LCFF Budget Overview for Parents

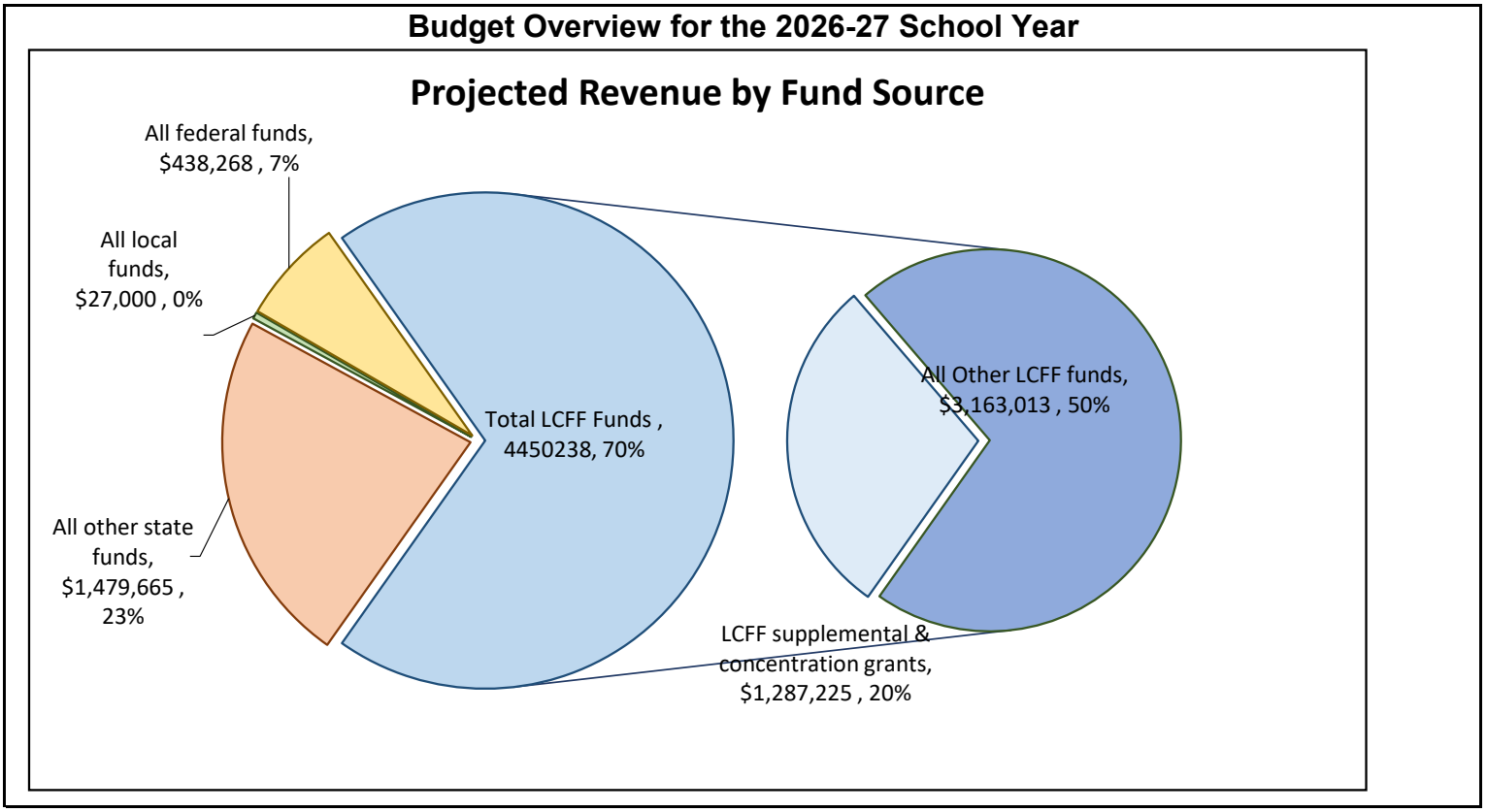
Local Educational Agency (LEA) Name: Vista Meridian Global Academy

CDS Code: 30-10306-0141978

School Year: 2026-27

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

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

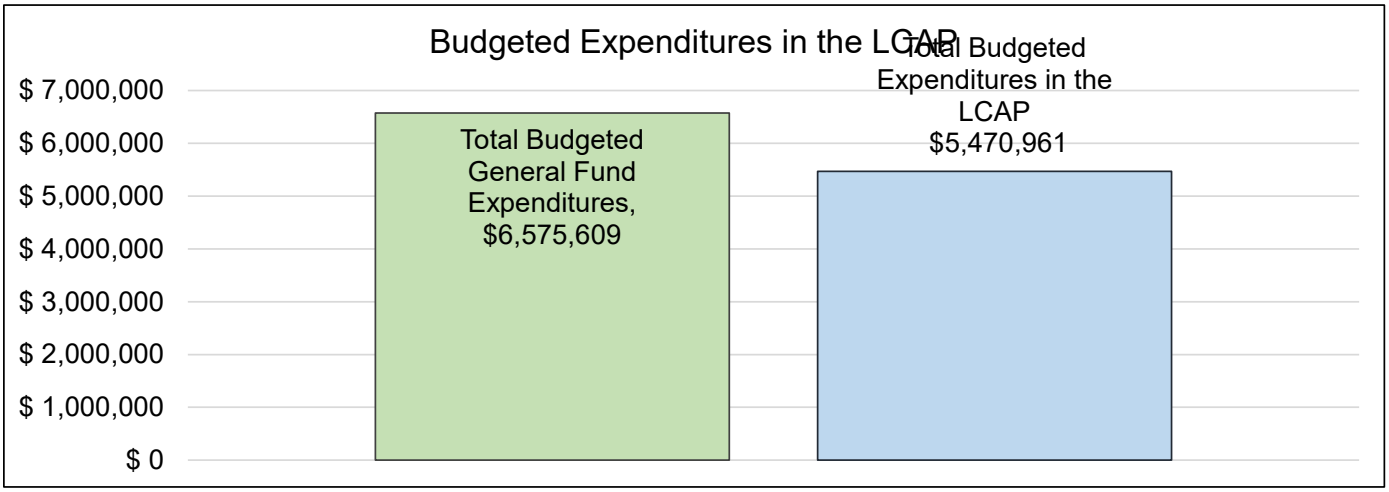


This chart shows the total general purpose revenue Vista Meridian Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Meridian Global Academy is $6,395,171.00, of which $4,450,238.00 is Local Control Funding Formula (LCFF), $1,479,665.00 is other state funds, $27,000.00 is local funds, and $438,268.00 is federal funds. Of the $4,450,238.00 in LCFF Funds, $1,287,225.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

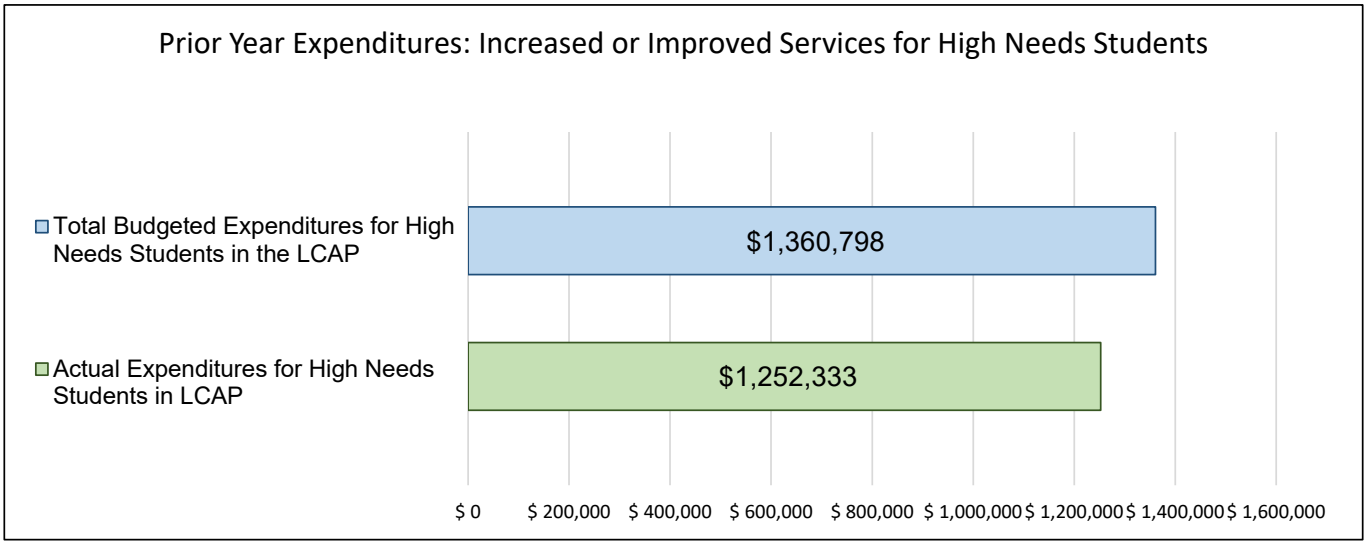
The text description of the above chart is as follows: Vista Meridian Global Academy plans to spend $6,575,609.00 for the 2026-27 school year. Of that amount, $5,470,961.00 is tied to actions/services in the LCAP and $1,104,648.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, Vista Meridian Global Academy is projecting it will receive $1,287,225.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Meridian Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Meridian Global Academy plans to spend $1,287,225.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Vista Meridian Global Academy's LCAP budgeted $1,360,798.00 for planned actions to increase or improve services for high needs students. Vista Meridian Global Academy actually spent $1,252,333.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $108,465.00 had the following impact on Vista Meridian Global Academy's ability to increase or improve services for high needs students:

The difference in actual expenditure and budgeted expenditures did not severly impact the actions and services. The original budget had a higher estimated enrollment and average daily attendance than the actuals for the 25/26 lowering LCFF S&C funding by $120k. The school also ended up with lower cost TA's and Intervention Coordinator than budgeted as well as less supervision costs.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Meridian Global Academy	Jay Proano, Principal	jproanao@vistacharterps.org 714.988.4188

Plan Summary 2026-27

General Information

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

Vista Meridian Global Academy (VMGA) is a WASC-accredited public charter school authorized by the Orange County Department of Education (OCDE), serving grades 9-12 in Santa Ana. Established in Fall 2023 with grades 9-11, the school graduated its first cohort, the Class of 2025, in June 2025.

VMGA currently operates across three sites and transports students between locations throughout the day according to their course schedules. Two of the three sites are co-located on the Santa Ana College campus, where VMGA shares space with Vista Heritage Global Academy: one of these on-campus sites serves grades 11-12, and the other is used solely for music courses. The third site is the Digital Media Center (DMC), located approximately two miles from the Santa Ana College campus, which serves grades 9-12; for example, students in grades 9-12 are bused to the DMC for science courses. In addition, the Salvation Army Building is used for physical education. VMGA is currently working to consolidate its program into a single site or a co-location across two sites.

Student Demographics

VMGA currently serves 247 students in grades 9-12. The student body reflects the Santa Ana community the school serves, comprising 95% Hispanic, 1% African American, 1% White, and 3% Not Reported. VMGA serves a high proportion of low-income and historically underserved students who face significant educational challenges, including 39% English Learners (EL), 13% Students with Disabilities (SWD), 97% Socioeconomically Disadvantaged (SED), 0.4% Migrant, and 2% Homeless Youth.

Mission and Vision

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

VMGA's vision is to eliminate achievement and opportunity gaps for its predominantly low-income and historically underserved students by preparing them for post-secondary success through global education and technological innovation. Students develop as confident global citizens and emerging professionals who can navigate complex world issues, leverage advanced technology, and lead positive change in their communities. Through project-based learning and real-world applications, students build the sophisticated research skills, critical thinking abilities, and cross-cultural competencies essential for college and career success in a global economy.

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

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

Educational Approach

Comprehensive Student Support: VMGA embraces a comprehensive approach to student success, grounded in the belief that all students can thrive when provided appropriate support and opportunities. This approach extends into curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of the educational model is a data-driven support system. The Student Success Team (SST), integrated within VMGA's MTSS, serves as the cornerstone of the school's intervention strategy, enabling teachers to identify and refer students who need additional support to reach grade-level proficiency in reading and mathematics. Through this system, struggling students receive targeted intervention during the school day, ensuring timely support. VMGA has also implemented Positive Behavioral Interventions and Supports (PBIS), and 100% of students participate in Ways of Council through Advisory.

This multifaceted approach provides actionable insights that help the school refine practices and improve outcomes. At VMGA, data-driven decision-making supports the school's commitment to student success, meeting the diverse needs of its learners with precision and care. This commitment extends beyond the instructional day through a comprehensive after-school tutoring program focused on reading and math, open to all students.

Inclusive Education Model: VMGA takes pride in its full inclusion model for Students with Disabilities, reflecting the core belief that all students, especially English Learners, Long-Term English Learners (LTEL), and Students with Disabilities, can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering a sense of belonging and community that positively affects social-emotional development.

Community School Initiative

California Community Schools Partnership Program (CCSPP): VMGA was awarded the CCSPP Implementation Grant (Cohort IV), a five-year grant that provides critical resources to strengthen the school's MTSS and expand services to students and families.

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

The grant supports several key areas:

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

Transformative Community School Model

VMGA's community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure that every student thrives. This approach reflects the school's commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

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

Strategic Planning and Accountability

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

- Consultation with the SELPA, per California Education Code 52062(a)(5)
- Parent Advisory Committee (PAC), per California Education Code 52062(a)(1)

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

Learning Recovery Emergency Block Grant Funds & Equity Multiplier Funds

Vista Meridian Global Academy is not eligible for Learning Recovery Emergency Block Grant (LREBG) funding or Equity Multiplier funds for the 2026-27 LCAP year.

Reflections: Annual Performance

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

The following table presents Vista Meridian Global Academy's performance on the **2025 California School Dashboard,** organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time. The 2025 CA School Dashboard is VMGA's first publicly reported dashboard.

Note: VMGA is not eligible nor has received Learning Recovery Emergency Block Grant (LREBG) funds.

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

Suspension Rate Indicator: A Schoolwide Strength in Climate and Behavioral Support: On the 2025 California School Dashboard, VMGA performed strongly on the Suspension Rate Indicator. The All Students, Socioeconomically Disadvantaged, and Hispanic student groups each had a 0.2% suspension rate,

earning a Green performance level, while the English Learner and Long-Term English Learner student groups had a 0% suspension rate, earning a Blue performance level, the highest on the Dashboard. These low rates reflect a safe, supportive school climate in which very few students experienced exclusionary discipline.

This performance can be attributed to VMGA's extensive multi-tiered mental health and behavioral support structure. The school provides a full-time counselor, a school psychologist, and a behavior interventionist, and the Assistant Principal also supports students' mental health and social-emotional needs. To strengthen school culture, climate, and behavioral expectations, VMGA has implemented Positive Behavioral Interventions and Supports (PBIS), the CASEL social-emotional learning framework, and restorative practices.

These supports are coordinated rather than isolated. Through its PBIS team structure, the school integrates behavioral support with its attendance efforts, addressing chronic absenteeism as part of the same system. The school counselor serves as a core member of the Multi-Tiered System of Supports (MTSS) team, contributing to tier-placement decisions, consulting on students' social-emotional and behavioral needs, and making referrals to mental health support. VMGA has also invested deeply in behavioral intervention services, including a Board-Certified Behavior Analyst (BCBA) who provides comprehensive staff training on creating inclusive learning environments and implementing evidence-based strategies for addressing challenging behaviors. The school further provides additional supervision and support across its co-located, multi-site campuses to ensure student safety throughout the day.

Together, these integrated supports have helped VMGA maintain very low suspension rates across all reported student groups, with English Learners and Long-Term English Learners reaching a 0% rate. Sustaining this staffing and the coordinated PBIS, CASEL, and restorative-practice systems will be central to maintaining this strength.

Comprehensive Needs Assessment (2025 Dashboard)

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

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

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

Annual Assessment of Program Effectiveness Using Multiple Measures: Beyond meeting these requirements, the needs assessment serves an essential internal purpose: it allows VMGA to annually assess the effectiveness of its educational and instructional program using multiple measures. Rather than relying on a single data point, the school examines California School Dashboard performance across the academic, English learner progress, and other indicators

alongside local data such as ELPAC results, NWEA MAP diagnostics, interim assessments, reclassification rates, and qualitative input from educational partners. Using multiple measures together produces a more complete and accurate picture of student performance, identifies the student groups with the greatest needs, and surfaces the root causes behind performance trends.

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

ELA Academic Indicator (2025 Dashboard)

The ELA Academic Indicator on the California School Dashboard is based on student performance on the Smarter Balanced (SBAC) ELA assessment, expressed as Distance from Standard (DFS), which measures how many points a student's score falls above or below the minimum scale score for Level 3 (Standard Met). A school's Status is the average DFS across all tested students, and the performance color is assigned using both the current-year Status and the Change from the prior year. Because VMGA is a high school, only 11th-grade students take the SBAC ELA assessment, so the results below reflect 11th-grade performance. Under federal rules, if a school's participation rate falls below 95%, a Lowest Obtainable Scale Score (LOSS) is applied to non-testers, which lowers the average DFS. VMGA had a 100% participation rate for the ELA CAASPP assessment.

Current Performance (2025 Dashboard, reflecting 2024-25 results): On the 2025 Dashboard, which reflects 2024-25 SBAC results, all reported student groups remained well below standard in ELA. The All Students group had a DFS of -84.3, down from -81.3 the prior year, a decline of 3.0 points, and was rated Red. English Learners were at -113.0 DFS, an improvement of 7.6 points from -120.6, and were rated Orange. Socioeconomically Disadvantaged students were at -84.3 DFS, down 5.1 points from -79.2, and were rated Red. Hispanic students were at -83.3 DFS, down 1.5 points from -81.8, and were rated Red. Change is calculated as the 2024-25 Status minus the 2023-24 prior-year DFS, where a positive value indicates improvement (a score closer to standard) and a negative value indicates decline.

Analysis of Performance: All reported student groups perform substantially below standard in ELA, with every group more than 80 points below the Level 3 threshold. Schoolwide, 11th-grade students declined 3.0 points, moving from -81.3 to -84.3 DFS and remaining in the Red performance level. The All Students and SED figures are identical at -84.3 DFS, which is consistent with VMGA's very high socioeconomically disadvantaged enrollment, meaning schoolwide performance and SED performance are effectively the same population. The SED group declined the most among the larger groups, falling 5.1 points. The Hispanic group, which represents nearly the entire student body, declined 1.5 points to -83.3 DFS and is also in Red.

The English Learner group is the furthest below standard in absolute terms at -113.0 DFS, yet it received an Orange color rather than Red. This reflects the indicator's combined use of Status and Change: although EL students remain the lowest-performing group, they were the only group to improve, gaining 7.6 points from the prior year. The EL trajectory is therefore the most positive in direction, even though the group's overall standing remains the area of greatest absolute need.

Supporting Local Data: Local diagnostic data corroborates the SBAC trend. In its first year administering the NWEA MAP Reading diagnostic (2025-26), VMGA recorded no change in the percentage of students meeting or exceeding from Fall to Spring, with minimal movement across the other performance bands: students testing two or more grades below increased 1%, one grade below decreased 3%, nearly met increased 2%, and met or exceeded showed no change. Taken together, the flat MAP reading growth and the flat-to-declining SBAC DFS indicate stagnant reading performance across grades.

