Grade 6:** Two hours per week for ELA and Social Science
- **Grade 7:** Two hours per week for ELA and Math
- **Grade 8:** Two hours per week for ELA, Social Science, and Math

In addition, sixth-grade students receive expanded support through Friday after-school tutoring (Think Together), Step-Up Tutoring, and school-day intervention services. The intervention team and TAs also facilitate Friday tutoring sessions for any students register.

Learning and Additional Academic Supports: Through Expanded Learning Opportunities Program (ELOP) funding, VCMS provides a range of after-school academic offerings for all grade levels. Tutoring sessions meet weekly to support students who need additional instruction and practice. VCMS also offers enrichment and engagement opportunities including clubs such as robotics, global exploration, and sports, to ensure students can explore interests while remaining connected to school. VCMS further offers Saturday School twice per month for both attendance recovery and academic support. Saturday School provides structured time for students to make up assignments, receive tutoring, and access individualized support from teachers and staff.

Partnerships and Whole-Child Supports: VCMS partners with Step-Up Tutoring to provide free online tutoring at home. The after-school program also includes homework assistance to reinforce learning and completion of assignments. As a community school, VCMS integrates academic supports with family and student services. The Community School Coordinator works with families of socioeconomically disadvantaged (SED) students, upon request to help address essential needs. Through partnerships with community-based organizations, families can access supports such as food assistance, rental support, and employment resources.

Supports for English Learners: English Learners (ELs) receive daily in-class support from teachers who have received additional training in integrated and designated ELD strategies, including professional learning through OCDE and Ellevation platform. VCMS has also restructured its designated ELD program based on students' English proficiency levels and adopted an updated curriculum model. Designated ELD is provided during Advisory (now scheduled as 1st period) and is organized by EL level (e.g., ELPAC levels 1–2 and 3–4, as well as EO students as appropriate). The primary ELD curriculum is Language Lab, aligned to the MyPerspectives ELA program, and the school supplements targeted ELPAC preparation with ELPAC Essentials to provide focused practice and skill development. Reclassified Fluent English Proficient (RFEP) students receive monitoring and targeted support, particularly in preparation for SBAC and ELPAC-related skill demands.

Supports for Students with Disabilities: To strengthen services for Students with Disabilities (SWDs), VCMS has hired an additional Resource Specialist Program (RSP) teacher to maintain a low teacher-to-student ratio and to ensure students receive timely, individualized support. Multiple TAs also provide in-class and small-group assistance. In addition, teachers receive training to ensure consistent implementation of student accommodations and support plans.

Overall, these coordinated academic, enrichment, and whole-child supports reflect VCMS's active implementation of a robust intervention system designed to accelerate learning, strengthen achievement in ELA and Math, and ensure every student has access to the services needed to succeed.

Action 3: Social-emotional learning (SEL) is central to VCMS's school culture. As a result of our SEL initiatives, we have seen a decrease in chronic absenteeism and an increase in average daily attendance (ADA). Student survey data indicates that students feel safe, connected to the school community, and have a positive perception of Vista. Our current chronic absenteeism rate at mid-year is 17.4%, and as of May it is at 19.94 a significant improvement from the 2023–24 rate of 22.6%.

SEL Programming: Teachers facilitate Way of Council with their classes on a weekly basis, providing students with regular opportunities for reflection and community building. Additionally, we host Vista Ohana four times per year. These full-day, schoolwide SEL events engage students and staff in team-building activities, art projects, community service, and council circles, fostering a strong sense of belonging across the school community.

Recognition and Celebration: Staff members can submit positive referrals to recognize students and colleagues who exemplify school values. Recipients are celebrated in front of their peers, reinforcing a positive school climate. Teachers also participate in home visits each semester to celebrate student achievements, strengthening the connection between families and the school community.

Counseling and Support Services: Two counselor interns and a school psychologist provide targeted support to students on their caseloads and are available for drop-in emotional support as needed. However, the Board Certified Behavior Analyst (BCBA) position remains vacant; therefore, this action is partially implemented.

Attendance Intervention: For students experiencing attendance challenges, our Student Attendance Review Team (SART) sends notices to families documenting absences. Additionally, staff make daily phone calls to families of all students who are absent to maintain communication and support consistent attendance.

Action 4: VCMS has provided all students with a diverse range of courses beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies). Our expanded course offerings this year include:

- **STEAM Education:** Robotics, Computer Science, Applied STEM, Pre-Algebra, and Algebra
- **Arts Education:** History of Art, Band, Choir, and Art/Painting
- **Language and Communication:** Spanish, Journalism, and Digital Media

This action has been fully implemented. All courses are currently offered and available to students across grade levels, ensuring equitable access to a well-rounded educational experience.

Evidence-Based Justification: Research demonstrates that a comprehensive elective program significantly enhances student development across multiple domains. These courses provide students with opportunities to explore their interests, develop critical thinking skills, and build foundational knowledge in areas that support both academic growth and future career readiness.

Action 5: VCMS has implemented a coordinated system to strengthen communication, instructional planning, and compliance monitoring for Students with Disabilities (SWDs). The school uses IEP Passports, structured collaboration time, and ongoing professional learning to support consistent implementation of IEP goals, services, and accommodations across general and special education settings.

IEP Passports and Ongoing Special Education Updates: Teachers receive and continue to receive updated IEP Passports for SWDs, reflecting current goals, services, and accommodations. The IEP Passport functions as a condensed, user-friendly summary of the student's IEP to support timely access to pertinent information. General education teachers and teaching assistants are informed of which students require accommodations in the general education classroom, and SWDs are supported through appropriate grouping and small-group instruction, including pull-out support when needed to deliver accommodations and targeted instruction.

Professional Development and Capacity Building: Professional development has been provided to teachers on how to read IEP Passports and locate the most instructionally relevant information, including accommodations and service details. Professional learning continues throughout the year and is delivered to relevant stakeholder groups to reinforce consistent implementation and shared understanding of special education procedures and responsibilities.

Collaboration Structures: PLC and Bi-Weekly Coordination: Special education staff have built in additional time with general education teachers to meet in small groups on a bi-weekly basis to review student needs, clarify accommodations, and align instructional supports. In addition, special education and general education teams collaborate during PLC time and Friday professional development sessions to develop coordinated plans for SWD supports, instructional adjustments, and progress monitoring.

Leadership Communication and Stakeholder Updates: The Special Education Director attends COP meetings and provides updates to relevant stakeholders to ensure alignment across teams and consistent communication regarding special education supports, systems, and requirements.

Compliance Monitoring and Oversight: Oversight and compliance monitoring occur throughout the school year, including ongoing review of documentation and reporting to ensure accuracy and compliance in CALPADS and Welligent. This continuous monitoring supports timely corrections, stronger documentation practices, and sustained compliance with special education requirements.

Action 6: VCMS has made substantial progress in implementing its English Learner (EL) action through program redesign, strengthened instructional supports, and increased use of assessment data. However, full implementation is not yet achieved because the part-time ELD Instructional Coach position was filled in May 2026.

Designated ELD Program Redesign: VCMS has restructured Designated ELD to improve instructional precision and better align services to student language needs. Previously, Designated ELD was delivered during Advisory at the end of the day, with EL students distributed across multiple classrooms. This year, the school moved Advisory to first period and regrouped EL students by English proficiency level. This structural change has increased teachers' ability to deliver instruction that is targeted to each student's level and linguistic needs.

Curriculum Alignment and Targeted ELPAC Preparation: VCMS transitioned from an online, self-paced ELD program to an ELD curriculum model that is more intentionally aligned to core ELA instruction and differentiated by EL level and status. The designated ELD curriculum is Language Lab, which is integrated into the MyPerspectives ELA program. To strengthen targeted preparation for state language proficiency assessments, VCMS supplements instruction with ELPAC Essentials, which provides focused practice aligned to ELPAC language domains.

Professional Learning to Strengthen Integrated ELD: A key focus of professional development this year has been building teacher capacity to support ELs during daily core instruction. Ongoing training emphasizes effective integrated ELD strategies to increase access to grade-level content while advancing language development across subject areas.

Data Systems and Progress Monitoring: VCMS has purchased Ellevation and plans to begin implementation in Semester 2 to strengthen EL progress monitoring and data collection. Once fully implemented, Ellevation will support a more consistent, data-driven approach by helping teachers track EL progress, maintain accurate student profiles, and plan targeted instructional supports.

Instructional Support Structures and Team-Based Oversight: VCMS established an ELD Support Team composed of the Intervention Coordinator, ELD Teaching Assistant, an ELA teacher, and school administration. This team reviews Designated ELD lessons, provides feedback and coaching to teachers, and supports classroom implementation to ensure EL instruction is delivered with fidelity and that students demonstrate progress over time.

Targeted Tutoring and Use of Interim Assessment Data: Targeted EL tutoring is provided on Friday afternoons to offer additional language development support. In addition, ELPAC Interim Assessments have been administered, and results are being used by teachers and instructional aides both inside and outside the classroom to inform instruction. Interim data help staff identify which language domains require additional support for individual students and tailor instruction accordingly.

Remaining Implementation Need: This action is partially implemented because VCMS did not fill the ELD Instructional Coach which remained vacant.

Action 7: VCMS has implemented several key components of its Long-Term English Learner (LTEL) action, including redesigned Designated ELD structures, improved curriculum alignment, strengthened progress monitoring, and targeted small-group supports. However, the action is partially implemented because implementation is still being scaled and refined to ensure consistent, schoolwide delivery of all planned LTEL supports with full fidelity.

Designated ELD Program Redesign and Daily Instructional Access: VCMS restructured Designated ELD to improve instructional precision for EL students, including LTELs. Previously, Designated ELD occurred during Advisory at the end of the day, with students dispersed across multiple classrooms. This year, Advisory was moved to first period and EL students were regrouped by English proficiency level. This scheduling and grouping change has increased instructional coherence and enabled teachers to deliver more targeted language development aligned to students' specific needs. Designated ELD is now provided daily for 40 minutes for ELs and LTELs.

Curriculum Shift to Strengthen Alignment and Differentiation: VCMS transitioned from an online, self-paced ELD program to an instructional model more closely aligned to core ELA content and differentiated based on students' English proficiency level and status. This shift strengthens coherence between language development and grade-level literacy instruction and increases opportunities for explicit, targeted language practice for LTELs.

Professional Learning Focused on Integrated Supports: Professional development this year has emphasized strengthening teacher capacity to support ELs and LTELs during daily core lessons. Training focuses on instructional practices that promote access to grade-level content while advancing academic language development, with an emphasis on consistent implementation across classrooms.

Progress Monitoring and Data-Driven Instruction: VCMS purchased and has recently implemented Ellevation to strengthen EL progress monitoring and data collection. This platform supports a more systematic, data-driven approach by helping teachers maintain accurate EL profiles, monitor progress over time, and plan targeted instructional supports for LTEL students based on identified needs.

Targeted LTEL Intervention and Instructional Support: Targeted support for LTELs is delivered through a combination of in-class and pull-out interventions. Designated ELD teaching assistants (TAs) work with LTELs at each grade level, providing small-group instruction within the classroom and pull-out services when necessary. LTELs also receive additional intervention support during elective periods, coordinated between the ELD TA and the Intervention Coordinator, to provide supplemental language instruction and skill development. The school reports that this targeted system was initially implemented last year and was associated with improved LTEL outcomes, reflected in positive performance (Green) on the California School Dashboard for the English Learner indicator.

ELD Support Team and Instructional Oversight: VCMS established an ELD Support Team composed of the Intervention Coordinator, ELD TA, an ELA teacher, and school administration. This team reviews Designated ELD lesson plans, provides feedback to teachers, and supports classroom implementation to strengthen instructional quality and ensure EL and LTEL students are progressing.

Targeted Tutoring: VCMS provides targeted LTEL tutoring on Friday afternoons to offer additional instructional time focused on language development and identified student needs.

Rationale for Partial Implementation: While core components of the LTEL action are in place daily designated ELD, targeted TA support, intervention periods, tutoring, and Ellevation implementation, the action remains partially implemented because systems are still being expanded and standardized to ensure consistent, schoolwide implementation and monitoring across all grade levels and instructional settings.

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

Goal 1 produced material differences between budgeted and estimated actual expenditures in three actions during the 2025-26 school year. The explanations below identify the cause of each material difference and confirm that the action was implemented despite the variance.

- **Action 2: MTSS - Accelerating Learning:** Action 2 produced estimated actual expenditures lower than budgeted expenditures as a result of enrollment-driven staffing adjustments during the 2025-26 school year. The school's enrollment decline limited the staffing budget available to support the action, and Vista Charter Middle School (VCMS) responded by hiring fewer Teaching Assistants than originally planned and by transitioning the Intervention Coordinator from a full-time position to a part-time position. The action took place as designed in its operational framework: the tiered intervention model continued to operate, the i-Ready Diagnostic was administered three times annually, the Tier 2 small-group intervention model continued, and the Tier 3 Littera tutoring partnership launched as planned in Quarter 4. The material difference between budgeted and estimated actual expenditures reflects the staffing reductions taken to align action expenditures with the realized enrollment, not a failure to implement the action.
- **Action 6: Accelerating English Learner Success:** Action 6 produced estimated actual expenditures lower than budgeted expenditures because the English Language Development (ELD) Instructional Coach position was not filled until the end of the 2025-26 school year, despite robust recruitment efforts throughout the year. The position was budgeted for full-year compensation, but the late hire date resulted in actual expenditures substantially below the budgeted amount. The remainder of the action was implemented as designed: the ELD Teaching Assistant continued to track EL student academic progress and deliver small-group pull-out instruction, the Ellevation Platform was implemented, the Designated and Integrated ELD framework continued across grade levels, the Interim ELPAC administration cycle was completed, and the Friday afterschool program for English Learners operated as planned. The material difference reflects the timing of the ELD Instructional Coach hire rather than a reduction in the scope of the action.
- **Action 7: Accelerating Long-Term English Learner Success:** Action 7 produced estimated actual expenditures lower than budgeted expenditures because the Kagan cooperative learning training was budgeted at a higher amount than the realized cost of services. The Kagan

training was delivered as planned, with teachers receiving customized professional development on cooperative learning structures aligned to the school's EL and LTEL populations. The material difference reflects the lower actual cost of the contracted training services rather than any reduction in the training delivered or the action implemented.

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

Action 1: The school's implementation of a structured Assessment of Learning system has produced measurable success across instruction and data use this year. Teachers are consistently following the schoolwide assessment calendar, with strong alignment across grade levels and content areas. Beyond administering assessments, teachers are actively using the resulting data to inform instruction, including the creation of targeted small groups based on student performance.

Bi-weekly content meetings have been a significant driver of this success. These meetings provide dedicated time for teachers to pace together, calibrate on student work, and troubleshoot instructional challenges in real time. The collaborative structure has strengthened both vertical and horizontal alignment.

Professional development on data analysis has translated directly into daily classroom practice. Teachers are applying the analysis techniques learned in PD sessions to their own assessment data, closing the loop between training and implementation. To ensure students can demonstrate mastery of the standards, all teachers offer assessment retakes. This practice reinforces a mastery-based approach to learning rather than a single-attempt model. i-Ready participation has exceeded 95%, indicating strong follow-through on diagnostic administration and providing the school with reliable, actionable data on student growth and proficiency.

Action 2: VCMS has designed and implemented an effective intervention program that takes place during the instructional day and afterschool (ELOP). This action has been effective as measured by Fall to Spring i-Ready reading assessment typical growth data. The Progress to Annual Typical Growth (Median) for our intervention students is as follows: 6th grade - 142%, 7th grade - 147%, and 8th grade - 178%. Our data is showing that our students are making their growth thanks in part to our intervention program. For reading on i-ready, the Progress to Annual Typical Growth (Median) for all students was 169%, for our ELs it was 147%, for our Hispanic students it was 171%, and for our SED students it was 167%. Our change in curriculum and training for teachers was effective. It allowed for our students to grapple with grade level text and ensure that the supports were provided for the students who needed it do to the embedded scaffolds. For math, the Progress to Annual Typical Growth (Median) for all students was 90%. For our ELs, it was 100%, for Hispanic students it was 89%, and for our SED students 92%.

This action has proven effective, as evidenced by measurable gains in ELA performance on the 2024-25 CAASPP, reported as Distance from Standard (DFS) on the 2025 California School Dashboard. VCMS improved in ELA across all reported student groups compared to the prior year. The All Students group improved from -53.7 to -45.4, a gain of 8.3 points. English Learners improved from -91.0 to -87.2, a gain of 3.8 points, while Long-Term English Learners showed the most substantial growth, improving from -135.8 to -111.5, a gain of 24.3 points. Socioeconomically Disadvantaged students improved from -54.3 to -45.4 (a gain of 8.9 points), and Hispanic students improved from -56.2 to -46.7 (a gain of 9.5 points).

These outcomes demonstrate that the action has produced consistent, schoolwide growth in ELA, with the most significant gains realized among Long-Term English Learners, a group that has historically required the most targeted support.

Action 3: This action has proven effective, as evidenced by significant improvements on the 2025 California School Dashboard in both chronic absenteeism and suspension indicators.

