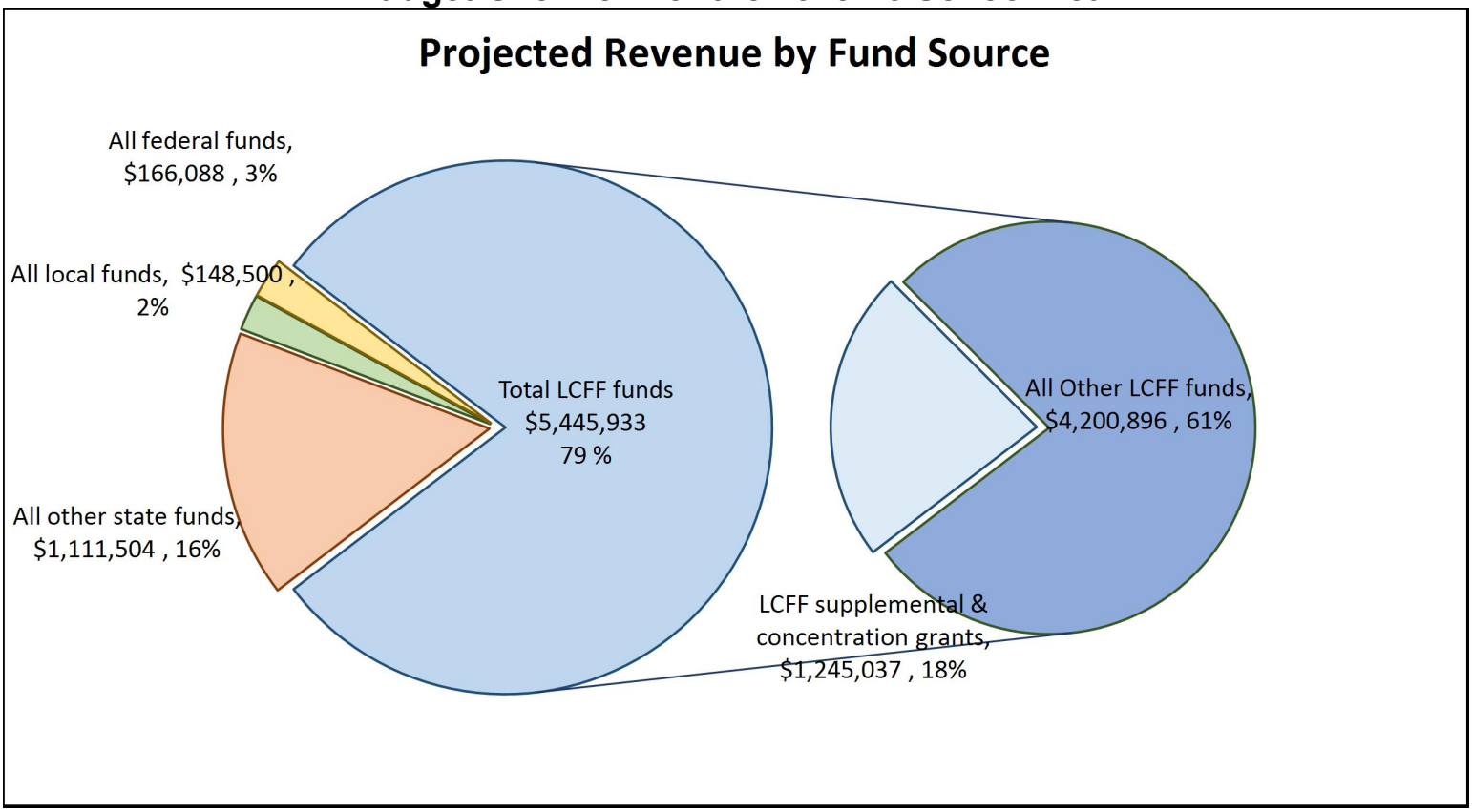
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vibrant Minds Charter School (VMCS)
CDS Code: 30-66423-0131417
School Year: 2025-26
LEA contact information:
Debra J. Schroeder, Ed.D.
Founding/Executive Director
dschroeder@vibrantminds.us
(714) 563-2390

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

Budget Overview for the 2025-26 School Year

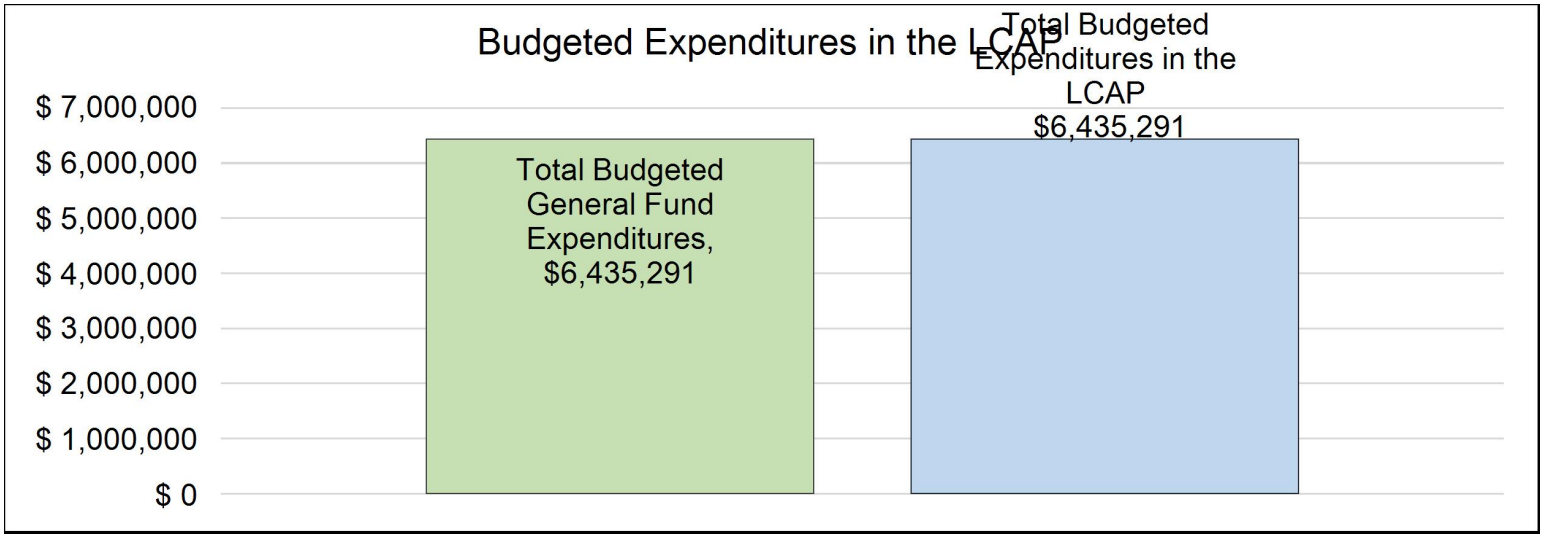


This chart shows the total general purpose revenue Vibrant Minds Charter School (VMCS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vibrant Minds Charter School (VMCS) is $6,872,025, of which $5,445,933 is Local Control Funding Formula (LCFF), $1,111,504 is other state funds, $148,500 is local funds, and $166,088 is federal funds. Of the $5,445,933 in LCFF Funds, $1245037 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Vibrant Minds Charter School (VMCS) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vibrant Minds Charter School (VMCS) plans to spend $6,435,291 for the 2025-26 school year. Of that amount, $$6,435,291 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the funds will be used for unexpected expenditures, and some funds will be placed in the reserve in hopes of acquiring more land for a playground.

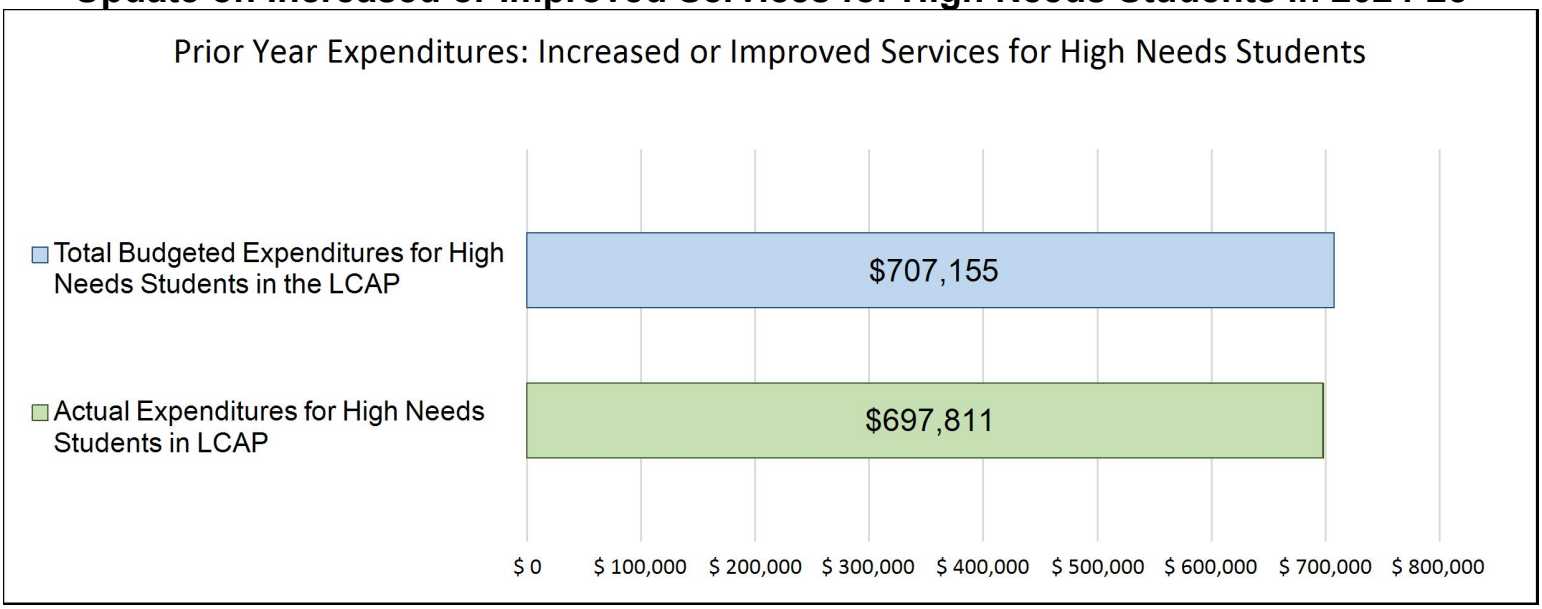
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Vibrant Minds Charter School (VMCS) is projecting it will receive $1245037 based on the enrollment of foster youth, English learner, and low-income students. Vibrant Minds Charter School (VMCS) must describe how it intends to increase or improve services for high needs students in the LCAP. Vibrant Minds Charter School (VMCS) plans to spend $$822,983 towards meeting this requirement, as described in the LCAP.

In a school setting where 79.75% of the scholars contribute to our Unduplicated Count in the subcategories of Socioeconomically Disadvantaged and/or English Learners, most aspects of our instructional program, instructional materials, and staffing focus on meeting the needs of our high needs scholars. Therefore, it is difficult to compartmentalize what is done to improve services for high needs scholars versus what is done for all scholars. We also have strong partnerships with a variety of organizations, including Hope Builders, Biola University, and Hope International University. These organizations provide us with many college students to serve as tutors for our struggling scholars without an impact on our budget. We are also adding five classes to our school, and these scholars are unknown to us. Reserving some budget in 2025-2026 to fulfill unexpected needs seems prudent.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Vibrant Minds Charter School (VMCS)'s LCAP budgeted $707,155 for planned actions to increase or improve services for high needs students. Vibrant Minds Charter School (VMCS) actually spent $697,811 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $9,344 had the following impact on Vibrant Minds Charter School (VMCS)’s ability to increase or improve services for high needs students:

While adhering to the intentions of our LCAP Goals and Actions in 2024-2025, we over estimated the cost of the many supports we had in place for our high need scholars. The carry-over will serve our scholars well as we add an additional class of Grade TK, K, 1, 2, and 3 to our school with the potential of unexpected needs that will require additional support.

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
Vibrant Minds Charter School (VMCS)	Debra J. Schroeder, Ed.D. Founding/Executive Director	dschroeder@vibrantminds.us (714) 563-2390

Plan Summary [2025-26]

General Information

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

Vibrant Minds Charter School (VMCS), formerly known as GOALS Academy, is an independent public charter school authorized by the Anaheim Elementary School District (AESD), which was approved to open in the 2015-2016 school year to serve scholars in Grades TK-6. VMCS is located in Central Anaheim, which is a densely populated urban area in Orange County, California. However, there are no geographical boundaries for admittance to a charter school, and VMCS draws scholars from multiple cities in Los Angeles, Orange, and Riverside Counties. However, the majority of the scholars live in Central Anaheim. VMCS is considered to be a single school district since it is not part of a chain or consortium of charter schools. After five years of operation, our charter was renewed by AESD in the Spring of 2020 for five years, which began with the 2020-2021 school year and would have concluded at the end of the 2024-2025 school year. Three years were added to the charter due to the COVID-19 pandemic, as well as the passage of Assembly Bill 130, which has resulted in a new concluding year of 2027-2028 with anticipated renewal in 2028-2029 and beyond.

The projected maximum enrollment for VMCS is 378-384 scholars for the 2025-2026 school year, which is equivalent to 13 classrooms. This involves doubling our enrollment for Grades TK-3rd, and then doubling the remaining grade levels with gradual push-up numbers and adding a fourth grade class in 2026-2027, a fifth grade class in 2027-2028, and a sixth grade class in 2028-2029. By the 2028-2029 school year, we anticipate a final enrollment of 468 scholars. Our increase in enrollment is possible through a revision of our charter with AESD and our acquisition of a larger facility. For the 2025-2026 school year, we will be located at a temporary site associated with the St. Anthony Claret Church at 1450 La Palma Avenue, Anaheim 92805. The necessity for a temporary site is due to unexpected delays with the City of Anaheim in the modernization of our permanent site at 330 W. Broadway, Anaheim 92805. At our maximum enrollment, we are still considered to be a

small school that functions both as a school and a district. Our "stand alone" model provides a true alternative to larger systems. If historical patterns prevail, we anticipate that we will still have a waiting list. However, we do not intend to expand our enrollment in the future.

The school maintains a strength-based philosophy with a rigorous academic program and a highly enriched curriculum. Academically, VMCS Differentiates, Individualizes, and Personalizes (DIP) instruction; incorporates Technology-Infused Education (TIE); showcases Project-Based Learning (PBL); and adjusts instructional support as needed to ensure each scholar's maximum growth. In addition to traditional academic areas, VAPA (Visual and Performing Arts -- e.g., chorus, dance, drama, instrumental music, and visual arts), STEAM (Science, Technology, Engineering, Art, and Mathematics -- e.g., computer programing, drones, photography/video productions, robotics, and web page development), and Life Skills (e.g., athletics, culinary arts, fashion design, second language, and homework) are offered so scholars can discover their interests and talents and transform them into strengths through character development and mentoring. VMCS also emphasizes the development of VIA (Values in Action) character strengths under the “umbrella” virtues of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence, as well as "The 7 Habits of Happy Kids" using the "Leader in Me" curriculum. Beginning in 2021-2022, the Zones of Regulation curriculum was also implemented school-wide to support the scholars' social-emotional needs. There is also strong family engagement at VMCS with many unique opportunities to be part of the school community.

MISSION

The mission of VMCS is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. VMCS will achieve these goals through a strength-based, comprehensive academic program with enrichment in VAPA (Visual and Performing Arts), STEAM (Science, Technology, Engineering, Art, and Mathematics), and Life Skills, as well as service learning.

VISION

Members of the VMCS community create an enriched and engaging learning environment in which interests and talents are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one’s unlimited potential as a unique human being.

Additionally, VMCS's education program is focused on developing the following aptitudes. These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

* Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and history/social science

* Awareness and development of personal talents (e.g., academic, athletic, social-emotional, technological, and visual/performing arts) that become ability strengths

* Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths

* Awareness and development of the 5 Cs (e.g., critical thinking, creativity, communication, collaboration, character/compassion) that become essential strengths

* Healthy habits of diet, exercise, and mental well-being

* Leadership and teamwork skills developed through athletics, Project-Based Learning (PBL), and service opportunities

* Sense of responsibility for his or her community

* Experience and commitment to help others through service

* Appreciation for the purpose and value of life-long learning in formal and informal settings

* Understanding of career pathways and how to access them, including the ability to excel in a technological world

DIVERSITY

The scholars attending VMCS are more diverse than the surrounding traditional public schools in Anaheim with the following demographics based on 2023-2024 data:

* 69.6% Hispanic/Latino, 11.7% White, 4.9% Asian, 4.5% African American, 2.0% Filipino, 6.1% Multi-Ethnic, and 1.2% Unspecified

* 19.5% English Learner

* 70.4% Socio-Economically Disadvantaged

* 15.4% Special Education

Reflections: Annual Performance

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

REFLECTIONS ON CALIFORNIA SCHOOL DASHBOARD (2023-2024 Data)

Suspension Rate

It is predicted that VMCS will remain in the Green or Blue Indicator when it comes to suspension rates. Typically, VMCS suspends no or few scholars within a school year. This is due in part to layers of support in the classrooms (i.e., classroom teacher, .5 TOSA, instructional

assistant, one-on-one instructional assistants for scholars with special needs, university students, and volunteers), as well as the support staff consisting of a full-time counselor, part-time school psychologist, two coordinators, an assistant director, and a director. The staff members view each scholar as "belonging" to all of us, and we proactively work together to provide any needed behavioral support as we teach our scholars to reflect upon their behaviors and "own it, fix it, learn from it, and move on." We also view suspension as the option of last resort for severe behavior, which results in a need for a "time out" so we can fortify support for the emotional and physical safety of others, as well as implement a Behavioral Support Plan for the suspended scholar.

English Learner Progress

The progress of English Learners at VMCS resulted in a Red Indicator, which appears to follow a statistical pattern of a strong year (Blue Indicator in 2022-2023) followed by a challenging year (Red Indicator in 2023-2024). This was surprising because we did observe growth with our English Learners in English Language Arts, Mathematics, and English language proficiency. The progress can be summarized as follows:

* English Language Arts -- English Learners at the school have shown improvement in meeting grade-level standards in English Language Arts. They have increased their performance by 32.7 points, which is 15.8 points below standard rather than the previous year's 48.5 points below standard.

* Mathematics: English Learners have also made progress in meeting grade-level standards in Mathematics. They have increased their performance by 22.0 points, which is 29.7 points below the standard rather than the previous year's 51.7 points below standard.

* English Learner Progress Indicator: The percentage of English Learners making progress towards English language proficiency decreased by 13.9%. Currently, 43.9% of English Learners at the school are making progress towards English language proficiency. This appears to run counter to their growth in English Language Arts, but it is based on their performance on the ELPAC. We will need to revisit our scholars' English Language Development support, as well as their preparation for the ELPAC.

While the academic growth and English acquisition of our English Learners are encouraging, there is still a need to accelerate their growth in English Language Arts in order for them to qualify for redesignation prior to exiting elementary school. There are a number of scholars who appear to be "stuck" at Level 2 (Standard Nearly Met) in English Language Arts, when they need to perform at a Level 3 (Standard Met) or Level 4 (Standard Exceeded) to be redesignated. It is our goal for scholars to not become labeled as Long-Term English Learners (LTEL), which can occur if they are not redesignated after six years of formal education in the United States. This categorization could occur as early as fifth grade if transitional kindergarten counts in this calculation.