Greatest Needs: The central instructional need is reading comprehension, which creates barriers to accessing grade-level content across all subject areas and limits students' ability to demonstrate content knowledge on assessments. The need is most acute for English Learners and Long-Term English Learners, who are still developing academic language, and for Students with Disabilities, who are reading significantly below grade level. Because the SED and Hispanic groups encompass nearly the entire student body and are both below standard and declining, schoolwide reading comprehension is the priority focus rather than an isolated student-group concern.

Contributing Factors Identified This Year: Two factors likely contributed to the stagnant ELA results.

- First, ELA staffing was highly unstable: the ELA teacher resigned, the replacement teacher went on maternity leave and did not return, extending the leave through the rest of the year, and a substitute covered the class during Semester 2. This disrupted instructional continuity and limited consistent tracking of the specific skills students needed.
- Second, professional development gaps for general education teachers meant that ELD supports were implemented late in the year, leaving limited time to prepare staff and students.

Strengths: The clearest strength is the English Learner group's 7.6-point DFS improvement, the only group to gain ground and the reason for its Orange color. This suggests that early EL-focused efforts are beginning to move the group that is furthest from standard, even as overall reading performance remained flat. Sustaining and expanding these supports, while stabilizing ELA staffing and dedicating ELD instructional time, represents the most promising lever for schoolwide ELA growth.

Resource Inequities: VMGA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified several resource inequities that limited equitable access to high-quality reading instruction during 2024-25 and 2025-26 school years.

- Instructional staffing continuity: The ELA position experienced a resignation followed by a replacement teacher who went on maternity leave and did not return, leaving a long-term substitute covering the class in Semester 2. Students received less consistent, fully credentialed ELA instruction than peers at schools with stable staffing, directly affecting the schoolwide Tier 1 reading program.
- Specialized coaching: The ELD Instructional Coach position remained vacant throughout the year, so the school's English Learners, the group furthest below standard, lacked dedicated, expert ELD coaching to embed language supports into reading instruction.
- Intervention capacity: Actual enrollment of 244 students fell well below the projected 300, reducing staffing capacity and preventing the formation of the planned intervention team. This constrained the small-group reading intervention and paraprofessional support that the highest-need students require.
- Dedicated ELD and intervention time: The master schedule did not yet include a dedicated ELD block, and the co-located, multi-site structure with daily student transportation fragments instructional time, limiting sustained reading intervention.
- Professional development access: General education teachers received ELD and reading-strategy professional development late in the year, leaving limited time to apply scaffolds with students before assessments.

Root Cause Analysis: The observable outcome is stagnant, below-standard ELA performance, with all major student groups in Red, English Learners furthest from standard, and EL, LTEL, and SWD students reading significantly below grade level. The needs assessment distinguishes this outcome from its underlying causes:

- Instructional discontinuity in ELA (primary cause): Repeated turnover and long-term substitute coverage interrupted coherent reading instruction and weakened tracking of the specific comprehension and fluency skills students needed, producing flat Tier 1 results.
- No systematic, embedded ELD structure: The vacant ELD coach position, late rollout of ELD supports, and absence of a dedicated ELD block meant language development was not consistently built into daily instruction, limiting growth for EL and LTEL students despite the EL group's modest gain.
- Uneven teacher capacity in reading comprehension and ELD strategies: Gaps in professional development led to inconsistent classroom use of academic vocabulary routines, close reading, and scaffolding across content areas.
- Limited tiered intervention capacity: Reduced staffing tied to lower enrollment restricted consistent delivery of Tier 2 and Tier 3 reading interventions for the students with the greatest needs.
- High, compounding incoming need: With nearly all students socioeconomically disadvantaged and many entering high school reading below grade level, reading deficits create a compounding barrier that blocks access to grade-level content and depresses performance across subjects.

2026-27 Action Plan for Improving ELA Performance: This plan targets schoolwide reading comprehension, with intensified support for the student groups with the greatest needs (English Learners, Long-Term English Learners, and Students with Disabilities), and pairs a multi-tiered instructional model with structural actions that address the identified root causes and resource inequities.

Tiered instructional supports:

- **Tier 1 (All Students):** Follow the curriculum roadmap with fidelity, implement academic vocabulary routines, use annotation and close reading strategies, build writing across content areas, and use collaborative structures to increase engagement and processing.
- **Tier 2 (Targeted Support, with a Teaching Assistant):** Provide small-group reading intervention, weekly Advisory check-ins between focus students and teachers, guided reading and fluency practice, and progress monitoring every 4 to 6 weeks reviewed during weekly professional development.
- **Tier 3 (Intensive Support):** Develop individualized intervention plans, provide one-on-one conferencing and mentoring, and conduct frequent progress monitoring during Advisory and PLC time within weekly professional development.

Structural and systems actions that address the root causes:

- Stabilize ELA staffing by recruiting and retaining a fully credentialed ELA teacher to restore instructional continuity.
- Fill the ELD Instructional Coach position and use the newly hired ELA Coach to embed ELD and reading-comprehension supports into core instruction.
- Establish a dedicated ELD block at the DMC site (grades 9-10) and the SAC site (grades 11-12) to provide consistent, scheduled language development time.
- Expand professional development for general education teachers earlier in the year, focused on reading comprehension and ELD scaffolding, supported by the Ellevation platform.
- Use NWEA MAP diagnostics, SBAC Interim Assessment Blocks, and ELPAC data through PLC data dives to identify focus students, monitor growth, and adjust supports.

Progress will be monitored using NWEA MAP Reading growth across the year, performance on SBAC Interim Assessment Blocks, and the SBAC ELA Academic Indicator on the California School Dashboard. Specific numeric targets, metrics, and funding sources were marked as pending in the worksheet, so

they have not been assigned here; once confirmed, a measurable outcomes table can be added.

Math Academic Indicator (2025 Dashboard)

The Mathematics Academic Indicator on the California School Dashboard is based on student performance on the Smarter Balanced (SBAC) mathematics assessment, expressed as Distance from Standard (DFS), which measures how many points a student's score falls above or below the minimum scale score for Level 3 (Standard Met). A school's Status is the average DFS across all tested students, and the performance color is assigned using both the current-year Status and the Change from the prior year. Because VMGA is a high school, only 11th-grade students take the SBAC mathematics assessment, so the results below reflect 11th-grade performance. Under federal rules, if a school's participation rate falls below 95%, a Lowest Obtainable Scale Score is applied to non-testers, which lowers the average DFS. VMGA had a 100% participation rate for the Math CAASPP assessment.

Current Performance (2025 Dashboard, reflecting 2024-25 results): On the 2025 Dashboard, which reflects 2024-25 SBAC results, all reported student groups remained far below standard in mathematics. The All Students group had a DFS of -189.2, down from -171.1 the prior year, a decline of 18.1 points, and was rated Red. English Learners were at -206.5 DFS, down 9.0 points from -197.5, and were rated Red. Socioeconomically Disadvantaged students were at -189.2 DFS, down 16.4 points from -172.8, and were rated Red. Hispanic students were at -187.7 DFS, down 14.6 points from -173.1, and were rated Red. Change is calculated as the 2024-25 Status minus the 2023-24 prior-year DFS, where a negative value indicates decline (a score further from standard).

Analysis of Performance: All reported student groups perform far below standard in mathematics, with every group more than 170 points below the Level 3 threshold, making mathematics the largest performance gap at VMGA. Unlike the ELA indicator, where one group improved, every mathematics group declined and all are rated Red. Schoolwide, 11th-grade students declined 18.1 points, the steepest drop among the groups. The All Students and SED figures are identical at -189.2 DFS, consistent with VMGA's very high socioeconomically disadvantaged enrollment, meaning schoolwide performance and SED performance are effectively the same population. English Learners remain the furthest from standard at -206.5 DFS and also declined. The Hispanic group, which represents nearly the entire student body, declined 14.6 points to -187.7 DFS.

Supporting Local Data: Local diagnostic data presents a more mixed picture than the state summative. In its first year administering the NWEA MAP mathematics diagnostic (2025-26), VMGA recorded approximately 5% more students meeting or exceeding from Fall to Spring, with growth appearing across all four grade levels and the strongest movement among students near standard (the nearly met band increased about 5%). However, students testing two or more grades below standard showed no growth. The result is a tension worth highlighting: the state summative (SBAC) declined while the local diagnostic showed modest mid-range growth, and the lowest-performing students did not move, which aligns with the foundational-skills need described below.

Greatest Needs: The central instructional need in mathematics is foundational skills, as many students enter high school below grade level in basic functions and formulas. This is compounded by mathematical and academic language barriers that limit the ability of English Learners, Long-Term English Learners, and Students with Disabilities to interpret prompts and demonstrate conceptual understanding on assessments. The lowest-performing students, those testing two or more grades below standard, are not yet growing and require intensive support. Because the SED and Hispanic groups encompass nearly the entire student body and are both far below standard and declining, foundational mathematics instruction is a schoolwide priority rather than an isolated student-group concern.

Resource Inequities: VMGA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified several resource inequities that limited equitable access to high-quality instruction during 2024-25 and 2025-26 school years.

- Specialized coaching: The ELD Instructional Coach position remained vacant throughout the year, limiting expert support for embedding mathematical and academic language development for English Learners and Long-Term English Learners.
- Intervention capacity: Actual enrollment of 244 students fell well below the projected 300, reducing staffing capacity and preventing the formation of the planned intervention team, which constrained the small-group foundational-skill support the highest-need students require.

Dedicated time: The master schedule did not yet include a dedicated ELD or intervention block, and the co-located, multi-site structure with daily student transportation fragments instructional time.

- Professional development access: Training on mathematical academic language and ELD scaffolds reached general education teachers late in the year, leaving limited time to apply strategies with students before assessments.
- Incoming preparation: Students arrive with uneven foundational mathematics skills, widening gaps when early, intensive support is not consistently available.

Root Cause Analysis: The observable outcome is mathematics performance far below standard, with all student groups in Red and declining and with the lowest-performing students showing no growth. The needs assessment distinguishes this outcome from its underlying causes:

- Foundational skill gaps on entry (primary cause): Students entering high school below grade level in basic functions and formulas cannot readily access grade-level mathematics, depressing performance.
- Mathematical and academic language barriers: Limited academic language prevents English Learners, LTELs, and Students with Disabilities from interpreting prompts and showing what they know.
- Limited tiered intervention capacity: Reduced staffing tied to lower enrollment left Tier 2 and Tier 3 foundational-skill interventions inconsistent for the students with the greatest needs.
- No dedicated ELD or intervention time and late professional development: These gaps limited the consistent embedding of language and foundational supports in daily instruction.
- High, compounding need: With nearly all students socioeconomically disadvantaged and many arriving below grade level, foundational and language deficits compound across content areas.

2026-27 Action Plan for Improving Mathematics Performance

The 2026-27 plan targets schoolwide foundational mathematics skills, with intensified support for the student groups with the greatest needs (English Learners, Long-Term English Learners, and Students with Disabilities), and pairs a multi-tiered instructional model with structural actions that address the identified root causes and resource inequities.

Tiered instructional supports:

- **Tier 1 (All Students):** Follow the curriculum roadmap, implement academic vocabulary routines, use foundational-skill resources (videos, worksheets, and manipulatives), and use collaborative structures to increase engagement and processing.
- **Tier 2 (Targeted Support, with a Teaching Assistant):** Provide small-group interventions addressing both foundational and new skills, weekly Advisory check-ins between focus students and teachers, modeled steps for completing equations, and progress monitoring every 4 to 6 weeks reviewed during weekly professional development.

- **Tier 3 (Intensive Support):** Develop individualized intervention plans, provide one-on-one conferencing and mentoring, and conduct frequent progress monitoring during Advisory and PLC time within weekly professional development.

Structural and systems actions that address the root causes:

- Fill the ELD Instructional Coach position and embed mathematical academic-language supports into core instruction.
- Establish a dedicated ELD and intervention block at the DMC site (grades 9-10) and the SAC site (grades 11-12).
- Build foundational-skills intervention capacity through teaching assistants and structured small groups.
- Expand professional development for general education teachers earlier in the year, focused on mathematical academic language and ELD scaffolding, supported by the Ellevation platform.
- Use NWEA MAP diagnostics, SBAC Interim Assessment Blocks, and Dashboard data through PLC data dives to identify focus students, monitor growth, and adjust supports.

Progress will be monitored using NWEA MAP mathematics growth across the year, performance on SBAC Interim Assessment Blocks, and the SBAC Mathematics Academic Indicator on the California School Dashboard. Specific numeric targets, metrics, and funding sources were marked as pending in the worksheet, so they have not been assigned here; once confirmed, a measurable outcomes table can be added.

English Learner Progress Indicator (2025 Dashboard)

The English Learner Progress Indicator (ELPI) on the California School Dashboard reports the percentage of current English Learner students who are making progress toward English language proficiency, based on the change in their performance levels on the Summative ELPAC from the prior year to the current year. A higher percentage means more English Learners are advancing toward proficiency, and the performance color reflects that percentage. The ELPI differs from the ELA and Mathematics Academic Indicators: it is not based on Distance from Standard, but on year-over-year progress on the Summative ELPAC. The results below reflect VMGA's English Learner and Long-Term English Learner (LTEL) populations.

Current Performance (2025 Dashboard): On the 2025 Dashboard, both the English Learner and Long-Term English Learner groups received a Red performance level. Only 13.6% of English Learners made progress toward English language proficiency, down from 35.5% on the 2024 Dashboard, a decline of 21.9 points. Only 15.3% of Long-Term English Learners made progress, down from 45.7% on the 2024 Dashboard, a decline of 30.4 points. Both rates are measured using the Summative ELPAC.

Analysis of Performance: Both student groups(EL/LTEL) declined sharply in a single year, and both fell to the Red performance level. The Long-Term English Learner group declined the most, dropping 30.4 points from the highest of the two prior-year rates to among the lowest. In 2025, fewer than one in six English Learners and fewer than one in six Long-Term English Learners made progress toward proficiency. This is the most pronounced single-year decline among VMGA's indicators and signals a systemic breakdown in the delivery of English language development. Because English Learners make up a substantial share of VMGA's enrollment, this decline affects a large portion of the student body and is closely tied to the school's ELA and mathematics results, where language barriers also limit access to grade-level content.

Supporting Local Data: Local English Learner outcome measures declined alongside the ELPI. The ELPAC proficiency rate fell from 7.04% in 2023-24 to a projected 3.2% in 2024-25, and the reclassification rate fell from 17.9% in 2023-24 to a projected 1% in 2024-25. Both trends are consistent with the steep ELPI decline and indicate that, in addition to slowing progress, very few students are reaching proficiency or being reclassified. Two cautions apply: the 2024-

25 figures are labeled projected and should be confirmed once finalized, and 2025-26 figures were not yet available in the data provided.

Greatest Needs: Consistent, systematic English language development is the central need, as very few English Learners and Long-Term English Learners are progressing. The most acute needs are:

- Daily, dedicated ELD instruction: English Learners and LTELs need scheduled, consistent language development time rather than incidental support.
- Targeted LTEL intervention: Long-Term English Learners declined the most and need differentiated support to break stalled progress.
- Academic language development: Comprehension of academic language is the primary barrier to ELPAC success and to demonstrating learning across content areas.
- A functioning reclassification pathway**:** With reclassification projected at 1%, students are remaining classified as English Learners far longer, increasing the LTEL population over time.

Resource Inequities: VMGA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified several resource inequities that limited equitable access to high-quality English language development during 2024-25 and 2025-26:

- Specialized coaching: The ELD Instructional Coach position remained vacant throughout the year, so there was no dedicated expert to design and drive ELD instruction, the support most directly tied to this indicator.
- Dedicated ELD time: The master schedule did not yet include a dedicated ELD block, so English Learners and LTELs lacked consistent, scheduled language development.
- Monitoring tools adopted late: The Ellevation platform was adopted in December 2025, so EL monitoring and documentation tools were not in place for most of the year, and interim ELPAC data was limited.
- Professional development access: ELD-focused training reached general education teachers late, and staff reported no substantive change in English Learner supports compared to prior practices.
- Intervention capacity and instructional time: Reduced staffing tied to lower enrollment and a co-located, bused, multi-site schedule constrained and fragmented the time available for sustained ELD.

Root Cause Analysis: The observable outcome is a sharp single-year decline in English Learner and Long-Term English Learner progress, with both groups in Red and with proficiency and reclassification rates also falling. The needs assessment distinguishes this outcome from its underlying causes:

- No dedicated, embedded ELD structure (primary cause): The vacant ELD coach position, the absence of a dedicated ELD block, and the late rollout of ELD supports meant language development was not systematically delivered.
- Inconsistent classroom ELD implementation: Gaps in professional development left designated and integrated ELD strategies unevenly applied across classrooms.
- Late monitoring and limited interim data: The late adoption of Ellevation and the absence of a regular interim ELPAC cycle limited the school's ability to identify and respond to focus students during the year.
- LTEL progress plateau: Long-Term English Learners did not receive the differentiated intervention needed to move beyond stalled language growth.

- High, concentrated need with limited specialized staffing**:** A large English Learner population combined with the coaching vacancy intensified the impact of the gaps above.

2026-27 Action Plan for Improving English Learner Progress: The plan targets consistent, monitored English language development for all English Learners, with intensified support for Long-Term English Learners, and pairs direct instructional actions with the structural changes needed to reverse the decline.

Instructional and assessment actions:

- Establish a dedicated ELD block at the DMC site (grades 9-10) and the SAC site (grades 11-12) to provide consistent, scheduled language development
- Administer interim ELPAC assessments (alongside CAST) twice per year to guide instruction, develop focus groups, and monitor progress during the year rather than only at the summative point.
- Provide targeted Long-Term English Learner intervention focused on academic language and the specific domains limiting reclassification.
- Integrate designated and integrated ELD strategies into core content instruction, including academic vocabulary routines and collaborative structures.

Structural and systems actions that address the root causes:

- Fill the ELD Instructional Coach position and use the newly hired ELA Coach and the OCDE partnership to strengthen ELD systems and instructional practices.
- Use the Ellevation platform for documentation, progress monitoring, and identifying English Learner and LTEL focus students.
- Expand early-year, ELD-focused professional development for all teachers.
- Establish a reclassification monitoring process to advance eligible students and reduce long-term English Learner status.

Progress will be monitored using interim and Summative ELPAC results, Ellevation data, reclassification rates, and the ELPI on the California School Dashboard, reviewed through PLC data dives. Specific numeric targets, metrics, and funding sources were marked as pending in the worksheet, so they have not been assigned here; once confirmed, a measurable outcomes table can be added.

Science Academic Indicator (2025 Dashboard)

The Science Academic Indicator on the California School Dashboard is based on student performance on the California Science Test (CAST), reported as a points-based Status, with the performance color assigned using both the current-year Status and the Change from the prior year. High school students take CAST once during high school, so the results reflect VMGA's high school CAST testers; the specific testing grade should be confirmed for the school's records. The figures below are reported in the worksheet as Science Points. If these values represent a Distance from Standard measure, the sign convention should be verified against the official Dashboard report so the numbers are interpreted correctly.

