

# Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley View Charter Montessori	David Roth, Ph.D., Superintendent droth@buckeyeusd.org	droth@buckeyeusd.org 530-677-2261 ext. 1012

# Goal 1

## Goal Description

Student Achievement - Maximize the performance of each student in all academic areas.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	<p>The California Dashboard metrics for English language arts and mathematics.</p> <p>The iReady Math and Reading diagnostic median growth report measures for grades K-8.</p> <p>The California Science Test (CAST).</p> <p>The California Physical Fitness Test (PFT). The District will score the PFT, excluding the Body Composition standard.</p> <p>The English Language Proficiency Assessments for California (ELPAC) as used to calculate the English learner progress rate from the California Dashboard as well as the District's EL reclassification rate when numbers are 30 or more.</p> <p>Implementation of State Standards will be measured by teacher and administrator survey as well as District acquisition of standards aligned materials.</p> <p>Access to a broad course of study measured through the District's Student Information System.</p>	<p>2024 California Dashboard - VVCM data</p> <p>The 2024 California Dashboard defined performance level for English language arts was Very High, with 49.5 scaled score points above standard. Students with Disabilities were the only subgroup that was low, and the rest were above standard. Refer to the California Dashboard for details.</p> <p>The 2024 California Dashboard defined performance level for Mathematics was High and 35.9 points above standard. Like ELA, Students with Disabilities were the only subgroup that was low, and the rest were above standard. Refer to the California Dashboard for details.</p> <p>2024 Spring iReady mathematics median progress towards annual typical growth - VVCM- 89%</p>	<p>The 2025 California Dashboard defined performance level for English language arts was Very High, with 47.7 scaled score points above standard. Five of six subgroups were at or above standard. Refer to the California Dashboard for details.</p> <p>The 2025 California Dashboard defined performance level for Mathematics was High and 33.3 points above standard. Four of six subgroups were at or above standard. Refer to the California Dashboard for details.</p> <p>VVCM's iReady mathematics median progress towards annual typical growth for the spring (2025) administration result was 92%. This meets the District's 90% goal for the spring administration.</p> <p>VVCM's iReady reading median</p>		<p>The 2025 winter Districtwide iReady Mathematics median progress towards annual typical growth result was 72%.</p> <p>The 2025 winter Districtwide iReady Reading median progress towards annual typical growth result was 95%.</p> <p>The District is reviewing instructional materials for middle school English language arts. A recommendation for adoption will be made in the spring.</p> <p>Teachers continue to participate in Learning Community Facilitator and Targeted Collaboration activities supporting alignment of instruction with State standards.</p> <p>All students have access to broad course of study including exploratory options that may lead</p>	<p>The California Dashboard metrics for Districtwide English language arts and mathematics will be in the Very High range and all significantly numbered subgroups will be at or above standard.</p> <p>VVCM iReady mathematics median progress towards annual typical growth spring administration performance will be above 90%.</p> <p>VVCM iReady reading median progress towards annual typical growth spring is to be determined in 2025.</p> <p>VVCM performance on the 5th and 8th grade CAST will increase to 67% met or exceeded.</p> <p>As measured by the 5th and 7th grade PFT, 75% or more students will be in the Healthy Fitness Zone on each fitness standard domain,</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>iReady Reading baseline will be determined in spring 2025.</p> <p>66.5% of students met or exceeded the standard on the 2024 California Science Test (CAST), an increase of 9%.</p> <p>The CAST was incorporated into the California Dashboard for the first time in 2024 as an informational indicator. The District performed 5.5 scaled score points above standard and 2 of 2 subgroups performed above standard.</p> <p>Physical Fitness Testing - When last measured (2023), on average, 78% or more of students were in the Healthy Fitness Zone across each measured domain.</p> <p>Site does not currently have 30 or more English learners thus baseline data is not reported per California Dashboard parameters.</p> <p>A strong majority of teachers report full implementation of</p>	<p>progress towards annual typical growth for the spring (2025) administration result was 135%.</p> <p>58.2% percent of students met or exceeded standard on the 2025 California Science Test (CAST). This was 25.5% above the statewide performance.</p> <p>The CAST was incorporated into the California Dashboard as an informational indicator in 2025. The site declined 3 scaled score points and was in the high range. Two of 2 subgroups were in the high range</p> <p>VVCM will report Physical Fitness Testing scores at the end of the year.</p> <p>VVCM completed year 1 of implementing a newly adopted English language arts adoption. Teachers participated in Learning Community Facilitator and Targeted Collaboration activities supporting instructional alignment with State standards.</p>		<p>to interest in Career Tech opportunities in high school.</p>	<p>excluding Body Composition.</p> <p>Update elementary social studies instructional materials and provide professional development to increase standards alignment of classroom instruction.</p> <p>Maintain 100% student access to a broad course of study.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		standards in mathematics, English language arts, and science. Some teachers (23% or survey respondents) are reporting they are not well aligned with State standards in Social Studies.  All students have access to broad course of study.	Teacher survey results indicated high levels of self-reported alignment with math and English language arts standards. Science and history/social studies alignment was in the medium to high range.  All students had access to a broad course of study including exploratory options that may lead to interest in Career Tech opportunities in high school.			