English Language Arts

VMCS has made progress in English Language Arts, with an overall improvement in scholars meeting grade-level standards, as well as within the qualified subgroups. The percentage of scholars meeting or exceeding the standards has increased by 20.4 points. Additionally, the performance gap between scholars at the school and the State average has been overcome, with VMCS scholars now scoring 3.6 points above the standard compared with the State's 13.2 points below the standard. The school has focused on supporting English Learners, who have shown significant growth in their English Language Arts performance, with an increase of 32.7 points. The school has intensified a

focus on strategies such as designated English Language Development (ELD) instruction and access to all subject areas with Specially Designed Academic Instruction in English (SDAIE) to support English Learners. The subgroups of Hispanic (22.2 point increase) and Socioeconomically Disadvantaged (23.7 point increase) also demonstrated growth.

As a school, we continue to seek out strong resources and implement effective pedagogy when it comes to teaching reading and writing. Core Knowledge Language Arts is a resource used in TK. Magnetic Reading, Ready Reading, and iReady Reading are foundational resources used for English Language Arts instruction in Grades K through 5. Grades TK through 1 make use of Heggerty Phonemic Awareness Curriculum, and Grade 6 uses CommonLit and incorporates additional novel studies into the instruction. An area of current emphasis is the explicit and systematic teaching of phonics in the primary grades to ensure scholars have the foundational reading skills in place for upper grade success. Additionally, we have adopted and will continue to make use of a strong intervention reading program (SIPPS) for scholars who are struggling to break the code in the primary and upper grades. We also feel a need to fortify our writing instruction by vertically aligning our expectations from Grade TK through 6, developing anchor papers that represent grade level expectations for the three types of writing, and standardizing our use of rubrics. We acknowledge a need for a balance between on demand writing and process writing to ensure scholars are well equipped to express their thoughts within varying time restrictions. We need to standardize our use of graphic organizers, and will continue to implement Thinking Maps across the grade levels.

Mathematics

Vibrant Minds Charter School has made significant progress in mathematics, with an overall increase of 22.2 points in meeting grade-level standards. The percentage of scholars meeting or exceeding the standards has also increased, resulting in a decrease in the performance gap between the school and the State average, with VMCS scholars now scoring 6.2 points below the standard compared to their previous score of 28.4 points below the standard. English Learners have shown substantial growth, increasing their score by 22.0 points. The subgroups of Hispanic (21.4 points increase) and Socioeconomically Disadvantaged (25.0 points increase) also demonstrated growth. The school attributes these achievements to effective instructional strategies and targeted support.

As teachers have acquired increased familiarity with their grade-level mathematics standards due to staff retention, as well as how to use the Ready Mathematics and iReady Math resources, there is a noticeable increase in effective mathematics instruction. By observing our scholars' struggle to solve contextualized mathematics problem, there is a desire to dig deeper into the cultivation of mathematical thinking. Therefore, equipping our teachers in the use of Cognitive Guided Instruction (CGI) in the delivery of mathematics instruction will be focused upon in the 2024-2025 school year and beyond through professional development.

Science and History-Social Science

While our scholars' mastery of the standards in Science and History-Social Science are not reflected in the California Dashboard at this time, we strive to teach these curricular areas so our scholars' master the specific content, as well as practice their reading and writing skills using these content areas as forms of informational text and informative writing. We have been using FOSS Science Resources since our opening as a school. After piloting the TCI Science Curriculum in Grades 2, 4, and 5 in the 2023-2024 school year, we elected to implement it school-wide in 2024-2025. While the science is still hands-on and aligned with the Next Generation Science Standards (NGSS), it is organized in a way that makes its implementation more effective and efficient for the classroom teacher, and the scholars have increased opportunities to read. Because we have been teaching the History-Social Science Curriculum based on the standards without content-specific materials, we

also opted to purchase and implement TCI's Grade 4-6 History-Social Science Curriculum for the 2024-2025 school year. This also provided increased opportunities for informational reading and informative writing by our scholars.

Reflections: Technical Assistance

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

The most striking area of need represented on the 2023-2024 Dashboard was the high level of Chronic Absenteeism, which resulted in a Yellow Indicator due to 19.2% of our scholars identified as chronically absent. However, this is an improvement over the 2022-2023 Red Indicator with 27.4% of our scholars identified as chronically absent. Absenteeism was the primary cause of VMCS's designation as a school requiring Additional Targeted Support and Improvement (ATSI). Based on the 2023-2024 Dashboard, there was a 8.2% overall decrease in Chronic Absenteeism from the 2022-2023 school year. There was some variability among qualifying subgroups (greater than 10 scholars) as indicated below:

* English Learners (N=60) -- 26.7%

* Hispanic Scholars (N=181) -- 19.3%

* Socioeconomically Disadvantaged Scholars (N=184) -- 23.4%

* Scholars with Disabilities (N=35) -- 17.1%

Post-COVID, consistent attendance and punctuality have been challenging to rebuild. Also, with the initial requirement to exclude scholars who tested positive for COVID based on our weekly testing during the first half of the 2021-2022 school year, attendance continued to be adversely impacted. Additionally, with the small number of Scholars with Disabilities and the tendency for some of the parents/guardians of Special Education scholars to minimize the importance of school attendance and punctuality, the percentage of Chronic Absenteeism for this subgroup was unfortunately predictable. We believe there will continued improvement in this area based on the 2024-2025 attendance data, which will be reflected in next year's Dashboard.

From this data, we can observe that chronic absenteeism was a significant issue at VMCS, particularly among English Learners and Scholars with Disabilities. During the 2024-2025 school year, VMCS intensified its focus on implementing strategies to improve attendance and reduce chronic absenteeism. There was an ongoing effort to communicate the importance of consistent attendance and punctuality to parents/guardians and to provide regular attendance reports to the school community. This was accomplished via the ParentSquare Weekly Update delivered to the VMCS community. These practices will continue to be implemented. For the 2025-2026 school year, there will be a refinement of the implementation of a School Attendance Review Team (SART) and School Attendance Review Board (SARB) to address attendance and punctuality issues and provide identified support to scholars and families. By addressing chronic absenteeism and tardiness, VMCS will ensure that all scholars have equal access to a broad course of study and improve overall academic engagement and performance.

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
Scholars -- For the complete rewriting of the three-year LCAP in preparation for the 2024-2025 school year, all scholars in Grades 3-6 had opportunities to participate in surveys and focus group discussions.	The 2023-2024 school year is the first time VMCS administered the California Healthy Kids Survey (CHKS) to our scholars in Grades 3-6, which was developed by WestEd for the California Department of Education. The administration occurred in the spring of 2024. All four grade levels were selected because of the anticipated attrition in terms of receiving parents' active permission to administer the survey. Additionally, with only one classroom per grade level with a maximum of 128 scholars total, it was felt the larger number would result in clearer, more accurate data. The purpose of the survey is to provide quality local data, which can be used to improve academic performance and social-emotional, behavioral, and physical health. Areas of focus include scholar connectedness, learning engagement/motivation, and attendance; school climate, culture, and conditions; school safety, including violence perpetration and victimization/bullying; physical and mental well-being and social-emotional learning; and scholar supports, including resilience-promotion development factors (i.e., caring relationships, high expectations, and meaningful participation). The number of scholars in each grade level who completed the survey was: * Grade 3 -- 22

Educational Partner(s)	Process for Engagement
	* Grade 4 -- 22 * Grade 5 -- 25 * Grade 6 -- 20 In an analysis of the survey results, the following insights were garnered. Because this is the first year of implementation, there is no internal comparative data. The survey results will be more meaningful when we have comparative data to track areas of school growth and regressions. However, it was interesting to compare the averages of Vibrant Minds Charter School with the State of California based on 5th grade responses. Unfortunately, the data from California is based on the 2021-2023 state average, so the comparisons are not parallel because of the differences in sample sizes and time periods. However, the data is still useful for the purposes of discussions. It was noted that our 5th grade scholars experienced a higher level of frequent sadness than the State (26% vs. 19%) and less feelings of wellness (57% vs. 72%). When it came to a section called "Other Indicators," our 5th grade scholars responded in a similar manner as the State sample, with the exception of being harassed at school (78% vs. 44%), parents asking about school (70% vs. 82%), and clean and neat school building (63% vs. 72%). Other findings that are based on the responses from all grade levels include the following, which is the percentage of scholars who responded to key school climate areas with a "Yes, most of the time" or "Yes, all of the time." SCHOOL ENGAGEMENT AND SUPPORTS School connectedness -- Grade 3 (87%), Grade 4 (66%), Grade 5 (69%), Grade 6 (74%) Academic motivation -- Grade 3 (88%), Grade 4 (88%), Grade 5 (87%), Grade 6 (72%) School boredom -- Grade 3 (50%), Grade 4 (55%), Grade 5 (43%), Grade 6 (58%)

Educational Partner(s)	Process for Engagement
	Caring adults in school -- Grade 3 (80%), Grade 4 (68%), Grade 5 (68%), Grade 6 (60%) High expectations/adults in school -- Grade 3 (91%), Grade 4 (83%), Grade 5 (90%), Grade 6 (74%) Meaningful participation -- Grade 3 (38%), Grade 4 (44%), Grade 5 (45%), Grade 6 (32%) Facilities upkeep -- Grade 3 (89%), Grade 4 (67%), Grade 5 (63%), Grade 6 (79%) Parent involvement in schooling -- Grade 4 (69%), Grade 5 (67%), Grade 6 (76%) Social and emotional learning supports -- Grade 3 (75%), Grade 4 (80%), Grade 5 (74%), and Grade 6 (74%) Antibullying climate -- Grade 3 (59%). Grade 4 (50%), Grade 5 (64%), Grade 6 (46%) SCHOOL SAFETY AND CYBERBULLYING Feel safe at school -- Grade 3 (100%), Grade 4 (60%), Grade 5 (61%), Grade 6 (58%) Feel safe on way to and from school -- Grade 3 (70%), Grade 4 (75%), Grade 5 (57%), Grade 6 (89%) Been hit or pushed -- Grade 3 (71%), Grade 4 (65%), Grade 5 (65%), Grade 6 (42%) Mean rumors spread about you -- Grade 3 (61%), Grade 4 (85%), Grade 5 (61%), Grade 6 (68%) Called bad names or target of mean jokes -- Grade 3 (65%), Grade 4 (65%), Grade 5 (78%), Grade 6 (74%) Saw a weapon at school -- Grade 3 (6%), Grade 4 (5%), Grade 5 (13%), Grade 6 (5%) Cyberbullying -- Grade 3 (17%), Grade 4 (25%), Grade 5 (61%), Grade 6 (26%) SCHOOL DISCIPLINARY ENVIRONMENT Rule clarity -- Grade 3 (83%), Grade 4 (81%), Grade 5 (78%), Grade 6 (63%) Students well behaved -- Grade 3 (56%), Grade 4 (24%), Grade 5 (39%), Grade 6 (24%) Students treated fairly when break rules -- Grade 3 (22%), Grade 4 (19%), Grade 5 (48%), Grade 6 (42%)

Educational Partner(s)	Process for Engagement
	Students treated with respect -- Grade 3 (100%), Grade 4 (67%), Grade 5 (78%), Grade 6 (63%)
Parents -- For the complete rewriting of the three-year LCAP in preparation for the 2024-2025 school year, all parents had opportunities to provide feedback. Additional feedback was obtained during the 2024-2025 school year to refine the LCAP as needed.	For the first time during the spring of 2024, the California School Parent Survey (CSPS) was administered. This survey was used in lieu of a school-developed Parent Survey administered in the past. This survey was developed to confidentially obtain parents perceptions about the school's learning environment, school climate, scholar supports, and parent outreach and involvement efforts. It also provides data on the scope and nature of parent involvement at the school (relationships, activities) and in the child's education in general. Parents/guardians were provided with access to the CSPS for four weeks beginning on April 13, 2024. The initial delivery of the link to the survey, as well as weekly reminders, were sent out via ParentSquare. The survey collection was closed a month later on May 12, 2024. There were 114 respondents to the survey. In an analysis of the survey results, the following insights were garnered: PARENTAL INVOLVEMENT Promotion of parental involvement -- 70% Strongly Agree Parental involvement in school -- 70% Yes School encourages me to be an active partner -- 73% Strongly Agree School actively seeks the input of parents -- 65% Strongly Agree Parents feel welcome to participate at this school -- 75% Strongly Agree SCHOOL SUPPORTS FOR STUDENTS Student learning environment -- 67% Strongly Agree School is a safe place for my child -- 62% Strongly Agree School motivates students to learn -- 70% Strongly Agree School has adults who really care about students -- 73% Strongly Agree

Educational Partner(s)	Process for Engagement
	Opportunities for meaningful student participation -- 70% Strongly Agree Communication with parents about school -- 76% Strongly Agree or Very Well Teachers responsive to child's social and emotional needs -- 97% Agree or Strongly Agree School provides parents with advice and resource to support my child's social and emotional needs -- 88% Agree or Strongly Agree FAIRNESS, RULE CLARITY, AND RESPECT FOR DIVERSITY School enforces school rules equally -- 61% Strongly Agree School treats all students with respect -- 75% Strongly Agree School promotes respect of cultural beliefs/practices -- 72% Strongly Agree SUBSTANCE USE, SCHOOL DISORDER, AND BULLYING Substance use problems -- 2% Small Problem, Somewhat a Problem, or Large Problem Student alcohol and drug use -- 2% Large Problem Student vaping or e-cigarette use -- 2% Large Problem School disorder -- 17% Small Problem, Somewhat a Problem, or Large Problem Harassment or bullying of students -- 4% Large Problem FACILITIES School has clean and well maintained facilities/properties -- 60% Strongly Agree Additional processes to ensure the engagement of parents/guardians in the development of the LCAP included the involvement of the School Site Council (SSC). The School Site Council for VMCS meets on a monthly basis. It is composed of four elected representatives for the parents, one elected representative from the classified staff, two elected representatives from the teachers, and the executive director for a total of eight members. The LCAP development was an ongoing topic beginning in November with the following discussions at the meetings:

Educational Partner(s)	Process for Engagement
	* November 2, 2023 -- Discussion of the SBAC data from the 2022-2023 assessments and areas of need, including a comparison with local schools and the State of California. * December 7, 2023 -- Discussion of the Dashboard Data, with a focus on attendance concerns and ways to ameliorate them. * January 11, 2024 -- Annual Mid-Year Update to the LCAP and LCFF Budget Overview for Parents. * February 1, 2024 -- Preview of the proposed surveys for data collection, including the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey. * February 29, April 11, 2024, and May 2, 2024 meetings with an open discussion of the LCAP Goals and Actions. * May 18, 2024 -- Rough draft sent out to SSC members to solicit any feedback they had prior to the LCAP being sent to the School Board for the Public Hearing at the May 22, 2024, Board Meeting. During the 2024-2025 school year, parents involved in the School Site Council (SSC) and Family and Staff Team (F.A.S.T.) had multiple meaningful opportunities to discuss and refine the current LCAP. Additionally, the majority of parents responded to a survey as part of the development of the application for the California Community School Partnership Program, which was not granted due to not meeting the criteria of an unduplicated count of 80% or above. At this time, the consensus of the parents was to continue to implement the three-year plan that had been developed for the 2024-2025 school year.
For the complete rewriting of the three-year LCAP in preparation for the 2024-2025 school year, all staff members had opportunities to provide feedback. Additional feedback was obtained during the 2024-2025 school year to refine the LCAP as needed.	For the first time during the spring of 2024, the California School Staff Survey (CSSS) was administered. This survey was used in lieu of a school-developed Staff Survey administered in the past for the instructional assistants and certificate staff. For the CSSS, all cstaff

Educational Partner(s)	Process for Engagement
Classified Staff -- This group includes custodial staff, office staff, playground supervisors, instructional assistants, and uncredentialed coordinators. Certificated Staff -- This group includes classroom teachers, TOSAs, counselor, special education staff (i.e., education specialist, speech therapist, occupational therapist, and school psychologist), coordinators, assistant director, and director.	members were requested to complete the survey. The results are intended to help address the problem of low teacher-recruitment, morale, and retention; guide professional development and school improvement efforts; and determine the degree to which staff perceptions align with the attitudes and experiences of scholars and parents as identified by the CHKS and CSPS. This survey was developed to confidentially obtain the staff's perceptions about the school's learning environment, school climate, scholar supports, and parent outreach and involvement efforts. It also provides data on the scope and nature of parent involvement at the school (relationships, activities) and in the child's education in general. More specifically, the CSSS: * Provides comparison data to the questions and constructs asked scholars in the CHKS Core Survey. * Addresses the working environment and conditions, including staff relationships (collegiality), organizational expectations and norms, and meaningful participation in decisions. * Encapsulates the scope and nature of existing scholar supports, programs, and services (e.g., discipline, counseling, health, and prevention). * Assess parent supports and involvement. Staff members were provided with access to the CSSS for four weeks beginning on April 13, 2024. The initial delivery of the link to the survey, as well as weekly reminders, were sent out via Slack and email. The survey collection was closed a month later on May 12, 2024. There was close to 100% participation with 48 respondents. However, because of the relative small staff for our school, the data was not disaggregated by classified and certificated staff, which would have been interesting to analyze. In an analysis of the survey results, the following insights were garnered:

Educational Partner(s)	Process for Engagement
	CORE MODULE COMPLETED BY ALL STAFF MEMBERS (48 RESPONDENTS) SCHOOL SUPPORT FOR STUDENTS Student Learning Environment -- 58% Strongly Agree Is a Supportive and Inviting Place for Students to Learn -- 62% Strongly Agree Emphasizes Teaching Lessons in Ways Relevant to Students -- 64% Strongly Agree Facilities Upkeep -- 40% Strong Agree SCHOOL SUPPORTS FOR STAFF Staff Working Environment -- 40% Strongly Agree Is a Supportive and Inviting Place for Staff to Work -- 40% Strongly Agree Promotes Trust and Collegiality Among Staff -- 38% Strongly Agree Promotes Participation in School Decision Making -- 40% Strongly Agree Uses Objective Data for School Improvement Decisions -- 55% Strongly Agree Staff Collegiality -- 40% Strongly Agree Have Close Professional Relationships with One Another -- 43% Strongly Agree Feel a Responsibility to Improve the School -- 55% Strongly Agree SCHOOL SAFETY Is a Safe Place for Staff -- 43% Strongly Agree Is a Safe Place for Students -- 48% Strongly Agree CARING ADULT RELATIONSHIPS Adults Really Care about Every Student -- 52% Strongly Agree Adults acknowledge and pay attention to students -- 60% Strongly Agree Adults listen to what students have to say -- 62% Strongly Agree HIGH EXPECTATIONS/ADULTS IN SCHOOL Adults want every student to do their best -- 71% Strongly Agree Adults believe every student can be a success -- 64% Strongly Agree

