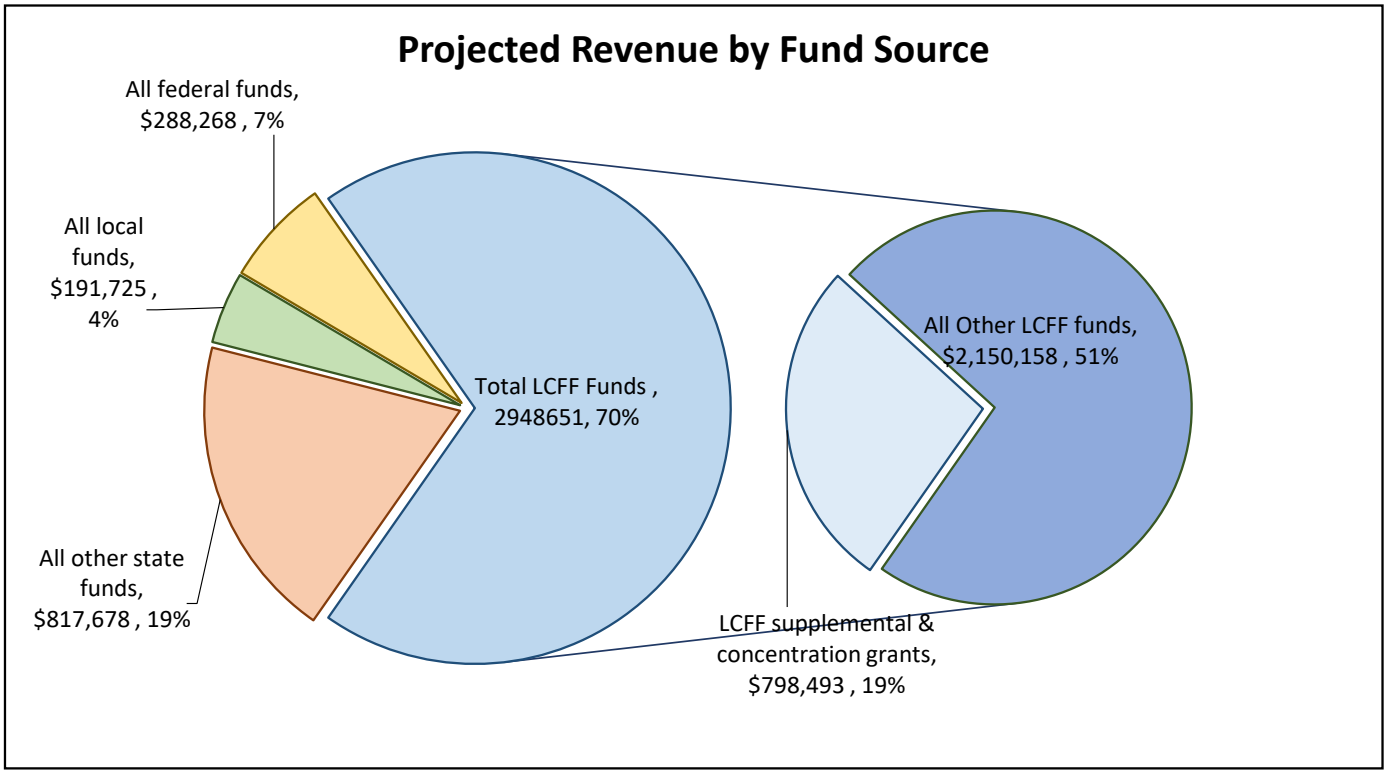
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Horizon Global Academy
CDS Code: 19-64733-0139089
School Year: 2026-27
LEA contact information: Enock Benavides, Principal, ebenavides@vistacharterps.org, 213-224-6800

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

Budget Overview for the 2026-27 School Year

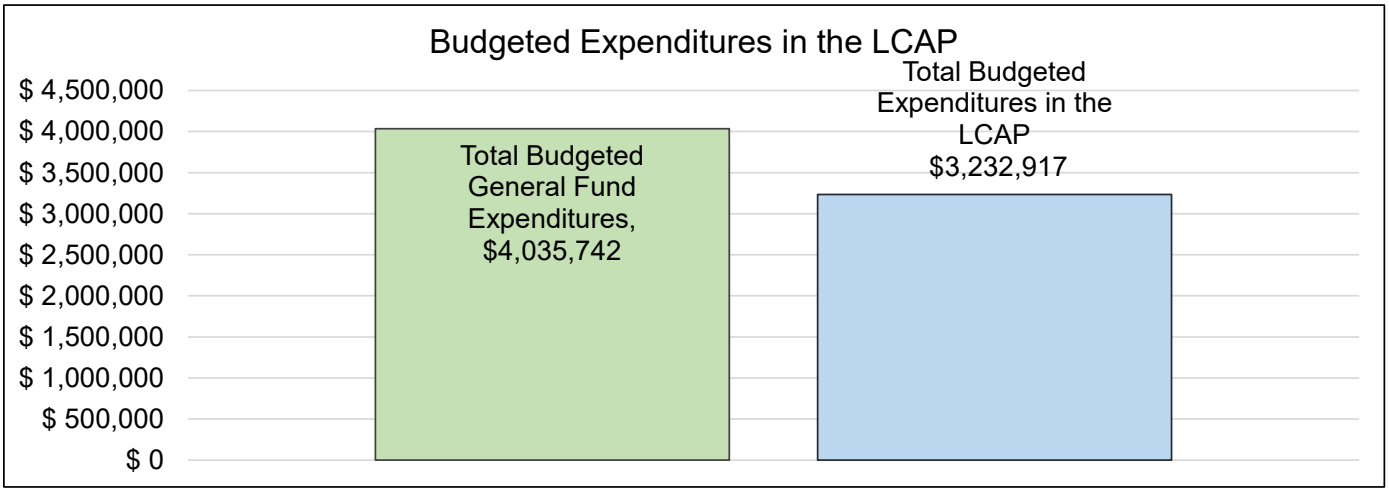


This chart shows the total general purpose revenue Vista Horizon Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Horizon Global Academy is $4,246,322.00, of which $2,948,651.00 is Local Control Funding Formula (LCFF), $817,678.00 is other state funds, $191,725.00 is local funds, and $288,268.00 is federal funds. Of the $2,948,651.00 in LCFF Funds, $798,493.00 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 Horizon 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.

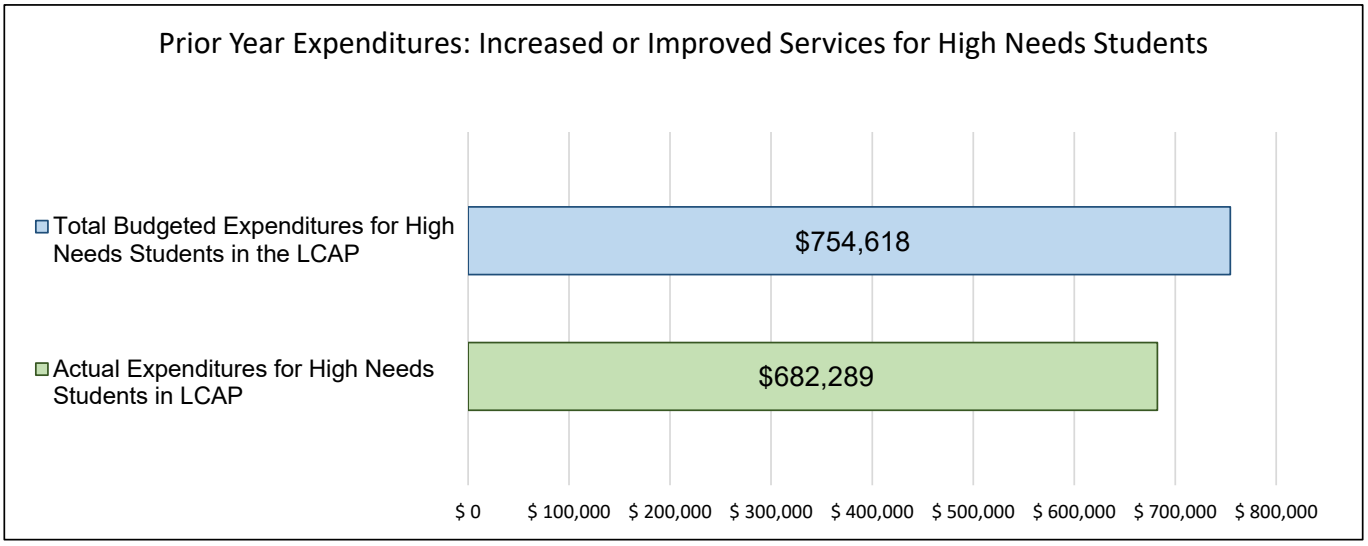
The text description of the above chart is as follows: Vista Horizon Global Academy plans to spend $4,035,742.00 for the 2026-27 school year. Of that amount, $3,232,917.00 is tied to actions/services in the LCAP and $802,825.00 is not included in the LCAP. The budgeted expenditures that are not included 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 Horizon Global Academy is projecting it will receive $798,493.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Horizon Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Horizon Global Academy plans to spend $798,493.00 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 Horizon 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 Horizon 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 Horizon Global Academy's LCAP budgeted $754,618.00 for planned actions to increase or improve services for high needs students. Vista Horizon Global Academy actually spent $682,289.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $72,329.00 had the following impact on Vista Horizon Global Academy's ability to increase or improve services for high needs students:

Original budgeted expenditures were based off a higher ADA, which had estimated an LCFF S&C funding that was $80k higher than estimated actuals for the 25/26 school year. The school also had lower expenditures in instructional materials as less items had to be purchased per lower enrommment, as well as lower PD and intervention coordinator costs than budgeted. The school still utilized all of its estimated actuals of S&C.