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Provide: Highly Qualified and Appropriately Assigned Certificated Employees</b> Provide highly qualified and appropriately assigned administrators, teachers, and other certificated staff to provide every BUSD student an educational program with standards-aligned instruction, fidelity to District programs and practices and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	No				\$4,889,612.00	\$2,788,803
1.2	<b>Provide: Highly Qualified Classified Employees</b>	No				\$1,901,516.00	\$1,084,534

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide highly qualified administrators and other classified staff to provide every BUSD student an educational program with standards-aligned instruction, fidelity to District programs and practices and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.						
1.3	<b>International Baccalaureate (IB) Program Support</b> Continue providing expanded access to the International Baccalaureate (IB) program at two middle schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation also funds the IB Coordinator at Camerado Springs Middle School and Valley View Charter Montessori Middle School. Continued support of IB training program.	No				\$91,823.00	\$46,371
1.4	<b>Additional Class Sections</b> Continue to provide an additional Core Class sections to reduce class sizes, particularly for low-income students, English Learners, and underrepresented students in the middle school programs.	Yes				\$19,690.00	\$9,943
1.5	<b>Targeted Collaboration: Grade-level data-based decision-making</b>	Yes				\$36,000.00	\$18,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Targeted Collaboration: Grade-level data-based decision-making						
1.6	<b>Speech and Language Pathologist</b> Add .8 FTE SLP for a total of 2.8 FTE SLP to implement an in-house speech and language services program to address student needs which will provide opportunities for students to fully access instruction and achieve learning goals add 1.0 FTE SLPA (Speech & Language Assistant)	No				\$84,196.00	\$42,519
1.7	<b>0.5 FTE District-Wide ELL Coordinator</b> Continue to provide a District-wide ELL Coordinator that will be assigned to work with all staff to support ELL students at all school sites to support language acquisition for English Learners.	Yes				\$10,277.00	\$5,190
1.8	<b>Physical Education Instructors</b> Continue to provide fully credentialed physical education teachers at VVCM to support students' academic and social emotional needs so students may fully access instruction and achieve learning goals.	No				\$260,942.00	\$131,436
1.9	<b>Library Associates</b> Continue to provide a Library Associate at VVCM to support students academic and social emotional needs so students may fully access instruction and achieve learning goals.	No				\$99,101.00	\$47,501

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p><b>Grade Level Intervention - Certificated Intervention Teachers</b></p> <p>Continue to provide expanded learning programs at all school sites, particularly for low-income students, English Learners, and underrepresented students. Coursework is designed to provide students demonstrating high needs the additional intervention services needed to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.</p>	No					\$0
1.11	<p><b>Professional Development to support implementation of state standards and Montessori Professional Development and Training</b></p> <p>Curriculum Coordinator will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the District's common assessments, and on-site coaching for effective delivery of research-based, standards aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL)</p>	No				\$41,062.00	\$20,736
1.12	<p><b>Board-adopted Instructional Materials</b></p> <p>Provide all students Board Adopted High-Quality Standards Aligned Instructional</p>	No				\$502,638.00	\$206,961

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Materials, Books, Resources and Supplies, maintaining 100% Compliance with the Williams Act.						
1.13	<b>Credit Recovery Options</b> Provide students who are off-track for promotion access and support to program options that accelerate their progress toward on-track status. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	No				\$2,000.00	\$1,000
1.14	<b>ELL Summer School</b> Continue to provide ELL Summer School program	Yes				\$799.00	\$799
1.15	<b>Site-determined, SPSA-based actions to support Goal 1</b> Supplemental funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups.	Yes				\$172,983.00	\$114,593