Educational Partner(s)	Process for Engagement
	STUDENT MEANINGFUL PARTICIPATION Opportunities to decide things -- 48% Strongly Agree Equal opportunity for classroom participation -- 60% Strongly Agree Equal opportunity to participate in extracurricular activities -- 74% Strongly Agree Opportunities to “make a difference” -- 57% Strongly Agree PROMOTION OF PARENTAL INVOLVEMENT School is welcoming to and facilitates parent involvement -- 62% Strongly Agree Encourages parents to be active partners in schooling -- 62% Strongly Agree School communicates about student learning expectation -- 50% Strongly Agree Parents feel welcome to participate at this school -- 60% Strongly Agree LEARNING SUPPORTS Support for social emotional learning -- 56% Strongly Agree Student readiness to learn -- 20% Strongly Agree Instructional equity -- 45% Strongly Agree Antibullying climate -- 56% Strongly Agree FAIRNESS, RULE CLARITY, AND RESPECT FOR DIVERSITY Fairness and rule clarity -- 36% Strongly Agree Respect for diversity -- 52% Strongly Agree POSITIVE PEER RELATIONS Student peer relationships -- 31% Strongly Agree LEARNING SUPPORTS MODULE (12 RESPONDENTS) DISCIPLINE, SAFETY, AND BEHAVIOR MANAGEMENT Punishes first-time violations of alcohol/drug policies -- 60% Strongly Agree Enforces zero tolerance policies -- 45% Strongly Agree

Educational Partner(s)	Process for Engagement
	Has sufficient resources to create a safe campus -- 55% Strongly Agree Seeks to maintain a secure campus -- 27% Strongly Agree Provides harassment or bullying prevention -- 67% A Lot Provides conflict resolution or behavior management instruction -- 50% A Lot SUBSTANCE USE AND RISK BEHAVIOR Considers substance abuse prevention an important goal -- 73% Strongly Agree Collaborates well with community organizations to address substance use or other problems -- 55% Strongly Agree Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems -- 55% Strong Agree Provides alcohol or drug use prevention instruction -- 17% A Lot Provides tobacco use/vaping prevention instruction -- 25% A Lot Has sufficient resources to address substance use prevention needs -- 60% Strongly Agree PHYSICAL HEALTH AND SPECIAL NEEDS Provides adequate health services for students -- 45% Strongly Agree Provides opportunities for physical education and activity -- 83% A Lot YOUTH DEVELOPMENT AND SOCIAL-EMOTIONAL SUPPORTS Fosters youth development, resilience, or asset promotion -- 75% A Lot Emphasizes helping students with social, emotional, and behavioral problems -- 73% Strongly Agree Restorative practices -- 64% Strongly Agree Trauma-informed practices -- 36% Strongly Agree
Certificated Staff -- This group includes classroom teachers, TOSAs, counselor, special education staff (i.e., education specialist, speech therapist, occupational therapist, and school psychologist), coordinators, assistant director, and director.	In addition to the CSPS, during the weekly Think Tank sessions with teachers, TOSAs, and administration, there are ongoing dialogues that guide the direction of the school's goals, actions, and programs, and therefore the school's expenditures. Additionally, the certificated

Educational Partner(s)	Process for Engagement
	instructional staff were provided with the rough draft of the LCAP on May 13, 2024, and May 12, 2025, to solicit any feedback they had.
Administrators -- This group includes two coordinators, an assistant director, and a founding/executive director.	The administrators consist of two coordinators. While they both cover many areas, one coordinator focuses on our growth as a community school, and the other coordinator focuses on our ASES-funded after-school program. There is also an assistant director and the founding/executive director. Each administrator provided input for the LCAP in their areas of responsibility. While the founding/executive director was the primary author of the document, each administrator provided input and carefully read through the draft of the LCAP prior to the Public Hearing on May 22, 2024, and approval on June 12, 2024. There are ongoing dialogues to refine the LCAP. At this time, there is a desire to stay the course, with a strong focus on maintaining our positive school climate with the infusion of many new scholars and families, as well as our move to the temporary location for the 2025-2026 school year and our move to the permanent location for the 2026-2027 school year.
School Board -- The VMCS Board is composed of five members.	The VMCS Board consists of five members and meets monthly. Discussion of various components of the LCAP occurred on a regular basis throughout the 2023-2024 school year, but the goals were presented and approved at the April 17, 2024, Board Meeting. Then, the LCAP Public Hearing occurred at the May 22, 2024, Board Meeting, and the LCAP approval occurred at the June 12, 2024, Board Meeting. For the revision of the LCAP in preparation for the 2025-2026 school year, the Public Hearing occurred at the May 14, 2025, Board Meeting, and the approval occurred at the June 11, 2025 meeting.

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

The feedback of the educational partners influenced the following aspects of the LCAP.

* There was a general consensus by all educational partners that the staffing for the school was effective, and therefore there were not many changes in this area other than a few adjustments due to the implementation of the Teacher Residency Program funded by the Teacher Residency Capacity Grant and the Teacher Residency Implementation and Expansion Grant.

* Among the office and instructional staff, there was an ongoing concern regarding the habitually truant status of many of our scholars, and there has been an ongoing discussion as to how to incentivize consistent attendance and punctuality. There was also a general belief that some parents/guardians needed to more deeply understand the negative impact of inconsistent attendance through the timely intervention of the School Attendance Review Team (SART) and/or School Attendance Review Board (SARB). While these meetings occurred during the 2023-2024 school year, there is a need to explore ways to make them more effective during the 2024-2025 school year and beyond. These concerns influenced the development of LCAP Goal 1.

* Among the instructional staff, there is an acknowledgement that while there has been growth in our scholars' English language arts skills, there is a need to intervene early and effectively when scholars struggle with one or more key components of the Science of Reading. The key components include phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, semantics, orthography, and metacognition. Tier 1 resources that are effectively implemented, as well as Tier 2 and 3 intervention resources and strategies, are needed. Additionally, all teachers need to be trained in the the Science of Reading. There is also a need to vertically align our written expression expectations through the use of anchor papers and rubrics and a balance of process writing and on-demand writing assignments. The use of common graphic organizers would also support writing instruction, and Thinking Maps will be helpful. These concerns influenced the development of LCAP Goal 2, as well as the staffing, resources, and professional development expenditures.

* Teachers and TOSAs felt that the FOSS (Full Option Science System) Program to teach science was difficult to effectively implement due to its cumbersome organization and the amount of time needed to plan and prepare for science lessons. Therefore, two other science programs were considered and piloted, with TCI (Teachers' Curriculum Institute) Science determined to be a good fit. The purchase of the TCI Science materials for Grades K through 6 were included in the LCAP. This influenced the development of LCAP Goal 2.

* Teachers and TOSAs were interested in purchasing history-social science materials that would also help scholars develop their informational reading and informative writing skills. For this reason, TCI History-Social Science materials were purchased for Grades 4-6. If they end up being helpful, additional grade levels may be purchased for the 2025-2026 school year. This influenced the development of LCAP Goal 2.

* In the area of mathematics, scholars need to become clearer mathematical thinkers, which will be supported by a greater understanding and implementation of Cognitive Guided Instruction (CGI) instruction. This will be supported by professional development in this area. This concern influenced the development of LCAP Goal 3.

* While the California Dashboard indicted strong progress with the English Learners of VMCS, there is a need to continue to explore effective pedagogy to support our goal of redesignating English Learners by their sixth year of education in the school system of the United States. Concerns about the academic progress of English Learners influenced the development of LCAP Goal 4.

* VMCS has been successful with the use of Project-Based Learning (PBL) to integrate all subject areas and support the development of the 5 Cs (Critical Thinking, Creativity, Communication, Collaboration, and Compassion/Community Service). Because of the positive experiences

with PBL and the scholars' high level of engagement, this will continue to be supported via a TOSA for PBL, professional development, materials, and showcases. Additionally, our scholars continue to thrive in our highly enriched learning environment during the school day and after school. These observations influenced the development of LCAP Goal 5.

* There are additional expenses that support the effective and efficient operation of VMCS. While it would be difficult to capture all of them in the LCAP, an effort is made in Goal 6.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Scholars' attendance, attitude toward learning, and sense of emotional and physical safety will be improved through attendance incentives and consequences, a positive and inspirational school climate, and social-emotional support. The dedicated and caring bilingual office staff, custodians, meal clerk, playground supervisors, classified and certificated instructional staff, counselor, school psychologist, and leadership team will contribute their skills and talents to accomplishing this goal.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Post-COVID, it has been difficult to motivate our scholars to attend school punctually and on a regular basis. This runs counter to our belief that each day of school counts in order to mitigate learning loss, accelerate learning gain, and promote social-emotional well-being. Often the scholars who are struggling the most academically and social-emotionally are the ones who have inconsistent punctuality and attendance. This is exacerbated by a few parents/guardians who do not prioritize school attendance, which results in unnecessary late arrivals, early pick-ups, and absences for reasons other than illness. Additionally, a number of parents/guardians are genuinely struggling with low or no income, undependable transportation, unstable work schedules, family emergencies, feelings of being overwhelmed, etc. Regardless of the contributing factors, the inconsistent punctuality and attendance has had an adverse impact on our scholars' social-emotional health, sense of belongingness, and academic progress. Therefore, Goal 1 was established to build a school where scholars are motivated to attend and excited to learn, as well as address any barriers experienced by parents/guardians that make it difficult to support their scholars' education.

We believe we can improve our scholars' punctuality and attendance through building an awareness of the importance of school with scholars and parents/guardians, implementing an attendance reward system for scholars, and administering a support and consequence system for parents/guardians. Our focus on being a community school will help in this area, especially when it comes to providing support for

families who are struggling with the basics due to socioeconomic challenges. Connecting families with resources within and beyond our school will make a difference in our scholars' full participation in what VMCS has to offer academically and social-emotionally.

We believe a positive school climate has a strong impact on punctuality, attendance, and engagement in school. We will continue to implement the Positive Behavioral Interventions and Supports (PBIS) Program with clear and consistent expectations and a reward system, which may involve professional development in classroom and playground management for our team. Our PBIS Program stresses the importance of being respectful, responsible, safe, and kind; reflecting on the Three Gates when communicating (Is it true? Is it necessary? Is it kind?); resolving issues (Own it. Fix it. Learn from it. Move on.); developing character strengths; implementing the 7 Habits of Happy Kids; and mastering the Zones of Regulation. The School-Wide Behavioral Support Plan is comprehensive and delineates an approach to ensure a positive and safe school climate for all scholars.

If scholars are having social-emotional issues, it can be difficult for them to make positive behavioral choices and/or focus on learning. For this reason, having social-emotional support for scholars in general education, as well as special education, is essential. In order to understand the context of scholars' social-emotional issues, we will continue to hire a full-time counselor and a half-time school psychologist rather than seek outside services. Additionally, guest speakers and special performances will be scheduled to help scholars develop self-acceptance and the acceptance of others, especially in light of the diversity represented by VMCS.

The bilingual office staff will help with the home/school connection, which is essential. The meal clerk will connect with each scholar while serving healthy meals. The custodial staff will help keep the facilities clean, which will contribute to the scholars' sense of safety. The playground supervisors will ensure scholars make safe choices during meals and recesses. The classified and certificated instructional staff will provide engaging lessons and timely support. And, the administrative staff will help the entire school staff to maintain the vision and mission of VMCS, as well as provide any needed support in terms of resources, professional development, and guidance. Goal 1 is a highly significant broad goal that is foundational to accomplishing the other five goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Data	94% ADA for 2023-2024 as of June 7, 2024	94.20% ADA for 2024-2025 as of June 6, 2025		95% ADA	
1.2	Tardiness Data	8% Average Tardies for 2023-2024 as of June 7, 2024	12.72% Average Tardies for 2024-2025 as of June 6, 2025		5% Average Tardies	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Early Out Data	3% Early Out as of June 7, 2024	3.14% Early Out as of June 6, 2025		2% Average Early Outs	
1.4	Suspension Data	2 Days of Suspension	2 Days of Suspension		0 Days of Suspension	
1.5	California Healthy Kids Survey Data (CHKS)	The comprehensive report based on survey responses from our scholars in Grades 3-6 is available on our school's website and serves as our baseline.	This will be administered again in 2026-2027.		* 80% or above for Positive Statements * 20% or below for Negative Statements	N/A -- Three-year measure
1.6	California School Parent Survey (CSPS)	The comprehensive report based on survey responses from parents is available on our school's website and serves as our baseline.	This will be administered again in 2026-2027.		* 80% or above for Positive Statements * 20% or below for Negative Statements	N/A -- Three-year measure
1.7	California School Staff Survey (CSSS)	The comprehensive report based on survey responses from our classified and certificated staff is available on our school's website and serves as our baseline.	This will be administered again in 2026-2027.		* 80% or above for Positive Statements * 20% or below for Negative Statements	N/A -- Three-year measure

Goal Analysis [2024-25]

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

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

Goal: Scholars' attendance, attitude toward learning, and sense of emotional and physical safety will be improved through attendance incentives and consequences, a positive and inspirational school climate, and social-emotional support. The dedicated and caring bilingual office staff, custodians, meal clerk, playground supervisors, classified and certificated instructional staff, counselor, school psychologist, and leadership team will contribute their skills and talents to accomplishing this goal.

Based on the current attendance data as of May 12, 2025, it appears as if there are improvements in this area. While there continues to be a number of scholars who are categorized as Habitual Truants, the overall school Average Daily Attendance (ADA) is close to the goal of 95%. This will be confirmed when the final data is available at the end of the 2024-2025 school year with the last day of school on June 6, 2025. The strategy of holding Morning Gatherings at 8:15 a.m. prior to the official start of school at 8:30 a.m. appears to improve punctuality. It is important to make Morning Gatherings a daily event that scholars do not want to miss. Other successful practices during the 2024-2025 school year associated with this goal included:

* Attendance data was shared in each Weekly Update, which was electronically distributed to all parents and staff via ParentSquare. This included a break down by class. Classes that met or exceeded the 95% ADA were acknowledged.

* The scholars' attitude toward learning and their self-reported social-emotional well-being were positive. While there were a few individual scholars who demonstrated ongoing challenging behaviors, the majority of the scholars were highly engaged in the offered academic and enrichment opportunities. The greatest challenges to promoting appropriate behaviors and engagement were in the primary grades (Grades TK-1). We are thinking what type of additional support is needed for our youngest scholars.

* The classified and certificated staff for 2024-2025 represented the "dream team" that VMCS has been seeking since its inception. All positions were filled with quality staff who were caring, skillful, and talented. The majority of the staff members have served at our school for multiple years, and this employee retention stability has contributed to our increased effectiveness as a school. The only challenge has been staff absenteeism, with some staff members exceeding their allocated Personal and Sick Leave for the school year.

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

For the most part, the material differences were minimal between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. The one area in which there was a substantial difference was in the planned implementation of 1.4 -- the engagement of parents/guardians in the support of their scholars' education through parent workshops, parent coaching, materials, child care, and food. Priority was to be given to parents/guardians of scholars in the subgroups of English Learners, Foster Youth, and Low Income. This was to be funded as a pilot program from the California Community

School Partnership Program (CCSPP) Planning Grant. Unfortunately, it was difficult to recruit parents to participate in these workshops and sessions. The one workshop that was well received involved learning CPR, but even then parents enrolled in the class, but some did not attend without any notification. We will need to rethink our approach in the area of various forms of parent workshops and sessions.

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

The following description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward Goal 1 in not all-inclusive. However, the Goals and Actions that stood out in terms of their effectiveness or ineffectiveness are highlighted below.

* Goal/Action 1.1 and 1.2 -- We need to continue to improve our attendance/punctuality incentive system, as well as follow-up with families of Habitually Truant scholars. Our current structure of support with our School Attendance Review Team (SART) and School Attendance Review Board (SARB) was only partially implemented during the 2024-2025 school year with the leadership of the two coordinators, assistant director, and founding/executive director. The major obstacle was the impacted workload of these individuals, especially with the focus on the acquisition and modernization of the new site, as well as the need to find a temporary location. There will be a renewed effort to implement the SART and SARB process for the 2025-2026 school year with a team approach, including the greater involvement of the instructional staff.

* Goal/Action 1.3 -- With consistent expectations and "all hands on deck," the majority of our scholars consistently made developmentally appropriate behavioral choices. However, there were a few scholars in the primary grades (Grades TK-1) who were social-emotionally and behaviorally challenged at a Tier 3 level. It was challenging to provide sufficient support with the assigned areas of focus of the current staff.

* Goal/Action 1.4 -- With the support of all parents, we need to continue to determine what forms of workshops and sessions the parents need/want. Attendance at English Learner Advisory Committee (ELAC) Meetings was minimal for the 2024-2025 school year. This caused us to restructure the Committee completely by assigning a bilingual parent/staff member to coordinate the meetings, as well as focus on helping parents to instill a love of reading with their scholars through the sharing of quality bilingual books. We need to continue to identify meaningful offerings for our parents to attend which are school provided, as well as provided by outside organizations.

* Goal/Action 1.5 & 1.6 -- At the beginning of the 2024-2025 school year, the school counselor and school psychologist provided a workshop on Social Emotional Learning (SEL), including the infusion of the Zones of Regulation language, lessons, and procedures throughout the school. However, consistent implementation has not occurred. The need for consistency in SEL implementation must be revisited prior to the infusion of 168 new scholars for the 2025-2026 school year. This includes making use of jSEL resources that have been provided and viewing what is offered by experts outside of our school staff (e.g., Baba the Storyteller and Skills in Real Life) as forms of real-time professional development with a necessity for follow through.

* Goal/Action 1.7 and 1.8 -- Hiring a full-time school counselor and half-time school psychologist has made a significant difference for our school. As the next step, it is important to create a proactive system of social-emotional support rather than continue what frequently feels like a reactive system. Developing a comprehensive, school-wide program for social-emotional growth and support is the goal with the expertise of both the school counselor and school psychologist. This will necessitate the participation of the school counselor in ongoing

professional development to deepen knowledge and enhance skills. It will also necessitate the hiring of a school psychologist that elects to remain with VMCS for a substantial period of time rather than an intern who serves for only a year.

Goal/Action 1.9-1.13 -- The operational classified support staff has been strong. However, areas of responsibility will need to be revisited as our enrollment increases and the facility coverage becomes more complex. These changes are reflected in the Goals/Actions below.

Goal/Action 1.14-1.28 -- The instructional staff, both classified and certificated, have been strong. There will be an infusion of additional instructional assistants and classroom teachers due to the upcoming increase in enrollment. With the instructional assistants, there will need to be ongoing training. This support was not consistently provided this school year, and it will be a priority in 2025-2026 with the onboarding of many new instructional assistants. For the certificated instructional staff, there will be only one individual who is new to our school. However, there is a need to work together to refine our instructional planning, pacing, pedagogy, and data analysis, as well as rethink how duties are divided among the TOSAs, coordinators, assistant director, and executive director.

Goal/Action 1.19 -- The Teacher Residency Program was launched successfully during the 2024-2025 school year. Out of five Resident Teachers, four successfully completed the program and were offered a contract for the 2025-2026 school year. The one Resident Teacher who did not complete the program was a reminder of the importance of carefully interviewing and selecting participants. It is important to inform candidates of the challenges of completing the program in a year's time. Additionally, one Resident Teacher who successfully completed the program opted to not accept the offer of employment. Due to the time and cost of supporting a Resident Teacher, it must be clearly communicated that a four-year commitment to teaching at VMCS is the expectation, and any educational expenses covered by VMCS will need to be repaid if this expectation is not fulfilled.

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.