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 Horizon Global Academy	Enock Benavides, Principal	ebenavides@vistacharterps.org 213.224.6800

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 Horizon Global Academy (VHGA) is a public charter school established in 2019 and located in the Echo Park community of Los Angeles. VHGA is authorized by the Los Angeles Unified School District (LAUSD) and operates as one of six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California.

VHGA currently serves 154 students in grades TK through 5. The student body reflects the community the school serves and is composed of 93% Hispanic students, 3% African American students, 3% Asian students, and 1% students of Two or More Races. VHGA primarily serves low-income and historically underserved students who face significant educational challenges. Key student group enrollment includes 47% English Learners (EL), 12% Students with Disabilities (SWD), and 93% Socioeconomically Disadvantaged (SED). VHGA currently maintains a waitlist for the upper grades for the 2025-26 school year.

Mission and Vision

The mission of VHGA is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. VHGA provides quality education for all students by focusing on both heart and mind as critical tools of student engagement.

The vision of VHGA is to close the achievement gap for the school's targeted population (predominantly low-income and historically underserved students) while addressing the growing opportunity gap. The VHGA compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Educational Approach

Comprehensive Student Support

VHGA embraces a holistic approach to student success grounded in the belief that all students can thrive when provided appropriate support and opportunities. This belief is reflected in a curriculum that deliberately integrates academic excellence with social-emotional development.

At the center of VHGA's educational model is a data-driven student support system. The Coordination of Support Services Team (COST) serves as the cornerstone of the school's intervention strategy, enabling teachers to identify and refer students who need additional support in reaching grade-level proficiency in reading and mathematics. Through this system, struggling students receive targeted intervention through individualized and small-group instruction during the school day, ensuring timely support without disrupting regular classroom participation.

VHGA has implemented Positive Behavioral Interventions and Supports (PBIS), and 100% of students participate in Ways of Council through students' current grade level teacher. This multifaceted approach generates actionable insights that help refine practices and improve outcomes. Data-driven decision-making empowers VHGA to meet the diverse needs of its learners with precision and care. The school's commitment to student success extends beyond the instructional day through a comprehensive after-school tutoring program focused on reading and mathematics, which is open to all students.

Inclusive Education Model

VHGA operates a full inclusion model for Students with Disabilities. This model reflects the core belief that all students, particularly English Learners 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 belonging and community that positively impacts social-emotional development.

Community Schools Initiative

California Community Schools Partnership Program (CCSPP)

VHGA was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant in Cohort IV. This five-year grant provides critical resources to strengthen the school's Multi-Tiered System of Supports (MTSS) and expand services to students and families. The grant funds instructional coaches and comprehensive professional development to strengthen the instructional program and build capacity among educators and the Instructional Leadership Team (ILT). It also partially funds a Community Schools Coordinator who will co-lead the school's Attendance Team and related initiatives while pursuing partnerships with community-based organizations and agencies to support student and family needs. In addition, grant resources enable VHGA to expand support services and create stronger connections between the school and the broader community.

Transformative Community School Model

VHGA's community school vision integrates educational excellence, community engagement, and comprehensive support systems to ensure 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.

VHGA aims to transform traditional education by creating an integrated ecosystem in which learning, support services, and community engagement converge. The school is designed to function as both an educational institution and a community hub. In this model, students receive high-quality instruction enhanced by comprehensive wraparound support services, families access resources and educational opportunities while engaging meaningfully in their children's education, and deep collaboration with community partners addresses both academic and non-academic barriers to learning. This environment empowers educators, staff, administrators, and families to innovate and collaborate effectively, ensuring that VHGA serves not only as a school but as a cornerstone of community transformation and student success.

Strategic Planning and Accountability

VHGA 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 CA EC 64001(j) including the following requirements per CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)

- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2)

- Providing written response to each of the committees regarding their comments

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Vista Heritage Global Academy has $130,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. A total of $52,934 will be expended during the 2026-27 school year, and the remaining $77,066 in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

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

Reflections: Annual Performance

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

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

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

Three Years, Zero Suspensions: A Foundation of Belonging and Support: Vista Horizon Global Academy (VHGA) received a Blue performance level on the 2025 California School Dashboard for the Suspension Rate Academic Indicator across all reported student groups, including All Students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The school has sustained a 0% suspension rate for the past three school years, reflecting consistent, schoolwide implementation of supportive practices that promote positive behavior, address student needs through tiered supports, and preserve instructional time for every student. The Blue performance level represents the highest possible rating on this indicator and reflects the strongest possible outcome across the four student groups reported on the Dashboard.

Contributing Factors: The school's sustained 0% suspension rate is attributable to a coordinated and intentional system of supports rather than to any single program or initiative. Several interrelated factors have contributed to this outcome.

The first contributing factor is the school's sustained connections with community-based partners that support students and families with a range of needs. These partnerships, coordinated by the Community Schools Coordinator, provide referral pathways and services for counseling, housing assistance, food distribution, and other supports that address the underlying conditions that can otherwise contribute to behavioral incidents. By meeting student and family needs proactively, the school reduces the conditions that often lead to disciplinary referrals in other settings.

The second contributing factor is the school's consistent implementation of social-emotional learning routines across all classrooms. Teachers conduct daily SEL check-ins to surface emerging student needs in a timely manner, and students regularly participate in Way of Council conversations that provide structured opportunities to share stories, listen actively, and build classroom community. On Fridays, students engage in Way of Council activities with peers that reinforce shared norms, including Speak from the Heart, Be Spontaneous, and Be Lean. The consistent practice of Way of Council across the school strengthens student voice, deepens peer relationships, and reinforces a culture of mutual respect and active listening that supports prosocial behavior and reduces the likelihood of conflicts that might otherwise escalate to disciplinary incidents.

The third contributing factor is the school's home visit program, which serves as an additional component of the school's family engagement and student support system. Staff conduct home visits to celebrate student progress, strengthen school-home relationships, and partner with families when attendance concerns arise, including chronic absenteeism. By extending the school's relationship with families beyond the campus, home visits build the trust necessary to address student needs collaboratively rather than punitively.

The fourth contributing factor is the work of the School Attendance Review Board (SARB) team, which meets regularly to collaborate with families on individualized strategies and supports to improve attendance and reduce chronic absenteeism. By addressing attendance challenges through individualized support and family partnership, the SARB team reinforces the school's commitment to engaging students and families through supportive structures rather than disciplinary consequences.

The fifth contributing factor is the school's status as a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. CCSPP funding has enabled the school to strengthen its Multi-Tiered System of Supports (MTSS) by integrating academic, behavioral, and social-emotional interventions and by ensuring that staff understand their roles within MTSS, apply tiered interventions with fidelity, and use data-driven decision-making to support the whole child. The MTSS framework provides the structure through which behavioral concerns are addressed through supportive intervention rather than disciplinary action, contributing directly to the sustained 0% suspension rate.

Reflection on Sustained Success: The 0% suspension rate sustained across three consecutive school years reflects VHGA's broader commitment to creating a school community in which all students experience belonging, safety, and consistent access to instructional time. The school recognizes that maintaining this performance over time requires continued investment in the systems that have produced it, including SEL implementation, community partnerships, home visits, the SARB team, and the MTSS framework supported by CCSPP funding. As the school continues to grow in enrollment and to serve a student population in which 93% of students are Socioeconomically Disadvantaged, 93% are Hispanic, and 47% are English Learners, sustaining the conditions that produce these outcomes will remain a priority. The Blue performance level on the Suspension Rate indicator stands as evidence that supportive, restorative, and culturally responsive practices can produce excellent behavioral outcomes for the students the school serves, and the school will continue to invest in these practices as a foundation for ongoing student success.

From the Classroom to the Community: Sustained Gains in Student Attendance at VHGA: Vista Horizon Global Academy (VHGA) received strong performance levels on the 2025 California School Dashboard Chronic Absenteeism Indicator. The school received a Blue performance level for the All Students group and a Green performance level for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. These performance levels reflect significant year-over-year improvement and place VHGA among the highest-performing schools on this indicator across all four reported student groups.

The All Students Chronic Absenteeism rate declined from 10.2% in 2023-24 to 4.9% in 2024-25, a reduction of 5.3 percentage points that represents a decrease of approximately half the prior year's rate. This improvement is particularly notable given the school's demographic profile, in which 93% of students are Socioeconomically Disadvantaged, 93% are Hispanic, and 47% are English Learners, student groups that historically face higher rates of chronic absenteeism in California schools. The Green performance levels achieved for each of these student groups indicate that the school's investments in attendance support are producing equitable results across the student population rather than benefiting some student groups more than others.

Contributing Factors: The school's sustained gains in student attendance are attributable to a coordinated, multi-faceted approach to re-engaging students and families and to cultivating a school climate in which students experience belonging and connection. Several interrelated factors have contributed to this outcome.

The first contributing factor is the work of the School Attendance Review Board (SARB) team, which meets regularly to collaborate with families on individualized strategies and supports to improve attendance and reduce chronic absenteeism. The SARB process provides a structured forum in which the school, the family, and relevant support staff jointly review attendance patterns, identify barriers to consistent attendance, and develop responsive plans tailored to the specific circumstances of each student. By addressing attendance challenges through individualized partnership rather than through escalating consequences, the SARB process builds trust with families and produces sustainable improvements in student attendance.