Chronic absenteeism rates declined across all student groups compared to the prior year. The All-Students group decreased to 22.6%, a 10.3 percentage point decline. English Learners decreased to 26.2%, a 9.9 percentage point decline, while Long-Term English Learners saw the largest improvement at 23.4%, a 12.1 percentage point decline. Socioeconomically Disadvantaged students decreased to 21.8% (a 10.3 percentage point decline), Students with Disabilities decreased to 21.9% (an 8.1 percentage point decline), and Hispanic students decreased to 22.8% (an 8.8 percentage point decline).

In addition, VCMS achieved a 0% suspension rate on the 2025 Dashboard, and 0% expulsion rate, reflecting the success of schoolwide tiered supports and restorative practices in keeping students engaged and in the classroom. Attendance rates increase to 93.6% (from 91.67% prior year).

Together, these outcomes demonstrate that the action has had a measurable, equity-focused impact, with the largest gains realized among historically underserved student groups.

Action 4: This action has proven effective, as evidenced by both the breadth of elective programming offered to all VCMS students and the recognition earned by students participating in these programs.

VCMS provided a comprehensive slate of electives accessible to every student, organized across three pathways. STEAM Education offerings included Robotics, Computer Science, Applied STEM, Pre-Algebra, and Algebra. Arts Education offerings included History of Art, Band, Choir, and Art-Painting. Language and Communication offerings included Spanish, Journalism, and Digital Media.

Student outcomes within these programs further demonstrate the effectiveness of the action. The Band and Choir programs earned multiple competition victories during the school year, reflecting both the quality of instruction and the level of student engagement. The Robotics program hosted internal competitions multiple times throughout the year, providing students with consistent opportunities to apply technical skills, collaborate in teams, and engage in authentic problem-solving.

Together, these outcomes show that VCMS not only expanded access to a well-rounded educational program but also cultivated environments where students could excel and receive recognition for their work, fulfilling the intent of LCFF Priority 7 (Course Access) and Priority 8 (Other Student Outcomes).

Action 5: This action has proven effective, as evidenced by stronger implementation of accommodations, improved staff capacity to support Students with Disabilities (SWDs), and more consistent referral processes across the school.

IEP Passports have been distributed and continue to be updated to reflect current goals, services, and accommodations for each SWD. Teachers received professional development on how to read the IEP Passports and locate the information most relevant to instructional planning, ensuring that accommodations are implemented as designed in the IEP. As a result, SWDs are receiving their accommodations in both small group and individual settings, and general education teachers and their teaching assistants are clear on which students require accommodations within the general education classroom.

Collaboration between special education and general education staff has also strengthened. Special Education teachers have built in dedicated time to meet with general education teachers in small groups on a bi-weekly basis to discuss SWDs, share progress, and coordinate supports. SWDs are being appropriately grouped and pulled for small group instruction when needed to ensure access to specialized academic instruction and required accommodations.

Educational partner communication around special education has been consistent. The Special Education Director and SpEd Team members provide regular updates and remain available to clarify questions for the broader staff, ensuring that information about programs, services, and compliance requirements reaches all relevant educational partners.

Finally, schoolwide referral processes have improved. COST (Coordination of Services Team) and SST (Student Study Team) meetings are now occurring on a more consistent basis, and students are being referred to the appropriate teams in a timely manner so they can access the academic, behavioral, and social-emotional supports they need.

Together, these outcomes demonstrate that the action has strengthened the continuum of supports for SWDs at VCMS and built greater capacity across the staff to serve students with disabilities effectively.

Action 6: This year, Vista Charter Middle School (VCMS) successfully restructured its English Language Development (ELD) program by shifting Designated ELD from end-of-day Advisory to the first period, allowing English Learners to be regrouped strictly by proficiency level for highly targeted instruction. To support this change, VCMS transitioned to the *Language Lab* curriculum (integrated with *MyPerspectives* ELA) and supplemented it with *ELPAC Essentials* for focused test preparation. A newly formed ELD Support Team collaborates directly with teachers to analyze ELPAC interim data and design lessons targeting specific skill gaps, a process further streamlined by the upcoming implementation of the *Ellevation* data platform. By pairing these focused designated ELD practices with school-wide professional development in integrated ELD strategies, VCMS ensures that language learners receive precise, data-driven support while maintaining full access to rigorous grade-level content throughout the day. The goal has been effective in the planning and teaching of the lessons. It has been somewhat effective in making the growth on i-ready that we desire. More training for teachers regarding designated ELD is needed.

Action 7: While the core components of the LTEL action are in place, including daily Designated ELD, targeted Teaching Assistant support, intervention periods, Friday afternoon tutoring, and Ellevation Platform implementation, the action remains partially implemented because key systems are still being expanded and standardized to ensure consistent schoolwide implementation and monitoring across all grade levels and instructional settings. Full implementation has not yet been achieved because the part-time ELD Instructional Coach position was filled in May 2026, late in the 2025-26 school year. The instructional coaching component of the action, which is designed to build teacher capacity in scaffolding, academic vocabulary development, sentence frames, structured academic discussion, and the integration of language and content objectives, was therefore not in place for the majority of the 2025-26 instructional year. As a result, the consistency and depth of LTEL support across teachers and content areas has not yet been fully established, and the academic gains documented above were achieved without the full coaching infrastructure now coming online.

This action was partially effective. The LTEL action has produced measurable, substantial gains where the components are functioning: the 26.6% gain as measured in the ELPI. The second is that the action is not yet operating at full design, since the ELD Instructional Coach position, which is central to building the teacher capacity required to sustain and extend these gains, was filled only in May 2026. The 2025 Dashboard results therefore reflect what the LTEL action can accomplish with most components in place but without consistent instructional coaching, and the 2026 Dashboard will be the first opportunity to evaluate the action's effectiveness with the full coaching infrastructure operating.

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

Vista Charter Middle School (VCMS) develops a one-year Local Control and Accountability Plan (LCAP) annually, drawing on local assessment data, state assessment and Dashboard data, the school's annual comprehensive needs assessment, survey data including the California Healthy Kids Survey, and qualitative feedback from educational partners through the Parent Advisory Committee, the combined ELAC and DELAC, the English Learner Parent Advisory Committee, the Student Advisory Committee, and the Community Schools Steering Committee.

After completing this reflection process for the 2026-27 LCAP cycle, VCMS determined that the Goal 1 goal statement, target outcomes, and actions will continue as designed. One metric reporting change has been incorporated for the coming year. The metric for the California Science Test (CAST) will be reported using Science Points (the Distance from Standard equivalent on the California School Dashboard Science indicator) rather than the previously used Percent Met or Exceeded. This change reflects the California State Board of Education's adoption of the Science indicator on the California School Dashboard with the release of the 2025 Dashboard, with results reported as Science Points consistent with how Status and Change are calculated for the other academic indicators (ELA and Math). Because the VCMS LCAP is aligned to the California School Dashboard, the school is updating its metric reporting convention to match the Dashboard's reporting structure. The underlying assessment, the data source, the student population assessed, and the school's expectation of continued growth all remain unchanged; the adjustment is to the unit of measure used in the LCAP, not to the underlying instructional or assessment program.

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	Vista Charter Middle School (VCMS) will operate an integrated assessment system that combines universal screening, state-required assessments, formative classroom data, and a structured multi-level data review process. The system is designed to surface learning gaps early, drive immediate instructional response, and accelerate progress for the student groups identified in the school's needs assessment as having the greatest gaps to standard: English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, Hispanic students, and Students with Disabilities (SWD). **Universal Screening and Progress Monitoring** VCMS will administer the **i-Ready Diagnostic Assessment** in both ELA and Mathematics three times annually (Fall, Winter, Spring) for all students. (LREBG funded $19,627) Students receiving Tier 2 or Tier 3 intervention will be progress-monitored monthly using i-Ready growth monitoring tools, with intervention placement reviewed every two weeks based on monitoring data. Teachers will administer ongoing formative assessments weekly across all subject areas (exit tickets, common formative assessments, content checkpoints) to inform daily instructional adjustments and flexible grouping decisions. **State-Required Assessments** All students will participate in mandated state assessments according to the published California testing schedule: • CAASPP (ELA and Mathematics) • CAST (Science) • ELPAC (Initial and Summative, for identified English Learners) • PFT (Physical Fitness Test)	$19,627	N

Action #	Title	Description	Total Funds	Contributing
		Multi-Level Data Review Structure: VCMS will implement a three-tier data review cycle. Each tier has a defined cadence, a defined participant group, and a defined decision-making focus. **Monthly schoolwide review.** The principal and instructional leadership team will analyze schoolwide and subgroup performance trends, with explicit attention to the EL, LTEL, SED, Hispanic, and SWD groups. Reviews will examine achievement gaps, intervention effectiveness, and resource allocation, and will result in documented adjustments to systems-level supports. **Bi-weekly grade-level team review.** Grade-level teams will analyze student-group data, share effective instructional practices, and develop targeted intervention plans. Team meetings will identify students requiring additional support, document growth, and align instructional delivery across classrooms within each grade level. **Weekly individual student review.** Teachers will examine individual student progress data to inform daily instructional decisions and intervention adjustments. Weekly review will drive flexible grouping, individualized learning targets, and skill-specific instruction. **Standards-Mastery Implementation** VCMS will operate a standards-mastery framework in which: 1. Each student's specific learning gaps are identified through diagnostic analysis at each i-Ready administration. 2. Teachers develop individualized learning targets aligned to grade-level standards. 3. Targeted intervention plans address the root causes of identified gaps (decoding, vocabulary, fluency, foundational numeracy, conceptual understanding) rather than surface-level performance. 4. Progress toward mastery is monitored through frequent checkpoint assessments, with appropriate adjustments to support and challenge levels. **Data-Driven Instructional Response System** Assessment results will drive instructional response through a defined tiered structure:		

Action #	Title	Description	Total Funds	Contributing
		• **Tier 1 (all students):** Daily lesson modifications based on exit-ticket and formative assessment outcomes; flexible grouping informed by real-time performance data. • **Tier 2 (targeted small-group support):** Groups formed from i-Ready diagnostic results; instruction targeted to specific skill gaps; progress monitored every two weeks. • **Tier 3 (intensive individualized support):** Groups formed from diagnostic and progress-monitoring data; instruction delivered in smaller groups or individually; progress monitored every two weeks with intervention adjustments documented. **Professional Learning and Accountability** The principal will facilitate monthly data inquiry sessions during staff meetings. Sessions will provide teachers with protocols for data analysis, evidence-based interpretation strategies, and instructional response frameworks. The standing focus is on student learning outcomes and instructional effectiveness.		
2	MTSS: Accelerating Learning	On the **2023 Dashboard**, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) on the English Language Arts (ELA) Academic Indicator for the All Students group, English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and Hispanic students. On the same Dashboard, the school received a Red performance level on the Math Academic Indicator for the English Learner and Students with Disabilities student groups. The **2024 Dashboard** documented significant improvement on both academic indicators. ELA performance moved to a Yellow performance level (the middle rating) for the All Students group, Socioeconomically Disadvantaged students, and Hispanic students, and to an Orange performance level (the second-lowest rating) for the English Learner and Long-Term English Learner (LTEL) student groups. Math performance for the English Learner and Students with Disabilities groups moved to an Orange performance level on the same Dashboard. The **2025 Dashboard** reflects continued strong performance in ELA, where Distance from Standard (DFS) figures improved by 8.3 points at the All Students level (from -53.7 to -45.4). Math performance, however, regressed: the school received a Red performance level on the Math Academic Indicator for the All Students group and for the English Learner, Socioeconomically Disadvantaged,	$1,034,097	Y

Action #	Title	Description	Total Funds	Contributing
		and Hispanic student groups, and an Orange performance level for the Long-Term English Learner student group. The MTSS framework described below is the primary instructional response through which VCMS will sustain the ELA improvement trajectory documented on the 2024 and 2025 Dashboards while reversing the 2025 Math regression and addressing the persistent gaps for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. **Comprehensive Multi-Tiered System of Support** VCMS will operate a comprehensive Multi-Tiered System of Support (MTSS) designed to accelerate student learning and close achievement gaps in ELA, Math, and Science across the diverse needs of all students. The framework is organized around three tiers of intervention, supported by an integrated tiered staffing structure, common assessment cycles, and targeted programming for the unduplicated student groups identified in the school's needs assessment. **Tiered Staffing Structure** VCMS has developed a tiered intervention program staffed by school psychologists, an Intervention Coordinator, and full-time Math, ELA, and English Language Development (ELD) support staff. Behavior interventionists work with students on individualized behavior plans. The Community Schools Coordinator and Culture and Community Coordinator extend the intervention model to families, ensuring that home-based support reinforces school-based instruction. **Assessment and Data Tracking** VCMS administers the i-Ready Diagnostic Assessment three times per year. After each diagnostic administration, the intervention team, administration, and teachers convene to identify the students who would benefit most from additional intervention and to determine the appropriate tier of support. In-class intervention is targeted at students performing one to two grade levels below, and pull-out intervention is targeted at students performing three or more grade levels below. Between diagnostic administrations, student progress is monitored through six-week cycles using formative assessments, Interim Comprehensive Assessments (ICAs), and exit tickets. **Tier 1: Universal Core Instruction Enhancement** Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Teaching Assistants will be strategically placed in ELA and Math classrooms to provide immediate support and reinforcement of learning		

Action #	Title	Description	Total Funds	Contributing
		objectives. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement. All students will engage in integrated, multidisciplinary learning through the year-long Global Project initiative, in which students investigate real-world problems identified by the United Nations. This project-based approach strengthens academic language development across content areas while building the critical thinking and collaboration skills essential for English Learner success and for the cross-disciplinary application of Science content. **Tier 2: Targeted Group Interventions** The Intervention Coordinator will provide Tier 2 reading and math interventions and will deliver instructional coaching for the Instructional Aides strategically placed with students performing below grade level during the instructional day. This coordinated approach ensures consistent, high-quality intervention delivery across all classrooms. Struggling learners will receive daily small-group instruction and individual one-on-one support during the instructional day. Using i-Ready Diagnostic data and ongoing teacher observations, intervention groups of three to five students will meet daily for targeted sessions addressing specific skill gaps in reading fluency, comprehension, writing, academic vocabulary development, and the foundational mathematical concepts identified through diagnostic analysis. Students will be pulled out one to two times per week for intervention during electives to provide intensive, focused support. Students will utilize i-Ready MyPath, which provides additional academic support and personalized learning pathways. Access and progress are monitored by the classroom teacher to ensure continuous improvement and data-driven instructional adjustments. Teachers and students will utilize i-Ready manipulatives and tools during intervention sessions to provide hands-on, concrete learning experiences. Progress will be monitored bi-weekly, with data-driven adjustments made to instruction accordingly. **Tier 3: Intensive Individual Support** After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines. Tier 3 also includes Littera tutoring services, an external high-impact tutoring provider engaged to deliver intensive support to students performing three or		

Action #	Title	Description	Total Funds	Contributing
		more grade levels below in ELA and Math. VCMS launched Littera tutoring at the beginning of Quarter 4 with approximately 40 Long-Term English Learner and English Learner students, with sessions held after school from 3:15 to 4:00 PM on Tuesdays and Thursdays. The Littera program model was previously implemented at Vista Horizon Global Academy, where it produced substantial growth on the i-Ready Diagnostic following implementation in Quarter 3 of the prior year. Because VCMS launched the program after the most recent i-Ready Diagnostic administration, the effectiveness of the current Littera cohort will be measured by participating students' growth on the Smarter Balanced Assessment. The 2026-27 expansion goal is to identify 20 targeted students per grade level for Littera tutoring after each i-Ready Diagnostic administration, expanding the program's reach across all three middle school grades. Littera tutoring will be coordinated by the Intervention Coordinator and integrated with the school's broader intervention data cycle so that participating students' progress is reviewed alongside other Tier 3 student data at each six-week intervention review meeting. **Targeted Support for Student Populations** For Socioeconomically Disadvantaged students, VCMS will employ a full-time Community Schools Coordinator to work with families, providing emotional support for struggling parents through mental health counseling, parent workshops, and connections with community partners that provide food and rent support for families experiencing economic hardship. VCMS monitors SED student data to ensure students are making academic progress; when students are behind, they will be enrolled in the intervention program to target the specific skills they need to succeed. The intervention team tracks data and communicates with families on a regular cycle. For Students with Disabilities, VCMS monitors academic progress in alignment with each student's Individualized Education Program (IEP). The school will employ multiple Special Education Instructional Aides who provide both push-in and pull-out services. Data tracking ensures students are making progress toward grade-level standards and toward their individual IEP goals. Tutors align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement. This focus is particularly important given the SWD group's current performance 114.6 points below state standards in ELA and 180.1 points below standard in Math, with only 30.0% of SWD students improving their Math scores in the most recent year. For English Learners, Long-Term English Learners, and Hispanic students (see also Goal 1, Actions 6 and 7), VCMS has strengthened the intervention program through the Intervention Coordinator and the ELD Teaching Assistant. The ELD Teaching Assistant (cost identified in Goal 1, Action 6) will track EL student		

Action #	Title	Description	Total Funds	Contributing
		academic progress, provide integrated ELD academic support, and deliver tiered support through small-group pull-out sessions. This targeted approach ensures that English Learners receive individualized attention tailored to their specific language development needs. English Learners will participate in a dedicated Friday afterschool program designed to support English language development and provide additional practice opportunities. This work is particularly important given the EL group's current performance at -136.1 DFS in Math and -87.2 DFS in ELA, and the LTEL group's performance at -167.9 DFS in Math and -111.5 DFS in ELA on the 2025 Dashboard. **Targeted Academic Support Through Additional Tutoring** Additional tutors will provide targeted academic support for underperforming students in ELA and Math, particularly for English Learners (EL and LTEL), Socioeconomically Disadvantaged students, and Students with Disabilities. Working in collaboration with classroom teachers and instructional coaches, tutors will deliver individualized or small-group instruction that addresses specific skill gaps while building on students' strengths during before-school and after-school programming. For English Learners and dually identified EL/SWD students, tutors will provide language support alongside content instruction, using scaffolding strategies that include visual aids, native language support, and structured opportunities for academic discourse. For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that may not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction, ensuring that their support remains targeted and effective. Tutors also serve as confidence builders, creating safe learning environments where students feel comfortable taking risks and developing academic self-efficacy. **Expanded Learning Opportunities Program (ELOP)** The VCMS Expanded Learning Opportunities Program (ELOP) integrates and addresses the mental, physical, and emotional needs of students. Students have access to comprehensive academic and social enrichment provided daily through before-school, after-school, intersession, and summer programming. VCMS has partnered with Think Together to operate the ELOP. VCMS teachers communicate coursework and academic goals with Think Together tutors so that the academic instruction begun during the school day continues seamlessly through the ELOP. In addition to academic programming, students engage in STEAM-focused activities that connect to the Next Generation Science Standards.		