Goal 1 will remain as written with some modifications to the metrics and actions. The modifications include the following:

* In terms of metrics, the California surveys known as the CHKS, CSIS, and CSSS will be administered at the end of the three-year LCAP Plan. VMCS seeks ongoing feedback from a variety of school developed and administered surveys that are timely and informative. However, the annual administration of more formal surveys has been meet with some resistance due to survey fatigue and are not as helpful as a more targeted and relevant surveys.

* There will be greater use of the SART and SARB procedures to address issues in attendance. However, there will be increased support from classroom teachers, select TOSAS, school counselor, coordinators, assistant director, and executive director to make the timely implementation of attendance/punctuality interventions feasible.

* There will be a dialogue and decision among stakeholders regarding what SEL practices must be adopted schoolwide, as well as the provision of any needed professional development and resources to ensure a consistent and effective implementation. We will create a proactive rather than reaction approach to growing and supporting our scholars' social-emotional needs.

* Instructional assistants will be involved in ongoing professional development, including various forms of behavioral support.

* Refinements will be made to the Teacher Residency Program in terms of the selection process to ensure the successful completion of the program, as well as a commitment to remain as a teacher at VMCS for four years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attendance/Punctuality Incentives, Consequences, and Recognition	* Scholars who arrive at school on time and in school uniform will receive a ticket, which will be entered into a weekly classroom drawing for five small prizes. * Each week, classrooms with 95% or better attendance will receive a banner to be displayed outside of their classrooms. * For the first and second trimester, scholars with perfect attendance will be recognized with a certificate, as well as a t-shirt. For the entire school year, scholars with perfect attendance will be recognized with a certificate, as well as a medal. * Scholars who are frequently tardy or absent without valid reasons will be required to make-up missed classroom assignments to demonstrate that school is important, and classwork does not disappear when scholars are not in school.	$6,786.00	No
1.2	School Attendance Review Team (SART) and School Attendance Review	* When there is a pattern of tardiness or absences, which are unrelated to medical appointments or illnesses, a SART will be convened with the scholar (if developmentally appropriate), parents, community liaison, and teachers to emphasize the importance of punctuality and attendance and to address any barriers.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Board (SARB) Implementation	* At the end of Trimester 1 and Trimester 2, scholars who are determined to be habitually truant (i.e., missing 10% or more of school) will trigger the scheduling of a SARB involving the scholar (if developmentally appropriate), parents, community liaison, teachers, and a member of the administrative team. During the meeting, barriers to consistent punctuality and attendance will be addressed, and a SARB Contract will be developed and signed by all parties. Costs for the SART and SARB are negligible.		
1.3	Positive Behavioral Interventions and Supports (PBIS) Program -- Reward System	As part of the PBIS Program, scholars receive Buddy Tickets if they are observed being Responsible, Respectful, Safe, and Kind. These tickets can then be used monthly to purchase items from the Buddy Bodega.	$5,779.00	No
1.4	Social-Emotional Workshops and Support for Parents/Guardians	As a recipient of the California Community Schools Partnership Program (CCSPP) Planning Grant for $200,000.00 for the 2023-2024 and 2024-2025 school years, we piloted a number of programs to engage parents/guardians in the support of their scholars' education through parent workshops, parent coaching, materials, child care, and food. While we did not receive the CCSPP Implementation Grant, we will seek input from parents regarding what would be the most effective form of workshops/sessions to support their scholars' sense of well-being and academic progress. Priority will be given to parents/guardians of scholars in the subgroups of English Learners, Foster Youth, and Low Income.	$50,000.00	Yes
1.5	Social-Emotional Professional Development and Support for Staff	The staff needs to refine playground and classroom management procedures and strategies to ensure scholars' physical and social-emotional safety. This includes professional development in areas such as Zones of Regulation, Classroom Management Strategies, Crisis Prevention Institute (CPI), and Positive Behavioral Interventions and	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Supports (PBIS). Professional Development will occur with the support of staff experts, as well as outside consultants and trainings. Support materials include the following: * Paths (Grades K-2) -- Previously purchased * Zones of Regulation Books (Grades TK-6) Previously purchased * Zones of Regulation Digital Curriculum (TK-6) -- $600.00		
1.6	Guest Speakers/Performances with an Emphasis on Self-Acceptance and Acceptance of Others	Baba the Storyteller will continue his social-emotional support of our scholars, as well as other instructional consultants with a focus on SEL.	$10,000.00	No
1.7	General Education Counselor	The general education counselor will have a Pupil Personal Services Credential and will be hired to provide full-time services with a prioritization on English Learners, Foster Youth, and Low Income scholar groups.	$70,000.00	Yes
1.8	School Psychologist	The school psychologist will conduct assessments associated with the initial identification of Special Education scholars, as well as support the development of Individualized Educational Plans (IEPs). Additionally, the school psychologist will provide counseling support to scholars if such services are indicated in an IEP. S/he will be a part-time staff member, equivalent at approximately .5 FTE.	$83,000.00	No
1.9	Bilingual Office Support	The bilingual (English/Spanish) office support will consist of three full-time staff members with staggered start and end times to provide support from	$116,160.00	No

Action #	Title	Description	Total Funds	Contributing
		7:45 a.m. through 6:30 p.m. The calendars will also be staggered to ensure coverage for the Summer Academy Program.		
1.10	Community Liaison	The bilingual (English/Spanish) community liaison will support the VMCS Community School with an emphasis on support for families struggling socioeconomically and/or supporting English Learners and/or Foster Youth. She will also coordinate and lead the English Learner Advisory Council (ELAC), including providing trainings.	$42,240.00	Yes
1.11	Meal Clerk	With the support of the Anaheim Union High School District, the meal clerk will serve breakfast and lunch meals, as well as organize the provision of snacks for the VMCS after-school program.	$21,310.00	No
1.12	Custodians	The custodial staff will consist of two full-time custodians (7:30 a.m.-4:00 p.m. and 1:30-10:00 p.m.). There will be some mixed duties, including possible lunch area and playground supervision.	$56,457.00	No
1.13	Maintenance/Repair	One full-time staff member to maintain both the temporary and permanent school sites. There will also be a need to support absent custodians and playground supervisors as needed.	$33,456.00	No
1.14	Playground Supervisor	The playground supervisor staff will consist of three part-time staff members, with additional support from other support staff members.	$57,693.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Instructional Assistants -- General Education	Two 5.5-hour part-time instructional assistant will be assigned to each TK classroom (4 total for two classrooms) and one 5.5-hour part-time instructional assistant will be assigned to each K-6 classroom (11 total for 11 classrooms) for additional social-emotional and academic support. Start time will be from 8:45 a.m.-3:00 p.m. for this position. Select instructional assistants will have an 8-hour full-time position by providing support for the after-school program paid through ASES funding. All instructional assistants will provide support to scholars identified as socioeconomically disadvantaged and/or English learners.	$349,299.36	Yes
1.16	Instructional Assistants -- Special Education	For the 2025-2026 school year, currently four scholars will require 1:1 SPED instructional assistants per their IEPs. Additionally, 2 SPED I.A.s support RSP (one will be less than 5.5 hours).	$150,471.00	No
1.17	Physical Education Teacher	A full-time physical education teacher will serve scholars in Grade TK-6 with 100 minutes of physical education and/or health education on a weekly basis.	$67,117.00	No
1.18	VAPA Specialists (Visual Arts and Music Appreciation)	Two VAPA specialists will provide two lessons per week to scholars in the areas of music appreciation and visual arts while under the supervision of the teacher of record if the specialist does not have a credential. This equates to approximately 36 lessons in music appreciation and 36 lessons in visual arts during the school year.	$32,329.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Resident Teachers -- General Education	For the 2025-2025 school year, there will be Resident Teachers in Grades 4 and 5.	$80,000.00	No
1.20	Resident Teachers -- Special Education	For the 2026=5-26 school, there will be no SPED Resident Teachers. However, it is anticipated there will be one SPED Resident Teacher in 2026-2027.	$0.00	No
1.21	Classroom Teachers -- General Education	For the 2025-2026 school year, there will be 13 classroom teachers serving scholars in Grades TK-6. The number of teachers will increase beginning in the 2026-2027 school year to 14.	$1,025,962.00	No
1.22	Special Education Staff	The Special Education team includes an education specialist, occupational therapist (Part-Time), and speech and language pathologist (Part-Time).	$155,709.60	No
1.23	Teachers on Special Assignment (TOSAs)	For the 2025-2026 school year, there will be four Teachers on Special Assignment (TOSAs). One TOSA will be dedicated to Tier 3 Behavioral Intervention primarily in Grades TK-1. This position may be filled by a person with a proven track record of effective behavioral management, even if s/he does not have a credential. Two TOSAs will provide support for Tier 3 Intervention in reading. One TOSA will serve as an upper grade science teacher, as well as provide support for Tier 3 Intervention in reading.	$256,676.00	Yes
1.24	Teacher on Special Assignment --	For 2025-2026, there will be a Teacher on Special Assignment (TOSA) to support Project-Based Learning, as well as provide support with GATE scholars.	$74,489.00	No

Action #	Title	Description	Total Funds	Contributing
	Project-Based Learning			
1.25	Coordinator for After-School Program	There will be a coordinator for the after-school program, which is funded through ASES.	$62,000.00	No
1.26	Coordinator for Community School	There will be a coordinator to promote VMCS as a Community School.	$62,000.00	Yes
1.27	Coordinator for Teacher Residency Program	There will be a coordinator for the Teacher Residency Program.	$93,451.00	No
1.28	Assistant Director	The Assistant Director works in partnership with the Executive Director, as well as provide leadership and support for the Special Education Program and Summer Academy.	$102,771.00	No
1.29	Executive Director	The Executive Director provides support to all aspects of the school program.	$80,245.00	No
1.30	Technology/Media Support	A staff member will play multiple roles, including technological support.	$50,000.00	No
1.31	Student Information System -- Aeries	To maintain the data to track our scholars' attendance and academic growth, we will maintain our contract with Aeries, a Student Information System.	$29,519.00	No
1.32	Induction Program	Teachers who participate in the Induction Program clear their credential. The estimated cost is $3,600 per year. For 2025-26, we have four teachers who will participate in the Induction Program	$14,400.00	No

Action #	Title	Description	Total Funds	Contributing
1.33	University Classes for Resident Teachers	To support Resident Teachers, support for the cost of classes will occur to augment the Teacher Residency Implementation and Expansion Grant.	$50,000.00	No
1.34	Stipends for Teacher Leaders/Curriculum Developers	Teachers will receive a stipend for participation in various leadership and curriculum development roles.	$99,850.00	
1.35	Employee Benefits Classified	Employee Benefits Classified	$135,508.00	No
1.36	Employee Benefits Certificated	Employee Benefits Certificated	$600,987.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Scholars' academic growth in English-Language Arts (reading and writing) will improve through the use of standards-aligned curriculum; effective pedagogy; and differentiated, individualized, and personalized instruction. Growth will be measured by school-developed rubrics and assessments, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An LCAP Goal in the area of English Language Arts is typical in an elementary school setting, especially when there is a high percentage of scholars who are English Learners and/or socioeconomically disadvantaged. Improving the English Language Arts skills of scholars through standards-aligned instructional materials, effective pedagogy, and timely Tier 2 and 3 intervention support is an ongoing quest. While VMCS has made progress in English Language Arts with an overall improvement in scholars meeting grade-level standards, as well as within the qualified subgroups, there is room to grow when analyzing the California Dashboard. The percentage of scholars meeting or exceeding the standards has increased by 20.4 points. Additionally, the performance gap between the School and the State average has decreased, with VMCS scholars now scoring 3.6 points above the standard compared to the State now scoring 13.2 points below the standard. The school has focused on supporting English Learners, who have shown significant growth in their English Language Arts performance, with an increase of 32.7 points. The school has intensified a focus on strategies such as designated English Language Development (ELD) instruction and access to all subject areas with Specially Designed Academic Instruction in English (SDAIE) to support English Learners. The subgroups of Hispanic (22,2 point increase) and Socioeconomically Disadvantaged (23.7 point increase) also demonstrated growth. Therefore, some aspects of Goal 2 involve staying the course, with some important refinements.

Magnetic Reading, Ready Reading, and iReady Reading are foundational instructional materials used for English Language Arts instruction in Grades K through 5. Grade TK uses Core Knowledge as a resource, and Grades TK through 1 make use of Heggerty Phonemic Awareness Curriculum. Grade 6 uses CommonLit as the primary resource for English Language Arts and incorporates additional novel studies into the instruction. Beginning in the 2024-2025 school year, we incorporated science texts (Grades K-6) and history-social science texts (Grades 4-6) into our reading instruction to increase our scholars' access to informational texts. An area of current emphasis is the explicit and systematic teaching of phonics in the primary grades to ensure scholars have the foundational reading skills in place for upper grade success. We also feel a need to fortify our writing instruction by vertically aligning our expectations from Grade TK through 6, developing anchor papers that represent grade level expectations for the three types of writing, and standardizing our use of rubrics. We acknowledge a need for a balance between on-demand writing and process writing to ensure scholars are well equipped to express their thoughts within varying time restrictions. We need to standardize our use of graphic organizers, and will continue to implement Thinking Maps across the grade levels.

We have adopted and will continue to make use of a strong intervention reading program (SIPPS) for scholars who are struggling to break the code in the primary and upper grades. The Tier 3 Intervention TOSAs described in Goal 1 have received training in SIPPS and are primarily responsible for implementing the program and tracking the scholars' progress. The data they extract from the SIPPS Program and the insights they glean from the small group instruction are shared with the classroom teachers. There is a goal to provide SIPPS training to additional instructional assistants and teachers for additional intervention support.

There is an ongoing need for professional development to support our scholars in the mastery of English Language Arts. There is a balance between what the professional development that is provided internally from our resident experts and what we seek externally. We want our instructional staff to be well-equipped to develop short-term and long-term plans, as well as to determine the most effective pedagogy for teaching a reading or writing concept or skill. Professional development that will be pursued over the next three school years include:

* Short-term and long-term instructional planning (internal professional development)
* Effective use of Magnetic Reading, Ready Reading, and iReady Reading (internal and external professional development)
* Science of Reading strategies and resources (external professional development)
* SIPPS (internal professional development)
* Thinking Maps (external professional development with internal lead teachers)
* Writing resources and pedagogy for on-demand and process writing

It will also be important to provide parents/guardians with tools to support reading as a preferred recreational activity at home. During Back-to-School Night and Parent/Teacher Conferences, classroom teachers will help parents develop a plan of action for promoting reading at home, as well as any needed resources.