Current Performance (2025 Dashboard, reflecting 2024-25 results): On the 2025 Dashboard, which reflects 2024-25 CAST results, all reported student groups were at the Orange performance level in science. The All Students group was at 40.1 science points, down from 42.8 the prior year, a decline of 2.7 points. English Learners were at 37.6, down 5.6 points from 43.2. Socioeconomically Disadvantaged students were at 40.1, down 2.5 points from 42.6. Hispanic students were at 40.8; a prior-year Hispanic figure was not provided, so a change cannot be calculated for that group. A Long-Term English Learner figure was reported for 2023-24 (38.1) but not for 2025, so a change cannot be calculated for that group either. Change is calculated as the 2024-25 Status minus the 2023-24 prior-year value, where a negative value indicates decline.

Analysis of Performance: Science is VMGA's strongest of the three academic indicators: all reported groups are at the Orange performance level, a step above the Red levels recorded in ELA and mathematics. At the same time, every group with comparable prior-year data declined. The All Students group declined 2.7 points, and because the All Students and SED figures are identical at 40.1, schoolwide performance and SED performance are effectively the same population, consistent with VMGA's very high socioeconomically disadvantaged enrollment.

English Learners are the group of greatest concern. They declined the most, falling 5.6 points, and moved from above the schoolwide average in 2023-24 (43.2 compared with 42.8) to below it in 2025 (37.6 compared with 40.1). This pattern indicates that English Learners are losing ground in science relative to their peers, even though the schoolwide group remains in Orange. If the downward trend across groups continues, the indicator is at risk of moving from Orange toward a lower performance level.

Greatest Needs: The central needs in science center on language access and reversing a downward trend:

- Academic and science-specific language: Students, particularly English Learners and Long-Term English Learners, need support interpreting the academic language and prompt structures used on CAST.
- Targeted English Learner support in science: English Learners declined the most and fell below the schoolwide average, making this the priority group for science.
- Reversing the year-over-year decline: Although all groups remain Orange, every comparable group declined, so the immediate need is to stabilize and then improve performance.
- Cross-content reading comprehension**:** Because reading and language barriers limit students' ability to demonstrate science knowledge, the schoolwide reading-comprehension need identified in ELA also affects science results.

Resource Inequities: VMGA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified several resource inequities that limited equitable access to high-quality, language-supported science instruction during 2024-25 and 2025-26 school years:

- Specialized coaching: The ELD Instructional Coach position remained vacant throughout the year, limiting expert support for embedding academic and science language development for English Learners and LTELs.
- Dedicated ELD and intervention time: The master schedule did not yet include a dedicated ELD block, and the co-located, multi-site structure with daily student transportation fragments instructional time, including time for science.
- Professional development access: Training on academic language and ELD scaffolds reached general education teachers, including science teachers, late in the year.
- Intervention capacity: Reduced staffing tied to lower-than-projected enrollment constrained the targeted support available for the students furthest behind.

Root Cause Analysis: The observable outcome is a year-over-year decline in CAST performance across all comparable student groups, sharpest for English Learners, while the school remains at the Orange level. The needs assessment distinguishes this outcome from its underlying causes:

- Academic and science language barriers (primary cause): Limited academic language prevents many students, especially English Learners, from interpreting prompts and demonstrating science knowledge.

- Cross-content reading comprehension gaps: The schoolwide reading-comprehension deficit limits access to text-heavy CAST items, depressing science results.
- Limited embedded ELD in science instruction: The vacant ELD coach position, late professional development, and absence of a dedicated ELD block left language supports inconsistently integrated into science.
- Constrained targeted support**:** Reduced staffing limited the focused intervention available to the lowest-performing students, including English Learners.

Strengths: Science remains VMGA's relatively strongest academic indicator, with all groups at the Orange level rather than Red. Two assets support continued improvement: science teachers are already proactively building students' familiarity with academic language and prompt structure through parallel questions, and the UCI partnership strengthens instruction in the CTE Science program. Sustaining and expanding these efforts, while addressing the language and staffing gaps above, is the most direct path to reversing the recent decline.

2026-27 Action Plan for Improving Science Performance: The plan targets language-supported science instruction and a reversal of the year-over-year decline, with intensified support for English Learners, and pairs direct instructional actions with the structural changes needed to sustain improvement.

Instructional and assessment actions:

- Continue and expand the use of parallel questions and CAST-style prompts to build familiarity with academic language and item structure.
- Embed academic and science-specific vocabulary routines and integrated ELD strategies into science instruction.
- Use interim assessments and practice CAST items twice per year to develop focus groups and monitor progress during the year.
- Apply schoolwide reading-comprehension and close-reading strategies to science texts and prompts.
- Leverage the UCI partnership to strengthen science instruction and student engagement, particularly in the CTE Science program.

Structural and systems actions that address the root causes:

- Fill the ELD Instructional Coach position and use the newly hired ELA Coach and the OCDE partnership to embed language supports across content areas, including science.
- Establish a dedicated ELD and intervention block at the DMC site (grades 9-10) and the SAC site (grades 11-12).
- Expand early-year professional development for science and general education teachers on academic language and ELD scaffolding, supported by the Ellevation platform.

Progress will be monitored using interim and practice CAST results, the CAST Science Academic Indicator on the California School Dashboard, and English Learner language data, reviewed through PLC data dives. Specific numeric targets, metrics, and funding sources were marked as pending in the worksheet, so they have not been assigned here; once confirmed, a measurable outcomes table can be added.

Reflections: Technical Assistance

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

Vista Meridian Global Academy is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Vista Meridian Global Academy is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	The school's administrators and Principal participated in monthly Principals Meetings throughout the development of the 2026-27 LCAP. **Meeting Dates** Monthly Principals Meetings were held from August 2025 through April 2026 on the following dates: 8/20/25, 9/24/25, 10/22/25, 11/19/25, 1/21/26, 2/18/26, 3/18/26, and 4/29/26. **Topics Discussed** Discussions focused on ELPAC results and English Learner programs, diagnostic assessment data, intervention systems, the school's Strategic Plan, and chronic absenteeism. The group also discussed the use of Title funding and the development of the Comprehensive Needs Assessment that informed the 2026-27 LCAP. **Feedback and Recommendations** Administrators and the Principal provided the following feedback and recommendations to inform the 2026-27 LCAP: • Continue after-school tutoring. • Embed credit recovery programs during the school day. • Transition out of offering Advanced Placement courses and instead promote dual enrollment, particularly given the school's co-location at Santa Ana College. • Identify the need for Board-Certified Behavior Analysts (BCBAs) and behavior interventionists across the campuses. • Provide more effective transportation through the use of buses rather than vans so that students can transition seamlessly between classes on each campus.
Teachers	Teachers participated in the development of the 2026-27 LCAP through weekly professional development meetings. **Meeting Dates and Format**

Educational Partner(s)	Process for Engagement
	Weekly Professional Development Meetings were held on Fridays from 2:15 p.m. to 4:00 p.m. throughout the school year. **Topics Discussed** Discussions focused on ELPAC results, diagnostic assessment data, intervention procedures, and IEP processes for students with disabilities. The group also discussed the use of Title funding and how it supports classroom instruction, professional development, and intervention services for students. **Feedback and Recommendations** Teachers provided the following feedback and recommendations to inform the 2026-27 LCAP: • Build in additional time for content-area and grade-level collaboration, alternating between the two structures. • Provide additional instructional coaching, particularly in ELD, ELA, and mathematics. • Provide additional behavioral support through Behavior Intervention Implementers (BIIs) and Board-Certified Behavior Analysts (BCBAs) at each school site.
Classified/Other Staff	Classified staff and other school personnel participated in the development of the 2026-27 LCAP through a weekly newsletter and ongoing check-ins. **Meeting Dates and Format** Engagement took place through weekly newsletters and check-ins with classified staff from January 2025 through May 2026. **Topics Discussed** Discussions focused on identifying focus students based on ELPAC and diagnostic assessment data and on providing the interventions and scaffolds those students need. Discussions also addressed the use of Title funding and how it supports instructional aide capacity, intervention services, and other supports for students. **Feedback and Recommendations** Classified and other personnel provided the following feedback and recommendations to inform the 2026-27 LCAP: • Move up intervention focus student identification to the start of Quarter 2 rather than waiting until the start of Semester 2, so that targeted support begins earlier in the year. • Provide additional instructional aides and instructional support for students in the classroom, particularly underperforming students who require additional tutoring during the school day, after school, and through Saturday School. • Provide more coaching and training for support staff, and add behavior interventionists to expand classroom support.

Educational Partner(s)	Process for Engagement
Students	Students participated in the development of the 2026-27 LCAP through Town Hall meetings. **Meeting Dates and Format** Town Hall meetings were held on a monthly to quarterly basis throughout the school year. **Topics Discussed** Discussions focused on academic grades, the impact of absenteeism on learning, school climate and culture, and ensuring that students remain on track to graduate. Students also discussed the use of Title funding and how it supports academic and student support services at the school. **Feedback and Recommendations** Students provided the following feedback and recommendations to inform the 2026-27 LCAP: • Consolidate the school onto a single campus so that students no longer have to transition between campuses during the school day. • Offer tutoring after school and on Saturdays, including credit recovery, so that students can stay on track to graduate on time.
Student Advisory Committee (SAC)	The Student Advisory Committee participated in the development of the 2026-27 LCAP through scheduled committee meetings throughout the year. **Meeting Dates** The Student Advisory Committee met on the following dates: 1/16/26, 3/18/26, 4/14/26, and 5/11/26. **Topics Discussed** Discussions focused on student leadership activities and events, funding for school events, and the school's assessment goals. The committee also discussed the use of Title funding and how it supports student-centered programs and services at the school. **Feedback and Recommendations** The Student Advisory Committee provided the following feedback and recommendations to inform the 2026-27 LCAP: • Involve students directly in promoting the importance of diagnostic assessments and student growth, so that the student body understands the purpose of the assessments and takes them seriously. • Build a stronger sense of belonging and community at the school, which is difficult to sustain when students are distributed across multiple campuses, by intentionally strengthening school culture and connectedness.

Educational Partner(s)	Process for Engagement
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Parents, including parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), participated in the development of the 2026-27 LCAP. **Meeting Dates and Format** [To be provided: specific meeting dates and the format through which parents participated, such as Parent Advisory Committee meetings, parent workshops, or other forums.] **Topics Discussed** [To be provided: the topics discussed at those meetings.] Discussions also included the use of Title funding and how it supports services for students, particularly Unduplicated Pupils and Students with Disabilities. **Feedback and Recommendations** Parents provided the following feedback and recommendation to inform the 2026-27 LCAP: • Offer workshops and trainings that help parents support their children academically and ensure their children stay on track to graduate and attend post-secondary education.
Parent Advisory Committee (PAC)	The Parent Advisory Committee participated in the development of the 2026-27 LCAP through scheduled committee meetings during the Spring semester. **Meeting Dates and Format** The Parent Advisory Committee met three times during the Spring 2026 semester. (Specific meeting dates can be inserted here if available.) **Topics Discussed** Discussions focused on the LCAP Midyear Update and the development of the 2026-27 LCAP. The committee also discussed the use of Title funding and how it supports services for students, including academic, behavioral, and family engagement supports. **Feedback and Recommendations** The Parent Advisory Committee provided the following feedback and concerns to inform the 2026-27 LCAP: • Address achievement gaps across student groups so that all students make progress toward grade-level expectations. • Ensure students feel safe at school. • Ensure students graduate on time and are prepared for post-secondary education.

Educational Partner(s)	Process for Engagement
(Combined) **English Learner PAC; English Language Advisory Committee (ELAC); and DELAC**	Members of the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee participated in the development of the 2026-27 LCAP through scheduled committee meetings. **Meeting Dates** The committees met on the following dates: 12/8/25, 2/20/26, and 4/24/26. **Topics Discussed** Discussions focused on the review of California School Dashboard data, the changes made for the 2025-26 school year, goals for ELPAC reclassification and English learner growth, an introduction to the Savvas ELD curriculum, ELPAC interventions, the status of ELPAC progress for all students, and how IEP accommodations are being met through the work of the Special Education team. Discussions also addressed the use of Title funding, including Title I and Title III, and how it supports English Learner services and broader student programming. **Feedback and Recommendations** The committees provided the following feedback and recommendations to inform the 2026-27 LCAP: • Use fundraised funds to host larger school events and increase parent participation in ELAC and other school functions. • Provide additional support for English Learners and Long-Term English Learners, who members are concerned about academically and in their language acquisition. • Provide additional coaching for teachers on English language development and on supports for English Learners, so that students are reclassified, are prepared to graduate from high school, and can participate in post-secondary education.
SELPA	Vista Meridian Global Academy consulted with its Special Education Local Plan Area, the El Dorado Charter SELPA, in the development of the 2026-27 LCAP, consistent with California Education Code Section 52062(a)(5). **Consultation Format and Dates** Consultation took place through ongoing communication with El Dorado Charter SELPA Program Specialists throughout the school year, supplemented by a formal SELPA feedback meeting on the LCAP goals held on May 26, 2026. **Topics Discussed** Ongoing communication with the El Dorado Charter SELPA Program Specialists covered the following areas: • Consultation on behavioral support in the general education setting. • Alternate Dispute Resolution resources and consultation. • Procedural guidance and SELPA recommendations for the special education program.

Educational Partner(s)	Process for Engagement
	• Interpretation of IDEA, CDE, and CALPADS policy and compliance support. **Feedback and Recommendations** SELPA Program Specialists provided ongoing consultation and recommendations across the topic areas listed above. On May 26, 2026, the El Dorado Charter SELPA provided formal feedback on the 2026-27 LCAP goals. This input has been incorporated into the school's special education planning and compliance work for the 2026-27 school year.

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

Vista Meridian Global Academy engaged nine educational partner groups in the development of the 2026-27 LCAP: administrators and the Principal, teachers, classified and other personnel, students, the Student Advisory Committee, parents (including representatives of unduplicated pupils and students with disabilities), the Parent Advisory Committee, the combined ELAC, DELAC, and English Learner Parent Advisory Committee, and the El Dorado Charter SELPA. The feedback gathered from these partners shaped specific goals and actions in the adopted LCAP as described below.

Goal 1: Educating the Whole Child

- **Action 1 (Assessment of Learning):** Classified staff recommended that intervention focus students be identified earlier in the year, at the start of Quarter 2 rather than Semester 2. This input is reflected in the monthly progress-monitoring cycle and the multi-level data review structure that drive earlier identification and response. The Student Advisory Committee's recommendation to involve students in promoting the importance of diagnostics is reflected in the data inquiry cycle and student-facing growth conversations. The ELAC, DELAC, and English Learner Parent Advisory Committee's review of California School Dashboard data and ELPAC progress informed the action's emphasis on disaggregated data analysis for English Learners.
- **Action 2 (MTSS: Accelerating Learning):** Administrators, students, and classified staff each recommended continuing and expanding tutoring during the school day, after school, and on Saturdays, and embedding credit recovery during the school day. This feedback drove the addition of Saturday School and the launch of Bright Thinker credit recovery within the Learning Lab, beginning fall 2026. The Parent Advisory Committee's concern about achievement gaps shaped the tiered ELA and mathematics intervention structure within this action.
- **Action 3 (MTSS: SEL and Mental Health Supports):** Administrators, teachers, and classified staff recommended adding Behavior Intervention Implementers (BIIs) and Board-Certified Behavior Analysts (BCBAs) across the campuses. This is reflected in the mental health support team composition and the BCBA-led behavioral training and data review within this action. Administrators' recommendation to move from vans to buses for between-campus transportation is reflected in the action's transportation language. The Student Advisory Committee's concern about belonging and community across a multi-campus structure, and the Parent Advisory Committee's concern about student safety, are reflected in the wellness space at the Meridian campus, the trauma-informed school environment work, and the climate-monitoring components of this action. The SELPA's consultation on behavioral support in the general education setting informed this action's integrated behavioral approach.

- **Action 4 (College and Career Readiness):** Administrators recommended transitioning away from Advanced Placement courses toward dual enrollment, particularly given VMGA's co-location at Santa Ana College. This drove the replacement of the AP ELA option with a dual enrollment ELA college course and the broader emphasis on the Santa Ana College partnership. The Parent Advisory Committee's and parents' priorities of on-time graduation and post-secondary preparation are reflected in the college and career counseling, financial aid support, and post-secondary planning components of this action.
- **Action 5 (Empowering Students with Disabilities Academically):** The SELPA's ongoing consultation on procedural guidance, Alternate Dispute Resolution, and IDEA, CDE, and CALPADS compliance directly shaped the special education oversight, CALPADS and SEIS monitoring, and PLN participation embedded in this action. Teachers' discussion of IEP processes informed the quarterly Special Education team-led professional development on data analysis, IEP refresh, and accommodation review.
- **Action 6 (Accelerating English Learner Success):** The ELAC, DELAC, and English Learner Parent Advisory Committee's concerns about English Learner academic performance and language acquisition, paired with teachers' request for more coaching in ELD, ELA, and mathematics, drove the part-time ELD Instructional Coach position, the designated and integrated ELD framework, and the Ellevation platform investment in this action.
- **Action 7 (Accelerating Long-Term English Learner Success):** The same English Learner advisory groups' concerns about Long-Term English Learners and the need for reclassification, and their call for additional EL-focused teacher coaching, are reflected in the LTEL-targeted coaching, designated and integrated ELD, and trimester intervention planning structured around reclassification in this action.

Goal 2: Professional Growth

- **Action 1 (Core - Instructional Leadership and Appropriately Assigned Staff):** Administrator and Principal discussions of the school's Strategic Plan, the Comprehensive Needs Assessment, and the use of Title funding informed the instructional leadership and staffing decisions in this action.
- **Action 2 (Professional Development):** Teachers' requests for additional content-area and grade-level alternating collaboration time and for more coaching in ELD, ELA, and mathematics drove the structure of weekly Friday professional development and the ELA, ELD, and Math Instructional Coach investments funded through CCSPP. Classified staff's request for additional coaching and training for support staff is reflected in the role-specific professional development for instructional aides and paraprofessionals. The ELAC, DELAC, and EL-PAC's request for additional teacher coaching on English language development is reflected in the ELD focus throughout this action.
- **Action 3 (Core - Instructional Materials):** The introduction of the Savvas ELD curriculum at the EL advisory meetings is reflected in the instructional materials and ELD resources committed under this action.
- **Action 4 (Educational Technology):** Stakeholder discussions of diagnostic platforms and data systems informed the assessment and data-platform technology referenced in this action.

Goal 3: Family and Community Partnerships

- **Action 1 (Safe - Facilities and Safety):** Students' recommendation to consolidate the school onto a single campus, along with the Parent Advisory Committee's concern that students feel safe, is reflected in the facility consolidation work described in the Plan Summary and in the safety systems, FIT inspection, and supervision components of this action.