Action #	Title	Description	Total Funds	Contributing
		VCMS teachers also provide tutoring and clubs during the ELOP, with students performing below grade level prioritized for these supports. **Connection to Schoolwide Need** The MTSS framework described above is the primary mechanism through which VCMS responds to the academic gaps documented across the ELA, Math, and Science needs assessments. The Tier 1 supports protect and extend the ELA gains documented across the 2023, 2024, and 2025 Dashboards. The Tier 2 and Tier 3 supports concentrate intensive intervention on the unduplicated student groups whose performance drives the school's Dashboard color designations: English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. The Math-specific intervention components (i-Ready MyPath, intervention manipulatives, and the Tier 3 STEAM integration through Innovation Village) directly respond to the 2025 Math regression and the Red performance level returned for All Students and three student groups on the 2025 Dashboard.		
3	MTSS: SEL & Mental Health Supports	On the **2023 Dashboard**, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) on the Chronic Absenteeism Indicator for the ‘All Students’ group, English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and Hispanic students. On the **2024 Dashboard**, the Red performance level continued for the ‘All Students’ group, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The Students with Disabilities and Long-Term English Learner (LTEL) student groups improved to an Orange performance level. The **2025 Dashboard** documented substantial schoolwide improvement, with the chronic absenteeism rate dropping from 32.9% to 22.6%, a single-year decline of 10.3%. Every reportable student group showed a year-over-year decline in absenteeism, with notable improvements for Long-Term English Learners (down 12.1%), Socioeconomically Disadvantaged students (down 10.3%), and English Learners (decline 9.9%). Despite this progress, the schoolwide rate of 22.6% remains 5.5% above the 2025 state average of 17.1%, and 9.1% above the school's pre-pandemic 2019 rate of 13.5%. Concentrated needs persist for English Learners (26.2%), LTELs (23.4%), and Socioeconomically Disadvantaged students (21.8%). **Holistic Approach to Student and Family Wellness:** VCMS endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and positive school climate. This holistic framework recognizes the interconnected nature of	$676,583	Y

Action #	Title	Description	Total Funds	Contributing
		academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students. The framework is operationalized through daily classroom social-emotional learning, multi-layered mental health and counseling services, a tiered attendance response, behavioral intervention, and a structured set of recognition and engagement programs. **Daily Social-Emotional Learning Implementation:** All teachers will implement daily social-emotional learning (SEL) instruction during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach provides students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day, and it directly addresses the connection between social-emotional regulation and consistent attendance for the highest-need subgroups identified above. **G.E.A.R. Recognition Program and the "Appreciation First" Protocol:** VCMS will conduct celebratory home visits and phone calls twice a year to families of students who exemplify the school's core values of Grit, Empathy, Accountability, and Respect (G.E.A.R.), demonstrate overall academic improvement, or are identified by teachers for special recognition. Positive celebrations will be tied to G.E.A.R. throughout the school day, with teachers highlighting and celebrating exemplars in class and recognizing students during school assemblies. Building on the G.E.A.R. recognition framework, VCMS will operationalize the "Appreciation First" protocol identified in the chronic absenteeism needs assessment. When a student returns from an absence, the first interaction with school staff will be affirming ("We missed you; the class was not the same without you") rather than corrective. This is a deliberate cultural intervention designed to build the "eager want" to be present, replacing the shame-and-reprimand pattern that often follows absences and reinforces avoidance. **Comprehensive Mental Health and Wellness Support Services:** VCMS will provide multi-layered mental health support through enhanced staffing and comprehensive service delivery. The school will contract counseling services through PUC and will employ Counseling Interns who serve as integral members of both the MTSS team and the Attendance team. Counseling Interns will provide group and individual counseling services during the instructional day, ensuring immediate access to mental health support without disrupting academic learning time. Counseling Intern services will address social-emotional, behavioral, and mental-health needs that significantly affect student wellbeing and academic success.		

Action #	Title	Description	Total Funds	Contributing
		Interventions will include both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in supportive individual and peer environments. The school Psychologist and the Assistant Principal will coordinate with the Counseling Interns to ensure students receive comprehensive support and to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Counseling Interns will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges. The Counseling Interns play an essential role in creating a trauma-informed school environment, supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification and intervention strategies, the Counseling Interns will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance. The Assistant Principal, the school Psychologist, the Counseling Interns, and the MTSS team will work collaboratively to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families. **Targeted Attendance Support:** The VCMS PBIS Team is composed of the Assistant Principal, teachers, the Counseling Interns, and Behavior Interventionists. This team leads the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism. Transportation services will be provided to address a barrier to daily attendance that the needs assessment identified as a contributor to absenteeism among English Learner and Socioeconomically Disadvantaged students. Reliable transportation to and from school removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism. VCMS has implemented an increased, targeted approach to absenteeism through the Student Attendance Review Team (SART). The SART consists of administrators, the Community Schools Coordinator, the Culture and Community Coordinator, and the Office Manager. The SART communicates with families through phone calls and in-person meetings on a regular cycle. The Community Schools Coordinator, the office team, and administration track student attendance daily; the office makes daily phone calls to families of absent students; and when		

Action #	Title	Description	Total Funds	Contributing
		a pattern of absence is identified, the Community Schools Coordinator meets with the family either at school or at their home. The Community Schools Coordinator works with families to identify the main reasons and root causes of student absence and connects families with community partners that can support specific needs (transportation, food, housing, employment). This comprehensive approach includes mandatory parent meetings, wellness checks, and home visits to ensure students receive the support they need to maintain consistent attendance. This direct family-engagement work is the primary mechanism through which VCMS will address the concentrated absenteeism needs identified in the 2025 needs assessment for English Learners (26.2%), LTELs (23.4%), and Socioeconomically Disadvantaged students (21.8%). For families whose home language is not English, the Community Schools Coordinator and Culture and Community Coordinator will use the school's translation and interpretation supports to ensure that barrier-removal conversations occur in the family's preferred language. In addition, VCMS will operationalize two additional attendance strategies identified in the chronic absenteeism needs assessment. The first is positive competition across subgroups: drawing on the data showing that Socioeconomically Disadvantaged students improved by 10.3% and Long-Term English Learners improved by 12.1% in the most recent year, VCMS will use subgroup-level "growth in presence" challenges to reframe attendance as a measurable, celebratory group outcome rather than an individual compliance requirement. The second is incentivized "typical" attendance: students who avoid falling into the 10% absence threshold (the chronic absenteeism cutoff) will be recognized through weekly attendance challenges, with their presence framed as a contribution to the school's collective success. Regular school events will continue to increase students' sense of belonging, including Vista Ohana Council Days, Trunk or Treat, water wars, staff-and-student volleyball matches, and student soccer tournaments. These events are deliberately structured to bring students and families onto campus in non-academic contexts that strengthen the school-family relationship. **MTSS and Attendance Team Integration** As core members of the MTSS team, the school Psychologist, the Board Certified Behavior Analyst (BCBA), and the Assistant Principal (Title I funded: $171,406; LREBG funded $10,254) will participate in weekly data review meetings, contribute to tier placement decisions, and provide ongoing consultation regarding students' social-emotional and behavioral needs. The Counseling Interns will work directly with the Attendance team to identify underlying mental health and social-emotional factors contributing to chronic absenteeism and to		

Action #	Title	Description	Total Funds	Contributing
		develop targeted interventions that address barriers to consistent school attendance. The PUC Counseling Interns will maintain regular communication with classroom teachers to monitor student progress, provide classroom-based social-emotional learning support, and ensure seamless integration of mental health services with academic instruction. This collaborative approach ensures that social-emotional learning and mental health support are embedded throughout all tiers of the MTSS framework, with particular attention to students whose attendance patterns are placing them at risk of chronic absenteeism status. **Behavioral Support and Intervention:** The VCMS Behavior Support Team includes administrators, the Behavior Interventionist, the Community Schools Coordinator, the Culture and Community Coordinator, and the school Psychologist. The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment in which all students can thrive academically and socially. The behavioral support approach implements restorative practices and uses systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The behavioral intervention focus includes decreasing behaviors that interfere with learning and school engagement, and increasing behaviors that help students accomplish their academic and social goals. By addressing the underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences. The BCBA will work collaboratively with the Counseling Interns to ensure behavioral interventions are coordinated with mental health supports and social-emotional learning initiatives. **Additional Support Systems:** The Culture and Community Coordinator (cost included in Goal 3, Action 3) will support implementation of Ways of Council and restorative practices, train and oversee the supervision aides, and support implementation of the VCMS Behavior Policy. VCMS will employ supervision aides trained in PBIS and restorative practices to provide additional supervision throughout the school day, ensuring a safe and welcoming learning environment. These aides will work under the guidance of the Counseling Interns and the PBIS		

Action #	Title	Description	Total Funds	Contributing
		team to implement consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges. **Assessment and Data Collection:** Students will be administered the California Healthy Kids Survey (CHKS) to measure school climate, student connectedness, and the school's progress on SEL implementation. The survey will assess school climate indicators including attendance, perceived connectedness, motivation, teacher-student relationships, and other key measures. The Counseling Interns will analyze survey data and collaborate with the MTSS team to develop targeted interventions based on student feedback and identified areas for improvement in school climate and social-emotional wellness.		
4	Broad Course of Study	Vista Charter Middle School will provide all students with access to a broad course of study that extends beyond the core academic program in English Language Arts, mathematics, science, and social studies. Through a diverse elective program, students will have opportunities to explore Science, Technology, Engineering, Arts, and Mathematics (STEAM), visual and performing arts, world language, media, and communication courses that support academic growth, creativity, career exploration, and student engagement. **Elective Course Offerings** Elective offerings may include robotics, computer science, applied Science, Technology, Engineering, and Mathematics (STEM), pre-algebra, algebra, history of art, band, choir, painting, Spanish, journalism, and digital media. These courses are designed to strengthen students’ problem-solving, collaboration, creativity, communication, critical thinking, and digital literacy skills while helping students identify areas of interest connected to college, career, and civic readiness. **Support for Student Engagement and Skill Development** This action supports a well-rounded educational experience by ensuring students have meaningful opportunities to develop academic, artistic, technical, and communication skills. Hands-on STEAM courses allow students to apply mathematical and scientific concepts in practical ways, while arts education supports creative expression, discipline, and confidence. Spanish instruction promotes language development and cultural awareness, and journalism and digital media provide opportunities for students to strengthen writing, research, media literacy, and public communication skills. **College, Career, and Civic Readiness**	$237,257	Y

Action #	Title	Description	Total Funds	Contributing
		By maintaining a comprehensive elective program, Vista Charter Middle School will continue to promote student engagement, expand access to enrichment opportunities, and support the development of well-rounded learners prepared for future academic pathways and postsecondary success.		
5	Empowering SWD Academically	On the **2023 Dashboard**, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) for the SWD group on the English Language Arts (ELA) Academic Indicator, the Math Academic Indicator, and the Chronic Absenteeism Indicator. The **2024 Dashboard** documented meaningful improvement across all three indicators. The SWD group did not receive a performance level on the ELA indicator due to N-size suppression (fewer than 30 SWD students were tested), but the underlying Distance from Standard (DFS) improved significantly, from -140.1 to -117.8, a 22.3-point gain. On the Math indicator, the SWD group moved from Red to an Orange performance level. On the Chronic Absenteeism Indicator, the SWD group moved from Red to an Orange performance level, with the chronic absenteeism rate declining from 35.3% to 30.0%. The **2025 Dashboard** reflects continued attention to this group. The SWD group remains substantially below standard in both ELA and Math, with current performance at 114.6 points below state standards in ELA and 180.1 points below standard in Math. Only 30.0% of SWD students improved their Math scores in the most recent year. Schoolwide chronic absenteeism declined from 32.9% to 22.6% on the 2025 Dashboard, and every reportable student group, including SWD, showed continued improvement. The action described below is the primary special-education and academic-support response through which VCMS will sustain the multi-year improvement trajectory for the SWD group, address the persistent academic gaps that remain, and continue movement on the Chronic Absenteeism Indicator beyond the Orange performance level achieved on the 2024 Dashboard. **Bi-Weekly Special Education Leadership Meetings:** VCMS site administrators and the Director of Special Education will meet on a bi-weekly basis to address and strengthen the special education program. These meetings focus on monitoring and assessing student services, monitoring and analyzing SWD caseload data, identifying and planning the professional development needed at the site throughout the school year, and analyzing and planning instruction for SWD based on assessment data (i-Ready Diagnostic and ELA curriculum assessments). Bi-weekly leadership cadence is the central mechanism through which the school	$427,773	N

Action #	Title	Description	Total Funds	Contributing
		documents continuous attention to the SWD group's academic and attendance trajectory and adjusts services as the data requires. **IEP Passports and Special Education Updates:** The Special Education teacher (Resource Specialist Teacher, RST) will provide all general education teachers with a copy of the IEP Passport for each of their students with Individualized Education Programs (IEPs). The RST will distribute IEP Passports on a monthly basis as IEP meetings are held, ensuring that general education teachers have the most current and accurate information for their students with disabilities. The Director of Special Education and the RST will attend the COP 3 Special Education Coordinating Council meetings and provide pertinent updates to school site administrators, general education staff, and parents. **Professional Development:** The Director of Special Education, the RST, the school psychologist, and school site administrators will provide professional development focused on strengthening the special education program. These sessions equip general education staff (both certificated and classified) with the tools to support SWD in and out of the general education setting. Topics may include ELA, ELD, and Math support for students with disabilities; the Coordination of Services Team (COST), Student Study Team (SST), Section 504, and IEP processes; classroom accommodations addressing both academic and behavioral needs; behavior supports including Behavior Intervention Plans (BIPs) and Check-In/Check-Out systems; de-escalation strategies; and structured collaboration time between special education and general education teachers. **Professional Learning Community (PLC) Time:** During allotted time at weekly professional development, special education and general education teachers will be provided with collaboration time to plan for instruction in and out of the general education setting. During PLC time, staff will plan for instruction in the general education classroom, identify appropriate strategies to make the general education curriculum accessible to students with disabilities, and discuss and select appropriate accommodations. The RST will plan for instruction in the smaller setting with collaboration from general education teachers, ensuring that pull-out and push-in instruction reinforce rather than duplicate one another. **Chronic Absenteeism Response for the SWD Group** The Orange performance level on the 2024 Dashboard for SWD chronic absenteeism reflects meaningful single-year improvement (35.3% to 30.0%), but the rate remains substantially above the schoolwide and state averages and the SWD group continues to require focused attention. To sustain the improvement trajectory and continue movement on this indicator, VCMS will operationalize		