The second contributing factor is the school's home visit program. Staff conduct home visits to celebrate student progress, strengthen school-home relationships, and partner with families when attendance concerns arise, including chronic absenteeism. Home visits extend the school's relationship with families beyond the school campus and reinforce the principle that the school views families as partners in their children's education. For families experiencing barriers to consistent attendance, the home visit provides an opportunity to share concerns in a familiar setting and to collaborate with school staff on responsive solutions. The school's investment in staff training through the Parent-Teacher Home Visit organization ensures that home visits are conducted using evidence-based, culturally responsive practices.

The third contributing factor is the school's intentional investment in school culture and school climate. Through daily social-emotional learning routines, including SEL check-ins and Way of Council conversations, students experience the school as a community in which their voices are heard, their experiences are valued, and their relationships with peers and adults are intentionally cultivated. The Way of Council practice, with its norms of Speak from the Heart, Be Spontaneous, and Be Lean, builds a culture of mutual respect and active listening that contributes to students' sense of belonging. When students experience belonging at school, they are more likely to attend consistently, participate fully in learning, and engage as members of the school community.

The fourth contributing factor is the school's commitment to re-engaging students and families through coordinated outreach and community partnership. The Community Schools Coordinator plays a central role in this work by maintaining relationships with families, connecting families to community-based resources that address the underlying conditions affecting attendance, and ensuring that families experience the school as accessible and responsive to their needs. The work of the Greeting Team, which ensures that students and families are met each day with consistent, positive interactions, reinforces the welcoming school climate that draws students to attend each day.

The fifth contributing factor is the school's status as a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. CCSPP funding has supported the integration of academic, behavioral, and social-emotional supports through a coherent Multi-Tiered System of Supports (MTSS) framework, ensuring that attendance is understood as one component of the school's broader commitment to whole-child support rather than as an isolated metric to be managed.

Reflection on Sustained Success: The 50% reduction in Chronic Absenteeism for the All Students group from 2023-24 to 2024-25, together with the Blue performance level for All Students and the Green performance levels for English Learners, Socioeconomically Disadvantaged students, and Hispanic students, reflects VHGA's broader commitment to creating a school community in which every student feels welcomed, supported, and connected. The school recognizes that sustaining these gains over time requires continued investment in the systems that have produced them, including the SARB process, home visits, daily SEL routines, the Way of Council practice, the work of the Community Schools Coordinator and Greeting Team, and the MTSS framework supported by CCSPP funding.

As the school continues to grow in enrollment, from 135 students in 2023-24 to 173 students in 2025-26, sustaining strong attendance outcomes across an expanding student population will remain a priority. The performance levels achieved on the 2025 California School Dashboard stand as evidence that supportive, relationship-centered, and culturally responsive practices produce strong attendance outcomes for the students VHGA serves, and the school will continue to invest in these practices as a foundation for ongoing student engagement and success.

Comprehensive Needs Assessment

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

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

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

Informing Resource Allocation: Finally, the needs assessment positions VHGA 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.

English Language Arts Needs Assessment: 2025 Dashboard

The 2025 California School Dashboard reflects a clear and measurable decline in the English Language Arts (ELA) Academic Indicator across all three reporting categories analyzed by Vista Horizon Global Academy (VHGA). For the All Students group, performance moved from -53.6 Distance from Standard (DFS) on the 2024 Dashboard to -65.9 DFS on the 2025 Dashboard, a decline of 12.3 points that places the school at the Orange performance level. For the Hispanic student group, which represents 93% of the school's enrollment, performance declined from -62.8 DFS in 2024 to -72.6 DFS in 2025, a 9.8 point decline that resulted in a Red performance level. For the Socioeconomically Disadvantaged (SED) student group, which also represents 93% of the school's enrollment, performance reflected a slight decline from -64.3 DFS in 2024 to -65.1 DFS in 2025, a 0.8 point change. Taken together, these results indicate that ELA performance is the most significant academic concern facing the school and that the decline disproportionately affects the school's largest and most vulnerable student groups, including Hispanic students, Socioeconomically Disadvantaged students, and English Learners, who represent 47% of the school's enrollment.

2023-24 ELA CAASPP	
	DFS
All Students	-53.6
SED	-64.3
Hispanic	-62.8

2024-25 ELA CAASPP	
	DFS
All Students	-65.9
SED	-65.1
Hispanic	-72.6

Data Analyzed: The needs assessment for ELA was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative sources included the 2024-25 CAASPP/SBAC results, the 2024-25 ELPAC results, the California Science Test results, and the 2025-26 i-Ready Assessment results. Qualitative sources included classroom observations conducted by the Leadership Team, professional development feedback and reflection data, surveys collected from students, families, and teachers, and California Healthy Kids Survey results. The triangulation of these sources allowed the school to evaluate ELA performance from multiple vantage points, including standardized achievement measures, locally administered diagnostic data, evidence of instructional implementation, and stakeholder perceptions of the learning environment.

Educational Partners Engaged: The analysis of ELA performance and the identification of priority needs were informed by the engagement of multiple educational partners across the school community. Teachers and instructional staff contributed insights gathered through professional development sessions, staff meetings, and grade-level collaboration. School leadership and administrators provided observational and systems-level analysis. Parents and families participated through LCAP engagement meetings, the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. The Community Schools Coordinator and community partners contributed perspectives on the broader conditions affecting student learning. Students contributed input through climate survey responses. This breadth of engagement ensured that the needs assessment reflects the lived experiences and observations of the full school community.

Strengths Identified: While the ELA Academic Indicator reflects clear areas of need, the needs assessment also surfaced important school-level strengths that establish a foundation for accelerating progress. The school's School Climate Indicator remains a strong asset, supported by a significant reduction in Chronic Absenteeism to 4.9%, which corresponds to the Blue performance level on the California School Dashboard. English Learner progress has improved, with 40.9% of English Learners making progress on the English Learner Progress Indicator (ELPI). The school has implemented the Ellevation platform to support data analysis and language skill development and has established Designated English Language Development (ELD) time and Integrated ELD support in classrooms. Science performance reflects a notable strength at +45.2 points above standard. The school provides 100% student participation in core enrichment programs and curriculum across all student groups and has implemented the Littera Education tutoring program for students in grades 1 through 5, along with an Attendance Recovery tutoring program led by a credentialed teacher in the after-school setting. Strong family engagement systems, including ParentSquare communications, ELAC and PAC meetings, Coffee with the Principal, and school events, provide a robust foundation for the family partnership

that will be essential to addressing ELA performance gaps.

Greatest Needs and Affected Student Groups: The greatest need identified through the needs assessment is academic achievement in ELA, where overall performance remains at the Orange level for the All Students group. Within this overall need, English Learners, who represent 47% of the school's enrollment, are performing below standard in ELA. Hispanic students and Socioeconomically Disadvantaged students, who together represent 93% of the school's enrollment, are performing at the Red level on the ELA Academic Indicator. The i-Ready diagnostic data further indicates that a significant portion of students are performing two or more grade levels below their current grade placement, signaling that the magnitude of foundational literacy gaps extends well beyond what can be addressed through Tier 1 instruction alone.

Issues Identified This Year: The needs assessment identified four ELA-specific issues that emerged during the current year. The first is the 12.3 point decline in ELA performance for the All Students group on the 2025 Dashboard. The second is minimal growth in ELA across the school, indicating that current instructional practices are not producing the rate of acceleration needed to close gaps. The third is the presence of significant gaps in foundational literacy, including phonemic awareness, decoding, fluency, and comprehension, which is consistent with the i-Ready data showing students performing multiple grade levels below standard. The fourth is inconsistent progress among English Learners, who require both Designated and Integrated ELD support delivered with fidelity to make sustained progress in language and literacy.

Identified Resource Inequities: The needs assessment also surfaced resource inequities that contribute to the ELA performance gap. Only 69.2% of the school's teachers are fully credentialed, which represents a lower proportion than is typical for schools serving similar student populations and signals a need for sustained recruitment, support, and credentialing pathways. The school's high-needs population, including 93% Socioeconomically Disadvantaged students and 47% English Learners, requires additional academic, linguistic, and social-emotional supports beyond what is typically provided in general education settings. The school has identified a need for additional targeted intervention resources and staffing to meet the volume of student need surfaced through diagnostic data. Family understanding of academic data and curriculum remains limited, which reduces the school's ability to engage families as partners in supporting literacy development at home.

Root Cause Analysis: The needs assessment surfaced several interrelated root causes that contribute to the decline in ELA performance and the persistence of achievement gaps. The first root cause is instructional gaps. Current instructional practices across the school do not adequately prepare students for the rigor required by standardized assessments. Many teaching methods focus on basic skills rather than the critical thinking, text analysis, and writing skills measured by CAASPP and other assessments. The second root cause is insufficient intervention support. The current intervention model provides limited small group, targeted reading support within classrooms, leaving struggling students without the intensive intervention required to accelerate their progress. The third root cause is professional development gaps. New teachers lack comprehensive training in the approved ELA curriculum, which leads to inconsistent implementation across classrooms, and limited ongoing coaching support means that teachers do not consistently receive the feedback and guidance necessary to refine their practice. Contributing factors include insufficient teacher assistant capacity for classroom intervention, inconsistent Integrated ELD implementation across content areas, and limited use of assessment data to drive instructional decisions.