- **Action 2 (Parents as Partners - Governance and Advisory):** The ELAC, DELAC, and EL-PAC's recommendation to host larger events and increase parent participation, and the Student Advisory Committee's interest in student voice in school decisions, are reflected in the structured advisory committee system (PAC, ELAC/DELAC, EL-PAC, SAC, Community Schools Steering Committee) and in the training and capacity-building commitments of this action.
- **Action 3 (School-Family Partnerships):** Parents' request for workshops and trainings to help them support their children academically and ensure on-time graduation and post-secondary participation is reflected in the parent education workshops, college-readiness sessions, NWEA Data Chat Nights, and financial aid sessions in this action. The ELAC, DELAC, and EL-PAC's emphasis on engaging English Learner families is reflected in the translators and interpreters, ParentSquare communication, home visits, and Coffee with the Principal events under this action.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

VMGA developed the “Educating the Whole Child” goal in direct response to the findings of its comprehensive needs assessment and to the needs of the students and community it serves. The goal reflects both the school's mission to prepare engaged, compassionate global citizens and the specific performance and equity gaps identified through multiple measures.

Academic Performance Gaps: The academic data on the 2025 California School Dashboard made clear that a whole-child, gap-closing focus is necessary. VMGA received Red performance levels on the ELA and Mathematics Academic Indicators and on the English Learner Progress Indicator, with the largest gaps concentrated among the school's predominant student groups, including socioeconomically disadvantaged students, who make up about 97% of enrollment, Hispanic students, and English Learners. Because nearly all VMGA students are socioeconomically disadvantaged and many are still developing academic language, the school recognized that improving outcomes requires more than academic intervention alone.

Non-Academic Barriers to Learning: At the same time, the needs assessment showed that non-academic barriers strongly affect learning. Chronic absenteeism remained high, and language and reading-comprehension barriers limited students' access to grade-level content across subjects. These findings pointed to the need for an integrated system that connects academic instruction with behavioral and mental health supports rather than treating them separately.

An Integrated Framework: Community Schools and MTSS: The goal is therefore structured around the California Community Schools Framework and a comprehensive Multi-Tiered System of Supports (MTSS), which VMGA is positioned to implement through its California Community Schools Partnership Program (CCSPP) Implementation Grant. The community schools approach and the framework's four pillars give the school a coherent structure for coordinating academic, behavioral, social-emotional, and family-engagement supports, ensuring that all students receive strong core instruction while those with greater needs receive timely, integrated intervention.

Building on a Documented Strength: The goal also builds on a documented strength. VMGA's very low suspension rates and supportive climate, reflected in Green and Blue performance levels on the Suspension Rate Indicator, demonstrate that the school's existing social-emotional and behavioral supports are effective. The whole-child goal extends that foundation to academics, working to close achievement gaps while sustaining a safe, supportive environment.

Summary: VMGA developed this goal to align its STEAM and CTE-focused program, its community schools work, and its MTSS into a single, integrated strategy that eliminates barriers to learning, closes achievement gaps across all student groups, and ensures graduates possess the knowledge, skills, attitudes, and mindsets necessary for success in higher education, the workforce, and the global economy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23: Not applicable	2023-24 ELA CAASPP DFS All Students -81.3 EL -120.6 SED -79.2 Hispanic -81.8	2024-25 ELA CAASPP DFS All Students -84.3 EL -113 SED -84.3 Hispanic -83.3	2025-26 ELA CAASPP DFS All Students -83 EL -100 SED -83 Hispanic -82	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23: Not applicable	2023-24 Math CAASPP DFS All Students -171.1 EL -197.5 SED -172.8 Hispanic -173.1	2024-25 Math CAASPP DFS All Students -189.2 EL -206.5 SED -189.2 Hispanic -187.7	2025-26 Math CAASPP DFS All Students -180 EL -202 SED -180 Hispanic -180	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
3	% students' college ready measured by ELA EAP. Source: CAASPP website	2022-23: Not applicable	2023-24: 22.58% Conditionally Ready 4.84% College Ready	2024-25: 21.82% Conditionally Ready 1.82% College Ready	2025-26: 22% Conditionally Ready 2% College Ready	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
4	% students' college ready as measured by Math EAP. Source: CAASPP website	2022-23: Not applicable	2023-24: 4.84% Conditionally Ready 1.61% College Ready	2024-25: 0% Conditionally Ready 0% College Ready	2025-26: 2% Conditionally Ready 0% College Ready	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.

5	CA Science Test: Points from Standards (PFS) Source: CA School Dashboard	2022-23: Not applicable	2023-24 CAST (Science Points) All Students 42.8 LTEL 38.1 EL 43.2 SED 42.6	2024-25 CAST (Science Points) All Students 40.1 LTEL 37.6 EL 40.1 SED 40.8	2025-26 CAST (Science Points) All Students 42 LTEL 40 EL 42 SED 42	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
6	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	2022-23: Not applicable	35.5% EL 45.7% LTEL 2024 CA School Dashboard	13.6% EL 15.3% LTEL 2025 CA School Dashboard	2025-26: 15%: EL 11%: LTEL	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
7	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: Not applicable	2023-24: 7.04%	2024-25: 3.2%	2025-26: 29%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
8	Reclassification Rate Source: CALPADS	2022-23: Not applicable	2023-24: 6%	2024-25: 3%	2025-26: 6%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
9	Attendance Rate Source: CALPADS	2022-23: Not applicable	2023-24: 92.75%	2024-25: 89.5%	2025-26: 91.57%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
10	Chronic Absenteeism Rates Source: Dataquest	2022-23: Not applicable	2023-24: Chronic Absenteeism Rate All Students 25.4% EL 24.4% SED 25.3% Hispanic 24.1%	2024-25: Chronic Absenteeism Rate All Students 37.8% EL 34.3% SED 37.2% SWD 41.2% Hispanic 37.8%	2024-25 Chronic Absenteeism Rate All Students 30.7% EL 35.0% SED 29.8% SWD 33.4% Hispanic 30.7%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.

11	Suspension Rate Source: CA School Dashboard	2022-23: Not applicable	2023-24: Suspension Rate All Students 0.5% EL 0.0% LTEL 0.0% SED 0.5% Hispanic 0.5%	2024-25: Suspension Rate All Students 0.7% EL 0.0% LTEL 0.0% SED 0.7% Hispanic 0.7%	2025-26: 0%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
12	Expulsion Rate Source: Dataquest	2022-23: Not applicable	2023-24: 0.5%	2024-25: 0%	2025-26: 0%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
13	% students participating in an elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23: Not applicable	2023-24: 100%	2024-25: 100%	2025-26: 100%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
14	% Graduates earning a Seal of Biliteracy Source: Dataquest	2022-23: Not applicable	2023-24: Not applicable	2024-25: 37.9%	2025-26: 39%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
15	% students A-G completion rate Source: Dataquest	2022-23: Not applicable	2023-24: 100%	2024-25: 53.4%	2025-26: 55%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
16	% pupils who complete CTE courses from approved pathways	2022-23: Not applicable	2023-24: Not applicable	2024-25: 7.8%	2025-26: 8%	VMGA was not in operation in 2022-23, therefore there are no baseline

	Source: CA School Dashboard					results that were reported.
17	% pupils who have competed both A-G & CTE Source: CA School Dashboard	2022-23: Not applicable	2023-24: Not applicable	2024-25: 6.3%	2025-26: 7%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
18	% students that pass AP exams score 3+ Source: CALPADS	2022-23: Not applicable	2023-24: Not applicable	2024-25: 0%	2025-26: 4%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
19	High School dropout rate. Source: Dataquest	2022-23: Not applicable	2023-24: Not applicable	2024-25: 7.9%	2025-26: 4%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
20	High School Graduation Rate Source: CA School Dashboard	2022-23: Not applicable	2023-24: Not applicable	2024-25: 92.2%	2025-26: 96%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.

NOTE: Vista Meridian Global Academy (VMGA) was established and operated in 2023-24 serving grades 9-11; and in the 2024-25 school year expanded to serve grades 9-12. Therefore, most "baseline" (2022-23) was not applicable since VMGA was not in operation. The following CDE required metric does not apply to VMGA as a result of its educational program outlined in the school's approved charter petition.

- Priority 5:
    - Middle School dropout rate

Goal Analysis for 2025-26

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

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

Action 1: Vista Meridian Global Academy (VMGA) is on track to fully implement NWEA MAP diagnostic assessments in alignment with the VCPS Assessment Calendar. This is VMGA's first year adopting NWEA MAP Reading and Mathematics, which are administered three times per year. In addition, students receiving Tier 2 and Tier 3 interventions participate in monthly progress monitoring to measure growth and inform adjustments to supports. Teachers also conduct weekly formative assessments across all subject areas to monitor student learning progression and make immediate instructional adjustments.

In February 2026, VMGA will implement SBAC Interim Assessment Blocks (IABs) in English Language Arts and Mathematics for all 11th-grade students to strengthen standards-aligned instructional planning and readiness for statewide assessments. VMGA will also administer all state-mandated assessments—including CAASPP, CAST, and ELPAC—as required.

To strengthen data-driven instruction and student ownership, VMGA has established daily Student Data-Dive goals (four conferences per day). Data dives are embedded within weekly professional development and PLC structures, where staff analyze data, identify focus students, and plan targeted instructional responses. These PLC sessions have been especially effective due to clear expectations for biweekly grade updates, which provide more timely and actionable data for instructional teams.

Weekly meetings remain focused and outcomes-driven, with defined deliverables to ensure follow-through and continuous improvement. Diagnostic assessment data is being used consistently to measure student growth, and students are increasingly taking the assessments seriously—providing teachers, administrators, and VCPS with a clearer, more accurate picture of performance trends and instructional needs.

VMGA also leverages curriculum-embedded tools to support learning and reinforce core skills. Data dives for focus students are integrated into professional development to promote collaboration among grade-level and content-area teams. During these data dives, teachers meet with approximately three to four students per advisory period to review grades, diagnostic results, and assessment performance, and to co-develop individualized plans for student success.

Action 2: Due to declining enrollment and associated budget and staffing constraints, this action was partially implemented. Projected enrollment for the year was 300 students; however, actual enrollment was 244, resulting in reduced staffing capacity.

As a result, the planned intervention team was not formed. In response, Meridian reassigned and expanded the scope of the Intervention Coordinator role. Rather than leading a dedicated intervention team, the Intervention Coordinator's responsibilities were split between providing tiered academic intervention and delivering tiered behavioral supports for students.

Despite these constraints, Meridian maintained a designated Intervention Coordinator who is assigned a dedicated class period to support students requiring targeted intervention in course content.

Saturday School implementation has been successful, with rotating teachers in core subject areas providing additional academic support.

Credit recovery implementation was temporarily paused during Semester 1 due to the absence of a staff lead to coordinate focus students.

Importantly, during Semester 1, all students identified as needing credit recovery were still supported through the additional coursework required, even without a formal credit recovery structure. For Semester 2, Meridian has identified students in need of credit recovery and will resume implementation through a coordinated approach that includes designated support from the Intervention Coordinator and the use of the Bright Thinker online platform.

Additional supports and partnerships implemented during this period include the following:

- Ellevation Platform: Adopted in December 2025 to strengthen support and monitoring for English Learners and Long-Term English Learners (EL/LTEL).
- College and Career Counseling: The Grades 11/12 Counselor conducts regular student check-ins and facilitates targeted workshops.
- UCI Partnership: Developed to support and strengthen instruction in the CTE Science program through collaboration with the CTE Science teacher.
- EXP Partnership: Established to expand internship opportunities and provide guest speakers to support career exploration and student engagement.

Action 3: This action was partially implemented due to staffing and enrollment constraints; however, VMGA continues to strengthen its social-emotional, behavioral, and attendance supports through multiple coordinated strategies.

All teachers conduct daily SEL check-ins during Advisory each school day to ensure a consistent focus on students' social-emotional development across all grade levels. VMGA also continues implementing Ways of Council practices as a core component of school culture to strengthen community connection, communication, and emotional awareness. Ways of Council is embedded across the school community and has been used in teacher professional development, Coffee with the Principal, and classroom-based community-building activities.

Staffing capacity impacted full implementation of planned behavioral supports. A school psychologist joined VMGA after the start of the school year, strengthening student support services; however, VMGA was unable to proceed with hiring a Behavior Interventionist due to low enrollment. To expand services, VMGA is actively pursuing community partners. In the interim, Turning Point has provided two counselors to support VMGA students, including a recently assigned bilingual counselor. Counselors provide services across both the DMC and SAC sites.

Trauma-informed practices have not yet been fully integrated into the professional development schedule. These trainings are calendared for Semester 2 and will be delivered during weekly professional development. In parallel, the administrative team has begun laying the foundation for stronger systems of support through PBIS implementation, including team structures, attendance supports, and a rewards and recognition system.

To address barriers contributing to chronic absenteeism, VMGA provides transportation services to support consistent attendance, including van services between campus locations throughout the day. Students previously receiving transportation services have been grandfathered into continued access. New enrollees are assigned a designated pick-up/drop-off zone to ensure equitable access and clear logistics. Vans and buses transport students throughout the day between the Santa Ana College (SAC) site, the Digital Media Center (DMC) site, and the Salvation Army site.

VMGA operates across four co-located sites to meet programmatic needs:

- Digital Media Center (DMC): Grades 9–10
- Santa Ana College (SAC): Grades 11–12
- Vista Global Academy site: Music courses
- Salvation Army site: Physical Education for Grades 9–12

To further strengthen behavioral and attendance supports, VMGA hired a Board-Certified Behavior Analyst (BCBA) in late December 2025 which has resulted in a delay of implementing practices to improve daily attendance and reduce chronic absenteeism rates. The BCBA will provide staff training on creating inclusive learning environments and implementing evidence-based behavior strategies. The BCBA will also develop individualized plans grounded in restorative practices and systematic data collection to address behavioral factors contributing to chronic absenteeism. This support is critical given VMGA's 2024–25 chronic absenteeism rate of 37.8% and attendance rate of 89.5%.

Action 4: VMGA provides all students access to UC A–G approved courses that establish the academic foundation necessary for college eligibility and career readiness. This comprehensive curriculum is designed to ensure students meet university admission requirements while building the critical thinking and analytical skills needed for success after high school.

Santa Ana College Partnership: Through its established partnership with Santa Ana College (SAC), VMGA offers early college course opportunities in specialized pathways such as business, biomedical sciences, computer science, and music production. SAC supports this work by providing customized lessons and lectures designed specifically for Vista Meridian students, strengthening alignment between high school and college-level expectations.

Dual Enrollment Support Services: CTE and dual enrollment counselors provide ongoing support for Early College students through academic interventions and progress monitoring. Paraprofessionals receive specialized training to deliver targeted small-group and individual supports, with particular attention to English Learners and Students with Disabilities enrolled in CTE and dual enrollment courses. Weekly intervention lessons are used to address specific assignments, reinforce essential skills, and respond to identified growth areas through targeted instruction.

Career Technical Education Pathway: VMGA offers industry-aligned CTE programming in Global Business, Biomedicine, Automotive Technology, and Information Technology, aligned to CTE model standards. Students have opportunities to earn industry-recognized certifications that support direct pathways to employment and advancement in high-demand sectors. Beginning in the 2025–26 school year, VMGA is also implementing Career Technical Student Organizations (CTSOs) to strengthen leadership development, professional networking, and career readiness. As part of this effort, a Future Business Leaders of America (FBLA) student group has been established and has begun participating in networking events.

Work-Based Learning and Career Exploration: VMGA continues to strengthen work-based learning through its partnership with EXP The Opportunity Engine. While the EXP partnership has been in place previously, implementation has been notably stronger this year, with expanded guest speakers and increased field trip opportunities. Students also engage in career exploration through data-informed planning tools. NWEA MAP has been launched across all grade levels, beginning with diagnostic assessments that support instructional planning and student goal setting. In 2025–26, VMGA plans to implement the CCGI college and career exploration curriculum, including inventories and search tools for colleges, majors, and careers, along with financial aid planning resources.

Comprehensive Counseling and Support Services: VMGA's college counseling services include structured supports for college applications, financial aid, and individualized postsecondary planning. College counselors have arranged lunchtime FAFSA workshops for seniors and have also hosted parent and student FAFSA workshops during Saturday School. Chapman University provided a representative to meet with families after school to guide them through FAFSA setup and completion. Counselors also work individually with students based on academic progress and ongoing check-ins. These meetings incorporate reviews of students' historical grades, credit completion, and course progress to ensure students remain on track to meet GPA benchmarks and A–G course requirements, while also supporting informed decisions about postsecondary options.
This action is being implemented with early college courses offered at both the SAC site and the Meridian–DMC site. CTE and dual enrollment remain central to VMGA's academic program, and course offerings have expanded in response to student interest, including new options such as Financial Literacy and Video Production, with a Law pathway under consideration for the future.

Action 5: This year, VMGA initiated the special education implementation cycle earlier than in prior years by reviewing student IEPs at the start of the year, identifying accommodations, and collaborating on best supports. Teachers are playing a larger role in IEP meetings and data tracking, which has strengthened shared ownership of student success and improved alignment between classroom instruction and IEP implementation.

Staff capacity-building has also advanced. Teachers have participated in multiple professional development sessions focused on identifying student needs and implementing appropriate accommodations. The Director and Special Education Coordinator have participated in ongoing meetings on a monthly basis and facilitated Semester 1 special education meetings to guide implementation and support staff. A second special education meeting update is currently being scheduled for Semester 2.

PLC collaboration time has supported implementation through alternating structures between content and grade-level teams. This PLC time has been used to review accommodations, provide planning time, and align grading practices, which has supported more consistent implementation across classrooms and courses.

From a compliance and systems perspective, the Director and Special Education Coordinator have monitored CALPADS to ensure data accuracy and timely reporting. The Special Education Coordinator has established calendar invitations that include all required participants, supporting organized scheduling and improved meeting participation. In-person meetings have been emphasized as the primary approach to strengthen collaboration and engagement, while Zoom is made available to ensure parent participation when families are unable to attend in person.

Action 6: This EL action was partially implemented due to the vacancy in the ELD Instructional Coach position. In the absence of a dedicated ELD coach, instructional coaching and implementation support have been provided by teachers, with additional coaching and guidance led by the Principal, Assistant Principal, and College Counselor.

VMGA has continued to strengthen English Learner programming through an OCDE partnership focused on improving ELD systems and instructional practices. In addition, administrators completed initial Ellevation platform trainings to establish a foundation for consistent implementation. Teacher training on Ellevation is scheduled for the Vista staff during an all-day professional development session on January 12, which will expand staff capacity to use Ellevation tools for instructional planning, documentation, and student support.

To support classroom implementation, faculty use built-in English Learner supports embedded within core curriculum materials. VMGA also purchased English Learner development supports through the MyPerspectives ELA curriculum to better serve Newcomer students, including the Savvas ELD resources that accompany the program. Through PLC collaboration, teachers have shared strategies and resources for supporting English Learners, including leveraging the embedded scaffolds and language supports within MyPerspectives. At this time, staff report no substantive changes in EL supports compared to prior practices; however, the systems for consistent use of curriculum-based EL supports are being strengthened through PLC structures and professional learning.

VMGA has also expanded professional development focused on Kagan cooperative learning structures. Kagan strategies have been reinforced during weekly professional development, and a Kagan coach has provided on-the-spot coaching for teachers who have completed training. A key shift has been more consistent use of collaborative structures to support rigorous academic content learning, rather than limiting Kagan strategies to community-building activities.

To further strengthen implementation, VMGA hired an ELA Coach to provide targeted support for integrating ELD supports into core instruction, including professional learning opportunities designed to help staff maximize the EL tools and scaffolds available within MyPerspectives.