Action #	Title	Description	Total Funds	Contributing
		four absenteeism strategies for the SWD group, drawn directly from the chronic absenteeism needs assessment plan of action. The first is the "Appreciation First" protocol applied with intention to SWD students. When a SWD student returns from an absence, the first interaction with school staff will be affirming ("We missed you; the class was not the same without you") rather than corrective. Because SWD students often experience repeated correction across the school day in connection with their academic and behavioral support needs, the affirming-first approach is particularly important for this group. The second is integration of SWD attendance data into the school's Student Attendance Review Team (SART) process. The SART, composed of administrators, the Community Schools Coordinator, the Culture and Community Coordinator, and the Office Manager, will track SWD attendance patterns alongside the schoolwide attendance review and will conduct family meetings, wellness checks, and home visits when patterns of absence emerge. The Director of Special Education and the RST will be consulted when an SWD student is identified for SART intervention so that any IEP-related contributors to the absence pattern (transportation needs, related-service scheduling, behavioral plan triggers) can be identified and addressed. The third is positive recognition for "typical" attendance. SWD students who avoid falling into the 10% absence threshold (the chronic absenteeism cutoff) will be recognized through the school's weekly attendance challenges and tied into the G.E.A.R. recognition framework, ensuring that SWD students are visible in schoolwide celebration of attendance, not only in academic intervention. The fourth is integration of behavioral support with attendance support. The school's Behavior Support Team (administrators, Behavior Interventionist, Community Schools Coordinator, Culture and Community Coordinator, school Psychologist, and Board Certified Behavior Analyst) will identify SWD students whose behavioral patterns may be contributing to school avoidance and will develop coordinated behavioral and attendance interventions that address both presentations together rather than in parallel. This is particularly important for SWD students whose IEPs include behavioral goals. **Special Education Oversight by the Director of Special Education** During summer break and throughout the school year, the California Longitudinal Pupil Achievement Data System (CALPADS) will be monitored by the Director of Special Education to ensure that no students with IEPs have been missed. Upon enrollment at VCMS, students are transferred into Welligent so that compliance is established and services begin as needed at the start of the school year. Welligent		

Action #	Title	Description	Total Funds	Contributing
		300 reports will be monitored by the Director of Special Education, the RST, and Designated Instructional Services (DIS) providers on a bi-weekly basis to highlight best practices, and Welligent 300 reports will also be run on a weekly basis by the Director of Special Education to catch discrepancies. When discrepancies are noted, the DIS provider will be notified and supported to correct them by the Director of Special Education. The IEP Master Calendar will be created and ready before the beginning of the school year. IEP meetings will be scheduled one month ahead of time to maintain compliance, and IEP meetings will be held in person or via Zoom according to parent preference to ensure parent participation. The Director of Special Education's oversight cadence (weekly Welligent reports, bi-weekly Welligent reviews, monthly IEP Passport distribution, bi-weekly leadership meetings) is the operational structure through which VCMS maintains its compliance posture and surfaces issues for action before they affect students. **COP 3 Resources and Support** VCMS will continue to attend and actively participate in all COP 3 Coordinating Council meetings. The school will continue to work closely with the assigned COP 3 program specialist and will benefit from the resources and networking opportunities offered by the COP 3 team. VCMS benefits from bulletins shared by COP 3 regarding special education topics (Section 504, LRE updates, ELD support for students with disabilities, IDEA updates) and from compliance support during CALPADS reporting windows. These supports ensure that VCMS maintains compliance for students with disabilities and benefits from COP best practices and shared resources.		
6	Accelerating English learner Success	On the **2023 Dashboard**, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) for the EL student group on the English Language Arts (ELA) Academic Indicator. The 2024 Dashboard documented improvement, with the EL student group moving to an Orange performance level (the second-lowest rating) on the ELA indicator. On the **2024 Dashboard**, the EL student group received a Red performance level on the English Learner Progress Indicator (ELPI), reflecting a significant single-year decline in the percentage of EL students making progress in English language acquisition (from 50.5% in 2022-23 to 27.5% in 2023-24, as measured by the English Language Proficiency Assessments for California, ELPAC). The **2025 Dashboard** reflects a substantial rebound in language acquisition and continued meaningful progress across multiple indicators for the EL student group. The EL student group now sits at -87.2 Distance from Standard (DFS) on	$81,212	N

Action #	Title	Description	Total Funds	Contributing
		the ELA Academic Indicator at an Orange performance level. On the Math Academic Indicator, the EL student group received a Red performance level at -136.1 DFS. On the Science indicator (CAST), the EL student group received an Orange performance level at 34.9 points above standard, with year-over-year growth of 4.4 points that outpaced the state's growth of 2.1 points in the same group. On the Chronic Absenteeism Indicator, the EL student group received an Orange performance level, with the EL absenteeism rate declining 9.9 percentage points year-over-year to 26.2%. On the ELPI, the EL student group rebounded from 27.5% to 44.4% making progress, a 16.9-percentage-point single-year gain. The current EL population at VCMS includes 120 English Learners. The action described below is the primary instructional, assessment, and capacity-building response through which VCMS will sustain the 2025 ELPI and ELA rebound, address the 2025 Math Red performance level for the EL group, continue the multi-year improvement trajectory in Science, and continue movement on the Chronic Absenteeism Indicator beyond the Orange performance level achieved in 2025. **Enhanced Intervention Program:** To address the needs of English Learners, VCMS has strengthened the intervention program through the Intervention Coordinator and the ELD Teaching Assistant. The ELD Teaching Assistant (LREBG funded: $52,053 tracks EL student academic progress, provides English Learners with integrated English Language Development (ELD) academic support, and delivers tiered support through small-group pull-out sessions during the instructional day. This targeted approach ensures that English Learners receive individualized attention and support tailored to their specific language development needs. English Learners will also participate in a dedicated Friday afterschool program designed to support English language development and provide additional practice opportunities. This work is reinforced through the Littera tutoring partnership described in the MTSS Accelerating Learning action; the current Littera cohort includes English Learner students, making Littera a particularly important Tier 3 intervention for this subgroup. **Specialized ELD Instructional Support** VCMS will hire a part-time ELD Instructional Coach to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of English Learner students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data, identify specific areas where students struggle, and help teachers develop and implement		

Action #	Title	Description	Total Funds	Contributing
		targeted language objectives alongside content objectives so that 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 language domains (listening, speaking, reading, and writing). A key area of focus will be supporting teachers in making content accessible while maintaining high expectations, including modeling strategies for integrating language development into content instruction, the use of visual supports, the implementation of sentence frames, the facilitation of structured academic discussions, and the development of students' metalinguistic awareness. This work directly addresses the teacher capacity root cause identified in the ELPI needs assessment, in which newer teachers struggle to learn and master curriculum while simultaneously ensuring that integrated ELD is being taught across all content areas. **Technology-Enhanced EL Support** VCMS will implement the Ellevation Platform (Title III funded: $3,299) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. The 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. Ellevation will also serve as the data platform of record for the systematic assessment and progress monitoring described below. **Comprehensive English Language Development Framework:** The school operates a dual-track ELD framework. Designated ELD provides daily focused instruction on English language skills including grammar, vocabulary, and syntax, implemented each morning as part of structured warm-up activities for grades six through eight. This consistent, systematic approach gives English Learners explicit language instruction that builds foundational skills necessary for academic success across all content areas. Integrated ELD reinforces English language development daily through embedded instruction throughout science, mathematics, and reading, using scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. The Math-Language Integration component is particularly important given the EL student group's 2025 Red performance level on the Math indicator (-136.1 DFS) and the 11.6-point Math performance decline documented in the most recent year. Sheltered instruction in math classes will focus		

Action #	Title	Description	Total Funds	Contributing
		specifically on the academic vocabulary and discourse structures that connect Math access to English proficiency, addressing the EL Math gap as a coordinated language-and-content strategy rather than as two parallel interventions. **Strategic Professional Development and Collaboration** VCMS has maintained a focus during professional development on best practices, data tracking, and integrated ELD aligned to the California ELD standards. Teachers receive comprehensive professional development on Kagan cooperative learning structures, which are widely associated in the broader research literature with improved academic outcomes for English Learners through increased academic discourse, structured peer interaction, and language practice within collaborative learning environments. Kagan training is customized to teacher experience levels, with ongoing implementation support and coaching provided by the ELD Instructional Coach. This is a particularly important strategy for VCMS given the school's 94% Hispanic and 34% English Learner population and the high proportion of newer teachers on staff. Targeted small-group ELD instruction delivered by trained paraprofessionals, including the ELD Teaching Assistant, is widely associated in the broader research literature with improved English language acquisition outcomes for English Learners. 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 ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success. **Instructional Enhancement and Resource Integration:** The adoption of the new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English Learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with the processing time necessary to formulate responses and engage meaningfully in academic discussions. This practice supports language production while building confidence in academic communication. **Systematic Assessment and Progress Monitoring:** Interim ELPAC assessments will be administered at regular intervals during the academic year to determine		

Action #	Title	Description	Total Funds	Contributing
		specific areas of need for English Learners. Interim ELPAC data will be used by teachers, the Intervention Coordinator, the ELD Instructional Coach, and Instructional Aides to identify, monitor, and support EL students in real time, with the goal of improving Summative ELPAC performance, which will in turn improve ELPI performance and increase the school's reclassification rate. This is a direct response to the projected 2025-26 ELPAC proficiency rate of 16% (recovering toward the 17.48% baseline of 2022-23) and the projected 2025-26 reclassification rate of 12% (recovering from 0.0% in 2024-25). Teachers will collaborate with the ELD Instructional Coach through consistently scheduled planning sessions to co-plan lessons that address both language and content objectives. These planning sessions ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners. A particular focus of the assessment and monitoring system will be sustaining ELPI Level 4 proficiency, which currently sits at only 0.9% for VCMS English Learners. The school will identify each Level 4 student at the start of the year, monitor their CAASPP ELA, ELPAC, and grade performance against reclassification criteria on a quarterly cycle, and intervene immediately when a Level 4 student shows signs of regression. This is the most direct path to lifting the projected 12% reclassification rate to a sustained level above the 16.5% high-water mark from 2022-23. **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 incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. **Chronic Absenteeism Response for the EL Group:** The Orange performance level achieved on the 2025 Dashboard for EL chronic absenteeism reflects meaningful single-year improvement of 9.9 percentage points, but the EL rate of 26.2% remains above the schoolwide rate of 22.6% and substantially above the 2025 state average of 17.1%. To sustain the improvement trajectory and continue movement on this indicator, VCMS will operationalize the chronic absenteeism needs assessment plan-of-action items with particular attention to the EL population. The English Learner Advisory Committee (ELAC) will be the primary venue used to identify and remove specific barriers to attendance for the EL subgroup, including transportation, family work schedules, sibling care responsibilities, and language-access friction with school communications. Multilingual home visits		

Action #	Title	Description	Total Funds	Contributing
		conducted by the Community Schools Coordinator and Culture and Community Coordinator will be deployed when patterns of absence emerge for EL students, with the conversation conducted in the family's preferred language. The "Appreciation First" protocol described in the SEL and Mental Health action will apply with particular intention to EL students returning from absences. **Recognition of Language Acquisition Progress** To leverage and sustain the 16.9% ELPI gain (2025 Dashboard), students who advance an ELPI level will be recognized so that language acquisition is celebrated as a major academic achievement. This recognition framework is integrated with the schoolwide G.E.A.R. recognition program described in the SEL and Mental Health action.		
7	Accelerating Long-Term English learner Success	On the **2024 Dashboard**, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) on the English Learner Progress Indicator (ELPI) for the LTEL student group. Only 22.4% of LTELs made progress toward English language proficiency in 2023-24, a substantial decline from 58.2% in the previous year. (LTEL ELPI data was not separately reported by the California Department of Education on the 2023 Dashboard.) The **2025 Dashboard** reflects a substantial rebound across multiple indicators for the LTEL student group. On the ELPI, the LTEL student group rose from 22.4% to 49.0% making progress, a 26.6-percentage-point single-year gain that represents one of the strongest LTEL ELPI movements documented across the school's needs assessment. On the ELA Academic Indicator, the LTEL student group sits at -111.5 Distance from Standard (DFS) at an Orange performance level (the second-lowest rating). On the Math Academic Indicator, the LTEL student group received an Orange performance level at -167.9 DFS, reflecting the Dashboard's combined Status-and-Change methodology in which improvement on the Change dimension elevated the color band above where Status alone would place it. On the Chronic Absenteeism Indicator, the LTEL absenteeism rate declined 12.1 percentage points year-over-year to 23.4%. The current LTEL population at VCMS includes 84 students, with an additional 6 students identified as At Risk of LTEL status. The action described below is the primary instructional, assessment, and capacity-building response through which VCMS will sustain the 2025 LTEL ELPI rebound, advance the LTEL student group from the Orange performance levels in ELA and Math toward Yellow, address the persistent Math achievement gap, and continue movement on the Chronic Absenteeism Indicator.	$5,000	N

Action #	Title	Description	Total Funds	Contributing
		Strengthened Intervention Program: To address the needs of Long-Term English Learners, VCMS has strengthened its intervention program through the Intervention Coordinator and the ELD Teaching Assistant. The ELD Teaching Assistant tracks LTEL student academic progress, provides integrated English Language Development (ELD) academic support, and delivers tiered support through small-group pull-out sessions during the instructional day. This targeted approach ensures that LTELs receive individualized attention tailored to their specific language development needs. LTELs will participate in a dedicated Friday afterschool program designed to support English language development and provide additional practice opportunities. This work is reinforced through the Littera tutoring partnership described in the MTSS Accelerating Learning action; the current Littera cohort of approximately 40 students includes a substantial number of LTEL students, making Littera a particularly important Tier 3 intervention for this subgroup. The Littera program is delivered after school on Tuesdays and Thursdays from 3:15 to 4:00 PM, with the 2026-27 expansion goal of identifying 20 targeted students per grade level after each i-Ready Diagnostic administration. **Specialized ELD Instructional Support:** VCMS will hire a part-time ELD Instructional Coach to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of LTEL students. The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data, identify specific areas where LTEL students struggle, and help teachers develop and implement targeted language objectives alongside content objectives so that 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 language domains (listening, speaking, reading, and writing). A key area of focus will be supporting teachers in making content accessible while maintaining high expectations, including modeling strategies for integrating language development into content instruction, the use of visual supports, the implementation of sentence frames, the facilitation of structured academic discussions, and the development of students' metalinguistic awareness. This work directly addresses the teacher capacity root cause identified in the ELPI needs assessment, in which newer teachers struggle to learn and master curriculum while simultaneously ensuring that integrated ELD is being taught across all content areas.		

Action #	Title	Description	Total Funds	Contributing
		The instructional focus on LTELs is particularly important given that this is the population of students who have been in English language programs for extended periods but have not yet achieved full English proficiency. The 2025 ELPI rebound documents that LTELs at VCMS are capable of substantial language acquisition gains when language scaffolds are in place; the ELD Instructional Coach is the primary mechanism through which those scaffolds will be made consistent across teachers and content areas. **Technology-Enhanced LTEL Support:** VCMS will implement the Ellevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. The platform will enable teachers to track LTEL 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. Ellevation will serve as the data platform of record for the systematic assessment and progress monitoring described below. **Comprehensive English Language Development Framework:** The school operates a dual-track ELD framework. Designated ELD provides daily focused instruction on English language skills including grammar, vocabulary, and syntax, implemented each morning as part of structured warm-up activities for grades six through eight. This consistent, systematic approach gives LTELs explicit language instruction that builds foundational skills necessary for academic success across all content areas, with particular attention to the syntax and academic vocabulary gaps that often characterize the LTEL profile. Integrated ELD reinforces English language development daily through embedded instruction throughout science, mathematics, and reading, using scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. The Math-Language Integration component is particularly important given the LTEL student group's 2025 Orange performance level on the Math indicator and the substantial 167.9-point Math achievement gap. Sheltered instruction in math classes will focus specifically on the academic vocabulary and discourse structures that connect Math access to English proficiency, addressing the LTEL Math gap as a coordinated language-and-content strategy rather than as two parallel interventions. **Strategic Professional Development and Collaboration:** VCMS has maintained a focus during professional development on best practices, data tracking, and integrated ELD aligned to the California ELD standards. Teachers receive comprehensive professional development on Kagan cooperative learning		

Action #	Title	Description	Total Funds	Contributing
		structures (Title III funded: $5,000), which are widely associated in the broader research literature with improved academic outcomes for English Learners through increased academic discourse, structured peer interaction, and language practice within collaborative learning environments. Kagan training is customized to teacher experience levels, with ongoing implementation support and coaching provided by the ELD Instructional Coach. This strategy is particularly important for the LTEL population, where the absence of structured opportunities for academic discourse in prior years often contributes to the LTEL designation in the first place. Targeted small-group ELD instruction delivered by trained paraprofessionals, including the ELD Teaching Assistant, is widely associated in the broader research literature with improved English language acquisition outcomes for English Learners. This approach is particularly relevant for the LTEL population at VCMS, where 84 students require targeted, small-group support to advance from lower ELPI levels toward Level 4 proficiency and reclassification. At the onset of each trimester, teachers will meet with classified staff supporting LTEL students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. **Instructional Enhancement and Resource Integration:** The adoption of the Savvas ELA curriculum will incorporate comprehensive English Learner resources to support LTEL student learning while providing both certificated and classified staff with access to high-quality English Learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing LTELs with the processing time necessary to formulate responses and engage meaningfully in academic discussions. This practice supports language production while building confidence in academic communication, a particular need for LTEL students who often disengage from oral participation after years of incomplete proficiency. **Systematic Assessment and Progress Monitoring:** Interim ELPAC assessments will be administered at regular intervals during the academic year to determine specific areas of need for LTELs. Interim ELPAC data will be used by teachers, the Intervention Coordinator, the ELD Instructional Coach, and Instructional Aides to identify, monitor, and support LTEL students in real time, with the goal of improving Summative ELPAC performance, which will in turn improve ELPI performance and increase the school's reclassification rate.		