2026-27 Action Plan: To address the identified ELA performance gaps and the root causes contributing to those gaps, Vista Horizon Global Academy (VHGA) will implement a coordinated, multi-step action plan during the 2026-27 school year. The plan targets English Learners, Socioeconomically Disadvantaged students, and students performing one to three grade levels below grade-level expectations, and is designed to produce measurable, accelerated improvement in ELA outcomes for these student groups.

- **Step 1: Implement a Science of Reading Framework Across All Grade Levels.** The school will adopt and implement a Science of Reading framework grounded in structured literacy, systematic phonics instruction, and explicit comprehension strategies. This framework will be implemented in grades TK through 5 and will replace the current emphasis on basic skills with instructional practices aligned to the demands of grade-level standards and the rigor required by CAASPP. Implementation will include foundational training for all classroom teachers, calibration of instructional practice across grade levels, and ongoing monitoring through classroom walkthroughs and student work analysis to ensure consistent implementation across classrooms.
- **Step 2: Adopt and Implement the myView ELA Curriculum.** The school will fully implement the myView ELA curriculum as the core instructional resource for grades TK through 5. Implementation will be supported by initial curriculum training for all teachers, with particular attention to onboarding new and non-fully-credentialed teachers who require comprehensive training in the approved curriculum. Curriculum implementation will be monitored through classroom observations, lesson plan reviews, and grade-level collaboration to ensure consistency, fidelity, and alignment to grade-level standards.
- **Step 3: Strengthen the Multi-Tiered System of Supports (MTSS) for Tier 1, Tier 2, and Tier 3 Interventions.** The school will strengthen its MTSS framework by ensuring that Tier 1 core instruction is rigorous and accessible to all students, that Tier 2 small group interventions are matched to specific skill needs identified through diagnostic data, and that Tier 3 intensive interventions provide individualized support for students with the most significant gaps. Tier 2 and Tier 3 supports will be coordinated by the Intervention Coordinator and delivered through a combination of in-class push-in support, pull-out small group instruction, and after-school tutoring. Progress monitoring for students receiving Tier 2 and Tier 3 supports will occur on a bi-weekly basis to ensure timely instructional adjustment.
- **Step 4: Expand Small Group Instruction Driven by i-Ready Data.** The school will expand the use of i-Ready diagnostic data to inform the composition, focus, and frequency of small group instruction. Intervention groups of three to five students will meet daily for targeted instruction addressing specific skill gaps in phonemic awareness, decoding, fluency, vocabulary development, and comprehension. Teachers will use i-Ready MyPath, manipulatives, and data reports to design responsive instruction, and progress will be monitored on a bi-weekly cycle to inform regrouping and instructional adjustment.
- **Step 5: Strengthen Designated and Integrated English Language Development (ELD) Through the Ellevation Platform.** The school will strengthen the implementation of Designated and Integrated ELD using the Ellevation platform to support data analysis, instructional planning, and progress monitoring for English Learners. Designated ELD will be delivered daily during a protected instructional block aligned to students' English proficiency levels, and Integrated ELD will be implemented across all content areas to ensure that English Learners receive consistent language development support throughout the instructional day. Implementation fidelity will be monitored through classroom walkthroughs, lesson plan reviews, and ELD-focused coaching cycles.
- **Step 6: Provide Targeted Professional Development for Teachers and Instructional Staff.** The school will provide targeted, sustained professional development to build teacher capacity in the areas most directly tied to the identified root causes of ELA underperformance. Professional development priorities will include training in the Science of Reading framework, the myView ELA curriculum, Designated and Integrated ELD strategies, scaffolding strategies for English Learners, and data analysis and instructional response practices. Professional development will be delivered through a combination of full-staff sessions, grade-level cohort training, and individualized coaching, with intentional attention to onboarding new teachers and addressing the credentialing gap reflected in the current 69.2% fully credentialed teacher rate.
- **Step 7: Provide Instructional Coaching in ELA, Mathematics, and ELD.** The school will expand and formalize instructional coaching in ELA, mathematics, and ELD to ensure that teachers receive sustained, individualized support for instructional improvement. Coaching cycles will include classroom observations, modeling, co-planning, and reflective feedback conversations aligned to teacher growth goals. Coaching will be calibrated across grade levels to ensure consistent expectations for instructional practice and will be aligned with the school's Growth Cycle Reflection process to support ongoing teacher development and accountability.
- **Step 8: Implement Data Cycles and Professional Learning Communities (PLCs) Focused on Student Work.** The school will implement structured data inquiry cycles and Professional Learning Communities (PLCs) at the grade level. These collaborative structures will focus on the analysis of student work, diagnostic and formative assessment results, and progress monitoring data, with the goal of translating data into specific instructional adjustments. Monthly schoolwide data inquiry sessions, bi-weekly grade-level data meetings, and weekly individual student review processes will form a coherent inquiry structure that ensures data is examined and acted upon at every level of the school.
- **Step 9: Expand Social-Emotional Learning and Engagement Strategies.** The school will continue to expand social-emotional learning (SEL) and student engagement strategies, including the Way of Council practice and structured SEL lessons, to ensure that the conditions for learning support strong

academic outcomes. SEL programming will be aligned with the school's Multi-Tiered System of Supports and Positive Behavioral Interventions and Supports (PBIS) framework and will continue to be supported by the PUC Counselor, the Behavior Interventionist, and the Community Schools Coordinator.

- **Step 10: Strengthen Family Engagement With a Focus on Academic Data Literacy.** The school will strengthen family engagement by expanding opportunities for families to develop academic data literacy and understand how to support their children's progress in ELA. This will include targeted family workshops focused on reading the i-Ready Family Report, understanding California School Dashboard results, and supporting literacy development at home. Communication will continue to be delivered through ParentSquare, social media, ELAC, PAC, and Coffee with the Principal, with intentional attention to multilingual access for the families the school serves.
- **Step 11: Monitor Teacher Credentialing and Sustain Recruitment Efforts.** Recognizing that the current 69.2% fully credentialed teacher rate represents a contributing factor to inconsistent instructional implementation, the school will actively monitor teacher credentialing status, support teachers pursuing credentialing pathways, and sustain targeted recruitment efforts to attract fully credentialed teachers, particularly in priority instructional areas such as ELA, ELD, and special education.
- **Step 12: Maintain Strong Systems for Attendance, School Climate, and Student Engagement.** The school will maintain and continue to strengthen the systems that have produced its current strengths in attendance and school climate, including the Chronic Absenteeism rate of 4.9%, the work of the Community Schools Coordinator, the Greeting Team, and the school's family engagement programs. These systems provide the foundational conditions necessary for accelerated academic progress and will continue to be supported as integral components of the school's broader plan to improve ELA outcomes.

Metrics for Progress Monitoring: Progress toward the goals established through this needs assessment will be measured through multiple aligned metrics. These include i-Ready diagnostic growth measured at Beginning of Year, Middle of Year, and End of Year, CAASPP scores in ELA and Mathematics, the percentage of students performing at or above grade level.

Mathematics Needs Assessment: 2025 Dashboard

The 2025 California School Dashboard reflects a measurable decline in the Mathematics Academic Indicator for the All Students group at Vista Horizon Global Academy (VHGA), along with mixed results across student groups. The school received an Orange performance level on the Mathematics Academic Indicator. Specifically:

2023-24 Math CAASPP	
	DFS
All Students	-62.2
SED	-66.3
Hispanic	-69

2024-25 Math CAASPP	
	DFS
All Students	-66.6
EL	-60.5
SED	-64.9
Hispanic	-69.7

- All Students: Performance declined from -62.2 DFS (2024 Dashboard) to -66.66 DFS (2025 Dashboard), a decline of 4.46 points further from standard.
- Hispanic student group (93% of enrollment): Performance declined from -69.0 DFS (2024 Dashboard) to -69.7 DFS (2025 Dashboard), a slight decline of 0.7 points further from standard.
- Socioeconomically Disadvantaged student group (93% of enrollment**):** Performance moved from -66.3 DFS (2024 Dashboard) to -64.9 DFS (2025 Dashboard), reflecting a 1.4 point improvement closer to standard, although performance remains significantly below grade-level expectations.

While the SED student group reflected modest improvement, both the All Students group and the Hispanic student group experienced declines in Mathematics performance year over year. English Learners, who represent 47% of the school's enrollment, are also performing below standard in Mathematics. The pattern of declining performance for the All Students and Hispanic groups, combined with persistent below-standard performance across all

three groups, indicates that Mathematics achievement remains a significant priority and warrants a coordinated, urgent response.

Data Analyzed: The needs assessment for Mathematics was grounded in a comprehensive review of multiple quantitative and qualitative data sources, including:

- **Quantitative sources:** 2024-25 California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) results, 2024-25 English Language Proficiency Assessments for California (ELPAC) results, California Science Test results, and 2025-26 i-Ready Mathematics diagnostic assessment results.
- **Qualitative sources:** Classroom observations conducted by the Leadership Team, professional development feedback and reflection data, surveys collected from students, families, and teachers, and California Healthy Kids Survey results.

The triangulation of these sources allowed the school to evaluate Mathematics performance from multiple vantage points, including standardized achievement measures, locally administered diagnostic data, evidence of instructional implementation, and stakeholder perceptions of the learning environment.

Educational Partners Engaged: The analysis of Mathematics performance and the identification of priority needs were informed by the engagement of multiple educational partners across the school community. Teachers and instructional staff contributed insights gathered through professional development sessions, staff meetings, and grade-level collaboration. School leadership and administrators provided observational and systems-level analysis. Parents and families participated through LCAP engagement meetings, the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. The Community Schools Coordinator and community partners contributed perspectives on the broader conditions affecting student learning. Students contributed input through climate survey responses. This breadth of engagement ensured that the needs assessment for Mathematics reflects the lived experiences and observations of the full school community.