Assessment practices are also being used to monitor EL progress and guide instructional adjustments. Interim assessments were scheduled at the start of the year, and a second round of interim assessments will be used to measure midyear growth and to leverage assessment prompts to inform targeted EL supports and instructional planning.

Action 7: This LTEL action was partially implemented due to the vacancy in the ELD Instructional Coach position. In the absence of a dedicated ELD coach, instructional coaching and implementation support have been provided by teachers, with additional coaching and guidance led by the Principal, Assistant Principal, and College Counselor.

VMGA has continued to strengthen Long-Term English Learner (LTEL) programming through an OCDE partnership focused on improving ELD systems and instructional practices. In addition, administrators completed initial Ellevation platform trainings to establish a foundation for consistent implementation. Teacher training on Ellevation will take place in Winter/Spring 2026, which will expand staff capacity to use Ellevation tools for instructional planning, documentation, and student support.

To support classroom implementation, faculty use built-in supports embedded within core curriculum materials to strengthen language development within grade-level instruction. VMGA also purchased language development supports through the MyPerspectives ELA curriculum to better serve Newcomer students, including the Savvas ELD resources that accompany the program. Through PLC collaboration, teachers have shared strategies and resources for supporting LTELs, including leveraging the embedded scaffolds and language supports within MyPerspectives. At this time, staff report no substantive changes in LTEL supports compared to prior practices; however, the systems for consistent use of curriculum-based supports are being strengthened through PLC structures and professional learning.

VMGA has also expanded professional development focused on Kagan cooperative learning structures. Kagan strategies have been reinforced during weekly professional development, and a Kagan coach has provided on-the-spot coaching for teachers who have completed training. A key shift has been more consistent use of collaborative structures to support rigorous academic content learning, rather than limiting Kagan strategies to community-building activities.

To further strengthen implementation, VMGA hired an ELA Coach to provide targeted support for integrating language development supports into core instruction, including professional learning opportunities designed to help staff maximize the tools and scaffolds available within MyPerspectives.

Assessment practices are also being used to monitor student progress and guide instructional adjustments. Interim assessments were scheduled at the start of the year, and a second round of interim assessments will be used to measure midyear growth and to leverage assessment prompts to inform targeted supports and instructional planning for LTELs.

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.

Vista Meridian Global Academy reviewed budgeted and estimated actual expenditures for each action under Goal 1 and identified the following material differences for the 2025-26 school year, with explanations provided by action below.

- **Action 1: Assessment of Learning**: The estimated actual expenditure exceeded the budgeted amount by approximately $1,800 because the cost of NWEA diagnostic assessments was slightly higher than projected.
- **Action 2: MTSS: Accelerating Learning**: The estimated actual expenditure was less than the budgeted amount because the school hired fewer instructional aides than planned, in response to a decline in projected enrollment.
- **Action 3: MTSS: SEL and Mental Health Supports**: The estimated actual expenditure was less than the budgeted amount because both the Board-Certified Behavior Analyst (BCBA) and the behavior interventionist positions were hired late in the school year, resulting in a material difference between projected and actual personnel costs.
- **Action 5: Empowering Students with Disabilities Academically**: The estimated actual expenditure exceeded the budgeted amount because the school hired a Special Education Coordinator in response to caseload needs and the Resource Specialist Program (RSP) teacher resigned mid-year, requiring additional staffing expenditures to maintain compliant special education service delivery.
- **Action 6: Accelerating English Learner Success**: The estimated actual expenditure was less than the budgeted amount because the ELD Instructional Coach was not hired until late in the school year, reducing the personnel costs charged against the action.
- **Action 7: Accelerating Long-Term English Learner Success**: The estimated actual expenditure was less than the budgeted amount because the cost of Kagan professional development came in below the projected budget.

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

Action 1: Because this is VMGA's first year adopting NWEA MAP Reading and Mathematics, the effectiveness of this action is currently demonstrated through the fidelity and consistency with which the school has established its assessment and data-analysis systems, rather than through multi-year growth comparisons, which are not yet available for a newly adopted measure. The 2025-26 administrations are establishing the baseline data infrastructure against which future growth will be evaluated.

To date, the action has been effective in operationalizing a coherent, multi-layered assessment system. VMGA is on track to fully implement NWEA MAP diagnostics three times per year in alignment with the VCPS Assessment Calendar, complemented by monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions and weekly formative assessments across all subject areas. Together, these measures provide data at varied intervals, supporting both immediate instructional adjustments and longer-term growth analysis. The action is further strengthened by the planned February 2026 administration of SBAC Interim Assessment Blocks (IABs) in English Language Arts and Mathematics for all 11th-grade students, along with all state-mandated assessments, including CAASPP, CAST, and ELPAC.

The action has been especially effective in building a data-driven instructional culture. Daily Student Data-Dive goals, set at four conferences per day, are embedded within weekly professional development and Professional Learning Community (PLC) structures, where staff analyze data, identify focus students, and plan targeted instructional responses. During these data dives, teachers meet with approximately three to four students per advisory period to review grades, diagnostic results, and assessment performance, and to co-develop individualized plans for success. Clear expectations for biweekly grade updates have made PLC sessions more productive by providing timely, actionable data, and weekly meetings remain focused and outcomes-driven, with defined deliverables that support follow-through and continuous improvement.

Early qualitative indicators suggest the action is producing its intended effect. Diagnostic data is being used consistently to measure student growth, and students are increasingly engaging with the assessments seriously, which yields a clearer and more accurate picture of performance trends and instructional needs for teachers, administrators, and VCPS. As additional NWEA MAP cycles are completed, the school will be positioned to evaluate the action's impact on measurable student outcomes.

Action 2: This action was partially implemented, primarily due to declining enrollment and the associated budget and staffing constraints. Projected enrollment for the year was 300 students, while actual enrollment was 244, which reduced staffing capacity and prevented the formation of the planned dedicated intervention team. Rather than discontinue the support, VMGA adapted to preserve essential services for students requiring targeted intervention.

Intervention Coordinator: In response to the staffing constraints, VMGA reassigned and expanded the scope of the Intervention Coordinator role. Instead of leading a dedicated intervention team, the Intervention Coordinator now provides both tiered academic intervention and tiered behavioral supports. The school maintained a designated Intervention Coordinator with a dedicated class period to support students requiring targeted intervention in course content. This adaptation preserved the core intervention function despite the loss of the planned staffing structure.

Saturday School: Saturday School has been effective, with teachers rotating across core subject areas to provide additional academic support. This component was fully implemented as planned and continues to extend learning time for students.

Credit Recovery: Credit recovery was temporarily paused during Semester 1 because no staff lead was available to coordinate focus students. The impact of this pause was mitigated, however, because all students identified as needing credit recovery were still supported through the additional coursework required, even without a formal credit recovery structure in place. For Semester 2, VMGA has identified students in need of credit recovery and will resume implementation through a coordinated approach that includes designated support from the Intervention Coordinator and the use of the Bright Thinker online platform.

Action 3: Although this action was only partially implemented as designed, VMGA sustained its core social-emotional supports and added meaningful interim capacity through the school psychologist, Turning Point counselors, transportation services, and the late-year BCBA hire. The components most affected by constraints, including the Behavior Interventionist position, trauma-informed training, and full BCBA-led attendance practices, are addressed through planned Semester 2 implementation and ongoing partnership development. Given the elevated chronic absenteeism rate, fully operationalizing these behavioral and attendance supports will be the key driver of improved outcomes going forward.

Action 4: This action has been fully and effectively implemented, establishing a comprehensive college and career readiness program for all students. VMGA provides schoolwide access to UC A-G approved courses and has expanded early college opportunities through its Santa Ana College partnership, which delivers customized lessons that align high school and college-level expectations across specialized pathways. Dual enrollment students receive coordinated support from CTE and dual enrollment counselors and trained paraprofessionals, with targeted attention to English Learners and Students with Disabilities, extending the action's reach to the student groups with the greatest needs.

The action's effectiveness is further evidenced by meaningful expansion during the 2025-26 school year. VMGA broadened its CTE pathways and course catalog, adding Financial Literacy and Video Production with a Law pathway under consideration, launched Career Technical Student Organizations including an active FBLA group, and strengthened work-based learning through a notably more robust EXP partnership featuring expanded guest speakers and field trips. Comprehensive counseling services, including FAFSA workshops for seniors and families and individualized monitoring of grades, credit completion, and A-G and GPA progress, support informed postsecondary planning. Early college courses now operate at both the SAC and Meridian-DMC sites. Effectiveness to date is demonstrated through the breadth and consistency of implementation and ongoing program expansion; measurable outcome data, such as A-G completion, dual enrollment pass rates, and certifications earned, will allow fuller evaluation of impact over time.

Action 5: This action was effective. VMGA initiated its special education implementation cycle earlier than in prior years by reviewing student IEPs at the start of the year, identifying accommodations, and collaborating on appropriate supports. Teachers have taken a larger role in IEP meetings and data tracking, which has strengthened shared ownership of student success and improved alignment between classroom instruction and IEP implementation. Staff capacity has advanced through multiple professional development sessions on identifying student needs and implementing accommodations, supported by monthly leadership meetings and facilitated Semester 1 special education meetings, with a Semester 2 update being scheduled.

The action's effectiveness is reinforced by stronger collaborative and compliance systems. PLC collaboration time, alternating between content and grade-level teams, has been used to review accommodations, provide planning time, and align grading practices, supporting more consistent implementation across classrooms and courses. From a compliance standpoint, the Director and Special Education Coordinator have monitored CALPADS for data accuracy and timely reporting, and the Coordinator has established structured calendar invitations that improve meeting participation. The emphasis on in-person meetings, with Zoom available to ensure parent participation when families cannot attend in person, has further strengthened engagement. Effectiveness to date is demonstrated through these implementation and systems improvements; measurable outcome indicators, such as IEP goal attainment and Students with Disabilities performance data, will allow fuller evaluation over time.

Action 6: This EL action was partially implemented due to the vacancy in the ELD Instructional Coach position. In the coach's absence, instructional coaching and implementation support were provided by teachers, with guidance from the Principal, Assistant Principal, and College Counselor. A candid indicator of limited impact to date is that staff report no substantive changes in EL supports compared to prior practices, which suggests the action has not yet produced a clear shift in classroom instruction. Effectiveness is therefore strongest in foundation-building rather than in measurable changes to practice.

Several components nonetheless advanced the systems needed for stronger EL support. VMGA continued its OCDE partnership focused on improving ELD systems and instructional practices, completed initial administrator Ellevation training with all-staff training scheduled, and purchased MyPerspectives EL

development supports and the accompanying Savvas ELD resources to better serve Newcomer students. Through PLC collaboration, teachers shared scaffolds and language-support strategies embedded in the curriculum. Expanded Kagan cooperative learning professional development, reinforced weekly and supported by on-the-spot coaching, produced a meaningful shift toward using collaborative structures for rigorous academic content rather than limiting them to community-building. The recent hire of an ELA Coach and the use of interim assessments to monitor midyear growth further position the school to integrate EL supports more consistently. Overall, the action's effectiveness depends on filling the coaching gap and completing planned training, after which the strengthened systems are likely to translate into more consistent classroom-level supports.

Action 7: This LTEL action was partially implemented due to the vacancy in the ELD Instructional Coach position. In the coach's absence, instructional coaching and implementation support were provided by teachers, with guidance from the Principal, Assistant Principal, and College Counselor. A candid indicator of limited impact to date is that staff report no substantive changes in LTEL supports compared to prior practices, which suggests the action has not yet produced a clear shift in classroom instruction. Effectiveness is therefore strongest in foundation-building rather than in measurable changes to practice.

Several components nonetheless advanced the systems needed for stronger LTEL support. VMGA continued its OCDE partnership focused on improving ELD systems and instructional practices, completed initial administrator Ellevation training with teacher training planned for Winter/Spring 2026, and purchased MyPerspectives language development supports and the accompanying Savvas ELD resources. Through PLC collaboration, teachers shared scaffolds and language-support strategies embedded in the curriculum to strengthen language development within grade-level instruction. Expanded Kagan cooperative learning professional development, reinforced weekly and supported by on-the-spot coaching, produced a meaningful shift toward using collaborative structures for rigorous academic content rather than limiting them to community-building. The recent hire of an ELA Coach and the use of interim assessments to monitor midyear growth further position the school to integrate language development supports more consistently. Overall, the action's effectiveness depends on filling the coaching gap and completing planned training, after which the strengthened systems are likely to translate into more consistent classroom-level supports for LTELs.

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

Vista Meridian Global Academy (VMGA) develops a one-year LCAP grounded in its comprehensive needs assessment, which draws on local, state, and California School Dashboard data, as well as surveys and feedback from educational partners. Reflections on prior practice, alongside the findings of that needs assessment, drove the changes described below.

New Metrics for 2026-27: Because VMGA graduated its first cohort, the Class of 2025, during the 2024-25 school year, the 2026-27 LCAP adds metrics that high school completion and post-secondary readiness can now meaningfully report on. Metrics 16 through 20 have been added and include the percentage of pupils who complete CTE pathways, the percentage of pupils who complete both A-G and CTE pathways, the percentage of students who pass Advanced Placement (AP) courses, the high school dropout rate, and the high school graduation rate. Because these are new metrics, results are reported under the Year 2 outcomes in the Measuring and Reporting Results section.

Action Modifications for Goal 1: Several modifications were made to the actions under Goal 1 for 2026-27 based on reflections on prior practice:

- Saturday School: A Saturday School program has been added, as noted under Goal 1, Action 2, to provide additional academic and credit-recovery support.
- Bright Thinker Credit Recovery: Under Goal 1, Action 2, the Learning Lab will incorporate Bright Thinker, a credit-recovery program that will launch in the fall semester of 2026, giving students more time to make up credits during the year.
- Continued MTSS Strengthening: VMGA will continue to strengthen its Multi-Tiered System of Supports to coordinate academic, behavioral, and social-emotional interventions.

- Shift from Advanced Placement to Dual Enrollment: VMGA is shifting away from offering AP courses and toward promoting and encouraging student participation in dual enrollment courses through Santa Ana College, which the school views as a stronger pathway indicator for college success.
- Wellness Space at Each Campus: A wellness space will be established at each of VMGA's campuses to expand access to dedicated social-emotional and trauma-informed support environments.
- Transportation Shift from Vans to Buses: Working with VCPS, the school is shifting student transportation between campuses from vans to buses to reduce wait times for students who travel between sites during the school day for their courses.

One consistency note for the package: this narrative says a wellness space will be established "at each campus," while the earlier MTSS: SEL and Mental Health Supports action described a single CHOC-donated Wellness Space at the Meridian campus. Please confirm whether the plan is for one Wellness Space or one at each campus, so the two documents align. Creating the Word document now.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment of Learning	Vista Meridian Global Academy (VMGA) will administer NWEA diagnostic assessments in ELA and Mathematics three times annually, in Fall, Winter, and Spring, with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. VMGA is currently researching whether to shift from NWEA MAP to i-Ready for the 2026-27 school year, and the selected platform will serve this same screening and progress-monitoring purpose. In addition, teachers will conduct weekly formative assessments across all subject areas to monitor daily learning progression and inform immediate instructional adjustments. **State-Required Assessments** All students will participate in mandated state assessments according to the state testing schedule, including CAASPP (ELA and Mathematics), CAST (Science), ELPAC (English Language Proficiency), and the Physical Fitness Test (PFT). **Data Analysis and Inquiry Cycle** VMGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The Principal and Instructional Leadership Team will conduct monthly analyses of schoolwide trends, examining achievement gaps, intervention effectiveness, and resource allocation to adjust systems-level supports. Biweekly grade-level team meetings will give teachers structured time to analyze student group data, share effective instructional practices, identify students who need additional support, celebrate growth, and develop coordinated intervention plans aligned to assessment results.	$14,700	N

Action #	Title	Description	Total Funds	Contributing
		Weekly individual student reviews will allow teachers to examine specific student progress data and make daily instructional decisions, driving flexible grouping, personalized learning targets, and targeted skill-building. To strengthen data-driven instruction and student ownership, VMGA has established daily Student Data-Dive goals of four conferences per day. These data dives are embedded within weekly professional development and PLC structures, where staff analyze data, identify focus students, and plan targeted instructional responses. The PLC sessions have been especially effective because clear expectations for biweekly grade updates provide more timely and actionable data for instructional teams. **Standards-Mastery Approach** VMGA will use a standards-mastery framework that identifies each student's specific learning gaps through diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards, create targeted intervention plans that address the root causes of learning challenges, and monitor progress toward mastery through frequent checkpoint assessments to ensure students receive appropriate support and challenge. **Data-Driven Instructional Response System** Assessment results will drive immediate instructional adjustments, with daily lesson modifications based on exit tickets and formative assessment outcomes. Teachers will use flexible grouping informed by real-time performance data and design targeted skill-building activities from identified gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic results, with progress monitoring conducted on the schedule established under Universal Screening and Progress Monitoring above. **Professional Learning and Accountability** The Principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses to foster a culture of continuous improvement. Quarterly data reports will be shared with the Vista Public Schools Central Office, the school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement.		
2	MTSS: Accelerating Learning	On the 2025 California School Dashboard, VMGA received a Red performance level on the ELA Academic Indicator for the All Students, Socioeconomically Disadvantaged, and Hispanic student groups, and a Red performance level on the	$481,500	Y

Action #	Title	Description	Total Funds	Contributing
		Mathematics Academic Indicator for the All Students, English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. To accelerate learning and address these results, VMGA will implement the following Multi-Tiered System of Supports (MTSS). **Three-Tiered Support Framework** VMGA will establish a structured three-tiered intervention system to address diverse student learning needs: • **Tier 1 (Universal Core Instruction):** Enhanced through Instructional Aide support within general education classrooms and comprehensive literacy libraries across all content areas. • **Tier 2 (Targeted Group Interventions):** Small-group instruction, study hall tutoring, and specialized ELD support. • **Tier 3 (Intensive Individual Interventions):** After-school tutoring, credit recovery programming, and personalized academic support. **Academic Support Program Development** The school will implement multiple intervention options during and beyond the instructional day. An Intervention Coordinator will provide specialized mathematics instruction for students requiring intensive skill development. Tutoring will be available during instructional time, study hall periods, and after-school sessions staffed by both certificated and classified personnel. Saturday School will be established to provide additional academic support, credit recovery, and attendance recovery opportunities. **Technology and Partnership Integration** VMGA will deploy the Bright Thinker Intervention Platform to provide personalized learning pathways for credit recovery and academic intervention. The school will establish collaborative tutoring partnerships with Santa Ana College and implement a Senior Tutoring Club to expand peer support networks. Early College students will receive weekly intervention lessons addressing specific assignments and skill development through trained paraprofessional instruction. **Targeted Student Group Support** Specialized intervention services will be developed for English Learners and Long-Term English Learners, incorporating scaffolding strategies, visual aids, native language support, and structured academic discourse. Students with		

Action #	Title	Description	Total Funds	Contributing
		Disabilities will receive support aligned with their IEP goals while maintaining high academic expectations. Socioeconomically Disadvantaged students will access intensive tutoring in ELA and Mathematics focused on building foundational skills and college readiness. **Coordination and Monitoring Systems** School Counselors will implement systematic tracking tools to monitor student engagement and participation, ensuring appropriate intervention placement and service delivery. The CTE and Dual Enrollment Counselor will monitor academic progress for all students and ensure struggling learners access necessary support services. Academic support will extend to Career Technical Education and Dual Enrollment courses through coordinated services among intervention staff, instructional coaches, and specialized counselors. **Implementation Timeline** VMGA will host Saturday School twice a month beginning in September to support students with Q1 progress reports. The school will begin Bright Thinker by Quarter 2 to give students more time to make up credits, which will move the Learning Lab up to a Semester 1 course. **Additional Supports and Partnerships** • **Ellevation Platform:** Adopted in December 2025 to strengthen support and monitoring for English Learners and Long-Term English Learners (EL/LTEL). • **College and Career Counseling:** The Grades 11/12 Counselor conducts regular student check-ins and facilitates targeted workshops. • **UCI Partnership:** Developed to support and strengthen instruction in the CTE Science program through collaboration with the CTE Science teacher. • **EXP Partnership:** Established to expand internship opportunities and provide guest speakers that support career exploration and student engagement. **Anticipated Outcomes** This comprehensive MTSS implementation is designed to improve student academic outcomes, increase A-G completion rates, enhance high school graduation rates, and ensure equitable educational opportunities for all student groups at Vista Meridian Global Academy.		