Action #	Title	Description	Total Funds	Contributing
		Teachers will collaborate with the ELD Instructional Coach through consistently scheduled planning sessions to co-plan lessons that address both language and content objectives for LTELs. These planning sessions ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for LTEL students. A particular focus of the LTEL assessment and monitoring system will be sustaining ELPI Level 4 proficiency and identifying LTELs who are within reach of reclassification. The school will identify each LTEL student approaching Level 4 at the start of the year, monitor their CAASPP ELA, ELPAC, and grade performance against reclassification criteria on a quarterly cycle, and intervene immediately when a student shows signs of regression. This is the most direct path to converting the 2025 ELPI rebound into sustained reclassification gains. **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 LTEL student needs. These plans incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. **Peer Mentoring:** LTELs showed a 26.6% ELPI improvement on the 2025 Dashboard, the strongest single-year ELPI movement of any subgroup at VCMS. To leverage this asset, LTELs will be paired as peer mentors for newer English Learners. Peer mentoring builds confidence for the mentor (consolidating the mentor's own language gains through teaching) and accelerates oral language development for the mentee. This intervention treats the LTEL ELPI gain as the school's strongest current language acquisition asset rather than as an isolated outcome. **Priority Afterschool Tutoring:** LTELs will be prioritized for afterschool tutoring support, providing additional academic assistance and language development opportunities beyond the regular school day. This targeted support addresses the unique challenges faced by students who have been in English language programs for extended periods but have not yet achieved full English proficiency. **Chronic Absenteeism Response for the LTEL Group:** The LTEL chronic absenteeism rate declined 12.1 percentage points year-over-year on the 2025 Dashboard, the largest single-year subgroup decline documented in the school's needs assessment. The rate of 23.4% nonetheless remains above the schoolwide rate of 22.6% and substantially above the 2025 state average of 17.1%. To sustain the improvement trajectory and continue movement on this indicator,		

Action #	Title	Description	Total Funds	Contributing
		VCMS will operationalize the chronic absenteeism needs assessment plan-of-action items with particular attention to the LTEL population. The English Learner Advisory Committee (ELAC) will be the primary venue used to identify and remove specific barriers to attendance for LTEL students, including transportation, family work schedules, sibling care responsibilities, and language-access friction with school communications. Multilingual home visits conducted by the Community Schools Coordinator and Culture and Community Coordinator will be deployed when patterns of absence emerge for LTEL students, with the conversation conducted in the family's preferred language. The "Appreciation First" protocol described in the SEL and Mental Health action will apply with particular intention to LTEL students returning from absences, given the cumulative effect of repeated correction on a student population that has often experienced years of incomplete academic success. **Recognition of Language Acquisition Progress:** LTEL students who advance an ELPI level will be publicly recognized so that language acquisition is celebrated as a major academic achievement, not as a precondition for "real" academic recognition. This recognition framework is integrated with the schoolwide G.E.A.R. recognition program described in the SEL and Mental Health action and is particularly important for LTELs, whose academic progress is often invisible in conventional grade-based recognition systems.		

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 Charter Middle School (VCMS) developed this goal as a Broad Goal that responds directly to the teacher capacity root cause identified across every section of the school's 2026-27 comprehensive needs assessment. The needs assessment documents that the majority of staff at VCMS are new to the profession, that classroom management challenges among newer teachers affect the consistency of instruction across content areas, and that newer teachers struggle to learn and master curriculum while simultaneously ensuring that integrated English Language Development (ELD) is being taught across all content areas. These root causes appear in the ELA, Math, English Learner Progress Indicator, and Long-Term English Learner needs assessment narratives because the school's academic, language acquisition, and attendance gaps cannot be closed without sustained, structural investment in teacher and staff capacity. Goal 2 is the LCAP structure through which that investment is organized.

Teacher Credentialing and Capacity Data: The percentage of teachers fully credentialed and appropriately assigned, as reported through the California Department of Education's Teacher Assignment Monitoring Outcomes (TAMO), moved from 51.3% in 2021-22 to 57.7% in 2022-23 and then declined to 41.7% in 2023-24, a 9.6 percentage-point decline from the 2021-22 baseline. This trajectory reflects the broader staffing reality documented in the needs assessment and informs the school's commitment to Goal 2 as a multi-year structural priority rather than a single-year program. Goal 2 is the mechanism through which VCMS protects the credentialing pipeline, supports staff members working toward additional authorizations (including the music teacher currently completing the process for English Learner authorization under a Los Angeles County Office of Education waiver), and builds the instructional capacity required to deliver the academic outcomes committed to in Goal 1.

Conceptual Framework: Distributed Leadership and Continuous Improvement: This goal is structured around a collaborative leadership architecture that empowers educators, staff, and administrators through shared decision-making and continuous improvement processes. The Instructional Leadership Team (ILT), composed of two teachers per grade level, is the school's central distributed-leadership structure and is the venue through which teacher feedback informs the design of weekly professional development, the alignment of instructional coaching to schoolwide priorities, and the monitoring of instructional consistency across classrooms. The standing monthly administrative meetings between the principal and assistant principal, the weekly Friday professional development sessions for the full instructional staff, and the structured collaboration time between special education and general education teachers during Professional Learning Communities (PLCs) are the operational structures through which distributed leadership is sustained across the year. This architecture is the school's response to the educational partner feedback received across the LCAP development cycle, which consistently identified teacher capacity, instructional coaching, and collaborative planning time as central priorities for the 2026-27 LCAP.

Professional Development Programmatic Substance: The professional development program outlined in this goal is structured to address the specific instructional priorities surfaced through the needs assessment and the educational partner engagement process. The annual professional learning calendar includes five days of summer professional development prior to the start of the school year, an additional three days of professional development specifically for new teachers, weekly Friday professional development sessions throughout the academic year, and five non-instructional professional development days dedicated to data analysis and instructional planning. Content is differentiated by role, content area, grade level, and experience level. Recurring focus areas include Multi-Tiered System of Supports (MTSS) implementation in partnership with the Orange County Department of Education (OCDE), Kagan cooperative learning structures customized to teacher experience levels, comprehensive Science of Reading professional development to strengthen literacy across all disciplines, data-driven analysis and instruction using i-Ready Diagnostic and Interim ELPAC results, integrated and Designated ELD strategies aligned to the English Learner Roadmap Policy, and the restorative practices and Way of Council implementation that anchor the school's Blue performance level on the Suspension Rate Indicator. The schoolwide professional development structure is the operational link between Goal 2 and the academic and climate outcomes committed to in Goal 1.

Targeted Instructional Coaching Infrastructure: A central component of the goal is the targeted instructional coaching infrastructure that supports newer teachers in implementing tiered intervention with fidelity, building Tier 1 capacity, and integrating ELD instruction across content areas. The ELA Instructional Coach, the Math Instructional Coach, the ELD Instructional Coach and Coordinator, the Assistant Principal of Academics (also serving as an Instructional Coach), the Associate Director of Instruction (funded through the California Community Schools Partnership Program grant), and the Assistant Superintendent of Instruction (providing leadership coaching to the Principal) together comprise the coaching capacity through which Goal 2 is operationalized. The 2025-26 Annual Update documents that Goal 2 was partially implemented because the Math Instructional Coach and ELD Instructional Coach positions remained vacant despite robust recruitment efforts; the 2026-27 LCAP commits to filling these positions as a core priority, with the ELA Instructional Coach specializing in the Science of Reading and serving as a critical change agent for the school's literacy work, and the Math Instructional Coach serving as a catalyst for improving mathematics instruction and addressing the 2025 Math Dashboard regression for the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The coaching infrastructure is supported in significant part through the Learning Recovery Emergency Block Grant (LREBG) and through the California Community Schools Partnership Program grant.

Standards-Aligned Materials, Instructional Time, and Technology Access: The goal also addresses the structural conditions that make sustained professional growth possible: equitable access to standards-aligned core curriculum and instructional materials, an extended instructional calendar, and reliable educational technology. VCMS provides 180 instructional days, exceeding the California charter school minimum of 175 days. The school maintains 100% access to standards-aligned core curriculum and instructional materials across all disciplines, with implementation of state academic content and performance standards rated at the highest level (Full Implementation and Sustainability) across ELA, ELD, Math, Social Science, and Science on the most recent Priority 2 Self-Reflection Tool submission. The school's adoption of MyPerspectives (Savvas) as the new ELA core curriculum, the annual instructional materials inventory review process, the 1:1 Chromebook program, and the dedicated Information Technology Support position together create the operational foundation that allows professional growth investments to translate into consistent classroom instruction. These structural conditions are the reason Goal 2 addresses State Priority 1 (Basic Services) alongside State Priority 2 (Implementation of State Standards).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned.	2021-22: 51.3%	2022-23: 57.7%	2023-24: 41.7%	2024-25: 94.9%	-9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE TAMO					
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-21: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: NR PE: NR VAPA: NR World Language: N/A	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: 4	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 5	2026-27: ELA: ELD: Math: Social Science: Science: CTE: N/A Health: PE: VAPA: World Language:	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: N/A Health: +4 PE: +5 VAPA: +4 World Language:+5

Goal Analysis for 2025-26

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

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

Action 1: VCMS maintains an instructional staffing model designed to ensure students receive instruction from appropriately prepared educators supported by sustained professional learning and an extended instructional calendar. All teachers hold the required credentials for their assignments. The school's music teacher is actively completing the process to obtain English Learner (EL) authorization; in the interim, the teacher is serving under a waiver issued by the Los Angeles County Office of Education (LACOE).VCMS provides structured, ongoing professional learning for instructional staff. All teachers participated in five full days of summer professional development, five additional non-instructional professional development days, and weekly professional development sessions throughout the school year.

VCMS also operates on an extended instructional calendar of 180 instructional days, which exceeds the California charter school minimum requirement of 175 instructional days.

Action 2: All teachers participated in five full days of summer professional development prior to the start of the school year.

Ongoing Professional Development: Teachers engage in professional development every Friday throughout the school year. Professional development topics have included data-driven analysis and instruction, mathematics and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. These topics will be revisited and expanded upon in Semester 2. Two additional non-instructional professional development days are scheduled for Semester 2.

Instructional Coaching: Teachers receive instructional coaching at least twice monthly. ELA teachers receive coaching from administration and the ELA Instructional Coach, while teachers of other content areas receive coaching from administration. All ELA teachers meet regularly with the instructional coach to ensure fidelity of curriculum implementation and to address student needs. Additionally, all teachers received Kagan coaching in Semester 1, with follow-up coaching scheduled for Semester 2.

Administrative Support: Administration receives ongoing coaching from the district support team to strengthen leadership capacity and instructional oversight.

Teaching Assistant Professional Development: All teaching assistants and paraprofessionals receive regular professional development from the Intervention Coordinator, Orange County Department of Education (OCDE), and the Principal. Training topics include supporting mathematics and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies.

Multi-Tiered System of Supports (MTSS): MTSS-focused professional development has been provided to staff. The administrative team and Intervention Coordinator meet regularly with teachers to monitor student progress and develop next steps, both individually and collectively, to inform future professional development.

This action was partially implemented because the Mathematics Instructional Coach and ELD Instructional Coach positions remained vacant, despite robust recruitment efforts.

Action 3: VCMS ensures that all students have consistent access to standards-aligned core curriculum and instructional materials across all content areas to support high-quality instruction, equitable access to learning, and improved student achievement.

During the current school year, VCMS implemented a new English Language Arts (ELA) core curriculum, adopting MyPerspectives (Savvas). This adoption has been accompanied by training and implementation support to build teacher capacity, promote instructional consistency, and ensure the curriculum is delivered effectively to meet grade-level standards and student learning needs.

To maintain adequate and current instructional resources, VCMS conducts an annual inventory review to assess the condition and availability of instructional materials across disciplines. Inventory results are used to guide timely purchasing decisions, including the replacement of consumable materials that require annual replenishment.

Through the ongoing purchase, maintenance, and implementation of core curricular resources, VCMS sustains a comprehensive and coherent instructional materials system that reinforces the school’s commitment to academic excellence and equitable educational opportunities for all students

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Action 4: VCMS has fully implemented a 1:1 technology program to ensure all students have reliable access to educational technology and digital learning resources. Each student is issued a Chromebook for use during the school day and is permitted to take the device home, supporting continuity of learning and access to curricular and instructional materials beyond the classroom. This approach ensures consistent access for both classroom-based instruction and extended learning opportunities.

To sustain effective implementation, VCMS employs a dedicated Information Technology (IT) Support staff member responsible for providing timely technical assistance and maintaining the school’s technology infrastructure. Key responsibilities include troubleshooting hardware and software issues, managing device inventory, monitoring and supporting adequate network bandwidth across school facilities, implementing appropriate content filtering, and maintaining cybersecurity practices that safeguard student and staff data privacy.

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

Goal 2 produced material differences between budgeted and estimated actual expenditures in two actions during the 2025-26 school year. The explanations below identify the cause of each material difference and confirm that the action was implemented despite the variance.

- **Action 2: Professional Learning and Development:** Action 2 produced estimated actual expenditures lower than budgeted expenditures because the Math Instructional Coach position was not filled until the end of the 2025-26 school year, despite robust recruitment efforts throughout the year. The position was budgeted for full-year compensation, but the late hire date resulted in actual expenditures substantially below the budgeted amount. The remainder of the action was implemented as designed: five days of summer professional development were delivered prior to the start of the school year, weekly Friday professional development sessions continued throughout the academic year, five non-instructional full days of professional learning focused on data analysis and instructional planning were delivered, the Instructional Leadership Team continued to guide the design of schoolwide professional development, the ELA Instructional Coach continued to deliver coaching across the year, and the OCDE-supported MTSS, Kagan cooperative learning, and Science of Reading professional development components continued as scheduled. The material difference reflects the timing of the Math Instructional Coach hire rather than a reduction in the scope of the action.
- **Action 4: Educational Technology and Support:** Action 4 produced estimated actual expenditures lower than budgeted expenditures for two reasons. First, the planned makerspace program did not come into full fruition during the 2025-26 school year, which reduced expenditures associated with makerspace materials, equipment, and program operations. Second, fewer laptops were purchased than originally budgeted, reducing device replacement expenditures relative to plan. The core components of the action were implemented as designed: the 1:1 device program continued to provide all students and staff with individual technology devices, the dedicated IT Support position continued to manage device inventory, network bandwidth, content filtering, and cybersecurity protocols, the annual infrastructure assessment was completed, and the school's existing device replacement cycle continued for those devices that required replacement. The material difference reflects the deferred implementation of the makerspace program and the reduced device purchase volume rather than a failure to deliver the foundational technology services the action is built around.

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

Action 1: This action has proven effective, as evidenced by VCMS's commitment to a fully credentialed teaching staff, a robust professional development calendar, and an instructional schedule that exceeds state minimums for charter schools.

All VCMS teachers hold appropriate California credentials for their assignments. The music teacher is currently working toward English Learner (EL) authorization and is operating under a waiver issued by LACOE in the interim, ensuring continued compliance with credentialing requirements while progressing toward full authorization.

Professional development has been a consistent priority throughout the year. All teachers participated in five full days of summer professional development prior to the start of the school year, in addition to five non-instructional days embedded within the academic calendar and weekly professional development sessions held during the school year. This structure has provided staff with ongoing opportunities to refine instructional practice, calibrate on assessment and data use, and engage in collaborative planning.

VCMS also exceeds the state instructional time requirement, providing students with 180 instructional days compared to the 175 days required for charter schools under California law. This additional instructional time supports both academic recovery and the depth of curriculum implementation across content areas.

While the volume and consistency of professional development have produced meaningful gains, the school recognizes that continued investment is necessary. Additional training will be planned to deepen teacher practice in priority areas and to ensure that all staff, including those working toward additional authorizations, receive the support needed to meet the full range of student needs.

Together, these outcomes demonstrate that the action has been effective in maintaining a credentialed, well-supported teaching workforce while exceeding state expectations for instructional time, with a clear path forward for continued professional growth.

Action 2: This action has proven largely effective, as evidenced by the comprehensive professional learning system VCMS has established for teachers, teaching assistants, and administrators, with one area of partial implementation related to coaching capacity.

All teachers participated in five full days of summer professional development prior to the start of the school year and continue to engage in weekly professional development every Friday. Topics have included data-driven analysis and instruction, mathematics and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. These priorities will be revisited and expanded in Semester 2, supported by two additional non-instructional professional development days.

Instructional coaching is provided to teachers at least twice monthly. ELA teachers receive coaching from both administration and the ELA Instructional Coach, while teachers in other content areas receive coaching from administration. All teachers also received Kagan coaching in Semester 1, with follow-up scheduled for Semester 2. Administrators receive ongoing coaching from the district support team to strengthen leadership capacity and instructional oversight.