Strengths Identified

While the Mathematics Academic Indicator reflects clear areas of need, the needs assessment also surfaced school-level strengths that establish a foundation for accelerating progress:

- Strong School Climate Indicator supported by a Chronic Absenteeism rate of 4.9% (Blue performance level on the California School Dashboard).
- English Learner progress reflected on the English Learner Progress Indicator (ELPI), with 40.9% of English Learners making progress.
- Ellevation platform implementation to support data analysis and language skill development, including support for academic language in Mathematics.
- Established Designated and Integrated ELD across content areas, including Mathematics.
- Strong Science performance at +45.2 points above standard, indicating that students are capable of strong performance when supported by high-quality, well-aligned instruction.
- Full curricular access with 100% student participation in core enrichment programs and curriculum across all student groups.
- Littera Education tutoring program for students in grades 1 through 5.
- Attendance Recovery tutoring program led by a credentialed teacher in the after-school setting.
- Strong family engagement systems, including ParentSquare communications, ELAC and PAC meetings, Coffee with the Principal, and school events.

- Modest improvement in SED student group performance in Mathematics, reflecting a 1.4 point gain closer to standard year over year.

Greatest Needs and Affected Student Groups: The greatest need identified through the Mathematics needs assessment is academic achievement in Mathematics, where overall performance remains at the Orange level for the All Students group. Within this overall need, English Learners, who represent 47% of the school's enrollment, are performing below standard in Math. Hispanic students and Socioeconomically Disadvantaged students, who together represent 93% of the school's enrollment, are performing at the Orange level on the Mathematics Academic Indicator. The i-Ready Mathematics diagnostic data further indicates that a significant portion of students are performing two or more grade levels below their current grade placement, signaling that the magnitude of foundational numeracy gaps extends well beyond what can be addressed through Tier 1 instruction alone.

Issues Identified This Year: The needs assessment identified four Math-specific issues that emerged during the current year. The first is the 4.4 point decline in Mathematics performance. The second is minimal growth in Mathematics across the school, indicating that current instructional practices are not producing the rate of acceleration needed to close gaps. The third is the presence of significant gaps in foundational numeracy skills, including number sense, operations, place value, and computational fluency, which is consistent with the i-Ready Mathematics data showing students performing multiple grade levels below standard. The fourth is inconsistent progress among English Learners in Mathematics, who require both content instruction and language support to access grade-level mathematical concepts and to participate fully in mathematical discourse.

Identified Resource Inequities: The needs assessment also surfaced resource inequities that contribute to the Mathematics performance gap. Only 69.2% of the school's teachers are fully credentialed, which represents a lower proportion than is typical for schools serving similar student populations and signals a need for sustained recruitment, support, and credentialing pathways. The school's high-needs population, including 93% Socioeconomically Disadvantaged students and 47% English Learners, requires additional academic, linguistic, and social-emotional supports beyond what is typically provided in general education settings. The school has identified a need for additional targeted intervention resources and staffing to meet the volume of student need surfaced through diagnostic data. Family understanding of academic data and curriculum remains limited, which reduces the school's ability to engage families as partners in supporting Mathematics development at home.

Root Cause Analysis: The needs assessment surfaced several interrelated root causes that contribute to the decline in Mathematics performance and the persistence of achievement gaps:

- Instructional gaps: A need for stronger implementation of mathematics conceptual instruction that emphasizes understanding of mathematical ideas rather than procedural fluency alone. Tier 1 mathematics instruction is inconsistent across classrooms, and there is a lack of rigorous, standards-aligned mathematics instruction across the school.
- Insufficient targeted interventions: A high number of students are performing significantly below grade level in Mathematics without sufficient access to small-group, targeted intervention support.
- Language barriers: English Learners are not consistently accessing grade-level mathematics content because mathematical discourse, vocabulary, and word problem comprehension require integrated language support that is not yet delivered with fidelity across all classrooms.
- Teacher capacity: Credentialing gaps and the need for additional professional development specifically focused on mathematics content, pedagogy, and the use of the adopted curriculum.
- Data use challenges: Limited capacity to translate Mathematics assessment data into specific instructional actions at the classroom level.

2026-27 Action Plan: The 2025 California School Dashboard results, including the 4.46 point decline in Mathematics performance for the All Students group, the 0.7 point decline for the Hispanic student group, and persistent below-standard performance for the Socioeconomically Disadvantaged student group

despite modest improvement, require a coordinated, multi-step response. In direct response to these results, the school will implement the following action plan during the 2026-27 school year. The plan targets English Learners, Socioeconomically Disadvantaged students, Hispanic students, and students performing one to three grade levels below grade-level expectations, and is designed to produce measurable, accelerated improvement in Mathematics outcomes for these student groups, with the explicit goal of moving the Mathematics Academic Indicator from Orange to Yellow.

- **Step 1: Strengthen Math Conceptual Teaching and Problem-Solving Instruction.** The school will implement an evidence-based mathematics instructional framework that emphasizes conceptual understanding, mathematical reasoning, and problem-solving alongside procedural fluency. Instruction will move beyond an emphasis on rote computation toward instructional practices aligned to the demands of grade-level standards and the rigor required by CAASPP. Implementation will include foundational training for all classroom teachers, calibration of instructional practice across grade levels, and ongoing monitoring through classroom walkthroughs and student work analysis to ensure consistent implementation across classrooms.
- **Step 2: Strengthen Tier 1 Mathematics Instruction Through the Adopted i-Ready Curriculum.** The school will strengthen Tier 1 mathematics instruction through full and consistent implementation of the adopted i-Ready Mathematics curriculum. Implementation will be supported by initial curriculum training for all teachers, with particular attention to onboarding new and non-fully-credentialed teachers who require comprehensive training in the approved curriculum. Curriculum implementation will be monitored through classroom observations, lesson plan reviews, and grade-level collaboration to ensure consistency, fidelity, and alignment to grade-level standards.
- **Step 3: Strengthen the Multi-Tiered System of Supports (MTSS) for Tier 1, Tier 2, and Tier 3 Mathematics Interventions.** The school will strengthen its MTSS framework for Mathematics by ensuring that Tier 1 core instruction is rigorous and accessible to all students, that Tier 2 small group interventions are matched to specific skill needs identified through diagnostic data, and that Tier 3 intensive interventions provide individualized support for students with the most significant gaps. Tier 2 and Tier 3 supports will be coordinated by the Intervention Coordinator and delivered through a combination of in-class push-in support, pull-out small group instruction, and after-school tutoring. Progress monitoring for students receiving Tier 2 and Tier 3 supports will occur on a bi-weekly basis to ensure timely instructional adjustment.
- **Step 4: Expand Small Group Mathematics Instruction Driven by i-Ready Data.** The school will expand the use of i-Ready Mathematics diagnostic data to inform the composition, focus, and frequency of small group instruction. Intervention groups of three to five students will meet daily for targeted instruction addressing specific skill gaps in number sense, operations, place value, fractions, and problem-solving. Teachers will use i-Ready MyPath, manipulatives, and data reports to design responsive instruction, and progress will be monitored on a bi-weekly cycle to inform regrouping and instructional adjustment.
- **Step 5: Strengthen Designated and Integrated ELD to Support Mathematics Access for English Learners.** The school will strengthen the implementation of Designated and Integrated ELD using the Ellevation platform, with explicit attention to the language demands of mathematics. Integrated ELD strategies in mathematics classrooms will support English Learners in accessing mathematical vocabulary, participating in mathematical discourse, and comprehending word problems. Implementation fidelity will be monitored through classroom walkthroughs, lesson plan reviews, and ELD-focused coaching cycles.
- **Step 6: Provide Targeted Professional Development for Mathematics Instruction.** The school will provide targeted, sustained professional development to build teacher capacity in the areas most directly tied to the identified root causes of Mathematics underperformance. Professional development priorities will include training in conceptual mathematics teaching and problem-solving, the i-Ready Mathematics curriculum, scaffolding strategies for English Learners in mathematics, and data analysis and instructional response practices. Professional development will be delivered through a combination of full-staff sessions, grade-level cohort training, and individualized coaching, with intentional attention to onboarding new teachers and addressing the credentialing gap reflected in the current 69.2% fully credentialed teacher rate.
- **Step 7: Provide Instructional Coaching in ELA, Mathematics, and ELD.** The school will expand and formalize instructional coaching in mathematics, alongside ELA and ELD coaching, to ensure that teachers receive sustained, individualized support for instructional improvement. Coaching cycles will include classroom observations, modeling, co-planning, and reflective feedback conversations aligned to teacher growth goals. Coaching will be calibrated across grade levels to ensure consistent expectations for instructional practice and will be aligned with the school's Growth Cycle Reflection process to support ongoing teacher development and accountability.