In conclusion, a focus on enhancing literacy and writing proficiency for elementary scholars is not only aligned with our school's commitment to academic excellence, but also essential for preparing scholars for life-long success in an ever-evolving global society. Through standards-aligned resources, differentiated instruction, targeted interventions, ongoing assessment and monitoring, and a strong school/home connection, we are confident in our ability to achieve this goal and ensure that every scholar has the skills and knowledge they need to achieve in school and success in line.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	iReady Reading Assessments for Grades K-6 (Disaggregated by Schoolwide, English Learners, Hispanic, Socioeconomically Disadvantaged)	Based on End-of-Year iReady Reading Assessment for 2023-2024: All Grade Levels -- All Scholars 68% Met Typical Growth Goal 42% Met Stretch Goal All Grade Levels -- Hispanic 65% Met Typical Growth Goal 40% Met Stretch Goal All Grade Levels -- English Learners 57% Met Typical Growth Goal 30% Met Stretch Goal All Grade Levels -- SED 67% Met Typical Growth Goal 39% Met Stretch Goal Grade K -- All Scholars 54% Met Typical Growth Goal 35% Met Stretch Goal	Based on End-of-Year iReady Reading Assessment for 2024-2025: All Grade Levels -- All Scholars 68% Met Typical Growth Goal 40% Met Stretch Goal All Grade Levels -- Hispanic 64% Met Typical Growth Goal 37% Met Stretch Goal All Grade Levels -- English Learners 55% Met Typical Growth Goal 40% Met Stretch Goal All Grade Levels -- SED 69% Met Typical Growth Goal 40% Met Stretch Goal		For 2026-2027 EOY iReady Reading Assessment: * For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. * The same desired outcomes are set for English Learners, Hispanics, and Socioeconomically Disadvantaged using disaggregated data.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% Had Improved Placement Grade K -- Hispanic 47% Met Typical Growth Goal 37% Met Stretch Goal 63% Had Improved Placement Grade K -- English Learners 40% Met Typical Growth Goal 33% Met Stretch Goal 60% Had Improved Placement Grade K -- SED 54% Met Typical Growth Goal 37% Met Stretch Goal 63% Had Improved Placement Grade 1 -- All Scholars 52% Met Typical Growth Goal 26% Met Stretch Goal 74% Had Improved Placement Grade 1 -- Hispanic 42% Met Typical Growth Goal 21% Met Stretch Goal	Grade K -- All Scholars 30% Met Typical Growth Goal 17% Met Stretch Goal 53% Had Improved Placement Grade K -- Hispanic 21% Met Typical Growth Goal 16% Met Stretch Goal 42% Had Improved Placement Grade K -- English Learners 0% Met Typical Growth Goal 0% Met Stretch Goal 38% Had Improved Placement Grade K -- SED 10% Met Typical Growth Goal 10% Met Stretch Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68% Had Improved Placement Grade 1 -- English Learners 44% Met Typical Growth Goal 22% Met Stretch Goal 56% Had Improved Placement Grade 1 -- SED 42% Met Typical Growth Goal 21% Met Stretch Goal 58% Had Improved Placement Grade 2 -- All Scholars 80% Met Typical Growth Goal 63% Met Stretch Goal 93% Had Improved Placement Grade 2 -- Hispanic 75% Met Typical Growth Goal 60% Met Stretch Goal 90% Had Improved Placement Grade 2 -- English Learners 80% Met Typical Growth Goal 40% Met Stretch Goal	40% Had Improved Placement Grade 1 -- All Scholars 72% Met Typical Growth Goal 44% Met Stretch Goal 78% Had Improved Placement Grade 1 -- Hispanic 50% Met Typical Growth Goal 31% Met Stretch Goal 63% Had Improved Placement Grade 1 -- English Learners 33% Met Typical Growth Goal 33% Met Stretch Goal 50% Had Improved Placement Grade 1 -- SED 71% Met Typical Growth Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% Had Improved Placement Grade 2 -- SED 86% Met Typical Growth Goal 64% Met Stretch Goal 95% Had Improved Placement Grade 3 -- All Scholars 58% Met Typical Growth Goal 26% Met Stretch Goal 74% Had Improved Placement Grade 3 -- Hispanic 57% Met Typical Growth Goal 22% Met Stretch Goal 78% Had Improved Placement Grade 3 -- English Learners 50% Met Typical Growth Goal 13% Met Stretch Goal 63% Had Improved Placement Grade 3 -- SED 54% Met Typical Growth Goal 57% Met Stretch Goal	43% Met Stretch Goal 81% Had Improved Placement Grade 2 -- All Scholars 97% Met Typical Growth Goal 72% Met Stretch Goal 88% Had Improved Placement Grade 2 -- Hispanic 95% Met Typical Growth Goal 71% Met Stretch Goal 81% Had Improved Placement Grade 2 -- English Learners 100% Met Typical Growth Goal 78% Met Stretch Goal 89% Had Improved Placement Grade 2 -- SED			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		69% Had Improved Placement Grade 4 -- All Scholars 84% Met Typical Growth Goal 56% Met Stretch Goal 78% Had Improved Placement Grade 4 -- Hispanic 83% Met Typical Growth Goal 50% Met Stretch Goal 75% Had Improved Placement Grade 4 -- English Learners 60% Met Typical Growth Goal 40% Met Stretch Goal 60% Had Improved Placement Grade 4 -- SED 83% Met Typical Growth Goal 43% Met Stretch Goal 74% Had Improved Placement Grade 5 -- All Scholars 91% Met Typical Growth Goal 72% Met Stretch Goal	95% Met Typical Growth Goal 74% Met Stretch Goal 84% Had Improved Placement Grade 3 -- All Scholars 59% Met Typical Growth Goal 38% Met Stretch Goal 56% Had Improved Placement Grade 3 -- Hispanic 62% Met Typical Growth Goal 38% Met Stretch Goal 57% Had Improved Placement Grade 3 -- English Learners 71% Met Typical Growth Goal 43% Met Stretch Goal 57% Had Improved Placement			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% Had Improved Placement Grade 5 -- Hispanic 91% Met Typical Growth Goal 70% Met Stretch Goal 87% Had Improved Placement Grade 5 -- English Learners 91% Met Typical Growth Goal 64% Met Stretch Goal 91% Had Improved Placement Grade 5 -- SED 88% Met Typical Growth Goal 72% Met Stretch Goal 84% Had Improved Placement Grade 6 -- All Scholars 68% Met Typical Growth Goal 23% Met Stretch Goal 58% Had Improved Placement Grade 6 -- Hispanic 73% Met Typical Growth Goal 19% Met Stretch Goal	Grade 3 -- SED 62% Met Typical Growth Goal 43% Met Stretch Goal 67% Had Improved Placement Grade 4 -- All Scholars 69% Met Typical Growth Goal 34% Met Stretch Goal 59% Had Improved Placement Grade 4 -- Hispanic 58% Met Typical Growth Goal 25% Met Stretch Goal 54% Had Improved Placement Grade 4 -- English Learners 63% Met Typical Growth Goal 38% Met Stretch Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% Had Improved Placement Grade 6 -- English Learners 0% Met Typical Growth Goal 0% Met Stretch Goal 0% Had Improved Placement Grade 6 -- SED 69% Met Typical Growth Goal 19% Met Stretch Goal 62% Had Improved Placement	63% Had Improved Placement Grade 4 -- SED 68% Met Typical Growth Goal 36% Met Stretch Goal 64% Had Improved Placement Grade 5 -- All Scholars 91% Met Typical Growth Goal 56% Met Stretch Goal 78% Had Improved Placement Grade 5 -- Hispanic 88% Met Typical Growth Goal 54% Met Stretch Goal 79% Had Improved Placement Grade 5 -- English Learners 80% Met Typical Growth Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			60% Met Stretch Goal 100% Had Improved Placement Grade 5 -- SED 86% Met Typical Growth Goal 43% Met Stretch Goal 76% Had Improved Placement Grade 6 -- All Scholars 59% Met Typical Growth Goal 19% Met Stretch Goal 41% Had Improved Placement Grade 6 -- Hispanic 61% Met Typical Growth Goal 22% Met Stretch Goal 43% Had Improved Placement Grade 6 -- English Learners			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			40% Met Typical Growth Goal 27% Met Stretch Goal 40% Had Improved Placement Grade 6 -- SED 63% Met Typical Growth Goal 25% Met Stretch Goal 38% Had Improved Placement			
2.2	SBAC English Language Arts Assessment for Grades 3-6	Based on 2023-2024 SBAC Data for English Language Arts. School-wide was 3.6 points above standard (green level), with an increase of 20.4 points. Hispanic were 7 points below/above standard (yellow level), with an increase of 22.2 points. English Learners were 15.8 points below standard (yellow level), with an increase of 32.7 points.	Based on 2024-2025 SBAC Data for English Language Arts: School-wide was XX points below/above standard (yellow level), with an increase/decrease of XX points. Hispanic were XX points below/above standard (orange level), with an		For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged were 3.7 points above standard (green level), with an increase of 23.7 points. Schoolwide SBAC Date: All Scholars = 57% Met or Exceeded Standard English Learners = 29% Met or Exceeded Standard Hispanic = 51% Met or Exceeded Standard SED = 57% Met or Exceeded Standard Grade 3 All Scholars = 50% Met or Exceeded Standard English Learners = NA Hispanic = 48% Met or Exceeded Standard SED = 48% Met or Exceeded Standard Grade 4 All Scholars = 62% Met or Exceeded Standard English Learners = NA Hispanic = 54% Met or Exceeded Standard	increase/decrease of XX points. English Learners were XX points below/above standard (yellow level), with an increase/decrease of XX points. Socioeconomically Disadvantaged were XX points below/above standard (yellow level), with an increase/decrease of XX points. Schoolwide SBAC Date: All Scholars = 67% Met or Exceeded Standard English Learners = 36% Met or Exceeded Standard Hispanic = 59% Met or Exceeded Standard SED = 63% Met or Exceeded Standard Grade 3			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED = 57% Met or Exceeded Standard Grade 5 All Scholars = 52% Met or Exceeded Standard English Learners = 0% Met or Exceeded Standard Hispanic = 39% Met or Exceeded Standard SED = 50% Met or Exceeded Standard Grade 6 All Scholars = 67% Met or Exceeded Standard English Learners = NA Hispanic = 60% Met or Exceeded Standard SED = 70% Met or Exceeded Standard	All Scholars = 75% Met or Exceeded Standard English Learners = NA Hispanic = 70% Met or Exceeded Standard SED = 68% Met or Exceeded Standard Grade 4 All Scholars = 49% Met or Exceeded English Learners = NA Hispanic = 44% Met or Exceeded Standard SED = 50% Met or Exceeded Standard Grade 5 All Scholars = 87% Met or Exceeded English Learners = NA Hispanic = 86% Met or Exceeded Standard SED = 85% Met or Exceeded Standard			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 6 All Scholars = 58% Met or Exceeded English Learners = NA Hispanic = 52% Met or Exceeded Standard SED = 52% Met or Exceeded Standard			

Goal Analysis [2024-25]

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

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

Goal 2: Scholars' academic growth in English-Language Arts (reading and writing) will improve through the use of standards-aligned curriculum; effective pedagogy; and differentiated, individualized, and personalized instruction. Growth will be measured by school-developed rubrics and assessments, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

Although End-of-Year Data has not been received yet from the iReady Reading Assessments or the SBAC English Language Arts Assessments, we believe we effectively implemented all aspects of Goal 2. Our reading instruction has become stronger, and our Differentiation, Individualization, and Personalization of Instruction (DIP) was consistently observed in all classrooms. SIPPS was also implemented effectively by the four TOSAs for Tier 3 Intervention in Reading, and there are many success stories supported by data as our struggling readers grew throughout the school year. The desire to vertically align our writing instruction and expectations was initiated, but there is more work to be accomplished in this area during the 2025-2026 school year. Horizontal alignment will also be important with two classes per grade level rather than one.

We need to continue to seek parent engagement in their scholars' attitude toward and growth in reading. Toward the end of this school year, we initiated the use of resources and training from the Latino Family Literacy Project with the support of our community liaison. This workshop approach with parents shows promise and will be continued during the 2025-2026 school year.

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

For Goal 2, there were no substantial material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. In some cases, we did not expend what was budgeted because we received quality free or low cost resources, such as books for classroom libraries. However, we will need to establish classroom libraries for five additional teachers in 2025-2026, so this budgeted expenditure may still be needed.

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

It is believed our specific actions were highly effective, which will be substantiated once end-of-year data is available.

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.

There are no substantial changes at this time, other than two shifts in philosophy when it comes to Tier 3 Intervention in reading that are represented by the followihng statements:

* All teachers are TOSAs, with the implication that all teachers need to know how to intervene at the Tier 3 level with resources such as SIPPS.
* The role of TOSA is not a "life-long" position, with the implication that TOSAs need to be prepared to serve as classroom teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards-Aligned Instructional Curriculum	For English Language Arts instruction, we have adopted different Tier 1 materials for different grade levels. The materials include the following. The cost associated to replace consumables for the materials are also included: * Core Knowledge Language Arts (TK) -- Purchased previously	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		* Heggerty Phonemic Awareness (Grades K-1) -- Purchased previously * Magnetic Reading Foundations/Common Core (Grades K-2) -- $3,042.00 * Magnetic Reading Common Core (Grades 3-5) -- $1,402.00 * CommonLit (Grade 6) * Ready Reading SBAC Assessment Practice Books (Grades 3-6) -- $612.00 * iReady Computer-Based Program (Grades K-6) -- $7,055.00 With increased enrollment, estimated to be $25,000.00.		
2.2	History-Social Science Curriculum	To provide increased access to informational text, while also deepening our scholars' understanding of the history-social science standards for their grade levels, VMCS adopted history-social science curriculum for Grades 4-6 for the 2024-2025 school year. At the end of the school year, it has been determined that it would be appropriate to also purchase curriculum from the same publisher for Grades K-3. The program is called Social Studies Alive!	$21,285.00	No
2.3	Science Curriculum	To provide increased access to informational text, while also deepening our scholars understanding of the science standards for their grade levels, VMCS adopted science curriculum for Grades K-6 for the 2025-2026 school year. While there is an emphasis about "doing" science rather than just reading about science, the informational text is accessible and engaging. The program is called Bring Science Alive!	$32,242.00	No
2.4	Classroom Libraries	Scholars learn to become better readers when they read more. Having a classroom library filled with engaging books promotes reading as a preferred activity. And, having multiple copies of the same book permits the implementation of literature circles. Each school year teachers are provided with a budget to replenish their classroom libraries. This year, the budget is $1,000 per grade level for a total of $8,876.82 for teachers to begin to replenish their classroom libraries.	$8,876.82	No

Action #	Title	Description	Total Funds	Contributing
2.5	Additional Instructional Resources for English Language Arts	Additional instructional resources are purchased to support teachers in their lesson development and instruction. The resources are purchased on a year-to-year basis, and often the teachers recommend the resources that are purchased. Although these resources are often cross-curricular in design, they have been included here. * Boom Cards (Grades K-5) -- $1,000.00 * Thinking Maps -- $3,275.00 * Other Requested Items	$13,712.43	Yes
2.6	Additional Classroom Materials to Support English Language Arts and Project-Based Learning	Additional classroom materials to support English language arts and Project-Based Learning are purchased based on teachers' requests. Each class has a budget of approximately $5,721.00.	$77,421.00	No
2.7	Professional Development for Instructional Staff	Professional developmental to support effective lesson development, pedagogy, and assessment will be provided. The focus areas for the 2025-2026 school year include the following: *. Short-term and long-term instructional planning (internal professional development) -- No cost * Effective use of Magnetic Reading, Ready Reading, and iReady Reading (internal and external professional development) -- No cost * AIM Pathways Science of Reading strategies and resources (external professional development) -- $8,000.00 * SIPPS (internal professional development) -- No cost * Thinking Maps (internal professional development) -- No cost/train-the-trainer * Writing resources and pedagogy for on-demand and process writing -- No cost * Individualized teacher requested professional development (external professional development) -- $7,500.00	$15,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Parent/Guardian Workshops to Support Reading and Writing at Home	Parent/guardian workshops to support reading and writing at home will be provided by the classroom teachers and instructional support staff. Costs associated with the workshops will primarily involve materials for home use, snacks, and child care. The Reading/Writing Parent Workshops may make extensive use of the Latino Family Literacy Project model, with materials purchased out of the remaining California Community School Partner Program (CCSPP) Planning Grant.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Scholars' academic growth in mathematics will improve through the use of standards-aligned curriculum; effective pedagogy; and differentiated, individualized, and personalized instruction. Growth will be measured by school-developed rubrics and assessments, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Vibrant Minds Charter School has made significant progress in mathematics, with an overall increase of 22.2 points in meeting grade-level standards. The percentage of scholars meeting or exceeding the standards has also increased, resulting in a decrease in the performance gap between the School and the state average, with VMCS scholars now scoring 6.2 points below the standard compared to their previous score of 28.4 points below the standard. English Learners have shown substantial growth, increasing their score by 22.0 points. The subgroups of Hispanic (21.4 points increase) and Socioeconomically Disadvantaged (25.0 points increase) also demonstrated growth. The school attributes these achievements to effective instructional strategies and targeted support.

The primary Instructional resources for the teaching of mathematics include Ready Math and iReady Math. There are additional resources used in the classrooms, including xTra Math, Prodigy, Khan Academy, etc.

As teachers have acquired increased familiarity with their grade-level mathematics standards due to staff retention, as well as how to best use the Ready Mathematics and iReady Math resources, there is a noticeable growth in effective mathematics instruction. By observing our scholars' struggle to solve contextualized mathematics problem, there is a desire to dig deeper into the cultivation of mathematical thinking.

Therefore, equipping our teachers in the use of Cognitive Guided Instruction (CGI) in the delivery of mathematics instruction will be focused upon in the 2024-2025 school year through professional development, with a plan to continue implementing CGI practices in the future.

Parents/guardians have expressed difficulties in knowing how to support their scholars in mathematics at home. This will be addressed in teacher-led and TOSA led mathematics workshops for parents during Back-to-School Night, Parent/Teacher Conferences, and Parent Workshops.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	iReady Mathematics Assessments for Grades K-6 (Disaggregated by Schoolwide, English Learners, Hispanic, and Socioeconomically Disadvantaged)	Based on End-of-Year Mathematics Assessment for 2023-2024: All Grade Levels -- All Scholars 71% Met Typical Growth Goal 35% Met Stretch Goal All Grade Levels -- Hispanic 68% Met Typical Growth Goal 39% Met Stretch Goal All Grade Levels -- English Learners 65% Met Typical Growth Goal 28% Met Stretch Goal All Grade Levels -- SED 68% Met Typical Growth Goal	Based on End-of-Year Mathematics Assessment for 2024-2025: All Grade Levels -- All Scholars 59% Met Typical Growth Goal 25% Met Stretch Goal All Grade Levels -- Hispanic 55% Met Typical Growth Goal 20% Met Stretch Goal All Grade Levels -- English Learners 43% Met Typical Growth Goal 17% Met Stretch Goal		For 2026-2027 EOY iReady Mathematics Assessment: * For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. * The same desired outcomes are set for English Learners, Hispanics, and Socioeconomically Disadvantaged using	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33% Met Stretch Goal Grade K -- All Scholars 63% Met Typical Growth Goal 48% Met Stretch Goal 56% Had Improved Placement Grade K -- Hispanic 63% Met Typical Growth Goal 47% Met Stretch Goal 50% Had Improved Placement Grade K -- English Learners 60% Met Typical Growth Goal 40% Met Stretch Goal 33% Had Improved Placement Grade K -- SED 60% Met Typical Growth Goal 49% Met Stretch Goal 46% Had Improved Placement Grade 1 -- All Scholars 69% Met Typical Growth Goal 53% Met Stretch Goal 63% Had Improved Placement	All Grade Levels -- SED 62% Met Typical Growth Goal 24% Met Stretch Goal Grade K -- All Scholars 33% Met Typical Growth Goal 17% Met Stretch Goal 57% Had Improved Placement Grade K -- Hispanic 16% Met Typical Growth Goal 11% Met Stretch Goal 42% Had Improved Placement Grade K -- English Learners 13% Met Typical Growth Goal 13% Met Stretch Goal 25% Had Improved Placement		disaggregated data.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 1 -- Hispanic 63% Met Typical Growth Goal 53% Met Stretch Goal 68% Had Improved Placement Grade 1 -- English Learners 78% Met Typical Growth Goal 67% Met Stretch Goal 44% Had Improved Placement Grade 1 -- SED 63% Met Typical Growth Goal 47% Met Stretch Goal 58% Had Improved Placement Grade 2 -- All Scholars 83% Met Typical Growth Goal 33% Met Stretch Goal 87% Had Improved Placement Grade 2 -- Hispanic 80% Met Typical Growth Goal 40% Met Stretch Goal 85% Had Improved Placement	Grade K -- SED 20% Met Typical Growth Goal 0% Met Stretch Goal 50% Had Improved Placement Grade 1 -- All Scholars 56% Met Typical Growth Goal 31% Met Stretch Goal 66% Had Improved Placement Grade 1 -- Hispanic 44% Met Typical Growth Goal 6% Met Stretch Goal 56% Had Improved Placement Grade 1 -- English Learners 33% Met Typical Growth Goal 0% Met Stretch Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 2 -- English Learners 100% Met Typical Growth Goal 40% Met Stretch Goal 100% Had Improved Placement Grade 2 -- SED 82% Met Typical Growth Goal 32% Met Stretch Goal 86% Had Improved Placement Grade 3 -- All Scholars 61% Met Typical Growth Goal 19% Met Stretch Goal 77% Had Improved Placement Grade 3 -- Hispanic 57% Met Typical Growth Goal 13% Met Stretch Goal 74% Had Improved Placement Grade 3 -- English Learners 25% Met Typical Growth Goal 0% Met Stretch Goal 63% Had Improved Placement	50% Had Improved Placement Grade 1 -- SED 67% Met Typical Growth Goal 33% Met Stretch Goal 71% Had Improved Placement Grade 2 -- All Scholars 81% Met Typical Growth Goal 44% Met Stretch Goal 75% Had Improved Placement Grade 2 -- Hispanic 86% Met Typical Growth Goal 48% Met Stretch Goal 81% Had Improved Placement Grade 2 -- English Learners 78% Met Typical Growth Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 -- SED 54% Met Typical Growth Goal 8% Met Stretch Goal 73% Had Improved Placement Grade 4 -- All Scholars 56% Met Typical Growth Goal 19% Met Stretch Goal 81% Had Improved Placement Grade 4 -- Hispanic 54% Met Typical Growth Goal 13% Met Stretch Goal 83% Had Improved Placement Grade 4 -- English Learners 40% Met Typical Growth Goal 0% Met Stretch Goal 80% Had Improved Placement Grade 4 -- SED 57% Met Typical Growth Goal 22% Met Stretch Goal 78% Had Improved Placement Grade 5 -- All Scholars	44% Met Stretch Goal 67% Had Improved Placement Grade 2 -- SED 89% Met Typical Growth Goal 47% Met Stretch Goal 74% Had Improved Placement Grade 3 -- All Scholars 34% Met Typical Growth Goal 6% Met Stretch Goal 72% Had Improved Placement Grade 3 -- Hispanic 38% Met Typical Growth Goal 5% Met Stretch Goal 71% Had Improved Placement Grade 3 -- English Learners			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94% Met Typical Growth Goal 38% Met Stretch Goal 94% Had Improved Placement Grade 5 -- Hispanic 91% Met Typical Growth Goal 30% Met Stretch Goal 91% Had Improved Placement Grade 5 -- English Learners 82% Met Typical Growth Goal 18% Met Stretch Goal 91% Had Improved Placement Grade 5 -- SED 96% Met Typical Growth Goal 36% Met Stretch Goal 96% Had Improved Placement Grade 6 -- All Scholars 74% Met Typical Growth Goal 29% Met Stretch Goal 68% Had Improved Placement Grade 6 -- Hispanic	43% Met Typical Growth Goal 0% Met Stretch Goal 57% Had Improved Placement Grade 3 -- SED 38% Met Typical Growth Goal 10% Met Stretch Goal 67% Had Improved Placement Grade 4 -- All Scholars 59% Met Typical Growth Goal 22% Met Stretch Goal 72% Had Improved Placement Grade 4 -- Hispanic 50% Met Typical Growth Goal 21% Met Stretch Goal 67% Had Improved Placement			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		73% Met Typical Growth Goal 23% Met Stretch Goal 65% Had Improved Placement Grade 6 -- English Learners 75% Met Typical Growth Goal 56% Met Stretch Goal 50% Had Improved Placement Grade 6 -- SED 69% Met Typical Growth Goal 27% Met Stretch Goal 62% Had Improved Placement	Grade 4 -- English Learners 38% Met Typical Growth Goal 13% Met Stretch Goal 63% Had Improved Placement Grade 4 -- SED 60% Met Typical Growth Goal 20% Met Stretch Goal 76% Had Improved Placement Grade 5 -- All Scholars 81% Met Typical Growth Goal 31% Met Stretch Goal 81% Had Improved Placement Grade 5 -- Hispanic 83% Met Typical Growth Goal 33% Met Stretch Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			83% Had Improved Placement Grade 5 -- English Learners 80% Met Typical Growth Goal 40% Met Stretch Goal 80% Had Improved Placement Grade 5 -- SED 76% Met Typical Growth Goal 33% Met Stretch Goal 81% Had Improved Placement Grade 6 -- All Scholars 66% Met Typical Growth Goal 25% Met Stretch Goal 59% Had Improved Placement Grade 6 -- Hispanic 57% Met Typical Growth Goal			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9% Met Stretch Goal 48% Had Improved Placement Grade 6 -- English Learners 30% Met Typical Growth Goal 10% Met Stretch Goal 30% Had Improved Placement Grade 6 -- SED 63% Met Typical Growth Goal 17% Met Stretch Goal 54% Had Improved Placement			
3.2	SBAC Mathematics Assessment for Grades 3-6	Based on 2023-2024 SBAC Data for Mathematics: School-wide was 3.6 points above standard (green level), with an increase of 20.4 points. English Learners were 15.8 points below	Based on 2024-2025 SBAC Data for Mathematics: School-wide was XX points above standard (green level), with an increase of XX points.		For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard (yellow level), with an increase of 32.7 points. Hispanics were 7 points below standard (yellow level), with an increase of 22.2 points. Socioeconomically Disadvantaged were 3.7 points above standard (green level), with an increase of 23.7 points. Schoolwide SBAC Date: All Scholars = 46% Met or Exceeded Standard English Learners = 25% Met or Exceeded Standard Hispanic = 42% Met or Exceeded Standard SED = 43% Met or Exceeded Standard Grade 3 All Scholars = 54% Met or Exceeded Standard English Learners = NA Hispanic = 52% Met or Exceeded Standard SED = 52% Met or Exceeded Standard	English Learners were XX points below standard (yellow level), with an increase of XX points. Hispanics were XX points below standard (yellow level), with an increase of XX points. Socioeconomically Disadvantaged were XX points above standard (green level), with an increase of XX points. Schoolwide SBAC Date: All Scholars = 54% Met or Exceeded Standard English Learners = 20% Met or Exceeded Standard Hispanic = 48% Met or Exceeded Standard SED = 50% Met or Exceeded Standard			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 All Scholars = 50% Met or Exceeded Standard English Learners = NA Hispanic = 50% Met or Exceeded Standard SED = 39% Met or Exceeded Standard Grade 5 All Scholars = 42% Met or Exceeded Standard English Learners = 9% Met or Exceeded Standard Hispanic = 35% Met or Exceeded Standard SED = 42% Met or Exceeded Standard Grade 6 All Scholars = 37% Met or Exceeded Standard English Learners = NA Hispanic = 32% Met or Exceeded Standard SED = 37% Met or Exceeded Standard	Grade 3 All Scholars = 59% Met or Exceeded Standard English Learners = NA Hispanic = 57% Met or Exceeded Standard SED = 54% Met or Exceeded Standard Grade 4 All Scholars = 47% Met or Exceeded Standard English Learners = NA Hispanic = 40% Met or Exceeded Standard SED = 42% Met or Exceeded Standard Grade 5 All Scholars = 68% Met or Exceeded Standard English Learners =NA			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic = 64% Met or Exceeded Standard SED = 65% Met or Exceeded Standard Grade 6 All Scholars = 42% Met or Exceeded English Learners = NA Hispanic = 35% Met or Exceeded Standard SED = 36% Met or Exceeded Standard			