Teaching assistants and paraprofessionals receive regular professional development from the Intervention Coordinator, OCDE, and the Principal, focused on supporting mathematics and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies. MTSS-focused professional development has also been delivered, with the administrative team and Intervention Coordinator meeting regularly with teachers to monitor student progress and inform future professional learning.

Together, these outcomes demonstrate that the action has built a sustained, multi-layered professional learning system at VCMS, with clear next steps to address remaining staffing gaps and continue strengthening instructional capacity schoolwide.

Action 3: This action has proven effective, as evidenced by VCMS's successful adoption of a new ELA core curriculum, sustained access to standards-aligned instructional materials, and the systems in place to maintain resource adequacy across all content areas.

In the current school year, VCMS adopted MyPerspectives (Savvas) as its new ELA core curriculum. The adoption was accompanied by targeted training and implementation support, which built teacher capacity, promoted instructional consistency, and ensured the curriculum was delivered with fidelity to grade-level standards. Early implementation outcomes are reflected in the school's improved ELA performance on the 2024-25 CAASPP, with gains across all reported student groups on the 2025 California School Dashboard.

VCMS also maintains an annual inventory review process to assess the condition and availability of instructional materials across all disciplines. Inventory results inform timely purchasing decisions, including the replenishment of consumable materials, ensuring that every student and teacher has access to current, standards-aligned resources throughout the year.

Together, these outcomes demonstrate that the action has been effective in sustaining a comprehensive and coherent instructional materials system at VCMS, reinforcing the school's commitment to academic excellence and equitable access to high-quality core instruction for all students.

Action 4: This action has proven effective, as evidenced by VCMS's full implementation of a 1:1 technology program and the dedicated IT support infrastructure in place to sustain it.

Every VCMS student is issued a Chromebook for use during the school day, with take-home privileges that extend learning beyond the classroom. This consistent access ensures that all students can engage with curricular and instructional materials both at school and at home, supporting continuity of learning, completion of independent practice, and equitable participation in digital learning activities regardless of family resources.

The program is sustained through a dedicated IT Support staff member who provides timely technical assistance and maintains the school's technology infrastructure. Core responsibilities include troubleshooting hardware and software issues, managing device inventory, monitoring network bandwidth across school facilities, implementing appropriate content filtering, and maintaining cybersecurity practices that protect student and staff data privacy. This level of support minimizes instructional disruptions and ensures that devices and digital systems remain functional and secure throughout the school year.

Together, these outcomes demonstrate that the action has been effective in providing reliable, equitable access to educational technology while maintaining the operational and security standards necessary to protect students and sustain high-quality digital learning at VCMS.

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

Vista Charter Middle School (VCMS) develops a one-year Local Control and Accountability Plan (LCAP) annually, drawing on local assessment data, state assessment and Dashboard data, the school's annual comprehensive needs assessment, survey data including the California Healthy Kids Survey, and qualitative feedback from educational partners through the Parent Advisory Committee, the combined ELAC and DELAC, the English Learner Parent Advisory Committee, the Student Advisory Committee, and the Community Schools Steering Committee.

After completing this reflection process for the 2026-27 LCAP cycle, VCMS determined that no changes are needed to the Goal 2 goal statement, the metrics, the target outcomes, or the actions. The educational partner feedback, the Dashboard trajectory, and the local data all support the continuation of the existing Goal 2 structure as designed. Continuing the current Goal 2 framework into 2026-27 allows the school to maintain implementation continuity for actions that are producing measurable progress, with the school's standard monitoring processes positioned to surface any need for mid-year adjustments.

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	VCMS will employ one full-time Principal who will serve as the school's instructional leader in addition to their administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. VCMS will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic school year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. **Instructional Calendar** VCMS provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days.	$1,456,025	Y
2	Professional Learning & Development	VCMS will implement a robust, differentiated professional learning and development program for all staff in the 2026-27 school year to enhance instructional practices and accelerate student outcomes. Professional development will be differentiated by role, content area, grade level, and experience level so that each member of the instructional team receives the training most relevant to their work. **Professional Learning Calendar** Teachers and instructional staff will participate in five days of summer professional development prior to the start of the school year, with an additional	$296,361	N

Action #	Title	Description	Total Funds	Contributing
		three days of professional development specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. **Role-Specific Professional Development** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. **Special Training Programs and Retreats** All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Way of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), VCMS will continue its partnership with OCDE for coaching that systematizes the schoolwide MTSS approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while providing timely interventions for those needing additional integrated support. Systematic MTSS implementation will also guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction. Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English Learners because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. VCMS will continue to implement comprehensive Science of Reading professional development to strengthen literacy across all disciplines and address achievement gaps among English Learners, Students with Disabilities, and		

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students. Training will focus on the five foundational components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development. **Instructional Coaching** The ELA Instructional Coach (LREBG funded: $85,551), Math Instructional Coach (LREBG funded $65,012); ELD and Instructional Coach/Coordinator, along with the Assistant Principal of Academics (Instructional Coach), will support teachers in implementing the new ELA curriculum using the Science of Reading, developing differentiation strategies to address diverse learning needs, and delivering content-specific coaching for rigorous, standards-aligned lessons. Coaches will collaborate with the Principal to ensure that strategies taught during professional development are implemented with fidelity and to build leadership capacity across the instructional team. The Associate Director of Instruction, also funded through the CCSPP Grant, will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. The part-time ELA Instructional Coach will specialize in the Science of Reading and serve as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building, while supporting the transition away from practices not aligned with reading science such as three-cueing or sole reliance on leveled texts. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across grade levels, establish assessment systems that monitor student progress in all reading components, and guide the selection of evidence-based instructional materials.		

Action #	Title	Description	Total Funds	Contributing
		The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through classroom observations, co-planning sessions, and instructional modeling, the Math Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency, including the" Try, Discuss, and Connect" approach, productive mathematical discourse, and problem-solving strategies that engage diverse learners. The Math Coach will guide teachers in using formative assessment data to identify misconceptions, plan differentiated instruction and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate Professional Learning Communities in which teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments, and will work with school leadership to develop coherent mathematics programming across grade levels and to establish systems for monitoring student progress. **Leadership Development** VCMS will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff. This is complemented by monthly principal professional development meetings and ongoing coaching led by the Assistant Superintendent of Instruction. **Conference Opportunities** Staff will have opportunities to attend relevant conferences throughout the year to further professional growth and networking. Across all professional development structures, key areas of focus will include data-driven instruction in ELA and Math using i-Ready assessments, developing global competence through project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VCMS will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. 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.	$49,935	N

Action #	Title	Description	Total Funds	Contributing
4	Educational Technology & Support	Vista Charter Middle School (VCMS) will maintain a comprehensive educational technology program that supports 21st-century learning, ensures equitable access to digital resources, and protects student and staff data. **1:1 Device Program** VCMS will provide every student and staff member with an individual technology device to ensure consistent access to curricular and instructional materials in the classroom and for extended learning at home. The 1:1 program is the foundation of the school's technology access strategy and is intended to remove device availability as a barrier to learning, with particular attention to Socioeconomically Disadvantaged students for whom home device access cannot be assumed. **IT Support and Infrastructure** VCMS will maintain a dedicated IT Support position responsible for troubleshooting technical issues for students and staff, managing device inventory and deployment, ensuring adequate network bandwidth across all school facilities, implementing content filtering consistent with the Children's Internet Protection Act (CIPA), and maintaining cybersecurity protocols that protect student and staff data privacy in accordance with applicable federal and California student data privacy laws. The technology infrastructure will undergo regular assessment to identify and address connectivity issues, capacity constraints, and security vulnerabilities before they affect instruction. Annual device purchases will be made based on a documented replacement cycle analysis, with quantities determined by current device condition, projected enrollment growth, and the need to maintain an adequate supply of functioning equipment. **Connection to Schoolwide Need** The technology program directly supports the academic interventions identified in the school's needs assessment. The i-Ready Diagnostic Assessment in ELA and Math, Ellevation data tracking for English Learners and Long-Term English Learners, and Littera tutoring for students	$161,948	N

Action #	Title	Description	Total Funds	Contributing
		performing three or more grade levels below all rely on consistent 1:1 device access and stable network infrastructure. Without a functional technology program, the school's intervention strategy for the EL, LTEL, SED, Hispanic, and SWD subgroups cannot be implemented as designed.		

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 Charter Middle School (VCMS) developed Goal 3 as a Broad Goal that responds to the structural reality of the families and communities the school serves. The school's student body is 94% Socioeconomically Disadvantaged, 89% Hispanic, and 35% English Learner, with a substantial Spanish-speaking family population whose access to school information and decision-making structures depends on consistent translation, interpretation, and multilingual outreach. The needs assessment documents that the school's chronic absenteeism, language acquisition, and academic gaps are concentrated in the same student populations whose families face the greatest barriers to traditional school-based engagement, and that the school's ability to close those gaps is structurally dependent on the strength of its family and community partnership infrastructure. Goal 3 is the LCAP structure through which that infrastructure is organized.

Family Engagement and School Climate Data: The goal focuses on a multi-year trajectory of strengthening family and community engagement, with one student-facing climate indicator that requires continued LCAP attention. Parent input in decision-making for unduplicated pupils and Students with Disabilities, measured through the California Department of Education's Priority 3 Self-Reflection Tool, has improved from a 2023-24 baseline of 3, 4, 3, and 2 across the four reflection questions to a current rating of 5 across all four questions, reflecting Full Implementation and Sustainability. Parent participation in programs for unduplicated pupils and Students with Disabilities reached the same 5 rating across all four reflection questions. Family-facing climate indicators on the local Parent Survey moved from 92% Sense of Safety and 92% School Connectedness in 2023-24 to 97% and 99% respectively in 2025-26. Staff-facing climate indicators on the local Staff Survey moved from 67% Sense of Safety and 67% School Connectedness in 2023-24 to 91% and 100% respectively in 2025-26. The student-facing California Healthy Kids Survey (CHKS) shows substantial improvement in Sense of Safety (from 50% in 2023-24 to 63% in 2025-26) but a plateau in School Connectedness (46% in 2023-24, 50% in 2024-25, and 50% in 2025-26). The student connectedness plateau is the metric most directly informing the school's continued investment in Goal 3, since the parent and staff data alone cannot substitute for student-reported connectedness as a measure of family and community partnership effectiveness.

Conceptual Framework: The California Community Schools Framework: This goal is structured around the California Community Schools Framework, which provides the conceptual architecture VCMS uses to organize its family and community partnership work. The framework's four pillars (integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices) directly inform the Goal 3 actions: integrated student supports operate through the Community Schools Coordinator's case management with families, expanded and enriched learning opportunities operate through the family events and parent workshop offerings, active family and community engagement operates through the advisory committee structure and the monthly Coffee with the Principal series, and collaborative leadership operates through the Community Schools Steering Committee. VCMS's current status as a Cohort IV implementation site under the California Community Schools Partnership

Program (CCSPP) is the funding and accountability structure through which the framework is operationalized, with the CCSPP grant partially funding the Community Schools Coordinator and the integrated student support services that the Goal 3 actions deliver.

Statutory Advisory Committee Infrastructure: A central component of this goal is the statutorily required advisory committee infrastructure through which families participate in school governance and LCAP development. VCMS maintains a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) and an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2). The school maintains a combined English Learner Advisory Committee and District English Learner Advisory Committee (ELAC/DELAC) structure, as allowable for charter schools, providing English Learner families a single venue for input on EL programs, services, and reclassification. The school also maintains a Student Advisory Committee that includes representation from unduplicated pupils and Students with Disabilities, and a Community Schools Steering Committee that facilitates cross-stakeholder collaboration. The 2025-26 educational partner engagement summaries document that each of these committees met on a regular cycle across the LCAP development year and that the feedback generated through each committee informed specific LCAP actions for 2026-27. Goal 3 is the LCAP structure through which the school's compliance with the statutory advisory committee requirements is documented and through which the committees' substantive role in decision-making is operationalized.

School-Family Partnership and Communication Infrastructure: The school-family partnership infrastructure is built around consistent multilingual communication, sustained access to school leadership, and a structured calendar of family-facing events. The monthly Coffee with the Principal series averages approximately 50 participants per session and provides families with regular access to school leadership, community partner presentations, current school data, and structured community-building activities. ParentSquare serves as the primary digital communication platform for two-way communication between staff and families. The Principal's weekly bilingual phone calls deliver schoolwide announcements in English and Spanish. The Community Schools Coordinator and the Culture and Community Coordinator lead targeted home visits, family workshops, and the school's two-way school-to-family communication work, with particular attention to families whose home language is not English and to families who face barriers to traditional school-based engagement. The school's lead translators and interpreters ensure that school communications, family meetings, and parent-teacher conferences are accessible to linguistically diverse families. The Goal 3 family event calendar (Student-Led Conferences, Parent Conferences, Trunk or Treat Family Night, Vista Ohana Activity Days, Noche de Estrellas Awards Assemblies) is structured to bring families onto campus in both academic and community-building contexts. The weekly parent workshop series, organized around parenting and child development, health and wellness, communication and digital life, and practical life skills and community information, extends the school's family engagement work beyond information sharing into sustained family capacity building.

Safe Facilities and the Conditions for Family and Community Engagement: This goal also addresses the structural conditions under which family and community engagement is possible. VCMS maintains a safe, secure, and well-functioning learning environment through enhanced security systems, secure entry protocols, emergency communication systems, and a Comprehensive School Safety Plan. The annual Facility Inspection Tool (FIT) assessment required under California Education Code § 17002 has been rated Exemplary for three consecutive years (2023-24, 2024-25, and 2025-26). The school's facility maintenance program, including the response to unplanned HVAC and garage gate repairs during 2025-26, has sustained the physical conditions under which families and community partners can be welcomed onto campus. The integration of safe facilities under Goal 3 reflects the school's understanding that family and community engagement cannot be sustained without a physical environment that families experience as safe, welcoming, and well maintained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
18	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. 3 10. 4 11. 3 12. 2	2024-25: 9. 5 10. 5 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +2 10. +1 11. +2 12. +3
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 5 2. 5 3. 5 4. 4	2024-25: 1. 5 2. 5 3. 5 4. 5	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - [CDE Priority 3 Self-reflection tool]()					
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	<u>2023-24:</u> 50% Sense of Safety 46% School Connectedness	<u>2024-25:</u> 57% Sense of Safety 50% School Connectedness	<u>2025-26:</u> 63% Sense of Safety 50% School Connectedness	<u>2026-27:</u> 67% Sense of Safety 55% School Connectedness	+13% Sense of Safety +4% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 92% Sense of Safety 92% School Connectedness	<u>2024-25:</u> 93% Sense of Safety 93% School Connectedness	<u>2025-26:</u> 97% Sense of Safety 99% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	+5% Sense of Safety +7% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 67% Sense of Safety 67% School Connectedness	<u>2024-25:</u> 88% Sense of Safety 75% School Connectedness	<u>2025-26:</u> 91% Sense of Safety 100% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	+24% Sense of Safety +33% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: VCMS fully implemented this action to maintain a safe, secure, and well-functioning learning environment that supports student achievement and staff well-being. Implementation includes campus safety systems, staff training, preventative maintenance, facility inspections, and transparent reporting. During the year, VCMS also incurred additional unplanned facility expenses associated with HVAC repairs and repairs to the school's garage gate.

Security Systems and Supervision: The total number of campus supervision staffing decreased in part due to a budgetary implication with the reduction in enrollment this year (385 enrollment projected; 350 actual enrollment) and sustained enhanced security measures, including surveillance cameras, secure entry procedures, and emergency communication systems to promote a safe and orderly campus environment.

Staff Training and Emergency Preparedness: All staff participated in ongoing training on school safety procedures and emergency protocols to ensure preparedness and consistent implementation of campus safety expectations.

Facility Maintenance and Repair Response: VCMS prioritized facility maintenance through a preventative maintenance schedule and timely response to repair needs to ensure that facilities remain safe, functional, and conducive to learning. In addition to routine maintenance, the school addressed unexpected repair needs this year, including HVAC repairs and repairs to the school's garage gate, resulting in additional expenses beyond planned maintenance costs.

Facility Inspection and Assessment: VCMS administered the annual Facility Inspection Tool (FIT) assessment to systematically evaluate facility conditions, including structural integrity, cleanliness, and compliance with applicable safety requirements. The school received an exemplary FIT score. Any identified deficiencies were addressed according to priority level, with health and safety concerns receiving immediate attention.

Reporting and Transparency: Facility condition and school safety information are communicated transparently through required reporting mechanisms, including the Local Control and Accountability Plan (LCAP), the School Accountability Report Card (SARC), and the Local Indicators Report.

Through these coordinated systems and responsive maintenance practices, VCMS administration ensured that facility needs and improvements were addressed throughout the school year and that the learning environment remained safe, secure, and supportive of student and staff needs despite a decrease in supervision aides.

Action 2: Vista Charter Middle School (VCMS) fully implemented this action by actively engaging parents as essential partners in school governance and shared decision-making through established committees, structured community collaboration, and ongoing capacity-building opportunities. These systems were intentionally designed to ensure meaningful input from families, including families of multilingual learners, and to strengthen continuous improvement planning and implementation.