- **Step 8: Implement Data Cycles and Professional Learning Communities (PLCs) Focused on Student Work in Mathematics.** The school will implement structured data inquiry cycles and Professional Learning Communities (PLCs) at the grade level, with explicit attention to mathematics. These collaborative structures will focus on the analysis of student work, diagnostic and formative assessment results, and progress monitoring data, with the goal of translating data into specific instructional adjustments. Monthly schoolwide data inquiry sessions, bi-weekly grade-level data meetings, and weekly individual student review processes will form a coherent inquiry structure that ensures mathematics data is examined and acted upon at every level of the school.
- **Step 9: Expand Social-Emotional Learning and Engagement Strategies to Support Mathematics Achievement.** The school will continue to expand social-emotional learning (SEL) and student engagement strategies, including the Way of Council practice and structured SEL lessons, to ensure that the conditions for learning support strong academic outcomes in Mathematics. Mathematics-specific applications of these strategies will include building productive struggle and persistence, addressing math anxiety, and reinforcing student confidence and self-efficacy as mathematicians. SEL programming will continue to be supported by the PUC Counselor, the Behavior Interventionist, and the Community Schools Coordinator.
- **Step 10: Strengthen Family Engagement With a Focus on Mathematics Data Literacy.** The school will strengthen family engagement by expanding opportunities for families to develop academic data literacy and understand how to support their children's progress in Mathematics. This will include targeted family workshops focused on reading the i-Ready Mathematics Family Report, understanding California School Dashboard results in Mathematics, and supporting mathematics development at home through everyday activities and conversations. Communication will continue to be delivered through ParentSquare, social media, ELAC, PAC, and Coffee with the Principal, with intentional attention to multilingual access for the families the school serves.
- **Step 11: Monitor Teacher Credentialing and Sustain Recruitment Efforts.** Recognizing that the current 69.2% fully credentialed teacher rate represents a contributing factor to inconsistent instructional implementation in Mathematics, the school will actively monitor teacher credentialing status, support teachers pursuing credentialing pathways, and sustain targeted recruitment efforts to attract fully credentialed teachers, particularly in priority instructional areas including Mathematics, ELA, ELD, and special education.
- **Step 12: Maintain Strong Systems for Attendance, School Climate, and Student Engagement.** The school will maintain and continue to strengthen the systems that have produced its current strengths in attendance and school climate, including the Chronic Absenteeism rate of 4.9%, the work of the Community Schools Coordinator, the Greeting Team, and the school's family engagement programs. These systems provide the foundational conditions necessary for accelerated academic progress in Mathematics and will continue to be supported as integral components of the school's broader plan to improve student outcomes.

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

The 2025 California School Dashboard reflects a complex and concerning pattern in English Learner outcomes at Vista Horizon Global Academy (VHGA). While the English Learner Progress Indicator (ELPI) reflects modest year-over-year improvement, both ELPAC proficiency rates and reclassification rates have declined sharply, indicating that students are making incremental progress on the ELPI but are not advancing to full English proficiency or successful reclassification at expected rates. Specifically:

- **ELPI Performance:** 40.9% of English Learners made progress toward English language proficiency on the 2025 Dashboard, an increase of 2.8 percentage points from 38.1% on the 2024 Dashboard. The ELPI remains at the Yellow performance level and is below the state average.
- **ELPAC Proficiency:** Student ELPAC proficiency declined from 11.39% Proficient in 2023-24 to 5.7% Proficient in 2024-25, a year-over-year decline of 5.69 percentage points and a reduction of approximately half the prior year's proficiency rate.
- **Reclassification Rate:** The reclassification rate declined from 2.1% in 2023-24 to 0% in 2024-25, indicating that no English Learners were reclassified as English Proficient during the most recent reclassification cycle.

English Learners represent 47% of the school's enrollment, making this student group one of the school's largest and most important populations. The combination of modest ELPI gains, declining ELPAC proficiency, and a complete halt in reclassification points to a system breakdown in the English Learner progression pipeline. While students are showing some incremental movement on the ELPI, they are not reaching the level of proficiency or meeting the multiple criteria required for reclassification. This pattern requires immediate, coordinated, and sustained response.

Data Analyzed: The needs assessment for the ELPI focus area was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative sources included the 2024-25 California School Dashboard ELPI results showing 40.9% of English Learners making progress, the 2024-25 ELPAC proficiency rate of 5.7%, the 2024-25 reclassification rate of 0%, the multi-year ELPAC proficiency trend (10.34% in 2022-23, 11.39% in 2023-24, and 5.7% in 2024-25), the multi-year reclassification trend (8.6% in 2022-23, 2.1% in 2023-24, and 0% in 2024-25), the multi-year ELPI trend (52.4% in 2023, 38.1% in 2024, and 40.9% in 2025), and the 2025-26 i-Ready diagnostic results for the English Learner student group. Qualitative sources included classroom observations and walkthrough data focused on Designated and Integrated ELD implementation, observations of inconsistent academic language development across content areas, evidence of limited family understanding of reclassification criteria, and stakeholder input from ELAC, teachers, and instructional staff.

Educational Partners Engaged

The analysis of English Learner outcomes and the identification of priority needs were informed by the engagement of multiple educational partners across the school community. These partners included the English Learner Advisory Committee (ELAC), parents of English Learners, teachers and instructional staff, administrators and instructional coaches, the Community Schools Coordinator, the Ellevation consultant, and the myView ELA curriculum consultant. This breadth of engagement ensured that the needs assessment reflects the perspectives of educators directly responsible for English Learner instruction, families of English Learners, and the consultants supporting curriculum and ELD platform implementation.

Strengths Identified

While the data reflects clear areas of need, the needs assessment also surfaced strengths that establish a foundation for accelerating progress:

- Slight ELPI improvement from 2024 (38.1%) to 2025 (40.9%), representing a 2.8 percentage point gain.
- Established ELAC and family engagement structures that provide a foundation for family partnership in supporting English Learner progress.
- Strong access to curriculum and enrichment with 100% participation in core programs and enrichment opportunities for all student groups.
- Existing ELD program infrastructure in place, including Designated ELD time and Integrated ELD support across content areas.
- Investment in the Ellevation platform to support data analysis, instructional planning, and progress monitoring for English Learners.
- Ongoing professional development partnerships with the Ellevation consultant and the myView ELA curriculum consultant.

Greatest Needs and Affected Student Groups

The greatest need identified through the ELPI needs assessment is the establishment of a coherent and effective system for moving English Learners through the language proficiency progression toward reclassification. Within this overall need, the school has identified the following priority student groups:

- English Learners as the primary focus, representing 47% of the school's enrollment.
- Long-term English Learners (LTELs) and students stuck at ELPI Levels 1 through 3 who are not progressing to higher proficiency levels.
- Newcomer students needing foundational English language support and access to grade-level content.
- English Learners not progressing annually on the ELPI, including the 25% of English Learners who decreased at least one ELPI level in 2025.

Issues Identified This Year: The needs assessment identified five English Learner-specific issues that emerged during the current year:

- Lack of reclassification: A reclassification rate of 0% in 2024-25, declining from 2.1% in 2023-24 and 8.6% in 2022-23, indicates a multi-year downward trend that has now reached zero.
- Decline in ELPAC proficiency: A decline from 11.39% in 2023-24 to 5.7% in 2024-25, representing a year-over-year reduction of approximately half the prior year's proficiency rate.
- High percentage of students not progressing or regressing: 25% of English Learners decreased at least one ELPI level in 2025, indicating active regression for a substantial portion of the student group.
- Inconsistent ELD instructional practices across classrooms and content areas.
- Limited data monitoring systems for English Learner progress, including limited use of ELPAC level data and ELPI status to drive instructional planning.

Identified Resource Inequities: The needs assessment also surfaced resource inequities that contribute to the English Learner performance gap:

- Insufficient targeted ELD instructional time and support to meet the volume and complexity of English Learner needs.
- Need for additional teacher training in ELD strategies, including Designated ELD instruction aligned to proficiency levels and Integrated ELD across all content areas.
- Limited intervention supports specifically designed for English Learners, including small-group intervention by ELPI level.
- Gaps in bilingual communication and family training on the reclassification process and ELPAC expectations.
- Need for additional Teacher Assistant (TA) support in all classrooms to provide differentiated language support during instruction.

Root Cause Analysis: The needs assessment surfaced several interrelated root causes that contribute to the decline in ELPAC proficiency and reclassification rates and the persistence of below-standard ELPI performance:

- Instructional inconsistency: Designated and Integrated ELD are not implemented with fidelity across classrooms, resulting in uneven access to language development support for English Learners.
- Lack of targeted interventions: English Learners are not consistently receiving differentiated, ELPI level-specific support that addresses the distinct needs of students at Levels 1 through 4.
- Teacher capacity: Teachers need deeper training in ELD standards and scaffolding strategies, including academic vocabulary instruction, structured discourse opportunities, and writing development for English Learners.
- Assessment and monitoring gaps: There is limited systematic use of EL-specific data, including ELPAC scores, ELPI levels, and progress monitoring data, to drive instructional decisions at the classroom and student levels.
- System breakdown in the reclassification process**:** Students are not consistently meeting the multiple criteria required for reclassification, including ELPAC proficiency, academic performance benchmarks, and teacher input. The drop from 8.6% reclassification in 2022-23 to 0% in 2024-25 indicates a systemic failure in the progression pipeline, not isolated student-level performance challenges.

2026-27 Action Plan: The 2025 California School Dashboard ELPI results, the multi-year decline in ELPAC proficiency and reclassification rates, and the identified root causes require a coordinated, multi-step response. In direct response to these results, the school will implement the following action plan during the 2026-27 school year. The plan targets all English Learners, with particular focus on Long-term English Learners, students stuck at ELPI Levels 1 through 3, Newcomer students, and English Learners not progressing annually. The plan is designed to produce measurable improvement in ELPI status, ELPAC proficiency, and reclassification rates.