Goal Analysis [2024-25]

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

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

For Goal 3, there were no substantive differences in planned actions and actual implementation of these actions. While the end-of-year data will help us determine the effectiveness of our mathematics instruction in the 2024-2025 school year, through formative assessments throughout the school year, we believe there will be strong growth. It is noteworthy that the teachers feel they have more effectively paced their mathematics instruction.

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.

Tbere were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

This will be better analyzed after the end-of-year data has been received and analzyed.

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.

There are no planned changes at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Standards-Aligned Instructional Curriculum	For mathematics instruction, we have adopted common Tier 1 materials across the grade levels. The materials include the following. The cost associated to replace consumables for the materials are also included: * Singapore Math (Grade TK) -- $935.28 * iReady Classroom Common Core (Grades K-6) -- $6,757.50 * Ready Math SBAC Assessment Practice Books (Grades 3-6) -- $612.00 * iReady Computerized Mathematics -- $7,055.00 * Khan Academy (Grades K-6) -- $0.00 With increased enrollment, estimated to be $25,000.00.	$25,000.00	No
3.2	Additional Instructional Resources for Mathematics	Additional instructional resources for mathematics include the following, with the expectation that teachers will discover and request new resources during the three-year cycle of the LCAP. Resources used at this time include the following: * xTra Math (Grades 3-4) -- $500.00 * Prodigy (Grades 1-6) -- $0.00	$9,377.28	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Additional Classroom Materials to Support Mathematics and Project-Based Learning	The purchase of mathematical tools and manipulatives needs to be supported each year. It is estimated that each grade level will require approximately $1,000.00 worth of materials, for a total of $13,000.00.	$13,000.00	No
3.4	Professional Development to Support Effective Mathematics Instruction	To enhance our scholars' depth of understanding of mathematics, providing our instructional staff with a deeper understanding of how to integrate Cognitive Guided Instruction (CGI) is needed. This will be provided with a train-the-trainer model with a teacher selected from the primary grades, upper grades, and the coordinator for the Teacher Residency Program. We have also partnered with UCLA for CGI Professional Development for the 2025-2026 school yer.	$15,931.00	Yes
3.5	Parent/Guardian Workshops to Support Mathematics at Home	Parent/guardian workshops to support mathematics at home will be provided by the classroom teachers and instructional support staff. Costs associated with the workshops will primarily involve materials for home use, snacks, and child care. The Mathematics Parent Workshops will be supported with instructional materials, child care, and food.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	English Learners will progress in English language acquisition through designated and integrated ELD and differentiated, individualized, and personalized instruction with the goal of reclassification to Fluent English Proficient within six years of entry into a school in the United States. Growth will be measured by various formative assessments and disaggregated data from the English-Language Arts iReady and SBAC assessments, as well as performance on the ELPAC.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the 2023-2024 California Dashboard, The progress of English Learners at VMCS resulted in a Red Indicator, which appears to follow a statistical pattern of a strong year (Blue Indicator in 2022-2023) followed by a challenging year (Red Indicator in 2023-2024). This was surprising because we did observe growth with our English Learners in English Language Arts, Mathematics, and English language proficiency. The progress can be summarized as follows:

* English Language Arts -- English Learners at the school have shown improvement in meeting grade-level standards in English Language Arts. They have increased their performance by 32.7 points, which is 15.8 points below standard rather than the previous year's 48.5 points below standard.

* Mathematics: English Learners have also made progress in meeting grade-level standards in Mathematics. They have increased their performance by 22.0 points, which is 29.7 points below the standard rather than the previous year's 51.7 points below standard.

* English Learner Progress Indicator: The percentage of English Learners making progress towards English language proficiency decreased by 13.9%. Currently, 43.9% of English Learners at the school are making progress towards English language proficiency. This appears to run

counter to their growth in English Language Arts, but it is based on their performance on the ELPAC. We will need to revisit our scholars' English Language Development support, as well as their preparation for the ELPAC.

While the academic growth and English acquisition of our English Learners are encouraging, there is still a need to accelerate their growth in English Language Arts in order for them to qualify for redesignation prior to exiting elementary school. There are a number of scholars who appear to be "stuck" at Level 2 (Standard Nearly Met) in English Language Arts, when they need to perform at a Level 3 (Standard Met) or Level 4 (Standard Exceeded) to be redesignated. It is our goal for scholars to not become labeled as Long-Term English Learners (LTEL), which can occur if they are not redesignated after six years of formal education in the United States. This categorization could occur as early as fifth grade if transitional kindergarten counts in this calculation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	iReady Reading Assessments for Grades K-6 (Disaggregated by English Learners)	Because of the smaller sample of English Learners (57 scholars), schoolwide English Learner data will be used to establish the baseline for growth. All Grade Levels -- English Learners 57% Met Typical Growth Goal 30% Met Stretch Goal	Because of the smaller sample of English Learners (53 scholars), schoolwide English Learner data will be used to establish the baseline for growth. All Grade Levels -- English Learners 55% Met Typical Growth Goal 40% Met Stretch Goal		For 2026-2027 EOY iReady Reading Assessment: For English Learners, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement.	
4.2	iReady Mathematics Assessments for Grades	Because of the smaller sample of English Learners (57 scholars),	Because of the smaller sample of English Learners		For 2026-2027 EOY iReady	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	K-6 (Disaggretated by English Learners)	schoolwide English Learner data will be used to establish the baseline for growth. All Grade Levels -- English Learners 65% Met Typical Growth Goal 28% Met Stretch Goal	(53 scholars), schoolwide English Learner data will be used to establish the baseline for growth. All Grade Levels -- English Learners 43% Met Typical Growth Goal 17% Met Stretch Goal		Mathematics Assessment: For English Learners, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement.	
4.3	SBAC English Language Arts Assessment for Grades 3-6 (Disaggregated by English Learners)	Based on the 2023–2024 SBAC results, English Learners performed as follows: 29% met or exceeded the standard in ELA. 71% nearly met or did not meet the standard in ELA.	Based on the 2024–2025 SBAC results, English Learners performed as follows: 36% met or exceeded the standard in ELA. 64% nearly met or did not meet the standard in ELA.		For the 2026-2027 EOY SBAC English Language Assessment for Grades 3-6, the goal is to at least match the performance of the State of California for English Learners.	
4.4	SBAC for English Language Arts Assessment for Grades 3-6 (Disaggregated by	Based on the 2023–2024 SBAC results, Reclassified English	Based on the 2024–2025 SBAC results, Reclassified		For the 2026-2027 EOY SBAC English Language Arts Assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reclassified English Learners)	Learners performed as follows: 74% met or exceeded the standard in ELA. 26% nearly met or did not meet the standard in ELA.	English Learners performed as follows: 95% met or exceeded the standard in ELA. 5% nearly met or did not meet the standard in E56.		for Grades 3-6, Reclassified English Learners should be proficient or advanced in ELA, and this should result in achieving the standard (green level).	
4.5	SBAC Mathematics Assessment for Grades 3-6 (Disaggregated by English Learners)	Based on the 2023–2024 SBAC results, English Learners performed as follows: 25% met or exceeded the standard in math. 75% nearly met or did not meet the standard in math.	Based on the 2024–2025 SBAC results, English Learners performed as follows: 20% met or exceeded the standard in math. 80% nearly met or did not meet the standard in math.		For the 2026-2027 EOY SBAC Mathematics Assessment for Grades 3-6, the goal is to at least match the performance of the State of California for English Learners.	
4.6	SBAC Mathematics Assessment for Grades 3-6 (Disaggregated by Reclassified English Learners)	Based on the 2023–2024 SBAC results, English Learners performed as follows: 56% met or exceeded the standard in math.	Based on the 2024–2025 SBAC results, Reclassified English Learners performed as follows:		For the 2026-2027 EOY SBAC Mathematics Assessment for Grades 3-6, Reclassified English Learners should be proficient or advanced in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% nearly met or did not meet the standard in math.	85% met or exceeded the standard in math. 15% nearly met or did not meet the standard in math.		Mathematics, and this should result in achieving the standard (green level).	
4.7	Student English Language Acquisition Results from Summative ELPAC	Based on the 2023-2024 English Learner Progress Indicator (ELPI), the following percentages were reported for the 57 English Learners: 11% Decreased at least one ELPI Level 51% Maintained ELPI Level 36% Progressed at least one ELPI Level	Based on the 2024-2025 English Learner Progress Indicator (ELPI), the following percentages were reported for the 50 English Learners: X% Decreased at least one ELPI Level X% Maintained ELPI Level X% Progressed at least one ELPI Level		Based on 2026-2027 English Learner Progress Indicator (ELPI), the following percentages are anticipated: 0% Decreased at least one ELPI Level 20% Maintained ELPI Level 80% Progressed at least one ELPI Level	

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. We did find the online version of GLAD Trainings were not as effective in evoking changes in practices with English Learners as we had hoped.

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 materials differences.

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

We did determine growth in our English Learners progress in English language arts, as well as mathematics.

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.

We need to be more consistent in terms of when we redesignate our scholars to avoid data distortions.

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
4.1	Instructional Materials to Support English Learners during small group, designated ELD	English Learners receive 30 minutes of small group, designated ELD instruction on a daily basis, and teachers request specific materials to support their instruction, including charts, realia, bilingual books, computer programs, etc. Per classroom, the allocated budget is $1,000, or $13,000 total.	$12,076.43	Yes
4.2	Professional Development for Teaching English Learners	Our instructional staff continue to seek out effective pedagogy to meet the needs of English Learners at all grade levels.	$6,206.00	Yes
4.3	Parent/Guardian Workshops to Support English Language Development at Home	Parent/guardian workshops to support English Language Development at home will be provided by the TOSAs and instructional support staff. Costs associated with the workshops will primarily involve materials for home use, snacks, and child care.	$0.00	Yes
4.4	Parent/Guardian ESL Classes	While there are a number of ESL classes in the area, having VMCS parents learn English together has benefits in terms of peer support and	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community building. Therefore, VMCS will provide ESL support to parents through both computer and personalized approach.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Help scholars discover their interests and talents and transform them into strengths through character development and mentoring by coordinating field trips, GATE mentoring, P.E. Programs, Project-Based Learning, and after-school programming and electives (VAPA, STEAM, and Life Skills).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

VMCS focuses on the development of our scholars' strengths. At the elementary-school level, this entails having our scholars experience many forms of enrichment during the day and outside of school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Physical Fitness Test Scores	Based on Gr. 5 2023-2024 Data: * Aerobic Capacity (Pacer Test) -- 84% * Abdominal Strength (Curl Up)-- 86%	Based on Gr. 5 2024-2025 Data: * Aerobic Capacity (Pacer Test) -- 87%		Based on the Gr. 5 2026-2027 Data: * Aerobic Capacity (Pacer Test) -- Equal to/Greater than 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Trunk Extensor Strength -- 96% * Upper Body Strength (Push Up) -- 64% * Flexibility -- 71%	* Abdominal Strength (Curl Up)-- 90% * Trunk Extensor Strength -- 100% * Upper Body Strength (Push Up) -- 62% * Flexibility -- 77%		* Abdominal Strength (Curl Up) -- Equal to/Greater than 80% * Trunk Extensor Strength -- Equal to/Greater than 80% * Upper Body Strength (Push Up) -- Equal to/Greater than 80% * Flexibility -- Equal to/Greater than 80%	
5.2	Project-Based Learning Data	For 2023-2024, the number of PBL projects that were completed per each grade level was at least three: * Grade TK -- Yes * Grade K -- Yes * Grade 1 -- Yes * Grade 2 -- Yes * Grade 3 -- Yes * Grade 4 -- Yes * Grade 5 -- Yes * Grade 6 -- Yes	For 2024-2025, the number of PBL projects that were completed per each grade level was at least two: * Grade TK -- Yes * Grade K -- Yes * Grade 1 -- Yes * Grade 2 -- Yes * Grade 3 -- Yes * Grade 4 -- Yes * Grade 5 -- Yes * Grade 6 -- Yes For the 2024 - 2025 school year, the expectation		For 2026-2027, the number of PBL projects that will be completed per each grade level was at least three: * Grade TK -- Yes * Grade K -- Yes * Grade 1 -- Yes * Grade 2 -- Yes * Grade 3 -- Yes * Grade 4 -- Yes * Grade 5 -- Yes * Grade 6 -- Yes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			was shifted from three projects to two. The reason for this was to give teacher the space to expand their projects to reach the gold standard of PBL. This included the requirement that every project was required to have real world application. Teacher were asked to do a short term project and a long term project. For the 2025 - 2026 school year, the expectation will go back to three projects per class, per year.			
5.3	Field Trip Evaluations	No baseline data collected for 2023-2024. Surveying the teachers after each field trip will be initiated in 2024-2025.	Although a formal documentation process was not in place, verbal debriefs occurred after each field trip between the classroom teacher and the field trip coordinator. These		For 2026-2027, we would like the attending staff to respond with 85% Agree/Strongly in the following areas for each of their grade level's field trips:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			discussions included: * Potential changes or adjustments for future implementation * Alignment of the field trip with curriculum goals and recommendations for improvement * Staff performance and support during the trip * Overall experience and effectiveness of the trip This year, feedback was received noting the following overal trends: To formalize and streamline the reflection process, the field trip		* The field trip was aligned curricularly with the grade level. * The scholars were prepared well for the field trip. * The docents/guides were well-versed in the content. * The field trip engaged the scholars in actively learning. * The scholars were debriefed effectively by the teacher. * This is a field trip that should be repeated in the next year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			coordinator—working in collaboration with the assistant director—will introduce a standardized Google Forms survey. Each classroom teacher will be expected to complete the survey within one week of conducting a field trip.			
5.4	GATE Program Survey	GATE scholars (16) responded to survey questions, with the following results: * Did you enjoy the 1st trimester project? -- 100% Yes * Did you enjoy the 2nd trimester project? -- 100% Yes * Did you enjoy the 3rd trimester project -- 93.8% Yes * Did you enjoy the community service project -- 100% Yes	The GATE scholars did not complete a survey for the 2024-2025 school year. It will be implemented during the 2026-2027 school year.		For 2026-2027, we would like to sustain the high level of responses from our GATE scholars in the range of 95%-100%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	ASES Survey	22 of our 34 staff members responded to the ASES Survey, with the following results for Agree/Strongly Agree: * Creates an environment where scholars are safe and supported -- 86.4% * Scholars build skills in a variety of subjects -- 90.9% * Provides an active and engaging learning environment -- 95.4% * Scholars gain and use leadership skills -- 77.2% * Opportunities for collaborative partnerships -- 81.8% * Quality staff -- 95.4% * Adequate program management -- 86.3% * Increase in STEAM skills -- 81.8% * Increase in ELA skills -- 72.7% * SEL skills and support -- 50%	6 of our 20 certificated staff members responded to the ASES Survey, with the following results for Agree/Strongly Agree: * Creates an environment where scholars are safe and supported -- 100% * Scholars build skills in a variety of subjects -- 100% * Provides an active and engaging learning environment -- 100% * Scholars gain and use leadership skills -- 83.3%% * Opportunities for collaborative partnerships -- 83.3% * Quality staff -- 100% * Adequate program management -- 100%		For 2026-2027, survey results will be 90% or above for Agree/Strongly Agree.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Increase in STEAM skills -- 83.3% * Increase in ELA skills -- 16.7% * SEL skills and support -- 66.7%			

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. Our after-school programing with electives on Mondays, Wednesdays, and Fridays and PBL on Tuesdays and Thursdays is an effective approach, and has resulted in an over-subscription to the program. We did attempt to hold Saturday sessions using ELOP funds and determined it was not a good scheduling match for our 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 was not a material difference between budgeted expenditures and estimated actual expenditures.