VCMS has maintained and supported multiple parent advisory structures to elevate family voice and ensure compliance with Local Control and Accountability Plan (LCAP) engagement requirements. This included the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC), consistent with California Education Code section 52062(a)(2). In addition, VCMS established and maintained a Parent Advisory Committee (PAC), as required by California Education Code section 52062(a)(1), to gather broader parent perspectives on the school's LCAP priorities, programs, and services. The school also maintained a Student Advisory Committee to incorporate student input into schoolwide planning and improvement efforts.

In alignment with the community schools framework, the Community Schools Steering Committee facilitated collaboration among parents, school staff, and community partners to coordinate supports and strengthen family-school-community partnerships. To build meaningful participation and shared understanding, VCMS provided training and capacity-building supports for parent committee members focused on committee roles and responsibilities, educational terminology, and relevant school policies and processes. Parent feedback was also solicited regularly through surveys, providing additional avenues for families to share input and inform school decision-making throughout the year.

Action 3: Vista Charter Middle School (VCMS) has fully implemented this action by establishing consistent, multilingual, and relationship-centered school–family partnership structures that promote two-way communication, increase family participation, and strengthen student support systems.

VCMS convenes monthly Coffee with the Principal meetings, which average approximately 50 participants per session. These meetings provide families with regular access to school leadership, timely updates on school initiatives, and opportunities to ask questions and provide input. To ensure accessibility for linguistically diverse families, translation services are provided upon request. Family engagement and communication are also supported through multiple, consistent communication channels. All families have access to ParentSquare as the school's primary digital communication platform for announcements, updates, and two-way messaging. In addition, the Principal conducts weekly phone calls to families, providing schoolwide announcements in both English and Spanish to ensure broad access to essential information.

VCMS further strengthens school–family partnerships through high-participation family events offered throughout the year, creating opportunities for families to engage with the school community and support student learning. Student-Led Conferences are held once each semester and have become a core component of VCMS's family engagement strategy, providing structured opportunities for students to share progress, reflect on goals, and partner with families and staff around next steps for learning. To deepen connection and trust with families, VCMS also provides multilingual support through interpretation and translation capacity and conducts targeted home visits by key staff to strengthen school–family relationships and improve communication and engagement.

Collectively, these structures demonstrate full implementation of a comprehensive family engagement system that prioritizes accessibility, consistent communication, and meaningful partnership with families.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under Goal 3 during the 2025-26 school year. The Safe Facilities action, the Parents as Decision-makers action, and the School-Family Partnerships action were each implemented as designed and within budget. The Community Schools Coordinator and the Culture and Community Coordinator positions were filled and operating throughout the year, the monthly Coffee with the Principal sessions continued across all ten scheduled meeting dates, the weekly parent workshop series operated as planned, the family event calendar (Student-Led Conferences, Parent Conferences, Trunk or Treat Family Night, Vista Ohana Activity Days, and Noche de Estrellas Awards Assemblies) was completed in full, the Facility Inspection Tool assessment was completed and rated Exemplary, and the statutorily required advisory committees (PAC, EL-PAC, combined ELAC/DELAC, SAC, and Community Schools Steering Committee) met on their scheduled cycles throughout the year. The alignment between budgeted and actual expenditures across the three Goal 3 actions reflects consistent staffing, programming, and facilities operations during the 2025-26 school year.

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

Action 1: This action has proven effective, as evidenced by VCMS's exemplary facility inspection results, sustained safety systems, and responsive approach to both planned and unplanned maintenance needs throughout the year.

VCMS maintained enhanced security measures, including surveillance cameras, secure entry procedures, and emergency communication systems, to promote a safe and orderly campus environment. Although total campus supervision staffing decreased due to budgetary implications associated with lower-than-projected enrollment (385 projected versus 350 actual), the school sustained core safety systems and supervision practices to ensure continued coverage and student safety.

All staff participated in ongoing training on school safety procedures and emergency protocols, ensuring consistent implementation of campus safety expectations and preparedness for a range of emergency scenarios. This shared training has reinforced a unified, schoolwide approach to student and staff safety.

Facility maintenance was addressed through a preventative maintenance schedule and timely response to repair needs. In addition to routine maintenance, VCMS responded to unexpected facility issues during the year, including HVAC repairs and repairs to the school's garage gate. While these repairs resulted in additional unplanned expenses, the school prioritized timely resolution to ensure that facilities remained safe, functional, and conducive to learning.

The annual Facility Inspection Tool (FIT) assessment was administered to evaluate structural integrity, cleanliness, and compliance with applicable safety requirements. VCMS received an exemplary FIT score, and any identified deficiencies were addressed according to priority level, with health and safety concerns receiving immediate attention. Facility and safety information continues to be communicated transparently through required reporting mechanisms, including the LCAP, SARC, and Local Indicators Report.

Together, these outcomes demonstrate that the action has been effective in maintaining a safe, secure, and well-functioning learning environment at VCMS, with responsive systems in place to address both routine and unanticipated facility needs while sustaining strong safety practices despite reduced supervision staffing.

Action 2: This action has proven effective, as evidenced by VCMS's full implementation of multiple parent advisory structures, sustained engagement with families and community partners, and ongoing capacity-building that supports meaningful participation in school governance and decision-making.

VCMS maintained the parent advisory committees required under California Education Code, including the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) consistent with EC 52062(a)(2), as well as the Parent Advisory Committee (PAC) consistent with EC 52062(a)(1). These structures ensured that families of all students, including families of multilingual learners, had consistent and compliant pathways to provide input on the LCAP and broader school priorities. A Student Advisory Committee was also maintained to incorporate student voice into schoolwide planning and continuous improvement efforts.

In alignment with the community schools framework, the Community Schools Steering Committee facilitated coordinated collaboration among parents, school staff, and community partners. This structure has strengthened family-school-community partnerships and supported the integration of community resources with school-based services to better meet student and family needs.

To support meaningful, informed participation, VCMS provided training and capacity-building for parent committee members focused on committee roles and responsibilities, educational terminology, and relevant school policies and processes. Family input was further gathered through regular surveys, providing additional avenues for families to share perspectives and inform school decisions throughout the year.

Together, these outcomes demonstrate that the action has been effective in actively engaging families as essential partners in school governance, ensuring compliance with LCAP engagement requirements, and strengthening the systems through which parent, student, and community voice inform continuous improvement at VCMS.

Action 3: This action has proven effective, as evidenced by VCMS's consistent, multilingual, and relationship-centered family engagement structures, which have produced strong family participation, two-way communication, and meaningful school-family partnerships.

Monthly Coffee with the Principal meetings have averaged approximately 50 participants per session, providing families with regular access to school leadership, timely updates on school initiatives, and structured opportunities to ask questions and share input. Translation services are provided upon request, ensuring that linguistically diverse families can fully participate in these conversations.

Communication with families has been sustained through multiple, accessible channels. ParentSquare serves as the school's primary digital communication platform for announcements, updates, and two-way messaging, while the Principal conducts weekly phone calls to families with schoolwide announcements delivered in both English and Spanish. Together, these channels ensure that families consistently receive essential information in a format and language that is accessible to them.

Family engagement has been further strengthened through high-participation family events held throughout the year. Student-Led Conferences, offered once each semester, have become a core component of the school's engagement strategy, providing structured opportunities for students to share progress, reflect on goals, and partner with families and staff around next steps for learning. These conferences reinforce the connection between home and school while positioning students as active participants in their own learning.

To deepen relationships and build trust, VCMS also provides interpretation and translation capacity and conducts targeted home visits by key staff. These efforts have strengthened school-family relationships, particularly for families who may face barriers to traditional school-based engagement and have improved overall communication and connection with the school community.

Together, these outcomes demonstrate that the action has been effective in building a comprehensive family engagement system at VCMS that prioritizes accessibility, consistent two-way communication, and meaningful partnership with families across all student groups.

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

Vista Charter Middle School (VCMS) develops a one-year Local Control and Accountability Plan (LCAP) annually. The school's reflection process for the 2026-27 LCAP cycle drew on multiple data sources, including local assessment data from i-Ready Diagnostics and Interim ELPAC administrations, state assessment data from CAASPP and the Summative ELPAC, the 2024 and 2025 California School Dashboard results, the California Healthy Kids Survey, internal attendance data from PowerSchool, and qualitative feedback gathered from educational partners through the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee and District English Learner Advisory Committee (ELAC/DELAC), the English Learner Parent Advisory Committee (EL-PAC), the Student Advisory Committee (SAC), and the Community Schools Steering Committee. The school's annual comprehensive needs assessment integrates these data sources to inform adjustments to goals, metrics, target outcomes, and actions.

After completing this reflection process for the 2026-27 LCAP cycle, VCMS determined that no changes are needed to the Goal 3 goal statement, the metrics, the target outcomes, or the actions. The educational partner feedback, the Dashboard trajectory, and the local data all support the continuation of the existing Goal 3 structure as designed. Continuing the current Goal 3 framework into 2026-27 allows the school to maintain implementation continuity for actions that are producing measurable progress, while the structured monthly, bi-weekly, and weekly data review cycles described in the Assessment of Learning action will continue to surface any need for mid-year adjustments through the LCAP's standard monitoring processes.

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	Vista Charter Middle School (VCMS) will maintain a safe, secure, and well-functioning learning environment that supports student achievement and well-being. **Security Systems and Supervision** VCMS will employ adequate supervision staff and maintain an enhanced security system that includes surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety throughout the instructional day and during after-school activities. **Staff Training and Emergency Preparedness**	$973,104	N

Action #	Title	Description	Total Funds	Contributing
		All staff will receive regular training on the school's safety procedures and emergency protocols, including drills and response procedures required under California Education Code and the school's Comprehensive School Safety Plan. **Facility Maintenance** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. The school will maintain documentation of completed and pending work to support both internal accountability and authorizer reporting requirements. **Facility Inspection and Assessment** VCMS will complete the annual Facility Inspection Tool (FIT) assessment required under California Education Code § 17002 to systematically evaluate the physical plant, including structural integrity, cleanliness, and compliance with health and safety regulations. Any deficiencies identified through the FIT assessment will be addressed according to priority level, with safety concerns receiving immediate attention. **Reporting and Transparency** Facility condition and safety information will be reported transparently through the annual Local Control Accountability Plan (LCAP), the School Accountability Report Card (SARC), and the Local Indicators Report submitted to the school's authorizer. These reports together provide families, staff, and the authorizer with a complete annual picture of facility condition and any corrective action underway.		
2	Parents as Decision-makers	Vista Charter Middle School (VCMS) will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school's planning and accountability processes. **Required LCAP Advisory Committees** VCMS will establish and maintain a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) to review and provide input on the school's LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions. VCMS will establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2) whenever	$208,654	N

Action #	Title	Description	Total Funds	Contributing
		the school's English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families. **English Learner Advisory Structure** VCMS will maintain a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) structure, as allowable for charter schools. The combined committee fulfills the functions of both the site-level ELAC and the district-level DELAC, providing English Learner families a single venue for input on EL programs, services, and reclassification. **Student Advisory Committee** VCMS will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides middle school students a structured voice in school decision-making and is consulted on matters that directly affect student experience, climate, and engagement. **Community Schools Steering Committee** The Community Schools Steering Committee will facilitate collaboration between parents, students, staff, and community stakeholders in alignment with the California Community Schools Partnership Program framework. The Steering Committee is the cross-stakeholder body through which community partnerships, integrated student supports, and family engagement strategies are coordinated. **Training and Capacity Building** VCMS will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.		
3	School-Family Partnerships	Vista Charter Middle School (VCMS) will implement a comprehensive school-family partnership program coordinated jointly by the Principal and the Community Schools Coordinator. The Community Schools Coordinator will oversee implementation of the California Community Schools Partnership Program at VCMS, manage integrated student support services, conduct ongoing schoolwide needs assessment, chair the Community Schools Leadership Team, and serve as the primary liaison to community partners. The Culture and	$118,029	N

Action #	Title	Description	Total Funds	Contributing
		Community Coordinator will lead family workshops, parent engagement events, family councils, and ongoing two-way school-to-family communication. **Communication Infrastructure** VCMS will employ lead translators and interpreters to ensure that school communications, family meetings, and parent-teacher conferences are accessible to linguistically diverse families, with particular attention to Spanish-speaking families and families of English Learners and Long-Term English Learners. Key staff will conduct regular home visits to strengthen school-family connections and to surface barriers (transportation, work schedules, language access) that affect attendance and engagement. Family engagement will be supported through ParentSquare as the primary digital communication platform for school announcements, updates, and two-way communication between staff and families. **Monthly Coffee with the Principal** VCMS will host a monthly Coffee with the Principal series structured around three consistent components. Each session will feature a community partner presentation that allows families to learn about available services and connect directly with service providers; a current-school-update segment that shares student data, behavior management systems, and intervention programs in plain language; and a community-building activity (Way of Council or Kagan team-building) designed to strengthen relationships among families and between families and the school. **Family Events** VCMS will host multiple family engagement events throughout the year, including Student-Led Conferences, Parent Conferences, Trunk or Treat Family Night, Vista Ohana Activity Days, and Noche de Estrellas Awards Assemblies. These events bring families onto campus, recognize student achievement, and create opportunities for meaningful connection between families and the school community. **Parent Workshops** VCMS will offer two parent workshops weekly across a comprehensive range of topics, organized into four general areas. Parenting and child development workshops include Basic Concepts of Positive Youth Discipline, The Love Language of Parenting, Positive Parenting Skills, Sibling Rivalry and Competition, and Parent Influence and Responsibility in Child Rearing. Health, wellness, and emotional regulation workshops include Healthy Habits and Nutrition, Anger Management, Emotional Intelligence, Resilience and Accountability, Conflict		

Action #	Title	Description	Total Funds	Contributing
		Resolution, and Generational Trauma. Communication and digital life workshops include Effective Communication Tools for Parents, Digital Wellness, and The Digital World and Understanding Your Child. Practical life-skills and community-information workshops include US Immigration Policy and Options, Driver Education, and English Classes. **Academic Engagement** To actively involve families in their children's academic progress, VCMS will host i-Ready Data Chat Nights, Student-Led Conferences, and Open Houses at which students showcase their learning. These events give families direct access to the same diagnostic and growth data used by teachers and create structured opportunities for families to understand and respond to their child's academic trajectory.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,345,849	$159,547

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
39.16%	0%	$0	39.16%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2025 California School Dashboard returned a Red performance level on the Math Academic Indicator for the All Students group at 103.2 Distance from Standard (DFS) below standard, English Learners at 136.1 DFS below standard, Socioeconomically Disadvantaged students at 102.7 DFS below standard, and Hispanic students at 107.0 DFS below standard, and an Orange performance level for Long-Term English Learners at 167.9 DFS below standard. On the English Language Arts Academic Indicator, English Learners sit at 87.2 DFS below standard and Long-Term English Learners at 111.5 DFS below standard, both at Orange performance levels. Students with Disabilities perform 114.6 points below standard in	Goal 1, Action 2 addresses the need through a three-tier Multi-Tiered System of Supports framework that delivers progressively more intensive intervention to students whose i-Ready Diagnostic data indicates they require it. Tier 1 places Teaching Assistants in ELA and Math classrooms during the instructional day, providing additional adult support for students to access grade-level content. Tier 2 delivers daily small-group instruction in groups of three to five students during the instructional day, coordinated by the Intervention Coordinator and targeted at specific skill gaps in reading fluency, comprehension, writing, academic vocabulary development, and foundational mathematical concepts. Tier 3 delivers Littera tutoring	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
	ELA and 180.1 points below standard in Math, with only 30.0% of Students with Disabilities improving their Math scores in the most recent year. The needs assessment further documents that 33% of students perform three or more grade levels below in Math, 38% of students perform three or more grade levels below in ELA, and only 14% of students have met their i-Ready Stretch Growth targets in Math.	after school on Tuesdays and Thursdays for students performing three or more grade levels below, with the 2026-27 expansion goal of 20 targeted students per grade level after each i-Ready Diagnostic administration. The action is reinforced by the i-Ready MyPath personalized learning pathway, the Friday afterschool program for English Learners, the Expanded Learning Opportunities Program delivered in partnership with Think Together (before-school, after-school, intersession, and summer), and the Innovation Village STEAM integration that connects ELA and Math intervention to applied STEAM content. Bi-weekly progress monitoring ensures students remain in the tier of intervention most aligned to their current data, and the six-week formative assessment cycle (using Interim Comprehensive Assessments and exit tickets) ensures that classroom instruction adjusts continuously to student progress. **Why is the action being provided on a schoolwide basis?** Goal 1, Action 2 is provided on a schoolwide basis for three reasons consistent with California Education Code § 42238.07(a)(1), § 52064(b)(8)(B), and 5 California Code of Regulations § 15496(a). First, the action is principally directed toward and effective in improving outcomes for unduplicated student groups because VCMS enrollment is 94% Socioeconomically Disadvantaged, 35% English Learner, and 24% Long-Term English Learner, and the academic gaps documented above are concentrated in these populations. The schoolwide MTSS framework makes Tier 2 and Tier 3 placement decisions based on student data rather than student classification, with the practical effect that unduplicated students, who comprise the substantial majority of students performing three or more grade levels below, receive the most intensive intervention placement at	