- **Step 1: Implement Designated ELD Daily Through Protected Instructional Time Aligned to Proficiency Levels.** The school will implement Designated ELD daily through a protected instructional block aligned to students' English proficiency levels. Designated ELD will be planned and delivered using ELPAC-aligned content and grouped by ELPI level to ensure that instruction is targeted to students' specific language development needs. Implementation fidelity will be monitored through classroom walkthroughs, lesson plan reviews, and ELD-focused coaching cycles.
- **Step 2: Strengthen Integrated ELD Across All Content Areas.** The school will strengthen the consistent implementation of Integrated ELD across all content areas, including ELA, mathematics, science, and social studies. Integrated ELD strategies will include language objectives in every lesson, structured opportunities for academic discourse, scaffolded access to grade-level texts and tasks, and explicit academic vocabulary instruction. Implementation will be supported by professional development, classroom coaching, and the Ellevation platform.
- **Step 3: Use ELPAC-Aligned Instructional Strategies to Build Academic Vocabulary, Discourse, and Writing.** The school will adopt ELPAC-aligned instructional strategies to ensure that English Learner instruction explicitly develops the language skills assessed by the ELPAC. Priority strategies include explicit academic vocabulary instruction across content areas, structured opportunities for academic discourse using sentence frames and language stems, sustained writing practice aligned to ELPAC writing demands, and speaking and listening activities aligned to ELPAC speaking and listening tasks. These strategies are designed to address the year-over-year decline in ELPAC proficiency and the system breakdown in reclassification.
- **Step 4: Provide Small-Group Intervention by ELPI Level.** The school will provide small-group intervention organized by ELPI level so that students at Levels 1 through 3 receive instruction targeted to their specific language development needs. Intervention groups will meet on a regular cycle and will be facilitated by trained instructional staff using evidence-based ELD intervention practices. Particular attention will be given to the 25% of English Learners who decreased at least one ELPI level in 2025 and to Long-term English Learners who have remained at the same level for multiple years.

- **Step 5: Implement Progress Monitoring Cycles Every Six to Eight Weeks.** The school will implement progress monitoring cycles every six to eight weeks for all English Learners. Progress monitoring will include language development benchmarks, formative ELPAC-aligned tasks, and academic content assessments. Data will be reviewed at grade-level meetings and at individual student review meetings to inform instructional adjustment and intervention placement.
- **Step 6: Provide Targeted Professional Development for Teachers and Instructional Staff.** The school will provide targeted, sustained professional development to build teacher capacity in the areas most directly tied to the identified root causes of English Learner underperformance. Professional development priorities will include ELD standards and proficiency-level expectations, Specially Designed Academic Instruction in English (SDAIE) strategies, language objectives in all lessons across content areas, ELPAC-aligned instructional design, and use of the Ellevation platform for data analysis and instructional planning. Professional development will be delivered through a combination of full-staff sessions, grade-level cohort training, and individualized coaching, with intentional attention to onboarding new teachers and addressing the credentialing gap reflected in the current 69.2% fully credentialed teacher rate.
- **Step 7: Develop a Reclassification Tracking System and Student Goal-Setting Process.** The school will develop and implement a reclassification tracking system that monitors each English Learner's progress against the multiple criteria required for reclassification, including ELPAC proficiency, academic performance benchmarks, and teacher input. Each English Learner will engage in a goal-setting process that identifies the specific milestones the student needs to meet for reclassification and tracks progress toward those milestones. This step directly addresses the system breakdown reflected in the decline from 8.6% reclassification in 2022-23 to 0% in 2024-25.
- **Step 8: Expand Family Workshops on Reclassification and ELPAC Expectations.** The school will expand family engagement opportunities specifically focused on the reclassification process and ELPAC expectations. Family workshops will help families understand the criteria required for reclassification, the structure and demands of the ELPAC, how to read their child's ELPAC and ELPI results, and how to support English language development at home in both English and the family's primary language. Workshops will be offered in multiple languages and through multiple channels, including ParentSquare, ELAC meetings, and Coffee with the Principal.
- **Step 9: Utilize Instructional Coaching Focused on EL Strategies.** The school will utilize instructional coaching specifically focused on English Learner strategies, including Designated and Integrated ELD, ELPAC-aligned instruction, and scaffolding for English Learners. Coaching cycles will include classroom observations, modeling, co-planning, and reflective feedback aligned to teacher growth goals. Coaching will be supported through the partnership with the Ellevation consultant and the myView ELA curriculum consultant.

Metrics for Progress Monitoring

Progress toward the goals established through this needs assessment will be measured through multiple aligned metrics. These include the ELPI percentage with an annual growth target, reclassification rates measured year over year, ELPAC proficiency rates, the percentage of English Learners increasing at least one ELPI level annually, the reduction in the percentage of students maintaining or regressing in ELPI level, i-Ready and benchmark data for the English Learner subgroup, and classroom walkthrough data measuring ELD implementation fidelity. Together, these metrics provide both leading and lagging indicators of progress and support timely instructional adjustment.

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

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

Total LREBG Allocation

Vista Horizon Global Academy (VHGA) entered the 2026-27 school year with $130,000 in unexpended LREBG funds. VHGA will expend $52,934 of these funds during the 2026-27 school year and will expend the remaining $77,066 during the 2027-28 school year, in accordance with the statutory expenditure timeline established under EC Section 32526.

Needs Assessment

VHGA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional needs, and instructional capacity as the school's most significant learning recovery priorities. The 2025 California School Dashboard reflects an Orange performance level on the English Language Arts (ELA) Academic Indicator for the All Students group with a 12.3 point decline in Distance from Standard (DFS), and a Red performance level for the Hispanic student group (-72.6 DFS), which represents 93% of the school's enrollment. The Mathematics Academic Indicator reflects an Orange performance level for the All Students group with a decline of 4.46 points DFS. The English Learner Progress Indicator (ELPI) remains at Yellow with 40.9% of English Learners making progress, accompanied by a decline in ELPAC proficiency from 11.39% in 2023-24 to 5.7% in 2024-25 and a decline in reclassification from 2.1% to 0% over the same period. i-Ready diagnostic data indicates that a significant portion of students are performing two or more grade levels below grade-level expectations. School-level strengths supporting the foundation for learning recovery include a Blue performance level on the Suspension Rate Indicator across all student groups, a sustained 0% suspension rate across three consecutive school years, a Blue performance level on the Chronic Absenteeism Indicator with a rate of 4.9%, and a 69.2% fully credentialed teacher rate. The needs assessment identified the highest-priority learning recovery needs as universal academic diagnostic data to drive instructional response, sustained mental health and counseling support, and dedicated school psychology services that support both academic and social-emotional learning recovery for the school's predominantly Hispanic, Socioeconomically Disadvantaged, and English Learner student population.

Expenditure 1: i-Ready Diagnostic Assessments

Position (LCAP Goal and Action): i-Ready Diagnostic Assessments (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: $8,246

Rationale: The i-Ready Diagnostic Assessment system provides standards-aligned diagnostic data in English Language Arts (ELA) and Mathematics three times annually, at Beginning of Year, Middle of Year, and End of Year, with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. i-Ready data is the primary mechanism through which VHGA identifies students experiencing learning loss, places students into appropriate tiers of intervention, monitors student progress, and adjusts instruction in response to evidence of learning. Without sustained access to i-Ready diagnostic assessments, the school's Multi-Tiered System of Supports (MTSS) framework cannot operate effectively, and the school cannot reliably identify the students requiring accelerated intervention to address pandemic-related and ongoing learning gaps. Continued investment in i-Ready ensures that the school has the diagnostic infrastructure necessary to deliver the targeted, data-driven instruction described throughout the 2026-27 LCAP. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for identifying and providing support to pupils experiencing pandemic-related learning loss and for additional academic services using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). i-Ready is a widely adopted universal screening and diagnostic assessment system supported by published research demonstrating that frequent, standards-aligned diagnostic assessment paired with data-informed instructional response produces measurable academic gains for students performing below grade level. Studies meeting the criteria for moderate evidence under the Every Student Succeeds Act (ESSA) support the effectiveness of universal screening systems that combine diagnostic data with structured progress monitoring and targeted intervention.

Metric(s): i-Ready diagnostic growth in ELA and Mathematics measured at Beginning of Year, Middle of Year, and End of Year, disaggregated by English Learner, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities student groups; CAASPP ELA and Mathematics Distance from Standard disaggregated by student group; California School Dashboard performance levels for ELA and Mathematics Academic Indicators.

Expenditure 2: Group Counseling Services Through PUC

Position (LCAP Goal and Action): Group Counseling Services Through PUC (Goal 1, Action 3: MTSS — SEL and Mental Health Supports)

Amount of LREBG Funds: $592

Rationale: Group counseling services contracted through PUC provide students with structured access to mental health support during the instructional day, ensuring that students experiencing social-emotional, behavioral, or mental health needs receive proactive and responsive intervention without disrupting academic learning time. Group counseling services particularly support English Learners and Newcomer students adjusting to a new culture, language, and school environment, as well as Socioeconomically Disadvantaged students whose families may experience economic stress that affects student social-emotional well-being. The LREBG-funded portion supports specific components of the broader PUC counseling contract, with the remaining cost funded through Local Control Funding Formula (LCFF) Supplemental and Concentration Grants and California Community Schools Partnership Program (CCSPP) Implementation Grant funds. Sustaining group counseling services is essential to maintaining the school's strong outcomes on the Suspension Rate Indicator (Blue across all student groups) and the Chronic Absenteeism Indicator (Blue for All Students; Green for English Learners, Socioeconomically Disadvantaged, and Hispanic students). This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). School-based group counseling programs that provide structured social-emotional and mental health support during the instructional day are associated with reductions in suspension rates, improvements in school attendance, and gains in student connectedness and sense of safety. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of school-based group counseling as a component of comprehensive school mental health systems.