Action #	Title	Description	Total Funds	Contributing
3	MTSS: SEL & Mental Health Supports	All teachers will conduct daily SEL check-ins during Advisory periods each school day, ensuring a consistent focus on social-emotional development across all grade levels. VMGA will continue implementing Ways of Council practices to build community connections and emotional awareness throughout the school. The school will begin the year with MTSS professional development and will adopt the same four GEAR values used at the organization's other campuses to establish shared expectations and a common culture. **Multi-Tiered Mental Health Support Structure** The school will establish a comprehensive mental health support team, including a full-time counselor, school psychologist, behavior interventionist, and Assistant Principal (Title I Funded: $150,482; LCFF S&C Funded: $22,711), to address diverse student social-emotional and mental health needs. This team will implement Positive Behavioral Interventions and Supports (PBIS), Ways of Council, and restorative practices to strengthen school culture, climate, and behavioral expectations. **Enhanced Counseling and Mental Health Services** • **Expanded Counseling Capacity:** An additional school counselor will strengthen student support services by reducing counselor caseloads and providing more intensive individual counseling, group interventions, and classroom guidance focused on social-emotional development. The counselor will serve as a key leader on both the MTSS Committee and the Community School Steering Committee, ensuring integrated support systems. • **Mental Health Partnership Services:** VMGA will continue its partnership with Turning Point to provide specialized mental health counseling for students requiring clinical intervention, and will identify a dedicated space for these services at the DMC site once all site moves are completed. This collaboration ensures students have access to both school-based and community mental health resources to address varying levels of need. • **Trauma-Informed School Environment:** The counseling team will create a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Early identification and intervention will prevent	$880,591	Y

Action #	Title	Description	Total Funds	Contributing
		escalation of challenges that impact attendance, behavior, and academic performance. • **Wellness Space and CHOC Partnership:** VMGA will open a Wellness Space at the Meridian campus, donated by Children's Hospital of Orange County (CHOC). The school will work with CHOC to train staff on identifying student trauma and on the appropriate use of the Wellness Space, extending the trauma-informed approach with a dedicated, supportive physical environment. **Integrated Support Systems** • **PBIS Team Structure and Attendance Support:** The PBIS Team, comprised of the Assistant Principal, psychologist, counselors, and behavior interventionists, will lead schoolwide attendance initiatives and implement tiered approaches to reducing chronic absenteeism. The team will participate in the Orange County Department of Education's PBIS Community of Practice to access research-based strategies and ongoing professional development. • **MTSS Integration:** The counselor will serve as a core MTSS team member, participating in weekly data review meetings, contributing to tier placement decisions, and providing consultation regarding students' social-emotional and behavioral needs. This integration ensures mental health support is embedded throughout all tiers of academic and behavioral interventions. • **Transportation and Accessibility Support:** VMGA will provide transportation services to address barriers to daily attendance, including van services between campus locations throughout the day. VCPS is currently working to operate buses to support transportation rather than relying on vans. This support removes logistical obstacles that may contribute to chronic absenteeism and ensures reliable access to educational programming. **Specialized Behavioral and Environmental Support** • **Behavioral Intervention Services:** A Board-Certified Behavior Analyst (BCBA) will provide comprehensive training for staff on creating inclusive learning environments and implementing evidence-based strategies for addressing challenging behaviors. The BCBA will develop individualized plans using restorative practices and systematic data collection to address behavioral factors contributing to chronic absenteeism.		

Action #	Title	Description	Total Funds	Contributing
		• **Additional Supervision and Support:** Supervision aides trained in PBIS and restorative practices will provide additional oversight throughout the school day, working under counselor and PBIS team guidance to implement consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges. **Data Collection and Continuous Improvement** • **School Climate Monitoring:** Students will complete the California Healthy Kids Survey to measure school climate, student connectedness, and progress with SEL implementation. The counseling team will analyze survey data and collaborate with the MTSS team to develop targeted interventions based on student feedback and identified improvement areas. • **Behavioral Data Review:** The BCBA and behavior interventionist will participate in analyzing behavioral and climate data and developing next steps, ensuring interventions are continually refined based on evidence. This comprehensive approach prioritizes social-emotional wellness as the foundation for academic success, recognizing the interconnected nature of mental health, attendance, behavior, and family engagement in creating optimal learning conditions for all students at Vista Meridian Global Academy.		
4	College & Career Readiness	VMGA will provide all students access to UC A-G approved courses that establish the academic foundation necessary for college eligibility and career readiness. The comprehensive curriculum ensures students meet university admission requirements while developing the critical thinking and analytical skills essential for post-secondary success. A significant change for the 2026-27 school year is the replacement of the Advanced Placement (AP) ELA option with a dual enrollment ELA college course, allowing students to continue improving their GPA while also earning college credit. A sense of research has identified that dual enrollment students are more likely to enroll in college immediately after high school and to complete a bachelor's degree than similar peers who do not participate. According to research from the Public Policy Institute of California, it Identified dual enrollment as an important mechanism to improve college access and success, particularly for underrepresented students. Key distinction is that dual enrollment generates earned college credit upon successful course completion while AP generates potential credit contingent on exam performance and institutional policies.	$681,675	N

Action #	Title	Description	Total Funds	Contributing
		Santa Ana College Partnership Through an established partnership with Santa Ana College, VMGA will offer students early college course opportunities in specialized pathways including business, biomedical sciences, computer science, and music production. Santa Ana College will provide customized lessons and lectures designed specifically for Vista Meridian students, creating seamless transitions between high school and college-level coursework. **Dual Enrollment Support Services** Dual Enrollment (DE) courses are actual college courses taught by college faculty or college-approved instructors using a college syllabi and pacing, giving students an authentic sense of rigor and expectations. CTE and Dual Enrollment Counselors will provide comprehensive support for all Early College students, including academic interventions and progress monitoring. Paraprofessionals will receive specialized training to deliver high-yield small-group and individual support specifically for English Learners and Students with Disabilities enrolled in CTE and dual enrollment programs. Weekly intervention lessons will address specific assignments, essential skills, and identified growth areas for Early College students through targeted small-group instruction. **Career Technical Education Pathways** • **Industry-Aligned CTE Programming:** VMGA will offer high-quality CTE pathways in Global Business, Biomedicine, Automotive Technology, and Information Technology, all aligned to CTE model standards. Students will have opportunities to earn industry-recognized certifications that provide direct pathways to employment and career advancement in high-demand sectors. • **Career Technical Student Organizations:** Building on its 2025-26 launch, VMGA will continue implementing Career Technical Student Organizations (CTSOs) to provide students with leadership development, competitive opportunities, and professional networking experiences that enhance career readiness and industry connections. • **Program Updates for 2026-27:** The Law pathway previously under consideration will not move forward. Digital Art will be added as a new course offering for the 2026-27 school year. **Work-Based Learning and Career Exploration**		

Action #	Title	Description	Total Funds	Contributing
		• **EXP Partnership for Workforce Development:** VMGA will expand its partnership with EXP The Opportunity Engine to provide comprehensive work-based learning activities, including industry guest speakers, career fairs, job site visits, workforce readiness workshops, and paid summer internships. This collaboration connects students directly with employers and provides real-world experience in their chosen career fields. • **Career Exploration and Assessment Tools:** Students will use NWEA MAP diagnostic tools to measure their preparedness for colleges of interest, providing data-driven guidance for academic planning and college selection. VMGA will continue using the CCGI college and career exploration curriculum, implemented in 2025-26, including comprehensive inventories and search tools for colleges, majors, and careers, along with financial aid planning resources. **Comprehensive Counseling and Support Services** • **College Application and Financial Aid Support:** The College Counseling team will provide on-site support throughout the school day to assist students with college applications, FAFSA completion, and goal setting and maintenance. Local college representatives, including Chapman University, will provide presentations and hands-on assistance to help students and families navigate the college application and financial aid processes. • **Post-Secondary Planning Services:** The Counseling Department will work individually with students to identify post-secondary options and provide guidance on pathways including four-year universities, community colleges, trade schools, and direct career entry, ensuring all students have clear, actionable plans aligned with their interests and capabilities. **Anticipated Outcomes and Continued Partnerships** This integrated college and career readiness program ensures all Vista Meridian Global Academy students graduate with the academic preparation, practical experience, and planning support necessary for successful transitions to post-secondary education and meaningful career opportunities. VMGA will continue its established partnerships and actively explore additional opportunities to expand access and options for students.		
5	Empowering SWD Academically	Vista Meridian's school site administrators, together with the Special Education Coordinator and the Director of Special Education, will meet on a biweekly basis	$317,280	N

Action #	Title	Description	Total Funds	Contributing
		to address and strengthen the special education program for students with disabilities. These meetings will focus on: • Monitoring and assessing student services • Monitoring and analyzing caseload data for students with disabilities • Identifying and planning professional development needed at the site throughout the school year • Analyzing assessment data (i-Ready and ELA curriculum assessments) to plan instruction for students with disabilities **IEPs at a Glance and Special Education Updates** The Resource Specialist Teacher (RST) will provide all general education teachers with a copy of the IEP at a Glance for each of their students with an IEP. The RST will distribute these monthly as IEP meetings are held, so that general education teachers always have the most current and accurate information for their students with disabilities. The Director of Special Education and the Special Education Coordinator will attend the El Dorado Charter SELPA Professional Learning Network (PLN) meetings and share pertinent updates with school site administrators, general education staff, and parents. **Professional Development** The Director of Special Education, Special Education Coordinator, RST, school psychologist, and school site administrators will provide professional development focused on strengthening the special education program for students with disabilities. These sessions will give certificated and classified general education staff the tools to support students with disabilities both in and out of the general education setting. Based on site needs, topics may include: • ELA, ELD, and Math support for students with disabilities • The COST, SST, 504, and IEP processes • Academic and behavioral classroom accommodations • Behavior supports, including Behavior Intervention Plans (BIPs) and Check-In, Check-Out systems • De-escalation strategies • Collaboration time between special education and general education teachers		

Action #	Title	Description	Total Funds	Contributing
		In addition, the Special Education team will lead quarterly professional development focused on data analysis, IEP refresh, accommodation review, and supporting students with IEPs. **PLC Time** During allotted time within weekly professional development, special education and general education teachers will be given collaboration time to plan instruction both in and out of the general education setting. During this PLC time, staff will plan for instruction in the general education classroom, identify strategies to make the general education curriculum accessible to students with disabilities, and discuss and select appropriate accommodations. The RST will plan for instruction in the smaller setting in collaboration with general education teachers. VMGA will continue implementing this collaborative support through its PLC groups. **Special Education Oversight by the Director of Special Education and Special Education Coordinator** • During summer break and throughout the school year, the Director of Special Education and Special Education Coordinator monitor CALPADS to ensure no students with IEPs are missed. • Upon enrollment at VMGA, students are transferred into SEIS to ensure compliance and to begin services as needed once the school year begins. • The Director of Special Education, Special Education Coordinator, RST, and DIS providers meet biweekly to highlight best practices. • The Director of Special Education monitors SEIS weekly to catch any discrepancies. • When discrepancies are noted, the DIS provider is notified and supported in correcting them by the Director of Special Education or Special Education Coordinator. • The IEP Master Calendar is created and ready before the beginning of the school year. • IEP meetings are scheduled a month in advance to maintain compliance. • IEP meetings are held in person or via Zoom, per parent preference, to ensure parent participation. **El Dorado Charter SELPA Resources and Support**		

Action #	Title	Description	Total Funds	Contributing
		Vista Meridian will continue to attend and actively participate in all PLN meetings and to work closely with its assigned program specialist, benefiting from the resources and networking opportunities offered. The school benefits from information shared through the PLN on special education topics, including 504 plans, least restrictive environment updates, ELD support for students with disabilities, and IDEA updates, as well as from compliance support provided by the El Dorado Charter SELPA data team during CALPADS windows for special education reporting. These supports ensure that Vista Meridian maintains compliance for its students with disabilities and benefits from SELPA services and best practices.		
6	Accelerating English learner Success	On the 2025 California School Dashboard, the English Learner student group received a Red performance level on both the English Learner Progress Indicator (ELPI) and the Mathematics Academic Indicator. On the ELPI, only 13.6% of English Learners made progress toward English language proficiency on the Summative ELPAC, down from 35.5% the prior year, a decline of 21.9 points. This decline coincided with several resource gaps that limited consistent English language development: the ELD Instructional Coach position was vacant, the master schedule did not include a dedicated ELD block, the Ellevation monitoring platform was not adopted until December 2025, and ELD professional development reached teachers late in the year. The central barrier to English Learner progress is academic language development. The 2026-27 actions below are designed to address these needs directly through dedicated coaching, designated and integrated ELD, data-based monitoring, and consistent collaborative planning. **ELD Instructional Coach:** VMGA will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL and LTEL students. The ELD Instructional Coach will collaborate with ELA and ELD teachers to analyze language proficiency data alongside academic performance data, identify specific areas where students struggle, and help teachers develop and implement targeted language objectives alongside content objectives, so that lessons provide both rigorous academic content and appropriate linguistic support. The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key focus will be supporting teachers in making content accessible	$23,185	N

Action #	Title	Description	Total Funds	Contributing
		while maintaining high expectations, modeling strategies for integrating language development into content instruction, including visual supports, sentence frames, structured academic discussions, and the development of students' metalinguistic awareness. **Technology-Enhanced EL Support** VMGA will implement the Ellevation Platform (Title III Funded: $2,950) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals, while ensuring compliance with state and federal requirements for English Learner services. **Comprehensive English Language Development Framework** • **Designated ELD Implementation:** Daily focused instruction on English language skills, including grammar, vocabulary, and syntax, will be implemented each morning as part of structured warm-up activities for grades 9-12. This consistent, systematic approach will provide English Learners with explicit language instruction that builds the foundational skills necessary for academic success across all content areas. • **Integrated ELD Across Content Areas:** English language development will be reinforced daily through embedded instruction in science, mathematics, and reading, using scaffolded support strategies that make academic content accessible while building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure a dual focus on academic learning and language development. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with the classified staff supporting students in their classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs, ensuring coordinated support that maximizes the effectiveness of both certificated and classified personnel.		

Action #	Title	Description	Total Funds	Contributing
		Instructional Enhancement and Resource Integration The MyPerspectives ELA and ELD curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English learner materials and ongoing professional development. This curriculum integration ensures that language development is systematically addressed within core academic instruction. **Systematic Assessment and Progress Monitoring** Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments, providing data on both language development and academic achievement. This data will enable teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will also collaborate with the ELD Instructional Coach through consistently scheduled planning sessions to co-plan lessons that address both language and content objectives, ensuring alignment between classroom instruction and ELD support and maximizing the impact of all instructional minutes for English Learners. **Trimester Intervention Planning** At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. **Anticipated Outcomes** Through this comprehensive approach to accelerating English Learner success, VMGA anticipates improvement in ELPI performance levels, an increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for English Learners as measured by both ELPAC assessments and the academic indicators.		
7	Accelerating Long-Term English learner Success	On the 2025 California School Dashboard, the Long-Term English Learner (LTEL) student group received a Red performance level on the English Learner Progress Indicator (ELPI). Only 15.3% of LTELs made progress toward English language proficiency on the Summative ELPAC, down from 45.7% the prior year, a decline	$5,000	N

Action #	Title	Description	Total Funds	Contributing
		of 30.4 points and the steepest single-year drop among VMGA's reported groups on this indicator. LTELs are English Learners who have not yet reclassified after extended time in language programs, and their plateaued progress reflects a need for differentiated, intensified support. The decline coincided with resource gaps that limited consistent English language development: the ELD Instructional Coach position was vacant, the master schedule lacked a dedicated ELD block, the Ellevation monitoring platform was not adopted until December 2025, and ELD professional development reached teachers late. The central barrier is academic language development, and a functioning reclassification pathway is essential so that LTELs do not remain classified as English Learners indefinitely. The 2026-27 actions below intensify support for LTELs through dedicated coaching, designated and integrated ELD, data-based monitoring, and consistent collaborative planning. **ELD Instructional Coach:** VMGA will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL and LTEL students. The ELD Instructional Coach will collaborate with ELA and ELD teachers to analyze language proficiency data alongside academic performance data, identify specific areas where students struggle, and help teachers develop and implement targeted language objectives alongside content objectives, so that lessons provide both rigorous academic content and appropriate linguistic support. The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key focus will be supporting teachers in making content accessible while maintaining high expectations, modeling strategies for integrating language development into content instruction, including visual supports, sentence frames, structured academic discussions, and the development of students' metalinguistic awareness. **Technology-Enhanced EL Support** VMGA will implement the Ellevation Platform to provide comprehensive support for English Learners, including Long-Term English Learners, through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals, while ensuring compliance with state and federal requirements for English Learner services.		

Action #	Title	Description	Total Funds	Contributing
		Comprehensive English Language Development Framework • **Designated ELD Implementation:** Daily focused instruction on English language skills, including grammar, vocabulary, and syntax, will be implemented each morning as part of structured warm-up activities for grades 9-12. This consistent, systematic approach will provide English Learners, including LTELs, with explicit language instruction that builds the foundational skills necessary for academic success across all content areas. • **Integrated ELD Across Content Areas:** English language development will be reinforced daily through embedded instruction in science, mathematics, and reading, using scaffolded support strategies that make academic content accessible while building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure a dual focus on academic learning and language development. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (Title III funded $5,000), research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers will meet with the classified staff supporting students in their classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs, ensuring coordinated support that maximizes the effectiveness of both certificated and classified personnel. **Instructional Enhancement and Resource Integration** The MyPerspectives ELA and ELD curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English learner materials and ongoing professional development. This curriculum integration ensures that language development is systematically addressed within core academic instruction. **Systematic Assessment and Progress Monitoring** Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments, providing data on both language		

Action #	Title	Description	Total Funds	Contributing
		development and academic achievement. This data will enable teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will also collaborate with the ELD Instructional Coach through consistently scheduled planning sessions to co-plan lessons that address both language and content objectives, ensuring alignment between classroom instruction and ELD support and maximizing the impact of all instructional minutes for English Learners. **Trimester Intervention Planning** At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual Long-Term English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement and that move LTELs toward reclassification. **Anticipated Outcomes** Through this comprehensive approach to accelerating Long-Term English Learner success, VMGA anticipates improvement in ELPI performance levels for LTELs, an increased percentage of LTELs making progress toward English proficiency and reclassifying, enhanced academic achievement across content areas, and improved overall outcomes as measured by both ELPAC assessments and the academic indicators.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

VMGA developed the "Professional Growth" goal because its needs assessment showed that student outcomes are closely tied to staff capacity and the consistency of implementation. Across multiple indicators, the gap was less about whether effective supports existed on paper and more about whether they were implemented fully and consistently in every classroom. Strengthening the adults in the system emerged as a direct lever for improving results for students.