## Goal 2

### Goal Description

Promote the social-emotional and behavioral development of each student

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	<p>Chronic absenteeism and suspension rate as well as student response data from the District's student climate survey.</p> <p>Average Daily Attendance rate.</p> <p>Middle school drop out rate.</p> <p>Expulsion rate.</p>	<p>Preliminary Chronic Absenteeism Rate - Sitewide = 13.6% Asian = 7.9% Hispanic = 14.8% Socioeconomically Disadv. = 26.3%</p> <p>Students with Disabilities = 19.8% Two or More Races = 12.5% White = 13.2%</p> <p>2023-2024 ADA rate - 95.20%</p> <p>Preliminary Suspension Rate - Sitewide = 3% Asian = 0% Hispanic = 3% Socioeconomically Disadv. = 4% Students with Disabilities = 11% Two or more races = 3% White = 3%</p> <p>2023-2024 Climate Survey Results:  5th grade: I feel safe at school - 94% 7th grade: I feel safe at school - 94%</p>	<p>Preliminary Chronic Absenteeism Rate - Sitewide = 6% Asian = 6% Hispanic = 8% Socioeconomically Disadv. = 13%</p> <p>Students with Disabilities = 9% Two or More Races = 4% White = 5%</p> <p>2024-25 ADA rate - 96%</p> <p>Preliminary Suspension Rate - Sitewide = 2% Asian = 4% Hispanic = 1% Socioeconomically Disadv. = 2% Students with Disabilities = 6% Two or more races = 0% White = 2%</p> <p>2024-25 Climate Survey Results:  5th grade: I feel safe at school - 89% 7th grade: I feel safe at school - 78%</p>		<p>Mid-Year Chronic Absenteeism Rate - Sitewide = 6% Asian = 0% Students with Disabilities = 3% Hispanic = 0% Socioeconomically Disadv. = 1% Two or More Races = 1% White = 1%</p> <p>Mid-Year Average Daily Attendance - 96.5%</p> <p>Mid-Year Suspension Rate - Districtwide = .1% African American = 3% Hispanic = 2% White = 1% Socioeconom. Disadv. = 1% Students with Disabilities = 1%</p> <p>Middle School Drop Outs = 0</p> <p>Expulsion Rate = 0%</p>	<p>Chronic Absenteeism will decline to 5% and be no higher than 10% for any one subgroup. No subgroup will fall below the Medium performance range on the State Dashboard.</p> <p>The ADA rate will be 96% or higher.</p> <p>The sitewide suspension rate will reduce below 1.5% and be no higher than 3% for any significantly numbered sub group. No subgroup will fall below the Medium performance range on the State Dashboard.</p> <p>Students will continue to demonstrate high levels of positivity on the Climate Survey.</p> <p>Middle School Dropouts - 0</p> <p>Expulsion Rate - 0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		5th grade: I enjoy coming to school to see my friends - 95% 7th grade: I enjoy coming to school to see my friends - 97%  5th grade: I have positive relationships with teachers and other adults at school - 94% 7th grade: I have positive relationships with teachers and other adults at school - 97%  Middle School Dropouts= 0  Expulsion Rate = 0%	5th grade: I enjoy coming to school to see my friends - 92% 7th grade: I enjoy coming to school to see my friends - 78%  5th grade: I have positive relationships with teachers and other adults at school - 80% 7th grade: I have positive relationships with teachers and other adults at school - 67%  Middle School Dropouts= 0  Expulsion Rate = 0%			

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Foster Youth Services</b> Provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including intervention services, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. (Costs Included in Action Item No. 1.15)	Yes					\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p><b>Unhoused Youth Services</b> Provide direct support for Unhoused Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. (Costs Included in Action Item No. 1.15)</p>	Yes					\$0
2.3	<p><b>School Counselors - Social-Emotional Support and Engagement/Attendance</b> Continue to provide Middle School and Elementary School Counselors to support school sites in focused efforts to reduce chronic absenteeism and the District-wide effort to monitor and address mental health needs of students. VVCM's psychologist will focus on the TK-5th grade section of the school, while the counselor will focus on the Middle School area of VVCM.</p>	No				\$97,602.00	\$49,734
2.4	<p><b>Family Engagement and Attendance Liaison</b> The Family Engagement and Attendance Liaison position will assist schools in assessing and defining problems children may be experiencing with school attendance and performance, family interactions, social problems, and school-community relations which interfere with the student's ability and potential to obtain a satisfactory education.</p>	No				\$28,920.00	\$14,604