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

Our scholars continue to improve their physical fitness through our classes, as well as various offerings in sports.

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.

We will continue on our current path, but will always be open to refinements.

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
5.1	P.E./VAPA Classes	For a total of 90 minutes per week, a P.E. teacher will work with each class. For a total 0f 90 minutes per week, a VAPA Specialist in the area of music appreciation and visual arts will work with each class. For an additional 45 minutes, a TOSA will work with each class on digital citizenship and technology skills. This also serves as preparation/collaboration time for classroom teachers.	$4,777.00	No
5.2	Field Trips Transportation	Each class will experience one field trip per trimester for a total of three field trips in a school year. While parents/guardians are asked to donate and fund raise to support field trips, funds are set aside to fill any gaps.	$28,993.00	No
5.3	Field Trips Fees		$29,007.00	No
5.4	Project-Based Learning (PBL)	With the support of a TOSA in collaboration with the classroom teachers with a focus on PBL implementation, each trimester scholars will be involved in PBL that is cross-curricular in design and includes the essential components of quality PBL, as well as the infusion of the 5 Cs (critical thinking, creativity, communication, collaboration, and community service). Each class is provided a budget, which was indicated in Goals 1 and 2.	$43,063.64	No
5.5	GATE	Grades 3-6 scholars who have been identified as GATE are provided additional mentoring, including support for a PBL experience of their own choosing.	$0.00	No
5.6	After-School Electives and PBL	The offering of after-school electives helps our scholars discover their interests and talents and transform them into strengths through mentoring and character development. Additionally, there will be after-school electives. The salary of the coordination was included in Goal 1. The remaining funds to support the program are included here.	$55,886.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Summer Academy	Each summer, VMCS offers two Summer Academy sessions. The first session focuses on English Language Arts, and the second session focuses on Mathematics. There is also an after-school program, as well as field trips. Additionally, there will be a Winter Academy in 2026.	$284,830.50	No
5.8	Special Events	There are a number of special and memorable school events, including Snow Day and the Labrador Gala. Although these events are mostly paid for by F.A.S.T., school funds are used to support the Snow Day.	$8,473.00	No
5.9	School Uniforms	School uniforms are provided to any families who cannot afford them, which primarily involves scholars who are Foster Youth and/or Low Income.	$2,706.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	VMCS runs an effective, efficient, and safe school operation through the use of internal and external resources. While these expenditures have not been included in past LCAPs, they are provided here for great transparency in the use of funds provided to our school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

For full budgetary transparency, all expenditures not covered in Goals 1-5 are included in Goal 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Budgetary Reports Demonstrating Fiscal Solvency	Balanced Budget with Strong Reserves	Balanced Budget with Strong Reserves		Continued Balanced Budget	
6.2	Facility Inspection Tool (FIT)	Facility Passed the Inspection using FIT	Facility Passed the Inspection using FIT		Continued Facility Passing using FIT	
6.3	Computer:Scholar Ratio	1:1 Ratio	1:1 Ratio		Continued 1:1 Ratio	

Goal Analysis [2024-25]

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

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

Budget soundness continues to be a strength of VMCS.

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

The differences were not substantial.

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

The budget continues to be sound, and we have a strong reserve.

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.

We know that with our location in a temporary site while we await the modernization of our newly purchased building, there will be unexpected expenses, and we are fortunate that we have reserves.

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
6.1	Noninstructional Materials and Supplies	Noninstructional Materials and Supplies	$16,274.00	No
6.2	School Uniforms	School Uniforms	$21,444.00	No
6.3	Custodial Supplies	Custodial Supplies	$24,266.00	No
6.4	Office Supplies	Office Supplies	$3,746.00	No
6.5	Noncapitalized Equipment	Noncapitalized Equipment	$40,232.00	No
6.6	Classroom Furniture	Classroom Furniture	$63,383.26	No

Action #	Title	Description	Total Funds	Contributing
6.7	Computers and Computer Equipment	Computers and Computer Equipment	$63,383.26	No
6.8	Food	Food	$6,259.00	No
6.9	District Oversight Fees	District Oversight Fees	$54,459.33	No
6.10	Health Screening Services		$1,626.00	No
6.11	Dues and Memberships	Dues and Memberships	$28,587.00	No
6.12	Subscriptions	Subscriptions	$33,181.00	No
6.13	Licenses and Fees	Licenses and Fees	$57,477.00	No
6.14	Other Insurance	Other Insurance	$212,849.00	No
6.15	Operations and Housekeeping Services	Operations and Housekeeping Services	$3,283.00	No
6.16	Janitorial & Gardening Services	Janitorial & Garderning Services	$21,750.00	No
6.17	Security	Security	$22,146.00	No

Action #	Title	Description	Total Funds	Contributing
6.18	Technology Services	Technology Services	$9,429.00	No
6.19	Equipment Lease	Equipment Lease and Operating	$29,881.00	No
6.20	Rent, Parking, Other Occupancy	Rent, Parking, Other Occupancy	$224,204.00	No
6.21	Utilities	Utilities	$71,410.00	No
6.22	Repairs	Repairs	$105,171.00	No
6.23	Consulting Services/Operating Expenditures	Consulting Services/Operating	$110,072.00	No
6.24	Accounting	Accounting	$16,814.00	No
6.25	Business Services	Business Services	$179,715.79	No
6.26	Investment Fees		$1,727.00	No
6.27	Bank Charges	Bank Charges	$3,316.00	No
6.28	Payroll Fees	Payroll Fees	$19,201.00	No
6.29	Legal	Legal	$49,994.00	No

Action #	Title	Description	Total Funds	Contributing
6.30	Fingerprinting	Fingerprinting	$3,867.00	No
6.31	Translation and Interpretation	Translation and Interpretation	$1,925.00	Yes
6.32	Recruitment/Advertising	Recruitment/Advertising	$6,620.00	No
6.33	Staff Recruitment	Staff Recruitment	$157.00	No
6.34	Website Development/Maintenance	Website Development/Maintenance	$7,295.00	No
6.35	Software	Software	$2,167.00	No
6.36	Postage, Shipping, Delivery	Postage, Shipping, Delivery	$915.00	No
6.37	Printing and Copying	Printing and Copying	$1,867.00	No
6.38	Telephone and Telecommunications	Telephone and Telecommunications	$24,172.00	No
6.39	Internet Services	Internet Services	$6,682.00	No
6.40	Fundraising	Fundraising	$314.00	
6.41		Student Information System		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,245,037	$

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
29.637%	0.673%	$17,248.00	30.310%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Social-Emotional Workshops and Support for Parents/Guardians **Need:** * Parent workshops to manage challenging behaviors at home * English as a Second Language classes * Life skills development -- CPR, first aid, business skills, finances, etc.	Families facing socioeconomic challenges and providing support to English Learners and/or Foster Youth typically require additional resources from a community school. This includes parent training and family coaching, as well as child care and meals to remove barriers to attending parent trainings. Rather than select the parents who would benefit from this support, which could feel uncomfortable to some parents, the workshops need to be open to all parents. However, certain	* Attendance Sheets * Exit Surveys and Interviews

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Child care to support meeting attendance * Food to support meeting attendance **Scope:** LEA-wide Schoolwide	parents will be persuaded to attend if the school staff believes it would be beneficial for all parents.	
1.7	**Action:** General Education Counselor **Need:** Although we do not have many scholars falling under the category of Foster Youth, many of our scholars are English Learners and the majority of our scholars are from socioeconomically disadvantaged families. The stressors they experience tend to be greater than the general population. Therefore, more support from the counselor tends to be needed. **Scope:** LEA-wide Schoolwide	The unduplicated scholars receiving counseling support will benefit from the additional support. Some of the counseling support is provided in a group setting, which includes scholars who do not fall into the unduplicated scholar count.	Log of services provided in an individual and small group setting and classroom SEL support.
1.10	**Action:** Community Liaison **Need:** Many parents/guardians who are struggling socioeconomically and supporting scholars who are English Learners and/or Foster Youth feel overwhelmed when it comes to supporting their scholars' education and social-emotional	Although the community liaison will provide support to all parents/guardians, s/he will be aware of and provide additional support to families who are struggling socioeconomically and who have scholars who are English Learners and/or Foster Youth.	* Contact Logs * Survey of quality of Support

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs. While this is addressed in a separate action (1.4), having a community liaison to support families and the implementation of the California Community Schools and Partnership Program will improve our outreach to families in need. **Scope:** LEA-wide Schoolwide		
1.15	**Action:** Instructional Assistants -- General Education **Need:** Scholars with socioeconomic challenges, limited English, and/or foster identification typically require additional academic and/or social-emotional support. **Scope:** LEA-wide Schoolwide	Because each of our classrooms serves a large number of socioeconomically challenged scholars and English Learners, providing instructional assistant support on a schoolwide basis is more effective and efficient. We are a school in which the majority of our enrollment is comprised of scholars belonging to an identified student group.	Academic growth data in English-language arts, mathematics, and sciende will be analyzed, as well as growth in English acquisition for English Learnrs.
1.23	**Action:** Teachers on Special Assignment (TOSAs) **Need:** A number of scholars continue to struggle academically, particularly in English Language Arts. Additionally, our English Learners need to receive additional support to avoid being classified as Long-Term English Learners in Grade 5. The TOSAs provide additional support with small group instruction, with a	Because we are a school-wide Title 1 Program with approximately 73.4% Socioeconomically Disadvantaged and 23.7% English Learners, providing support to these subgroups is most effective and efficient if they are implemented schoolwide.	* Growth in ELA metrics * Growth in English acquisition * Rate of redesignation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focus on English Language Arts and designated English Language Development. **Scope:** LEA-wide Schoolwide		
1.26	**Action:** Coordinator for Community School **Need:** Many parents/guardians who are struggling socioeconomically and supporting scholars who are English Learners and/or Foster Youth feel overwhelmed when it comes to supporting their scholars' education and social-emotional needs. While this is addressed in a separate action (1.4), having a coordinator to support families and the implementation of the California Community Schools and Partnership Program will improve our outreach to families in need. **Scope:** LEA-wide Schoolwide	Although the coordinator will provide support to all parents/guardians, s/he will be aware of and provide additional support to families who are struggling socioeconomically and who have scholars who are English Learners and/or Foster Youth.	* Contact logs * Calendar of activities and attendance * Yearly survey of grant implementation and effectivenss
2.5	**Action:** Additional Instructional Resources for English Language Arts **Need:** Many of our English Learners and Low Income scholars struggle with grade level text. To provide support for differentiated instruction,	While the materials will be purchased to meet the needs of English Learners and low income scholars, other scholars will have access to the materials.	* Improved scores on i-Ready assessments * Improved scores on SBAC for English language arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers are encouraged to purchase materials that may better meet the needs of individual scholars. **Scope:** LEA-wide Schoolwide		
2.7	**Action:** Professional Development for Instructional Staff **Need:** Our teachers needs to continuously explore how to better meet the needs of scholars who are struggling in English language arts in reading and writing. For this reason, staff members will be offered opportunities to attend professional development. **Scope:** LEA-wide Schoolwide	While the focus is learning more effective pedagogy to support English Learners and low income scholars, the approach will ultimately benefit all in the classroom.	* Improved iReady reading scores. * Improved SBAC reading scores.
3.2	**Action:** Additional Instructional Resources for Mathematics **Need:** Our scholars need more hands-on experiences when learning mathematics, especially our English Learners and low income scholars.	Although additional manipulatives will greatly benefit our English Learners and low income scholars, other scholars will also have access to the materials.	* iReady improves scores in mathematics * SBAC improves scores in mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.4	**Action:** Professional Development to Support Effective Mathematics Instruction **Need:** Our subgroups, especially our English Learners and Low Income scholars, are struggling to find mathematics to be meaningful. We hope that with training in CGI, we will be able to engage our scholars more during mathematics lessons. **Scope:** LEA-wide Schoolwide	While the focus of this CGI professional development is on our English Learners and low income scholars, we know all scholars will end up benefitting by the teachers' implementation of new strategies for making mathematics meaningful.	* i-Ready Math Scores disaggregated by subgroups * SBAC Math Scores disaggregated by subgroups

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
4.1	**Action:** Instructional Materials to Support English Learners during small group, designated ELD **Need:**	VMCS has not found an ELD Program that effectively meets the needs of our scholars for the small group, designated ELD block. Therefore, teachers will be given a budget to puchase any needed instructional materials to meet the needs of their English Learners.	* ELA growth as measured by the iReady data * ELA growth as measure by the SBAC ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners require additional materials to help them with their English acquisition during small group, designated ELD. While the VMCS data is demonstrating stronger than State growth in making progress towards English language proficiency, we want to maintain and accelerate the current momentum. **Scope:** Limited to Unduplicated Student Group(s)		* California Dashboard data based on Summative ELPAC data
4.2	**Action:** Professional Development for Teaching English Learners **Need:** Teachers continue to seek effective instructional resources and strategies to meet the needs of English Learners. **Scope:** Limited to Unduplicated Student Group(s)	While our scholars make strong progress in English language acquisition, they often get "stuck" at Below Basic on various assessment measures. Professional development for all teachers is needed. Project GLAD is one area in which many staff members have been trained, but there may be a need to better activate this training.	* ELA growth as measured by the iReady data * ELA growth as measure by the SBAC ELA * California Dashboard data based on Summative ELPAC data
4.3	**Action:** Parent/Guardian Workshops to Support English Language Development at Home **Need:** Parents/guardians of English Learners have asked for workshops on how to help their scholars academically. **Scope:** Limited to Unduplicated Student Group(s)	Through parent/guardian workshops, English learners will get additional support and motivation at home with their parents' engagement.	* ELA growth as measured by the iReady data * ELA growth as measure by the SBAC ELA * California Dashboard data based on Summative ELPAC data * Surveys of parents of English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Parent/Guardian ESL Classes **Need:** Parents/guardians have expressed a desire to improve their skills in English. **Scope:** Limited to Unduplicated Student Group(s)	Parents/guardians will be more equipped to support their scholars if they improve their mastery of English.	* ELA growth as measured by the iReady data * ELA growth as measure by the SBAC ELA * California Dashboard data based on Summative ELPAC data * Surveys of parents of English Learners
5.9	**Action:** School Uniforms **Need:** School uniforms will be provided to families who cannot afford to purchase them. **Scope:** Limited to Unduplicated Student Group(s)	This provides a sense of inclusiveness for impacted scholars.	The only metric is the yearly cost for providing this support.
6.31	**Action:** Translation and Interpretation **Need:** Families who do not speak English need to have access to all school-related information. While the bilingual staff is typically sufficient to meet this need, at times we need to bring in a professional translator for more complex issues. **Scope:** Limited to Unduplicated Student Group(s)	Typically, the need is English/Spanish translation.	Log of when translation support (oral or written) is brought in for a family.

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.

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.

Vibrant Minds Charter School is a one-school district, so this section is not applicable to us.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,200,896	$1,245,037	29.637%	0.673%	30.310%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,157,698.00	$1,111,503.96	$0.00	$166,088.74	$6,435,290.70	$3,366,988.96	$3,068,301.74

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attendance/Punctuality Incentives, Consequences, and Recognition	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$6,786.00		$6,786.00			$6,786.00	
1	1.2	School Attendance Review Team (SART) and School Attendance Review Board (SARB) Implementation	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$0.00	$0.00				$0.00	
1	1.3	Positive Behavioral Interventions and Supports (PBIS) Program -- Reward System	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$5,779.00		$5,779.00			$5,779.00	
1	1.4	Social-Emotional Workshops and Support for Parents/Guardians	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School	August 18, 2025-June 12, 2026	$50,000.00	$0.00				$50,000.00	$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grades TK-6									
1	1.5	Social-Emotional Professional Development and Support for Staff	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$25,000.00	$0.00				$25,000.00	$25,000.00	
1	1.6	Guest Speakers/Performances with an Emphasis on Self-Acceptance and Acceptance of Others	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$10,000.00	$0.00				$10,000.00	$10,000.00	
1	1.7	General Education Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter SchoolVibrant Minds Charter School Grades TK-6Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.8	School Psychologist	Students with Disabilities	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$83,000.00	$0.00		$83,000.00			$83,000.00	
1	1.9	Bilingual Office Support	All	No			All Schools Specific Schools:	July 1, 2025-June 30, 2026	$116,160.00	$0.00	$116,160.00				$116,160.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vibrant Minds Charter School Grades TK-6									
1	1.10	Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$42,240.00	$0.00	$42,240.00				$42,240.00	
1	1.11	Meal Clerk	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$21,310.00	$0.00	$21,310.00				$21,310.00	
1	1.12	Custodians	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026 (204 Days Total)	$56,457.00	$0.00	$56,457.00				$56,457.00	
1	1.13	Maintenance/Repair	All	No				July 1, 2025-June 30, 2026	$33,456.00	$0.00	$33,456.00				$33,456.00	
1	1.14	Playground Supervisor	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$57,693.00	$0.00	$57,693.00				$57,693.00	
1	1.15	Instructional Assistants - - General Education	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools Specific	July 1, 2025-June 30, 2026	$349,299.36	$0.00	$349,299.36				$349,299.36	