Building Teacher and Leadership Capacity: Several findings pointed specifically to capacity needs. The ELD Instructional Coach position remained vacant for the year, the ELA position experienced turnover that disrupted instructional continuity, and ELD and reading-strategy professional development reached teachers late, leaving limited time to apply new practices. Staff also reported little substantive change in English Learner supports compared with prior practices. These root causes indicated that building collective expertise through coaching, timely professional development, and differentiation strategies is essential to closing the achievement gaps identified in ELA, mathematics, and English learner progress.

Strengthening MTSS and Instructional Consistency: Because VMGA's improvement strategy depends on a coherent Multi-Tiered System of Supports, the goal prioritizes professional development focused on MTSS implementation and standards-aligned STEAM instruction. This focus ensures that staff share a common understanding of tiered supports and consistent instructional expectations, so that strong core instruction and timely intervention are delivered reliably across all sites and content areas rather than unevenly.

Sustainable, Distributed Leadership: The goal also reflects what is already working. The Instructional Leadership Team leads professional development, and PLC structures with regular data dives have proven effective when expectations are clear. By cultivating shared decision-making and distributed leadership, VMGA aims to make these practices sustainable and less dependent on any single role, building systems that endure through staffing changes and continue to support continuous improvement.

Summary: VMGA developed this goal to invest in the collective expertise and collaborative leadership needed to translate its plans into consistent classroom practice. By strengthening professional growth, coaching, and data-driven improvement, the school intends to elevate instruction, sustain effective systems, and ensure all students receive the supports needed to thrive as college- and career-ready global citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
21	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: Not applicable	2022-23: Not applicable	2023-24: 93.1%	2024-25: 89.6%	VMGA was not in operation in 2022-23, therefore there are no baseline results that were reported.
22	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
23	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: 4 Health: 2 PE: 4 VAPA: 4 World Language:4	2024-25 ELA: 3 ELD: 2 Math: 3 Social Science: 3 Science: 4 CTE: 4 Health: 3 PE: 3 VAPA: 3 World Language: 4	2025-26: ELA: 5 ELD: 3 Math: 5 Social Science: 4 Science: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 4	2026-27: ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	ELA: +1 ELD: 0 Math: +1 Social Science: 0 Science: 0 CTE: 0 Health: +2 PE: 0 VAPA: 0 World Language: 0

Goal Analysis for 2025-26

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

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

Action 1: The Principal serves as VMGA's instructional leader in addition to fulfilling administrative responsibilities. In this capacity, the Principal provides instructional coaching, analyzes student and schoolwide data to guide decisions, leads and facilitates professional development, directs the Instructional Leadership Team, and oversees implementation of the Multi-Tiered System of Supports (MTSS).

Staffing Structure: VMGA employs one full-time Principal to provide instructional leadership and oversight for the school's academic program. VMGA employs fully credentialed, appropriately assigned teachers to deliver instruction across all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. The school also maintains a roster of qualified substitute teachers to ensure continuity of instruction when regular classroom teachers are absent.

Teacher Professional Development: All fully credentialed teachers participate in ongoing, job-embedded professional learning and receive instructional coaching to strengthen classroom practice and improve student outcomes. Teachers participate in five full days of summer professional development prior to the start of the school year, five additional non-instructional full days focused on student data analysis and instructional planning, and weekly professional development sessions throughout the academic year. Professional development is led by the Instructional Leadership Team and is aligned to schoolwide priorities and student needs.

Instructional Calendar: VMGA provides 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days. This action was implemented with fully credentialed staff; however, VMGA has experienced staffing instability during the year due to turnover in the ELA and Art teaching positions. The school has responded by using qualified substitutes and staffing adjustments to maintain instructional continuity while recruiting to stabilize these roles.

Action 2: This professional development action was partially implemented due to staffing constraints, including the continued vacancy of the ELD Instructional Coach position. Despite this limitation, VMGA implemented several core components of the professional development system and established structures to monitor progress and adjust supports throughout the year.

All administrators are required to develop a professional development schedule for the school year. Once completed, the schedule is reviewed by the Central Support Team and revisited during ongoing administrator check-ins to ensure alignment to school priorities and emerging staff needs. Monthly principals' meetings are scheduled across the year, with topics intentionally aligned to the professional learning being delivered to staff to ensure coherence between leadership planning and site implementation.

Professional learning for staff is supported through weekly Friday staff meetings, as well as instructional coaching. Instructional coaches have played a significant role in providing ongoing learning, reinforcement, and follow-up support connected to key instructional expectations.

Instructional aides have received targeted ELD training funded through a grant. This training has strengthened classroom supports for English Learners, and aides have applied these strategies through both push-in and pull-out services to better meet student needs during instruction.

The Central Support Team also collaborated to plan and facilitate an all-staff retreat to strengthen shared expectations and team coherence. In addition, the Intervention Coordinator participated in MTSS training and a related conference to build capacity for tiered academic and behavioral supports.

To strengthen instructional practices and student engagement, Kagan coaching was scheduled, including an on-site visit by a Kagan coach. School administration has also continued providing on-the-spot coaching to reinforce cooperative learning strategies. These practices are embedded into the instructional observation tools used by administrators, supporting consistent monitoring and feedback during classroom observations. Semester 2 will further reinforce this coaching approach through continued implementation and follow-up.

To strengthen ELA instructional quality and consistency, MyPerspectives roadmaps were implemented to support pacing and ensure ELA instruction maintains the expected level of rigor.

English Language Development-focused training and coaching will begin in Semester 2. This work will be supported by the ELA Instructional Coach, who was hired in December 2025, while recruitment for the ELD Instructional Coach position remains ongoing.

Action 3: This action was fully implemented. VMGA provides all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support consistent, high-quality instruction and student achievement. VMGA also completed the annual inventory process to verify that required instructional materials, including consumable resources, were available, and used the results to guide purchasing and replacement as needed. This ensures instructional resources remain current, sufficient, and equitably distributed, reinforcing VMGA's commitment to academic excellence and access for all students.

Action 4: This action was fully implemented. VMGA maintains a comprehensive educational technology program that ensures equitable access to digital tools and supports 21st-century learning across all grade levels. The school operates a 1:1 device program for students and staff, providing consistent access to curriculum, instructional materials, and extended learning opportunities both on campus and beyond the school day. VMGA also maintains a dedicated IT Support position to manage device inventory, troubleshoot technical issues, ensure reliable connectivity and adequate bandwidth across school facilities, implement content filtering, and maintain cybersecurity and data privacy protocols. Technology infrastructure is regularly assessed to identify and address connectivity or security needs, and VMGA completes annual device purchasing based on replacement-cycle analysis to sustain a reliable inventory of functioning equipment and respond to enrollment changes.

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.

Vista Meridian Global Academy reviewed budgeted and estimated actual expenditures for each action under Goal 2 and identified the following material differences for the 2025-26 school year.

- **Action 3: Core - Instructional Materials:** The estimated actual expenditure exceeded the budgeted amount because the cost of the adopted science curriculum was slightly higher than originally projected.
- **Action 4: Educational Technology:** The estimated actual expenditure exceeded the budgeted amount because the school needed to purchase additional student laptops that were not included in the original budget, increasing instructional technology costs above the projected level.

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

Action 1: This action was effective. VMGA implemented it as designed, with the Principal serving as both administrator and instructional leader by providing coaching, analyzing student and schoolwide data, leading professional development, directing the Instructional Leadership Team, and overseeing the Multi-

Tiered System of Supports. The school employs fully credentialed, appropriately assigned teachers across all core content areas and maintains a roster of qualified substitutes to preserve instructional continuity. Effectiveness is reinforced by a substantial professional learning structure, including five summer professional development days, five additional non-instructional days focused on data analysis and planning, and weekly sessions aligned to schoolwide priorities, as well as an instructional calendar of 180 days that exceeds the 175-day minimum cited for charter schools.

The one constraint on this action was staffing instability from turnover in the ELA and Art positions. VMGA responded by using qualified substitutes and staffing adjustments to maintain continuity while recruiting to stabilize these roles, which limited the disruption but indicates that sustained effectiveness depends on filling these positions with permanent staff. On balance, the action met its intent of providing appropriately assigned, well-supported instructional staff and leadership.

Action 2: This professional development action was effective across most of its components and was only partially implemented overall because of staffing constraints, chiefly the continued vacancy of the ELD Instructional Coach position. The core professional learning system functioned as intended: administrators developed professional development schedules reviewed by the Central Support Team and revisited during check-ins, monthly principals' meetings were aligned to the learning delivered to staff, and weekly Friday staff meetings combined with instructional coaching to provide ongoing reinforcement and follow-up. Several capacity-building efforts also took hold, including grant-funded ELD training for instructional aides that strengthened push-in and pull-out supports for English Learners, an all-staff retreat to build shared expectations, and MTSS training for the Intervention Coordinator.

The action's effectiveness was further evidenced by efforts that improved instructional consistency. Kagan coaching, including an on-site coach visit and administrator on-the-spot coaching, was embedded into the instructional observation tools, supporting consistent monitoring and feedback, with continued reinforcement planned for Semester 2. MyPerspectives roadmaps were implemented to maintain pacing and rigor in ELA instruction. The main limitation is that English Language Development-focused training and coaching was deferred to Semester 2, dependent on the ELA Instructional Coach hired in December 2025 while ELD coach recruitment continues. Overall, the action delivered a coherent, well-monitored professional development system, with full effectiveness contingent on completing the delayed ELD component and filling the vacant coaching role.

Action 3: This action was fully implemented and effective. VMGA provided all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines, supporting consistent, high-quality instruction and student achievement. The school completed its annual inventory process to verify that required instructional materials, including consumable resources, were available, and it used the results of that review to guide purchasing and replacement where needed. This systematic approach ensured that instructional resources remained current, sufficient, and equitably distributed across classrooms and courses. By maintaining a reliable cycle of inventory, evaluation, and replenishment, VMGA reinforced its commitment to academic excellence and equitable access, confirming that the action achieved its intended outcome of providing all students with the materials necessary for rigorous, standards-aligned learning.

Action 4: This action was fully implemented and effective. VMGA maintained a comprehensive educational technology program that ensured equitable access to digital tools and supported 21st-century learning across all grade levels. Through a 1:1 device program for students and staff, the school provided consistent access to curriculum, instructional materials, and extended learning opportunities both on campus and beyond the school day. A dedicated IT Support position reinforced the program's effectiveness by managing device inventory, troubleshooting technical issues, ensuring reliable connectivity and adequate bandwidth across school facilities, implementing content filtering, and maintaining cybersecurity and data privacy protocols. The action's sustainability was further supported by regular assessment of the technology infrastructure to identify and address connectivity or security needs, and by annual device purchasing based on replacement-cycle analysis to maintain a reliable inventory of functioning equipment and respond to enrollment changes.

Together, these practices confirm that the action achieved its intent of providing dependable, equitable technology access that supports instruction and student learning.

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

Vista Meridian Global Academy (VMGA) develops an annual LCAP based on local, state, and California School Dashboard findings, together with feedback from educational partners and surveys administered throughout the year. Reflections on prior practice and the findings of the comprehensive needs assessment drove the changes described below.

Changes for 2026-27: For the 2026-27 school year, VMGA will continue to build its Multi-Tiered System of Supports (MTSS) and will provide extensive instructional coaching for its teachers, including ELA, mathematics, and ELD Instructional Coaches, to improve the consistency and quality of instruction and to strengthen student academic outcomes across its campuses. These changes respond directly to needs identified through reflections on the prior year, including the vacancy in the ELD Instructional Coach position and the need to embed language and reading-comprehension supports more consistently in core instruction. By investing in coordinated coaching across content areas and continuing to refine MTSS structures, the school is targeting the root causes that limited the impact of prior instructional supports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Instructional Staffing	VMGA will employ one full-time Principal who will serve as the school's instructional leader in addition to fulfilling the administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. VMGA will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional	$1,502,417	Y

Action #	Title	Description	Total Funds	Contributing
		development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. **Instructional Calendar** VMGA provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California requirement for charter schools of 175 instructional days.		
2	Professional Learning & Development	VMGA will implement a robust, differentiated professional learning and development program for all staff in the 2026-27 school year to enhance instructional practices and accelerate student outcomes. Professional development will be differentiated by role, content area, grade level, and experience level so that each member of the instructional team receives the training most relevant to their work. **Professional Learning Calendar** Teachers and instructional staff will participate in five days of summer professional development prior to the start of the school year, with an additional three days specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. **Role-Specific Professional Development** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on	$159,227	N

Action #	Title	Description	Total Funds	Contributing
		supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. **Special Training Programs and Retreats** All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Ways of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), VMGA will continue its partnership with the Orange County Department of Education (OCDE) for coaching that systematizes the schoolwide MTSS approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive core instruction while providing timely interventions for those needing additional integrated support. Systematic MTSS implementation will also guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction. Kagan cooperative learning training will be customized to teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English Learners because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. VMGA will continue to implement comprehensive Science of Reading professional development to strengthen literacy across all disciplines and address achievement gaps among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Training will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development.		

Action #	Title	Description	Total Funds	Contributing
		Instructional Coaching ELA, ELD, and Math Instructional Coaches, funded through the CCSPP Implementation Grant, along with the Assistant Principal of Academics (Instructional Coach), will support teachers in implementing the new ELA curriculum using the Science of Reading, developing differentiation strategies to address diverse learning needs, and delivering content-specific coaching for rigorous, standards-aligned lessons. Coaches will collaborate with the Principal to ensure that strategies taught during professional development are implemented with fidelity and to build leadership capacity across the instructional team. The Associate Director of Instruction, also funded through the CCSPP Grant, will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. The part-time ELA Instructional Coach will specialize in the Science of Reading and serve as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building, while supporting the transition away from practices not aligned with reading science, such as three-cueing or sole reliance on leveled texts. The Coach will help teachers select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary, use diagnostic assessments to identify specific reading difficulties, and implement targeted interventions, including the recognition of dyslexia and other reading challenges. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across grade levels, establish assessment systems that monitor student progress in all reading components, and guide the selection of evidence-based instructional materials. The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through classroom observations, co-planning sessions, and instructional modeling, the Math Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency, including the “Try, Discuss, and Connect” approach, productive mathematical discourse, and problem-solving strategies that engage		

Action #	Title	Description	Total Funds	Contributing
		diverse learners. The Math Coach will guide teachers in using formative assessment data to identify misconceptions, plan differentiated instruction, and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate Professional Learning Communities in which teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments, and will work with school leadership to develop coherent mathematics programming across grade levels and to establish systems for monitoring student progress. **Leadership Development** VMGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff. This is complemented by monthly principal professional development meetings and ongoing coaching led by the Assistant Superintendent of Instruction. **Conference Opportunities** Staff will have opportunities to attend relevant conferences throughout the year to further professional growth and networking. Across all professional development structures, key areas of focus will include data-driven instruction in ELA and Math using i-Ready assessments, developing global competence through project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.		
3	Core Curricular & Instructional Materials	VMGA will provide all students with equitable access to standards-aligned curriculum and instructional materials across all disciplines to support high-quality instruction and student achievement. The school will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	$48,800	N
4	Educational Technology & Support	VMGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities.	$95,055	N

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

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

VMGA developed this goal because its needs assessment confirmed that family and community partnerships are essential to addressing the barriers its students face. With nearly all students socioeconomically disadvantaged, the large majority Hispanic, and a substantial share English Learners, the school recognized that academic gains depend on engaging families as partners and connecting them to resources that extend beyond the classroom.

Meeting the Needs of Linguistically Diverse Families: A central consideration was that many families' home language is not English and that many are new to school governance and the college-going process. The goal therefore prioritizes accessible, culturally responsive engagement, including translation and interpretation, two-way communication, and parent education, so that all families can participate meaningfully in their children's education and in school decision-making.

The Community Schools Framework: VMGA's community school vision, supported by its California Community Schools Partnership Program (CCSPP) Implementation Grant, treats family and community engagement as a core pillar. The goal operationalizes this framework by building a collaborative network that links the school with families and community partners to address both academic and non-academic barriers, such as chronic absenteeism, that affect student success.

Strengthening Stakeholder Voice and School Improvement: The goal also reflects the school's accountability obligations and improvement processes. Family and student input gathered through advisory committees such as the Parent Advisory Committee, the English Learner advisory structure, and the Student Advisory Committee directly informs the LCAP's priorities, so strong partnerships are not only a support for students but also a driver of school improvement.

Building on Existing Partnerships: Finally, the goal builds on partnerships that are already producing results, including the Community School Coordinator and family support team, monthly Coffee with the Principal events, and collaborations with organizations such as Turning Point, UCI, and EXP. Extending and deepening these relationships gives the school a sustainable structure for engaging families and the broader community.

Summary: VMGA developed this goal to formalize and strengthen a collaborative support network of families and community partners that removes barriers to learning, amplifies family and student voice, and advances both student success and continuous school improvement.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score – CDE Priority 3 Self-reflection tool					
27	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 41% School Connectedness	2024-25: 96% Sense of Safety 83% School Connectedness	2025-26: 59% Sense of Safety 41% School Connectedness	2026-27: 70% Sense of Safety 50% School Connectedness	-21% Sense of Safety 0% School Connectedness
28	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 79% Sense of Safety 75% School Connectedness	2024-25: 96% Sense of Safety 100% School Connectedness	2025-26: 97% Sense of Safety 98% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+18% Sense of Safety +23% School Connectedness
29	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 90% Sense of Safety 50% School Connectedness	2024-25: 94% Sense of Safety 62% School Connectedness	2025-26: 83% Sense of Safety 71% School Connectedness	2026-27: 85% Sense of Safety 75% School Connectedness	-7% Sense of Safety +21% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action was partially implemented due to facility and leasing constraints across VMGA's co-located sites.

Safety and supervision systems are in place at the Digital Media Center (DMC) location, where previously purchased camera systems are installed in primary corridors and classrooms to support monitoring and campus safety for 9th- and 10th-grade students. However, VMGA's ability to expand or modify camera coverage is limited because the school leases space from Santa Ana College and other entities, which restricts the number and placement of additional cameras.

Emergency preparedness procedures are being implemented consistently. Safety drills were completed during Semester 1 and are scheduled to continue throughout Semester 2. All teachers have an emergency handbook and have been trained on established student meeting points to ensure a coordinated response during drills or emergencies.