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
		substantially higher rates than non-unduplicated students. Second, the action's service intensity materially exceeds what would be provided to all students under a base program design. The Intervention Coordinator role, the Tier 2 small-group model, the Tier 3 Littera tutoring partnership, the i-Ready MyPath personalized learning pathway, the three-times-annual i-Ready Diagnostic administration, the bi-weekly intervention review cycle, and the Expanded Learning Opportunities Program together constitute a level of intervention service that is not provided under a base program design and that is concentrated in the unduplicated populations whose gaps the action addresses. Third, a more narrowly scoped action design would be operationally infeasible at a school where unduplicated populations substantially overlap through dual identification (English Learners who are also Socioeconomically Disadvantaged, Students with Disabilities who are also English Learners or Socioeconomically Disadvantaged). The schoolwide design is the operational mechanism that addresses these overlapping populations through a single coherent intervention system rather than parallel systems that would be both inefficient and structurally inadequate.	
Goal 1, Action 3	On the 2023 California School Dashboard, Vista Charter Middle School (VCMS) received a Red performance level (the lowest rating) on the Chronic Absenteeism Indicator for the All Students group, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The Red performance level continued on the 2024 Dashboard for the All Students group, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, with Students with Disabilities and Long-Term English Learners improving to Orange.	Goal 1, Action 3 addresses the need through an integrated social-emotional, mental health, and attendance response delivered across the school day. Daily social-emotional learning instruction is implemented during the first hour of each school day by all teachers, targeting the five core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The G.E.A.R. Recognition Program (Grit, Empathy, Accountability, and Respect) and the "Appreciation First" protocol structure how students experience the	The metrics being used to monitor effectiveness: • #7 Attendance Rate • #8: Chronic Absenteeism Rate • #10: Suspension Rate • #11: Expulsion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 Dashboard documented substantial schoolwide improvement, with the chronic absenteeism rate dropping from 32.9% to 22.6%, a single-year decline of 10.3%. Long-Term English Learners declined 12.1%, Socioeconomically Disadvantaged students declined 10.3%, and English Learners declined 9.9%. Despite this progress, the schoolwide rate of 22.6% remains 5.5% above the 2025 state average of 17.1% and 9.1% above the school's pre-pandemic 2019 rate of 13.5%. Concentrated needs persist for English Learners (26.2%), Long-Term English Learners (23.4%), and Socioeconomically Disadvantaged students (21.8%). The needs assessment further identifies social-emotional, behavioral, and mental health factors as significant contributors to absenteeism patterns, with the same student populations carrying both the highest absenteeism rates and the highest social-emotional support needs.	school's response to both achievement and absence, with the protocol ensuring that students returning from absences are first welcomed rather than corrected. Multi-layered mental health support is delivered through Counseling Interns contracted through PUC, who serve as integral members of both the MTSS team and the Attendance team and provide group and individual counseling during the instructional day. The school Psychologist, the Assistant Principal, and the Board Certified Behavior Analyst (BCBA) coordinate with the Counseling Interns to implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed school practices. The Behavior Interventionists, funded through Title I, address behavioral factors that contribute to chronic absenteeism and support students in both the general education classroom and outside the classroom when intervention is needed. Targeted attendance support is delivered through the Student Attendance Review Team (SART), composed of administrators, the Community Schools Coordinator, the Culture and Community Coordinator, and the Office Manager. The SART tracks attendance daily, makes daily phone calls to families of absent students, and conducts wellness checks and home visits when patterns of absence emerge. The Community Schools Coordinator works with families to identify and address the root causes of absence and connects families with community partners providing transportation, food, housing, and employment support. Two additional strategies operationalized from the chronic absenteeism needs assessment are positive competition across student groups (using subgroup-level "growth in presence" challenges) and incentivized typical attendance (recognizing students who avoid the 10% absence threshold). Transportation services are provided to address a barrier the needs assessment identified as a contributor to absenteeism	

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
		among English Learner and Socioeconomically Disadvantaged students. **Why is the action being provided on a schoolwide basis?** Goal 1, Action 3 is provided on a schoolwide basis for three reasons consistent with California Education Code § 42238.07(a)(1), § 52064(b)(8)(B), and 5 California Code of Regulations § 15496(a). First, the action is principally directed toward and effective in improving outcomes for unduplicated student groups because the chronic absenteeism gaps documented above are concentrated in these populations. English Learners (26.2%), Long-Term English Learners (23.4%), and Socioeconomically Disadvantaged students (21.8%) carry the highest absenteeism rates at VCMS, and the schoolwide enrollment is 94% Socioeconomically Disadvantaged and 35% English Learner. The schoolwide design ensures that the daily social-emotional learning block, the Counseling Intern services, the SART family engagement work, and the behavioral support model are available to every unduplicated student without requiring case-by-case eligibility determinations that would create access friction for the families the action is principally designed to serve. Second, the action's service intensity materially exceeds what would be provided to all students under a base program design. The Counseling Interns, the Board Certified Behavior Analyst, the Behavior Interventionists, the daily one-hour SEL block, the SART case management cycle, the multilingual home visit capacity, the transportation services, and the California Healthy Kids Survey administration together constitute a level of social-emotional, mental health, and attendance service that is not provided under a base program design and that is concentrated in the unduplicated populations whose absenteeism rates the action addresses.	

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
		Third, the integrated design of the action (academic, behavioral, mental health, and attendance interventions operating as a single coordinated system rather than separate workstreams) is operationally feasible only on a schoolwide basis. The Counseling Interns serve on both the MTSS team and the Attendance team, the BCBA coordinates across academic and behavioral interventions, the Community Schools Coordinator integrates family engagement with attendance and SEL work, and the supervision aides operate under the guidance of the PBIS team. A more narrowly scoped action design would fragment the integration that the data documents as the primary mechanism producing the 10.3% single-year chronic absenteeism reduction, undermining the very feature of the action that makes it effective for the unduplicated student groups it is principally directed toward.	
Goal 1, Action 4	The needs assessment documents that the unduplicated student groups at VCMS (English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students) carry the school's most significant academic and engagement gaps, and that engagement pathways outside the core academic program are part of the response to those gaps. The 2025 California School Dashboard returned a Red performance level on the Math Academic Indicator and Orange performance levels on the ELA Academic Indicator for these student groups, and the chronic absenteeism rate remains elevated for English Learners (26.2%), Long-Term English Learners (23.4%), and Socioeconomically Disadvantaged students (21.8%). The Student Advisory Committee identified more regular school activities and additional enrichment as priorities through the 2024-25 engagement cycle, and the educational partner feedback documented that engagement pathways outside the core academic program are central to sustaining attendance, building	Goal 1, Action 4 provides all students with access to courses across five elective and pathway domains in addition to the required core subjects of ELA, Mathematics, Science, and Social Studies. STEM and computational learning includes Robotics, Computer Science, and Applied STEM. The Mathematics Pathway includes Pre-Algebra and Algebra. Arts education includes History of Art, Band, Choir, and Art-Painting. World Languages includes Spanish. Communication and Media includes Journalism and Digital Media. Each domain is directly connected to the academic and engagement gaps documented in the needs assessment. Arts education supports the academic and cognitive development of students whose primary academic gaps are in ELA and Math. Music education in particular has been studied extensively in connection with student academic outcomes, and the broader research literature consistently associates sustained music instruction with gains in language processing, executive function, working memory, and	• #12: % students participating in an enrichment or elective course.

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
	student confidence, and surfacing student strengths that are not always visible in core academic settings. California Education Code § 51220 further establishes a statutory requirement that VCMS provide all students in grades seven through twelve with a broad course of study that extends beyond the four core academic subjects. Goal 1, Action 4 responds to both the engagement need documented in the data and the statutory requirement under § 51220.	the academic discipline required for sustained focus on complex tasks. Visual arts instruction is similarly associated in the research literature with gains in spatial reasoning, creative problem-solving, and the kind of persistence on iterative tasks that supports Math achievement. Spanish instruction in the World Languages domain is a particularly important component of this action given the school's 94% Hispanic and 35% English Learner population. For Hispanic students who are bilingual or heritage Spanish speakers, formal Spanish instruction strengthens foundational literacy and metalinguistic skills in the home language, and the research literature on cross-linguistic transfer documents that students with stronger foundational skills in their home language acquire English at higher rates and reach higher levels of English proficiency than students whose home language skills are underdeveloped. For VCMS English Learners specifically, the formal Spanish elective therefore reinforces the foundational language skills on which English Language Development depends, supporting both the academic and the language acquisition trajectories documented in the ELA and English Learner Progress Indicator needs assessments. The Spanish elective is also asset-based: it positions the home language as a strength to be developed rather than a deficit to be replaced, which is the orientation that the California English Learner Roadmap Policy and the broader research literature on bilingual education identify as supportive of student identity, engagement, and language acquisition outcomes. The Journalism and Digital Media courses develop the critical literacy, source evaluation, written and visual communication, and information ethics that support ELA outcomes. Robotics, Computer Science, and Applied STEM provide applied contexts in which students engage with engineering design, iterative problem-solving, and collaboration, reinforcing Math and Science content through hands-on application.	

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
		The Mathematics Pathway courses (Pre-Algebra and Algebra) provide grade-level and accelerated mathematics access aligned with the school's Math intervention strategy. The action's integration with the year-long Global Project initiative (in which students investigate real-world problems identified by the United Nations), the Innovation Village STEAM integration delivered through the Tier 3 intervention model, and the Expanded Learning Opportunities Program delivered in partnership with Think Together extends the broad course of study beyond the master schedule into applied, project-based, and out-of-school contexts. **Why is the action being provided on a schoolwide basis?** Goal 1, Action 4 is provided on a schoolwide basis for three reasons consistent with California Education Code § 42238.07(a)(1), § 52064(b)(8)(B), and 5 California Code of Regulations § 15496(a). First, the action is principally directed toward and effective in improving outcomes for unduplicated student groups because VCMS enrollment is 94% Socioeconomically Disadvantaged, 35% English Learner, and 89% Hispanic, and the engagement pathways and language acquisition supports embedded in the broad course of study are calibrated to these populations. The Spanish elective is principally directed toward the English Learner and Hispanic populations through the home-language reinforcement mechanism documented above. The Arts education and STEM domains are principally directed toward Socioeconomically Disadvantaged students whose access to private music lessons, robotics camps, art studios, and enrichment programming outside of school cannot be assumed and for whom the in-school elective program is the primary mechanism through which they encounter these content areas. The schoolwide design ensures	

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
		equitable access without requiring case-by-case eligibility determinations. Second, the action's service quantity materially exceeds what would be provided to all students under a base program design. The five elective and pathway domains exceed the minimum number of elective offerings that California Education Code § 51220 requires and that a base program design would deliver. The maintenance of these offerings, particularly the Arts education and World Languages domains that schools facing budget constraints often reduce first, is the increased service that this action delivers.	
Goal 2, Action 1	The needs assessment documents that the majority of staff at VCMS are new to the profession, that classroom management challenges among newer teachers affect the consistency of instruction across content areas, that newer teachers struggle to master curriculum while simultaneously ensuring that integrated English Language Development is being taught across content areas, and that the school's Math Versus ELA growth divergence (45.5% of students improved Math scores compared to 69.9% who improved ELA scores in 2025) reflects in part the difficulty newer teachers face in delivering grade-level Math instruction while differentiating for students performing multiple grade levels below. The percentage of teachers fully credentialed and appropriately assigned, as reported through the California Department of Education's Teacher Assignment Monitoring Outcomes (TAMO), moved from 51.3% in 2021-22 to 57.7% in 2022-23 and then declined to 41.7% in 2023-24, a 9.6% decline from the 2021-22 baseline. The educational partner engagement process further documented the need for additional in-classroom support and instructional coaching capacity across every constituency consulted. The teacher capacity and credentialing	Goal 2, Action 1 addresses the need through a structured professional development calendar and an extended instructional calendar that together build and sustain teacher capacity over time. The professional development calendar provides every teacher with five full days of summer professional development prior to the start of the school year, five additional non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic school year. Professional development is led by the Instructional Leadership Team (composed of two teachers per grade level) to ensure that the content of professional development is aligned with schoolwide priorities, that messaging is consistent across grade levels and content areas, and that newer teachers receive continuity of support from session to session rather than fragmented or one-off training. Comprehensive instructional coaching delivered alongside the professional development calendar provides every teacher with sustained, individualized support in classroom practice. The professional development and coaching infrastructure addresses the teacher capacity root cause documented in the	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #16: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	trajectory is the identified need that Goal 2, Action 1 responds to.	needs assessment by giving newer teachers the structured time, the schoolwide consistency, and the individualized support required to develop the instructional practice necessary for the school's student population. The instructional calendar provides students with 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days. The five additional instructional days, taken together with the school's longer school day, materially increase the instructional time available for teachers to deliver tiered instruction, conduct intervention, and integrate English Language Development across content areas. For the unduplicated student groups whose academic gaps require additional instructional time to close, the extended calendar is part of the structural response to the gaps documented in the needs assessment. **Why is the action being provided on a schoolwide basis?** Goal 2, Action 1 is provided on a schoolwide basis for three reasons consistent with California Education Code § 42238.07(a)(1), § 52064(b)(8)(B), and 5 California Code of Regulations § 15496(a). First, the action is principally directed toward and effective in improving outcomes for unduplicated student groups because VCMS enrollment is 94% Socioeconomically Disadvantaged, 35% English Learner, and 89% Hispanic, and the academic gaps that the professional development and extended instructional calendar are designed to close are concentrated in these populations. The professional development calendar's recurring focus areas (integrated and Designated English Language Development, data-driven analysis of i-Ready Diagnostic and Interim ELPAC results, Math and ELA curriculum implementation, and supporting multilingual learners) are calibrated to the populations whose performance drives the school's Dashboard	

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
		color designations. The schoolwide professional development design ensures that every teacher, regardless of which students they serve, develops the practice required to deliver effective instruction to unduplicated students. Second, the action's service intensity materially exceeds what would be provided to all students under a base program design. Five days of summer professional development, five non-instructional days during the year, weekly Friday professional development sessions, sustained instructional coaching, and 180 instructional days together constitute a level of teacher capacity investment and instructional time that exceeds what California minimum requirements establish (175 instructional days for charter schools under California law). The additional five instructional days and the comprehensive professional development calendar are the increased service that this action delivers.	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,436,664	$ 1,345,849	39.161%	0.000%	39.161%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,184,286	$ 1,573,169	$ 299,514	$ 688,636	$ 5,745,605.00	$ 3,206,909	$ 2,538,696

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No					$ -	$ 19,627	$ -	$ 19,627	$ -	$ -	$ 19,627	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	VCMS	2026-27	$ 134,983	$ 899,114	$ 253,948	$ 352,922	$ -	$ 427,227	$ 1,034,097	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	VCMS	2026-27	$ 483,844	$ 192,739	$ 407,070	$ 98,107	$ -	$ 171,406	$ 676,583	0.000%
1	4	Broad Course of Study	All	Yes	Schoolwide	All	VCMS	2026-27	$ 222,257	$ 15,000	$ 194,286	$ 42,971	$ -	$ -	$ 237,257	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 239,229	$ 188,544	$ -	$ 46,555	$ 299,514	$ 81,704	$ 427,773	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 77,913	$ 3,299	$ -	$ 77,913	$ -	$ 3,299	$ 81,212	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	$ 5,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 965,480	$ -	$ 796,706	$ 168,774	$ -	$ -	$ 965,480	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	VCMS	2026-27	$ 430,711	$ 59,834	$ 490,545	$ -	$ -	$ -	$ 490,545	0.000%
2	2	Professional Learning & Development	All	No					$ 243,361	$ 53,000	$ 102,540	$ 193,821	$ -	$ -	$ 296,361	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 49,935	$ -	$ 49,935	$ -	$ -	$ 49,935	0.000%
2	4	Educational Technology & Support	All	No					$ 89,448	$ 72,500	$ 89,448	$ 72,500	$ -	$ -	$ 161,948	0.000%
									$ -	$ -			$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ -	$ 973,104	$ 636,089	$ 337,015	$ -	$ -	$ 973,104	0.000%
3	2	Parents as Decision-makers	All	No					$ 206,654	$ 2,000	$ 208,654	$ -	$ -	$ -	$ 208,654	0.000%
3	3	School-Family Partnerships	All	No					$ 113,029	$ 5,000	$ 5,000	$ 113,029	$ -	$ -	$ 118,029	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,436,664	$ 1,345,849	39.161%	0.000%	39.161%	$ 1,345,849	0.000%	39.161%	**Total:**	$ 1,345,849
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,345,849

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	VCMS	$ 253,948	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	VCMS	$ 407,070	0.000%
1	4	Broad Course of Study	Yes	Schoolwide	All	VCMS	$ 194,286	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	VCMS	$ 490,545	0.000%

2026-27 Total Planned Expenditures Table

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									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

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Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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