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
			Low Income		wide	Low Income	Schools: Vibrant Minds Charter School Grades TK-6									
1	**1.16**	Instructional Assistants -- Special Education	Students with Disabilities	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$150,471.00	$150,471.00				$150,471.00	
1	**1.17**	Physical Education Teacher	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$67,117.00	$0.00	$67,117.00				$67,117.00	
1	**1.18**	VAPA Specialists (Visual Arts and Music Appreciation)	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$32,329.00		$32,329.00			$32,329.00	
1	**1.19**	Resident Teachers -- General Education	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades 4-5	July 1, 2025-June 30, 2026	$80,000.00	$0.00		$80,000.00			$80,000.00	
1	**1.20**	Resident Teachers -- Special Education	Students with Disabilities	No			All Schools Specific Schools: Vibrant	2026-2027 School Year	$0.00	$0.00	$0.00	$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Minds Charter School Grades TK-6									
1	**1.21**	Classroom Teachers -- General Education	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$1,025,962.00	$0.00	$1,025,962.00				$1,025,962.00	
1	**1.22**	Special Education Staff	Students with Disabilities	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$155,709.60	$0.00		$123,687.00		$32,022.60	$155,709.60	
1	**1.23**	Teachers on Special Assignment (TOSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$256,676.00	$0.00	$256,676.00				$256,676.00	
1	**1.24**	Teacher on Special Assignment -- Project-Based Learning	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$74,489.00	$0.00	$74,489.00				$74,489.00	
1	**1.25**	Coordinator for After-School Program	All	No			All Schools Specific Schools: Vibrant Minds Charter	July 1, 2025-June 30, 2026	$62,000.00	$0.00		$62,000.00			$62,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School Grades TK-6									
1	1.26	Coordinator for Community School	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$62,000.00	$0.00	$62,000.00				$62,000.00	
1	1.27	Coordinator for Teacher Residency Program	All Grades TK-6	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$93,451.00	$93,451.00				$93,451.00	
1	1.28	Assistant Director	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$102,771.00	$102,771.00				$102,771.00	
1	1.29	Executive Director	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$80,245.00	$80,245.00				$80,245.00	
1	1.30	Technology/Media Support	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades	July 1, 2025-June 30, 2026	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-6									
1	**1.31**	Student Information System -- Aeries	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$29,519.00	$29,519.00				$29,519.00	
1	**1.32**	Induction Program	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$14,400.00				$14,400.00	$14,400.00	
1	**1.33**	University Classes for Resident Teachers	All	No			Specific Schools: Vibrant Minds Charter School Grades 4-5	July 1, 2025-June 30, 2026	$0.00	$50,000.00		$50,000.00			$50,000.00	
1	**1.34**	Stipends for Teacher Leaders/Curriculum Developers						July 1, 2025-June 30, 2026	$0.00	$99,850.00	$99,850.00				$99,850.00	
1	**1.35**	Employee Benefits Classified	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$135,508.00	$0.00	$135,508.00				$135,508.00	
1	**1.36**	Employee Benefits Certificated	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades	July 1, 2025-June 30, 2026	$600,987.00	$0.00	$600,987.00				$600,987.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-6									
2	**2.1**	Standards-Aligned Instructional Curriculum	All	No			All Schools Specific Schools: Vibrant Minds Charter School TK-6	July 1, 2025-June 30, 2026	$0.00	$25,000.00		$25,000.00			$25,000.00	
2	**2.2**	History-Social Science Curriculum	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades 2-6	July 1, 2025-June 30, 2026	$0.00	$21,285.00		$21,285.00			$21,285.00	
2	**2.3**	Science Curriculum	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades K-6	July 1, 2025-June 30, 2026	$0.00	$32,242.00	$32,242.00				$32,242.00	
2	**2.4**	Classroom Libraries	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$8,876.82		$8,876.82			$8,876.82	
2	**2.5**	Additional Instructional Resources for English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$13,712.43				$13,712.43	$13,712.43	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Additional Classroom Materials to Support English Language Arts and Project-Based Learning	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$77,421.00	$77,421.00				$77,421.00	
2	2.7	Professional Development for Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$15,500.00	$15,500.00				$15,500.00	
2	2.8	Parent/Guardian Workshops to Support Reading and Writing at Home	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$0.00	$0.00				$0.00	
3	3.1	Standards-Aligned Instructional Curriculum	All	No			All Schools Specific Schools: Vibrant Minds Charter School	July 1, 2025-June 30, 2026	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.2	Additional Instructional Resources for Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$9,377.28	$500.00			$8,877.28	$9,377.28	
3	3.3	Additional Classroom Materials to Support Mathematics and Project-Based Learning	All	No			All Schools Specific Schools:	July 1, 2025-June 30, 2026	$0.00	$13,000.00	$13,000.00				$13,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vibrant Minds Charter School Grades TK-6									
3	3.4	Professional Development to Support Effective Mathematics Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$15,931.00	$15,931.00				$15,931.00	
3	3.5	Parent/Guardian Workshops to Support Mathematics at Home	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2024-June 30, 2025	$0.00	$0.00	$0.00				$0.00	
4	4.1	Instructional Materials to Support English Learners during small group, designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$12,076.43				$12,076.43	$12,076.43	
4	4.2	Professional Development for Teaching English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$6,206.00	$6,206.00				$6,206.00	
4	4.3	Parent/Guardian Workshops to Support English Language Development at Home	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools Specific Schools: Vibrant Minds	July 1, 2025-June 30, 2026	$0.00	$0.00	$0.00				$0.00	10

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
					s)		Charter School Grades TK-6									
4	**4.4**	Parent/Guardian ESL Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$0.00	$0.00				$0.00	10
5	**5.1**	P.E./VAPA Classes	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$4,777.00		$4,777.00			$4,777.00	
5	**5.2**	Field Trips Transportation	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$28,993.00	$28,993.00				$28,993.00	
5	**5.3**	Field Trips Fees	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 12, 2026	$0.00	$29,007.00	$29,007.00				$29,007.00	
5	**5.4**	Project-Based Learning (PBL)	All	No			All Schools Specific Schools: Vibrant Minds Charter School	August 18, 2025-June 12, 2026	$0.00	$43,063.64		$43,063.64			$43,063.64	

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
							Grades TK-6									
5	**5.5**	GATE	Students with Disabilities GATE	No			All Schools Specific Schools: Vibrant Minds Charter School Grades 3-6	August 18, 2025-June 30, 2026	$0.00	$0.00	$0.00				$0.00	
5	**5.6**	After-School Electives and PBL	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	August 18, 2025-June 30, 2026	$0.00	$55,886.00		$55,886.00			$55,886.00	
5	**5.7**	Summer Academy	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 7-August 8, 2025 and January 5-9, 2026 for a total of 30 days	$0.00	$284,830.50		$284,830.50			$284,830.50	
5	**5.8**	Special Events	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	December 2025	$0.00	$8,473.00	$8,473.00				$8,473.00	
5	**5.9**	School Uniforms	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades	August 18, 2025-June 12, 2026	$0.00	$2,706.00	$2,706.00				$2,706.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-6									
6	**6.1**	Noninstructional Materials and Supplies	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$16,274.00	$16,274.00				$16,274.00	
6	**6.2**	School Uniforms	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$21,444.00	$21,444.00				$21,444.00	
6	**6.3**	Custodial Supplies	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades Tk-6	July 1, 2025-June 30, 2026	$0.00	$24,266.00	$24,266.00				$24,266.00	
6	**6.4**	Office Supplies	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$3,746.00	$3,746.00				$3,746.00	
6	**6.5**	Noncapitalized Equipment	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$40,232.00	$40,232.00				$40,232.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.6**	Classroom Furniture	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$63,383.26	$63,383.26				$63,383.26	
6	**6.7**	Computers and Computer Equipment	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$63,383.26	$63,383.26				$63,383.26	
6	**6.8**	Food	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$6,259.00	$6,259.00				$6,259.00	
6	**6.9**	District Oversight Fees	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$54,459.33	$54,459.33				$54,459.33	
6	**6.10**	Health Screening Services	All Students with Disabilities	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$1,626.00	$1,626.00				$1,626.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.11	Dues and Memberships	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$28,587.00	$28,587.00				$28,587.00	
6	6.12	Subscriptions	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$33,181.00	$33,181.00				$33,181.00	
6	6.13	Licenses and Fees	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$57,477.00	$57,477.00				$57,477.00	
6	6.14	Other Insurance	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$212,849.00	$212,849.00				$212,849.00	
6	6.15	Operations and Housekeeping Services	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$3,283.00	$3,283.00				$3,283.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.16	Janitorial & Gardening Services	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$21,750.00	$21,750.00				$21,750.00	
6	6.17	Security	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$22,146.00	$22,146.00				$22,146.00	
6	6.18	Technology Services	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$9,429.00	$9,429.00				$9,429.00	
6	6.19	Equipment Lease	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$29,881.00	$29,881.00				$29,881.00	
6	6.20	Rent, Parking, Other Occupancy	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$224,204.00		$224,204.00			$224,204.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.21	Utilities	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$71,410.00	$71,410.00				$71,410.00	
6	6.22	Repairs	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$105,171.00	$105,171.00				$105,171.00	
6	6.23	Consulting Services/Operating Expenditures	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$110,072.00	$110,072.00				$110,072.00	
6	6.24	Accounting	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$16,814.00	$16,814.00				$16,814.00	
6	6.25	Business Services	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$179,715.79	$179,715.79				$179,715.79	
6	6.26	Investment Fees	All	No			All Schools		$0.00	$1,727.00	$1,727.00				$1,727.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Specific Schools: Vibrant Minds Charter School Grades TK-6									
6	**6.27**	Bank Charges	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$3,316.00	$3,316.00				$3,316.00	
6	**6.28**	Payroll Fees	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$19,201.00	$19,201.00				$19,201.00	
6	**6.29**	Legal	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$49,994.00	$49,994.00				$49,994.00	
6	**6.30**	Fingerprinting	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$3,867.00	$3,867.00				$3,867.00	
6	**6.31**	Translation and Interpretation	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools Specific Schools:	July 1, 2025-June 30, 2026	$1,925.00	$0.00	$1,925.00				$1,925.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)		Vibrant Minds Charter School Grades TK-6									
6	**6.32**	Recruitment/Advertising	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$6,620.00	$6,620.00				$6,620.00	
6	**6.33**	Staff Recruitment	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$157.00	$157.00				$157.00	
6	**6.34**	Website Development/Maintenance	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6		$0.00	$7,295.00	$7,295.00				$7,295.00	
6	**6.35**	Software	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$2,167.00	$2,167.00				$2,167.00	
6	**6.36**	Postage, Shipping, Delivery	All	No			All Schools Specific Schools: Vibrant Minds	July 1, 2025-June 30, 2026	$0.00	$915.00	$915.00				$915.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Charter School Grades TK-6									
6	**6.37**	Printing and Copying	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$1,867.00	$1,867.00				$1,867.00	
6	**6.38**	Telephone and Telecommunications	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$24,172.00	$24,172.00				$24,172.00	
6	**6.39**	Internet Services	All	No			All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	July 1, 2025-June 30, 2026	$0.00	$6,682.00	$6,682.00				$6,682.00	
6	**6.40**	Fundraising						July 1, 2025-June 30, 2026	$0.00	$314.00	$314.00				$314.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,200,896	$1,245,037	29.637%	0.673%	30.310%	$822,983.36	20.000%	39.591 %	**Total:**	$822,983.36
								LEA-wide Total:	$812,146.36
								Limited Total:	$10,837.00
								Schoolwide Total:	$812,146.36

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Social-Emotional Workshops and Support for Parents/Guardians	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6		
1	1.7	General Education Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$70,000.00	
1	1.10	Community Liaison	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$42,240.00	
1	1.15	Instructional Assistants -- General Education	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$349,299.36	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.23	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$256,676.00	
1	1.26	Coordinator for Community School	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$62,000.00	
2	2.5	Additional Instructional Resources for English Language Arts	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6		
2	2.7	Professional Development for Instructional Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$15,500.00	
3	3.2	Additional Instructional Resources for Mathematics	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$500.00	
3	3.4	Professional Development to Support Effective Mathematics Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$15,931.00	
4	4.1	Instructional Materials to Support English Learners during small group, designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6		
4	4.2	Professional Development for Teaching English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$6,206.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Parent/Guardian Workshops to Support English Language Development at Home	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$0.00	10
4	4.4	Parent/Guardian ESL Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$0.00	10
5	5.9	School Uniforms	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$2,706.00	
6	6.31	Translation and Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Vibrant Minds Charter School Grades TK-6	$1,925.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,068,433.83	$4,195,613.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Attendance/Punctuality Incentives, Consequences, and Recognition	No	$5,000.00	$2,310.00
1	**1.2**	School Attendance Review Team (SART) and School Attendance Review Board (SARB) Implementation	No	$0.00	$0.00
1	**1.3**	Positive Behavioral Interventions and Supports (PBIS) Program -- Reward System	No	$1,200.00	$746.00
1	**1.4**	Social-Emotional Workshops and Support for Parents/Guardians	Yes	$70,420.00	$100.00
1	**1.5**	Social-Emotional Professional Development and Support for Staff	No	$10,000.00	$1,994.00
1	**1.6**	General Education Counselor	No	$90,644.00	$90,019.00
1	**1.7**	School Psychologist	No	$50,000.00	$50,000.00
1	**1.8**	Guest Speakers/Performances with an Emphasis on Self-Acceptance and Acceptance of Others	No	$15,000.00	$3,390.00
1	**1.9**	Bilingual Office Support	No	$125,500.00	$71,242.00
1	**1.10**	Community Liaison	Yes	$48,500.00	$40,816.00
1	**1.11**	Meal Clerk	No	$22,755.00	$24,051.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Custodians	No	$105,000.00	$97,995.00
1	1.13	Playground Supervisor	No	$14,900.00	$44,040.00
1	1.14	Instructional Assistants -- General Education	Yes	$176,802.00	$299,477.00
1	1.15	Instructional Assistants -- Special Education	No	$91,018.00	$71,509.00
1	1.16	Physical Education Teacher	No	$80,440.00	$92,490.00
1	1.17	VAPA Specialists (Visual Arts and Music Appreciation)	No	$15,000.00	$36,501.00
1	1.18	Resident Teachers -- General Education	No	$250,000.00	$132,823.00
1	1.19	Resident Teachers -- Special Education	No	$0.00	$0.00
1	1.20	Classroom Teachers -- General Education	No	$762,628.00	$708,740.00
1	1.21	Special Education Teachers	No	$173,980.00	$123,879.00
1	1.22	Teachers on Special Assignment (TOSAs)	Yes	$366,180.00	$356,357.00
1	1.23	Teacher on Special Assignment -- Project-Based Learning	No	$98,390.00	$84,407.00
1	1.24	Coordinator for After-School Program	No	$73,670.00	$75,224.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Coordinator for Community School Partnership Program		$73,670.00	$71,864.00
1	1.26	Coordinator for Teacher Residency Program	No	$121,400.00	$121,400.00
1	1.27	Assistant Director	No	$132,709.00	$133,000 .00
1	1.28	Executive Director	No	$89,796.00	$85,000 .00
1	1.29	Technology Support	No	$50,000.00	$44,120.00
1	1.30	Student Information System -- Aeries	No	$15,000.00	$15,000.00
1	1.31	Induction Program	No	$3,600.00	$2,156.00
1	1.32	University Classes for Resident Teachers	No	$40,346.00	$2,670.00
2	2.1	Standards-Aligned Instructional Curriculum	No	$12,111.00	$43.00
2	2.2	History-Social Science Curriculum	No	$10,212.00	$1,388.00
2	2.3	Science Curriculum	No	$37,667.00	$69.00
2	2.4	Classroom Libraries	No	$45,000.00	$1,223.00
2	2.5	Additional Instructional Resources for English Language Arts	No	$15,000.00	$10,126.00
2	2.6	Additional Classroom Materials to Support English Language Arts and Project-Based Learning	No	$80,000.00	$18,021.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Professional Development for Instructional Staff	No	$15,500.00	$4,659.00
2	2.8	Parent/Guardian Workshops to Support Reading and Writing at Home	No	$0.00	$2,666.00
3	3.1	Standards-Aligned Instructional Curriculum	No	$16,000.00	$43.00
3	3.2	Additional Instructional Resources for Mathematics	No	$500.00	$80.00
3	3.3	Additional Classroom Materials to Support Mathematics and Project-Based Learning	No	$4,000.00	$634.00
3	3.4	Professional Development to Support Effective Mathematics Instruction	No	$5,000.00	$1,398.00
3	3.5	Parent/Guardian Workshops to Support Mathematics at Home	No	$0.00	$0.00
4	4.1	Instructional Materials to Support English Learners during small group, designated ELD	Yes	$40,000.00	$382.00
4	4.2	Professional Development for Teaching English Learners		$7,076.00	$820.00
4	4.3	Parent/Guardian Workshops to Support English Language Development at Home		$0.00	$0.00
4	4.4	Parent/Guardian ESL Classes		$0.00	$0.00
5	5.1	P.E./VAPA Classes	No	$0.00	$3,282.00
5	5.2	Field Trips	No	$20,000.00	$3,565.00
5	5.3	Project-Based Learning (PBL)	No	$0.00	$44,769.00
5	5.4	GATE	No	$0.00	$739.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.5**	After-School Electives and PBL	No	$133,169.00	$34,320.00
5	**5.6**	Summer Academy	No	$90,000.00	$90,000.00
5	**5.7**	Special Events	No	$3,000.00	$2,755.00
5	**5.8**	School Uniforms	Yes	$1,000.00	$29.00
6	**6.1**	Noninstructional Materials and Supplies	No	$6,302.00	$14,555.00
6	**6.2**	School Uniforms	No	$15,474.00	$13,064.00
6	**6.3**	Custodial Supplies	No	$21,470.00	$16,895.00
6	**6.4**	Office Supplies	No	$9,351.00	$2,281.00
6	**6.5**	Noncapitalized Equipment	No	$47,597.00	$8,602.00
6	**6.6**	Classroom Furniture	No	$209,818.00	$4,233.00
6	**6.7**	Computers and Computer Equipment	No	$76,860.00	$21,000.00
6	**6.8**	Food	No	$3,729.00	$7,060.00
6	**6.9**	District Oversight Fees	No	$33,617.83	$25,877.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.10	Dues and Memberships	No	$21,726.00	$13,765.00
6	6.11	Subscriptions	No	$4,018.00	$26,299.00
6	6.12	Licenses and Fees	No	$33,815.00	$28,117.00
6	6.13	Other Insurance	No	$41,870.00	$58,084.00
6	6.14	Operations and Housekeeping Services	No	$6,762.00	$785.00
6	6.15	Security	No	$5,124.00	$7,157.00
6	6.16	Equipment Lease and Operating Expenditures	No	$12,349.00	$11,699.00
6	6.17	Rent, Parking, Other Occupancy	No	$353,554.00	$342,249.00
6	6.18	Utilities	No	$52,529.00	$32,840.00
6	6.19	Repairs	No	$23,989.00	$21,432.00
6	6.20	Consulting Services/Operating Expenditures	No	$15,605.00	$3,698.00
6	6.21	Accounting	No	$8,198.00	$10,700.00
6	6.22	Business Services	No	$119,696.00	$120,480.00
6	6.23	Bank Charges	No	$717.00	$1,018.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.24**	Payroll Fees	No	$12,349.00	$11,062.00
6	**6.25**	Education Consultants	No	$100,422.00	$125,115.00
6	**6.26**	Legal	No	$73,288.00	$105,661.00
6	**6.27**	Fingerprinting	No	$2,053.00	$1,273.00
6	**6.28**	Translation and Interpretation	Yes	$4,253.00	$650.00
6	**6.29**	Student Information System	No	$13,443.00	$13,443.00
6	**6.30**	Recruitment/Advertising	No	$10,760.00	$16,680.00
6	**6.31**	Postage, Shipping, Delivery	No	$1,029.00	$410.00
6	**6.32**	Printing and Copying	No	$1,742.00	$1,173.00
6	**6.33**	Telephone and Telecommunications	No	$13,425.00	$2,0279.00
6	**6.34**	Internet Services	No	$2,716.00	$3,646.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$715,059	$707,155.00	$697,811.00	$9,344.00	20.000%	0.000%	-20.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Social-Emotional Workshops and Support for Parents/Guardians	Yes	$70,420.00	100		
1	1.10	Community Liaison	Yes	$48,500.00	$40,816		
1	1.14	Instructional Assistants -- General Education	Yes	$176,802.00	$299,477		
1	1.22	Teachers on Special Assignment (TOSAs)	Yes	$366,180.00	$356,357		
4	4.1	Instructional Materials to Support English Learners during small group, designated ELD	Yes	$40,000.00	382		
5	5.8	School Uniforms	Yes	$1,000.00	29		
6	6.28	Translation and Interpretation	Yes	$4,253.00	650		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,561,510	$715,059	0	27.916%	$697,811.00	0.000%	27.242%	$17,248.00	0.673%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
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