Because VMGA does not own the DMC or Santa Ana College facilities, maintenance and facility-related requests must be coordinated through Santa Ana College or the respective site entities. Santa Ana College has been responsive in addressing maintenance needs and supporting timely resolution of facility-related concerns.

Action 2: This action was fully implemented. Vista Meridian Global Academy actively engages parents as essential partners in school governance and decision-making through structured committees that elevate family voice, including representation of multilingual learners. VMGA maintains ELAC and related English learner advisory structures in alignment with California Education Code 52062(a)(2), and a Parent Advisory Committee (PAC) in alignment with California Education Code 52062(a)(1) to gather broad parent input on the LCAP and school programs. The school also supports a Student Advisory Committee to ensure student perspectives inform planning and improvement efforts, and the Community Schools Steering Committee to strengthen collaboration among families, school staff, and community partners consistent with the community schools framework.

Implementation is demonstrated through ELAC meetings currently in progress at Meridian, where parents and staff are reviewing ELPAC interim data and the California School Dashboard to identify needs, monitor progress, and inform instructional and programmatic decisions. VMGA also provides training and capacity-building opportunities, so parent committee members understand their roles and responsibilities, key educational terminology, and relevant school policies, strengthening meaningful participation in decision-making processes

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Action 3: This action was fully implemented to strengthen school–family partnerships. This year, Meridian hired a Community School Coordinator who established and expanded a family support group. Families have organized into a collaborative support team that partners with the school to identify needs, share feedback, and support schoolwide priorities.

Coffee with the Principal has been held monthly, creating a consistent forum for family engagement, relationship-building, and two-way communication. The Community School Coordinator has also invited community partners to participate in these gatherings, connecting families with additional resources and support services.

Ongoing communication with families has been strengthened through regular updates from teachers via ParentSquare, and the school has increased its outreach and visibility through an expanded social media presence on Facebook and Instagram. Meridian also hosted parent workshops focused on FAFSA completion to support college and career planning.

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.

Vista Meridian Global Academy reviewed budgeted and estimated actual expenditures for each action under Goal 3 and identified no material differences for the 2025-26 school year. Estimated actual expenditures aligned with budgeted expenditures across Action 1 (Safe - Facilities and Safety), Action 2 (Parents as Partners - Governance and Advisory), and Action 3 (School-Family Partnerships).

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

Action 1: This action was partially implemented due to facility and leasing constraints across VMGA's co-located sites. The components within the school's direct control were effective. Safety and supervision systems are in place at the Digital Media Center, where previously purchased camera systems are

installed in primary corridors and classrooms to support monitoring and campus safety for 9th- and 10th-grade students. Emergency preparedness has been implemented consistently: safety drills were completed in Semester 1 and are scheduled to continue in Semester 2, and all teachers have an emergency handbook and have been trained on established student meeting points to ensure a coordinated response during drills or emergencies.

The action's effectiveness was limited primarily by factors outside the school's control. Because VMGA leases space from Santa Ana College and other entities, its ability to expand or modify camera coverage is restricted by the number and placement of cameras the lessor's permit. Similarly, maintenance and facility-related requests must be coordinated through Santa Ana College or the respective site entities rather than handled directly. Santa Ana College has been responsive in addressing maintenance needs and supporting timely resolution of facility concerns, which has mitigated the impact of this constraint. Overall, the action effectively maintained core safety and emergency systems, while full implementation of expanded physical security remains contingent on facility access and leasing terms.

Action 2: This action was fully implemented and effective. VMGA actively engaged parents as essential partners in school governance and decision-making through structured committees that elevate family voice, including representation of multilingual learners. The school maintained its English Learner Advisory Committee (ELAC) and related English learner advisory structures in alignment with California Education Code 52062(a)(2), along with a Parent Advisory Committee (PAC) in alignment with California Education Code 52062(a)(1) to gather broad parent input on the LCAP and school programs. VMGA also supported a Student Advisory Committee to ensure student perspectives inform planning and improvement, and a Community Schools Steering Committee to strengthen collaboration among families, school staff, and community partners consistent with the community schools framework.

The action's effectiveness is demonstrated through active implementation rather than structure alone. ELAC meetings are currently in progress, where parents and staff review ELPAC interim data and the California School Dashboard to identify needs, monitor progress, and inform instructional and programmatic decisions. VMGA further strengthened the quality of participation by providing training and capacity-building so that committee members understand their roles and responsibilities, key educational terminology, and relevant school policies. By pairing required advisory structures with data-informed meetings and member training, the action achieved its intent of meaningful, well-supported family and student engagement in decision-making.

Action 3: This action was fully implemented and effective in strengthening school-family partnerships. A key driver was the hiring of a Community School Coordinator, who established and expanded a family support group that has since organized into a collaborative team partnering with the school to identify needs, share feedback, and support schoolwide priorities. This structure gave families a consistent, active role in school improvement rather than occasional or one-directional contact.

The action's effectiveness is further evidenced by sustained engagement and communication channels. Coffee with the Principal was held monthly, creating a reliable forum for relationship-building and two-way communication, and the Community School Coordinator broadened its value by inviting community partners to connect families with additional resources and support services. Ongoing communication was reinforced through regular teacher updates via ParentSquare and an expanded social media presence on Facebook and Instagram, increasing outreach and visibility. VMGA also hosted parent workshops focused on FAFSA completion to support college and career planning. Together, these consistent, multi-channel efforts confirm that the action achieved its intent of building durable, two-way family engagement.

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

Vista Meridian Global Academy (VMGA) annually develops an LCAP using local, state, and California School Dashboard data, together with feedback from surveys and from educational partners.

Changes for 2026-27: For the 2026-27 school year, no changes were made to Goal 3, its metrics, target outcomes, or actions. Reflections on prior practice indicated that the goal, the associated measures, and the planned actions remained well-aligned to identified needs and continued to support the school's family and community partnership work as designed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	VMGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. • **Security Systems and Supervision:** VMGA will employ adequate supervision staff and maintain an enhanced security system, including surveillance cameras, secure entry protocols, and emergency communication systems, to ensure campus safety at each school site. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols. • **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **Facility Inspection and Assessment:** The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant, including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be addressed promptly according to priority level, with safety concerns receiving immediate attention. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels, including the annual Local Control and Accountability Plan (LCAP), the School Accountability Report Card (SARC), and the Local Indicators Report. VMGA's administration will continue to address facility needs and improvements to ensure the learning environment supports student achievement and well-being.	$1,022,990	N

Action #	Title	Description	Total Funds	Contributing
2	Parents as Decision-makers	Vista Meridian Global Academy (VMGA) will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school's planning and accountability processes. **Required LCAP Advisory Committees** VMGA will establish and maintain a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) to review and provide input on the school's LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions. VMGA will establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2) whenever the school's English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families. **English Learner Advisory Structure** VMGA will maintain a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) structure, as allowable for charter schools. The combined committee fulfills the functions of both the site-level ELAC and the district-level DELAC, providing English Learner families a single venue for input on EL programs, services, and reclassification. **Student Advisory Committee** VMGA will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides middle school students a structured voice in school decision-making and is consulted on matters that directly affect student experience, climate, and engagement. **Community Schools Steering Committee** The Community Schools Steering Committee will facilitate collaboration between parents, students, staff, and community stakeholders in alignment with the California Community Schools Partnership Program framework. The Steering	$2,000	N

Action #	Title	Description	Total Funds	Contributing
		Committee is the cross-stakeholder body through which community partnerships, integrated student supports, and family engagement strategies are coordinated. **Training and Capacity Building** VMGA will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.		
3	School-Family Partnerships	Vista Meridian Global Academy will implement a multi-faceted approach to school-family partnerships, led by the Principal and administrative team. **Communication and Outreach** VMGA will employ lead translators and interpreters who will facilitate communication with linguistically diverse families and conduct regular home visits to strengthen school-family connections. Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. **Family Forums and Workshops** VMGA will host monthly Coffee with the Principal events to give families a forum to discuss school matters, ask questions, and provide feedback. Additional parent education workshops will address topics including English as a Second Language, financial literacy, effective parenting strategies, and college preparation pathways. **Academic Engagement Events** To engage families in their children's academic progress, the school will organize events such as NWEA Data Chat Nights, student-led conferences, college-readiness sessions including Preparing for College and the college application and financial aid application processes, and open houses where students can showcase their learning. All family engagement activities will be culturally responsive, accessible, and supportive of the diverse needs of the school community, fostering meaningful partnerships that enhance student success.	$236,541	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,287,225	$153,738

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
40.70%	0%	$0	40.70%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	On the 2025 California School Dashboard, VMGA received Red performance levels on the ELA Academic Indicator for the Socioeconomically Disadvantaged student group and on the Mathematics Academic Indicator for both the Socioeconomically Disadvantaged and English Learner student groups. These gaps are concentrated within the school's unduplicated population, which represents the large majority of enrollment, and reflect a clear need for accelerated, tiered academic support in ELA and	Action 2 addresses this need through a tiered Multi-Tiered System of Supports designed to deliver progressively more intensive intervention to the students furthest from grade-level performance. Tier 1 strengthens universal core instruction through Instructional Aide support and content-area literacy libraries; Tier 2 provides specialized ELD support, study hall tutoring, and small-group instruction; and Tier 3 provides after-school tutoring, the newly added Saturday School, Bright Thinker credit recovery, and	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mathematics. Underlying this performance, unduplicated students experience the greatest barriers to grade-level content, including academic language gaps for English Learners and Long-Term English Learners and foundational ELA and mathematics gaps among Socioeconomically Disadvantaged students.	intensive ELA and mathematics tutoring focused on foundational skills and college readiness. Several components within the action are designed specifically for unduplicated students, including scaffolded ELD strategies and trained paraprofessional support for English Learners and Long-Term English Learners, intensive tutoring for Socioeconomically Disadvantaged students, and high-yield small-group instruction coordinated through the Intervention Coordinator and counselors. The action is provided on a schoolwide basis because unduplicated students are present in every classroom and are concentrated in the underperforming groups identified above. Schoolwide delivery allows diagnostic data to move unduplicated students rapidly between tiers without removing them from core instruction, integrates language and academic supports directly within general education content, and avoids isolating unduplicated students in separate programs. Because the action's most intensive resources (Intervention Coordinator, after-school tutoring, Saturday School, and Bright Thinker credit recovery) are routed to students with the greatest academic need, who at VMGA are disproportionately unduplicated, the schoolwide structure is principally directed at improving outcomes for unduplicated students compared with all students.	
Goal 1, Action 3	VMGA's needs assessment identified that non-academic barriers, including chronic absenteeism, mental health needs, and trauma, limit unduplicated students' access to grade-level learning. Chronic absenteeism remained elevated, and the multi-campus structure adds attendance and belonging challenges as students transition between sites. Socioeconomically Disadvantaged students, who represent the large majority of enrollment, often have limited access to	Action 3 addresses these needs through an integrated mental health and behavioral support system parallel to the academic MTSS. The action funds a comprehensive support team (a full-time counselor, school psychologist, behavior interventionist, and Assistant Principal), partially through LCFF Supplemental and Concentration funds, to address the social-emotional and behavioral needs of unduplicated students. Daily SEL check-ins during	The metrics being used to monitor effectiveness: • #9 Attendance Rate • #10: Chronic Absenteeism Rate • #11: Suspension Rate • #12: Expulsion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mental health and behavioral supports outside of school, and English Learners benefit from culturally responsive SEL and consistent adult connection. Educational partners, including the Student Advisory Committee, Parent Advisory Committee, administrators, and the SELPA, reinforced these needs by raising concerns about belonging across campuses, student safety, and the need for stronger behavioral support in the general education setting.	Advisory, Ways of Council practices, and the four GEAR values build consistent culture and adult connection for all students. A trauma-informed Wellness Space at the Meridian campus, donated by Children's Hospital of Orange County, with CHOC-led staff training, provides a dedicated space for students experiencing trauma. The Turning Point partnership offers clinical mental health counseling, with a dedicated space identified at the Digital Media Center once site moves are complete. The PBIS Team leads schoolwide chronic absenteeism initiatives, the BCBA leads behavioral training and data review, and bus transportation between campuses replaces vans to reduce wait times and remove an attendance barrier that disproportionately affects unduplicated students moving between sites. The action is provided on a schoolwide basis because unduplicated students are present in every classroom and are concentrated in the groups most affected by the barriers identified above. Schoolwide delivery embeds SEL within Advisory and the daily schedule rather than pulling unduplicated students out for separate programming, ensures that mental health, behavioral, and attendance supports can be sequenced based on student need rather than category, and routes the most intensive Tier 2 and Tier 3 supports (Turning Point clinical counseling, BCBA-led behavioral plans, and the Wellness Space) to students with the greatest need, who at VMGA are disproportionately unduplicated. The transportation, climate, and chronic-absenteeism components in particular contribute to Pupil Engagement (Priority 5) and School Climate (Priority 6) outcomes for unduplicated students compared with all students.	
Goal 2, Action 1	The needs assessment found that outcomes for unduplicated students depend heavily on two interrelated factors: the amount of instructional time	The action addresses these needs through two complementary investments. First, VMGA operates a longer school day and a 180-day instructional	• #21: % teachers – fully credentialed & appropriately assigned.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students receive and the consistency and quality of instruction across every classroom. Unduplicated students, who represent the large majority of VMGA's enrollment, are concentrated in the student groups showing the largest Dashboard performance gaps in ELA, mathematics, and English Learner progress. Reflections on prior practice also showed that late or uneven delivery of ELD and reading-strategy professional development limited teachers' ability to implement effective supports for English Learners and Socioeconomically Disadvantaged students. Closing these gaps requires both additional learning time for students and more consistent, timely teacher development on the strategies that most benefit unduplicated students.	calendar, exceeding the California requirement for charter schools of 175 instructional days, which provides unduplicated students with additional grade-level instruction and intervention time each year. Second, the action establishes a year-round professional development structure, including five summer days, five non-instructional days focused on student data analysis and instructional planning, and weekly Friday sessions led by the Instructional Leadership Team, that equips every teacher to deliver effective core instruction and to differentiate and scaffold for unduplicated students. The action is provided schoolwide because unduplicated students are present in every classroom and every period. Limiting additional instructional days or focused professional development to a subset of teachers or students would mean unduplicated students in other classrooms do not receive the benefit of the additional time or strategies. ILT-led professional development aligns all teachers around schoolwide priorities derived from the needs of unduplicated students (ELA, mathematics, and English language development), and the longer instructional year reaches unduplicated students in every grade level and content area. The schoolwide structure therefore concentrates the action's intended benefits on unduplicated students compared with all students, while ensuring consistent implementation across the school.	• #23: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Limited Actions

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

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

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

Not applicable.

Additional Concentration Grant Funding

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

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

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,159,256.00	$ 5,038,669.00

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	Assessment of Learning	No	$ 12,435	$ 14,238
1	2	MTSS: Accelerating Learning	Yes	$ 514,406	$ 418,503
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 860,420	$ 764,271
1	4	College and Career Readiness	No	$ 232,666	$ 326,317
1	4	College and Career Readiness	Yes	$ 367,503	$ 357,843
1	5	Empowering SWD Academically	No	$ 203,469	$ 243,450
1	6	Accelerating English Learner Success	No	$ 16,681	$ 2,937
1	7	Accelerating Long-Term English Learner Success	No	$ 7,500	$ 6,300
				$ -	$ -
2	1	Core Instructional Staffing	No	$ 1,629,458	$ 1,586,426
2	2	Professional Learning & Development	No	$ 146,541	$ 142,236
2	3	Core Curricular & Instructional Materials	No	$ 41,435	$ 57,338
2	4	Educational Technology & Support	No	$ 92,047	$ 103,311
				$ -	$ -
3	1	Safe Facilities	No	$ 797,533	$ 780,823
3	2	Parents as Decision-makers	No	$ 2,000	$ 1,900
3	3	School-Family Partnerships	No	$ 235,162	$ 232,776
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,241,207	$ 1,360,798	$ 1,252,333	$ 108,465	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Assessment of Learning	No	$ -	$ -	0.000%	0.000%
1	2	MTSS: Accelerating Learning	Yes	$ 417,689	$ 343,380.00	0.000%	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 575,606	$ 551,110.00	0.000%	0.000%
1	4	College and Career Readiness	No	$ -	$ -	0.000%	0.000%
1	4	College and Career Readiness	Yes	$ 367,503	$ 357,843.00	0.000%	0.000%
1	5	Empowering SWD Academically	No	$ -	$ -	0.000%	0.000%
1	6	Accelerating English Learner Success	No	$ -	$ -	0.000%	0.000%
1	7	Accelerating Long-Term English Learner Success	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	No	$ -	$ -	0.000%	0.000%
2	2	Professional Learning & Development	No	$ -	$ -	0.000%	0.000%
2	3	Core Curricular & Instructional Materials	No	$ -	$ -	0.000%	0.000%
2	4	Educational Technology & Support	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Safe Facilities	No	$ -	$ -	0.000%	0.000%
3	2	Parents as Decision-makers	No	$ -	$ -	0.000%	0.000%
3	3	School-Family Partnerships	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 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)
$ 2,894,234	$ 1,241,207	0.000%	42.886%	$ 1,252,333	0.000%	43.270%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,163,013	$ 1,287,225	40.696%	0.000%	40.696%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,920,301	$ 1,354,528	$ -	$ 196,132	$ 5,470,961.00	$ 3,548,458	$ 1,922,503

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No					$ -	$ 14,700	$ 14,700	$ -	$ -	$ -	$ 14,700	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Meridian	2026-27	$ 398,425	$ 83,075	$ 481,500	$ -	$ -	$ -	$ 481,500	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Meridian	2026-27	$ 549,291	$ 331,300	$ 510,793	$ 219,316	$ -	$ 150,482	$ 880,591	0.000%
1	4	Broad Course of Study	All	No					$ 440,600	$ 241,075	$ 536,847	$ 144,828	$ -	$ -	$ 681,675	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 222,049	$ 95,231	$ -	$ 279,580	$ -	$ 37,700	$ 317,280	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 20,235	$ 2,950	$ -	$ 20,235	$ -	$ 2,950	$ 23,185	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	$ 5,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 1,207,485	$ -	$ 1,066,446	$ 141,039	$ -	$ -	$ 1,207,485	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Meridian	2026-27	$ 245,213	$ 49,719	$ 294,932	$ -	$ -	$ -	$ 294,932	0.000%
2	2	Professional Learning & Development	All	No					$ 123,060	$ 36,167	$ 74,014	$ 85,213	$ -	$ -	$ 159,227	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 48,800	$ -	$ 48,800	$ -	$ -	$ 48,800	0.000%
2	4	Educational Technology & Support	All	No					$ 35,555	$ 59,500	$ 95,055	$ -	$ -	$ -	$ 95,055	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ 72,504	$ 950,486	$ 693,798	$ 329,192	$ -	$ -	$ 1,022,990	0.000%
3	2	Parents as Decision-makers	All	No					$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
3	3	School-Family Partnerships	All	No					$ 234,041	$ 2,500	$ 150,216	$ 86,325	$ -	$ -	$ 236,541	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,163,013	$ 1,287,225	40.696%	0.000%	40.696%	$ 1,287,225	0.000%	40.696%	**Total:**	$ 1,287,225
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,287,225

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Meridian	$ 481,500	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Meridian	$ 510,793	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Meridian	$ 294,932	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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).