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The Family Engagement and Attendance Liaison will also consult and assist parents, teachers and others concerned with the child and his family in planning and implementing appropriate strategies to address impediments to a student's success. The primary focus of this position will be our unduplicated students						
2.5	<p><b>District-wide Health Services: School Nurses and Health Clerks</b></p> <p>Continue to provide 2.0 FTE school nurse staffing District-wide and a Health Clerk I or Health Clerk II at each school site to respond to the immediate health needs of individual students to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families.</p>	No				\$181,908.00	\$93,900
2.6	<p><b>District-wide School Psychologists</b></p> <p>Continue to provide school psychologist services at each school site to conduct special education assessments, serve as a member of Student Success Team (SST) and Individualized Education Program (IEP) Team to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals. In addition, school psychologists support students in building competency in self-management, self-awareness, responsible decision-making, relationship skills, and social awareness, to help students</p>	No				\$228,342.00	\$117,616

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	engage in learning communities that are safe positive, inclusive, and welcoming.						
2.7	<b>District-wide Behaviorist</b> Continue to provide 2.0 FTE Behaviorist III services to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.	No				\$69,242.00	\$34,967
2.8	<b>Behavior Technicians</b> Continue to provide 9.0 FTE Behavior Technician services to support the recommendation of appropriate academic and social emotional support needed for students to fully access instruction and achieve learning goals	No				\$98,083.00	\$49,532
2.9	<b>Instructional Assistants</b> Continue to provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).	No				\$612,678.00	\$309,402
2.10	<b>Visual and Performing Arts Opportunities</b> Provide instrumental music instructors for 4th-8th grade students in our elementary and comprehensive middle schools and ensure that students are provided access to instruments, needed supplies, and sheet music.	No				\$77,294.00	\$49,065

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.11	<p><b>Positive Behavioral Intervention and Supports (PBIS) implementation</b>  Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the District's overall MTSS framework implementation.</p>	No				\$2,550.00	\$900
2.12	<p><b>Love and Logic Training</b>  Continue to provide Parent Education - Love and Logic Program, with a particular emphasis on serving low income, foster youth and ELL.</p>	Yes				\$225.00	\$225
2.13	<p><b>Nutritional Services</b>  Continue to provide nutritionally compliant meals at each school site to ensure that healthy meals and/or snacks are always available to students, whether they are at school, off campus for a special activity, participating in a school program taking place outside the regular school day, or involved in some other special circumstance.</p>	No				\$565,043.00	\$278,508
2.14	<p><b>Facilities Support Services</b>  Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the</p>	No				\$1,020,508.00	\$420,194

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	maintenance of school sites and other District facilities.						
<b>2.15</b>	<b>Transportation Services</b> Continue to provide transportation services, particularly to low income, homeless and foster youth as needed for students to fully access instruction and achieve learning goals.	No				\$275,621.00	\$148,019
<b>2.16</b>	<b>Site-determined, SPSA-based actions to support Goal 2</b> Supplemental Grant funding to support Goal No. 2 is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. (Costs included in Action Item 1.16)	Yes					
<b>2.17</b>	<b>Common Student Assessment System</b> Continue to Implement a Common Student Assessment System for Student Achievement Data.	No				\$14,302.00	\$14302

### Goal 3

#### Goal Description

Maintain strong parent engagement, community relations and communications.

#### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Parent representation on District advisory committees, site based parent education opportunities, District and VVCM specific communications, and the Annual Parent Survey	<p>At least two parent representatives from VVCM served on each of the District's advisory committees.</p> <p>The District provided one opportunity for parents to attend Love and Logic parenting classes. Parent education opportunities regarding Zones of Regulation and school safety was provided.</p> <p>The results of the Site's annual parent survey demonstrates high levels of parent satisfaction with VVCM. VVCM has engaged families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student needs. Engagement is being supported by the District's Director of</p>	<p>Valley View Charter Montessori (VVCM) successfully met all outlined outcomes related to parent and family engagement. At least two parent representatives from VVCM actively served on each of the District's advisory committees, ensuring the school's voice was represented in decision-making processes.</p> <p>The District provided parents with a variety of educational opportunities, including a Love and Logic parenting class and sessions focused on the Zones of Regulation and school safety. Also, VVCM Counselor, administration and the District Liaison with Student Service held two trainings on Social Media in education and general anxiety in schools. These</p>		<p>Two parent representatives were invited to serve on each of the Site/District advisory committees.</p> <p>The District has provided one opportunity for parents to attend Love and Logic parenting classes.</p> <p>Parent education opportunities regarding social media and drug awareness have been provided by sites.</p> <p>The site has engaged families of students with special needs through the IEP process and communication throughout the year as needed to meet individual student needs. Engagement is being supported by the District's Director of Student Services and</p>	<p>At least two parent representatives will serve on each of the District/VVCM advisory committees.</p> <p>The site will offer at least one site-based parent education opportunity and the District will offer at least one District-wide parent education opportunity.</p> <p>The results of the District's annual parent survey will demonstrate high levels of parent satisfaction with VVCM.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Student Services and a District Program Specialist.</p> <p>VVCM is engaging families of students who are economically disadvantaged via direct communication from certificated staff and the principals.</p> <p>The Superintendent has attended one DELAC meeting to provide an LCAP update.</p> <p>The District has created an Instructional Materials Adoption Committee forum and the Board has appointed parent/community representatives.</p> <p>Parents are engaged through school site councils, PTO, and various parent attended school events.</p> <p>This past fall and spring, the Superintendent hosted community coffees and met with the PTO.</p>	<p>offerings supported parents in understanding and reinforcing positive student behavior and well being at home.</p> <p>The results of VVCM's annual parent survey reflected high levels of satisfaction, demonstrating strong support for the school's programs, communication, and overall environment.</p> <p>VVCM maintained consistent and meaningful engagement with families of students with special needs through the IEP process and ongoing communication to address individual needs. This engagement was further supported by the District's Director of Student Services and a District Program Specialist, reinforcing a team-based approach to student success.</p> <p>The school also engaged families of economically disadvantaged students through direct outreach by certificated staff and</p>		<p>a District Program Specialist.</p> <p>The site is engaging families of students who are economically disadvantaged via direct communication from the District and site principal.</p> <p>The District is reviewing instructional materials for middle school English language arts and has involved the Instructional Materials Adoption Committee.</p> <p>This past fall, the Superintendent hosted a community coffee at the school site and met with the PTO.</p> <p>This past fall, the Superintendent hosted community coffees at every school site and met with PTO/PTC/PTA's at each school site.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>the principals and District Liaison of Student Services ensuring that all families received timely information and support.</p> <p>To support English learner families, the Superintendent attended a District English Learner Advisory Committee (DELAC) meeting to provide an update on the Local Control and Accountability Plan (LCAP), reflecting the District's commitment to transparency and inclusion.</p> <p>Further enhancing family involvement, the District established an Instructional Materials Adoption Committee that includes parent and community representatives appointed by the Board. VVCM parents also actively participate in school site councils, the PTO, and a variety of school events throughout the year.</p> <p>VVCM held an event thanking the community, parents and PTO for all their involvement in VVCM.</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>There were student led songs, presentations and homemade cards for all of VVCM's volunteers.</p> <p>Additionally, the Superintendent hosted community coffee events during both the fall and spring and met with the PTO, providing parents with opportunities to share feedback, ask questions, and stay informed about District and school initiatives.</p> <p>Together, these efforts demonstrate VVCM's ongoing commitment to engaging families as partners in the educational experience.</p>			

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Translation and Interpretation Services</b> The District provides translation services to support a wide range of communication efforts between the District and families. Staff also provides simultaneous interpretation support during meetings and directly responds to parents/guardians in their home language.</p>	Yes				\$1,440.00	\$900

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p><b>Family Communication Tools</b>            Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.</p>	No					\$0
3.3	<p><b>Parent Education</b>            Continue to provide Parent Information/Training Nights/Presenters.</p>	No					\$0

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	11,205,007	5,824,266
LCFF Supplemental/Concentration Grants	236,255	264,242