Metric(s): Suspension Rate Indicator and California School Dashboard Suspension Rate Indicator performance levels disaggregated by student group; Chronic Absenteeism Indicator and Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group.

Expenditure 3: School Psychologist

Position (LCAP Goal and Action): School Psychologist (Goal 1, Action 3: MTSS — SEL and Mental Health Supports)

Amount of LREBG Funds: $44,096

Rationale: The part-time School Psychologist provides a comprehensive set of services that support both academic learning recovery and student social-emotional well-being, the two purposes for which LREBG funds are statutorily authorized. The School Psychologist conducts psychological assessments that inform the identification of students requiring intensive academic and behavioral support, contributes to the development of accommodated assessment plans that ensure students with identified needs can demonstrate their learning appropriately, supports crisis response and intervention for students experiencing acute social-emotional or behavioral concerns, and collaborates with the MTSS team, the Behavior Interventionist, the Board Certified Behavior Analyst (BCBA), and the PUC counselor to ensure that students receive coordinated support across academic, behavioral, and social-emotional domains. The School Psychologist's work is particularly important for the school's unduplicated student population, including English Learners and dually identified EL/SWD

students whose linguistic, academic, and social-emotional needs require careful and culturally responsive assessment. Sustained investment in the School Psychologist position is essential to maintaining the school's strong attendance and climate outcomes while strengthening the school's capacity to identify and respond to the academic and social-emotional needs that emerged or were intensified by the pandemic. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Research on the role of school psychologists in supporting student academic and social-emotional outcomes demonstrates that comprehensive school psychology services contribute to improved identification of student needs, more effective intervention design, reductions in disciplinary referrals, and stronger student engagement with school. Studies meeting ESSA Tier 2 evidence standards support the effectiveness of integrated school psychology services as a component of comprehensive school mental health and support systems.

Metric(s): Suspension Rate Indicator and California School Dashboard Suspension Rate Indicator performance levels disaggregated by student group; Chronic Absenteeism Indicator and Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group.

LCAP Alignment

All three expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Diagnostic Assessments are included under Goal 1, Action 1 (Assessment of Learning). The Group Counseling Services Through PUC and the School Psychologist are both included under Goal 1, Action 3 (MTSS: SEL and Mental Health Supports). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF Supplemental and Concentration Grants, Title I, Title III, IDEA, California Community Schools Partnership Program (CCSPP) Implementation Grant funds, and other applicable funding sources.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The administrative leadership team identified continued investment in diagnostic assessment, counseling services, and mental health staffing as priorities for learning recovery and ongoing student support. Teachers emphasized the continued need for diagnostic data through i-Ready to drive instructional response and the continued investment in social-emotional and mental health supports through counseling and school psychology services. Classified staff identified the need for sustained access to the supports that contribute to a positive school climate. The Parent Advisory Committee (PAC) and the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee (ELAC, DELAC, and EL-PAC) expressed strong support for maintaining the school's investments in MTSS, social-emotional learning, mental health services, and the diagnostic infrastructure that supports the school's tiered intervention framework. The needs assessment and expenditure plan were reviewed through the PAC and the ELAC/DELAC/EL-PAC consultation processes, and the LCAP including this expenditure plan was approved by the ELAC/DELAC/EL-PAC on April 16, 2026 and by the PAC on May 14, 2026 for submission to the Vista Charter Public Schools (VCPS) Governing Board.

2024 CA School Dashboard

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

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

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

Based on 2024 CA School Dashboard RED Performance Level: Vista Horizon Global Academy received a RED performance level on the 2024 CA School Dashboard English Learner Progress Indicator, indicating that English Learners are not making sufficient progress toward English language proficiency. The data reveals alarming trends across multiple measures of English Learner achievement and progress.

The ELPI results show that only 38.1% of English Learners made progress of at least one ELPI level, a significant decline from the baseline of 52.4%. Even more concerning, 33.3% of English Learners decreased at least one ELPI level, while only 28.6% maintained their current level. The overall ELPI declined by 14.3 percentage points, representing a substantial regression in English Learner outcomes.

Academic achievement data compounds these concerns, with English Learners scoring 68 distance from standard on the 2023-24 CAASPP ELA assessment, representing a 0.8 point decline from 2022. In mathematics, English Learners performed 80.1 points below standard, a 7.6 point increase from 2022-23 at -

87.7 distance from standard. Most critically, the English Learner reclassification rate plummeted from 8.6% in 2022-23 to 2.1% in 2023-24, indicating that very few EL students are achieving English proficiency and meeting reclassification criteria. Note: The English Learners (EL) student group did not receive a performance level (color)for the ELA and Math Academic Indicators because less than 30 EL were enrolled and tested in both the 2022-23 and 2023-24 school year.

Data Analyzed

The comprehensive analysis of English Learner performance incorporated multiple data sources to understand the scope and nature of the challenges facing this student population. The team examined 2023-2024 ELPAC scores and 2024-2025 3rd-5th Grade ELPAC Interim Assessment results to track progress toward English proficiency. CAASPP ELA and Mathematics scores provided insight into academic achievement in core content areas, while iReady assessment data offered more frequent progress monitoring information.

Qualitative data sources included classroom observation records focusing on integrated and designated ELD instruction, professional development participation tracking, and teacher survey responses regarding English Learner instructional strategies. Reclassification data was analyzed over multiple years to identify trends and patterns, while attendance and engagement data provided additional context for understanding English Learner outcomes.

The analysis also incorporated family engagement data, including participation in English Learner Advisory Committee meetings, parent conference attendance, and response rates to communications in home languages. This comprehensive approach ensured that both academic and social-emotional factors affecting English Learner progress were thoroughly examined.

Educational Partners Engaged

The English Learner needs assessment engaged the full Vista Horizon Support Team with particular emphasis on stakeholders with expertise in English Learner education and family engagement. The Principal provided leadership and coordination, while the Intervention Coordinator contributed specialized knowledge of academic support systems. The Behavior Interventionist offered insights into social-emotional factors affecting English Learner success, and the Resource Teacher provided perspectives on students with dual identification as English Learners and students with disabilities.

The Community School Coordinator facilitated family engagement and community connections, while Teacher Assistants shared frontline observations of English Learner progress in classroom settings. After School Instructors contributed data on extended learning opportunities, and classroom teachers provided detailed insights into daily instructional practices and student response to ELD instruction.

Family engagement was particularly crucial for this assessment, with English Learner families participating through School Site Council and English Learner Advisory Committee meetings. Parents shared perspectives through Coffee with the Principal sessions and completed surveys available in multiple languages. Central Office staff provided district-level context and policy guidance to ensure alignment with broader English Learner support initiatives.

Areas of Strength: Despite the concerning ELPI results, Vista Horizon has demonstrated some capacity for supporting English Learner growth and several foundational strengths upon which to build improvement efforts. The end-of-year iReady data shows modest progress for English Learners, with growth from 26% at mid-year to 30% at end-of-year in reading, representing a 4% improvement during the second half of the academic year.

English Learners demonstrated progress on typical growth measures in iReady assessments, advancing from 73% in 2023-24 to 83% in 2024-25, representing a 10% improvement in meeting expected growth targets. This suggests that when provided with appropriate interventions and support, English Learners can make meaningful academic progress.

The school has established several supportive structures that provide a foundation for improvement. Professional development initiatives have included Kagan Cooperative Structures training specifically designed to engage English Learners and support speaking skills during content instruction. The Response to

Intervention framework provides tiered support that can be adapted to meet English Learner needs, while academic vocabulary development initiatives have begun to address the critical need for building academic language skills.

Teacher Assistant support in classrooms has enabled some small group instruction opportunities for English Learners, and the school maintains partnerships with community organizations that provide additional resources for English Learner families. The establishment of newcomer support groups through PUC Counseling Services has created specialized assistance for recently arrived English Learners who face unique challenges in adapting to the school environment.

Areas of Greatest Need: The analysis reveals several critical areas requiring immediate and sustained intervention to improve English Learner outcomes. The most pressing need involves the inconsistent implementation of integrated ELD instruction across all content areas. Classroom observations and teacher surveys indicate that many teachers lack the knowledge and skills necessary to effectively integrate English language development into mathematics, science, social studies, and other content instruction.

Designated ELD instruction presents another significant challenge, with insufficient curriculum resources and limited teacher preparation for delivering the specialized instruction English Learners require. Many teachers report uncertainty about ELD standards, effective instructional strategies, and appropriate assessment methods for monitoring English language development progress.

The dramatic decline in reclassification rates indicates systemic challenges in preparing English Learners to meet proficiency criteria. Students are not receiving the intensive, targeted support necessary to develop academic English proficiency within reasonable timeframes. Long-Term English Learners represent a particular concern, as they require specialized interventions that differ from those appropriate for newer English Learners.

Professional development gaps significantly constrain the school's capacity to serve English Learners effectively. Teachers lack comprehensive training on ELD standards, research-based instructional strategies, and differentiation techniques specifically designed for English Learners at various proficiency levels. New teachers receive minimal preparation for serving English Learners, creating inconsistent quality of instruction across classrooms.

Family engagement challenges compound academic concerns, with limited opportunities for English Learner families to understand the reclassification process, support language development at home, and participate meaningfully in their children's education. Communication barriers and cultural differences often prevent families from accessing available resources and advocating effectively for their children's needs.

Root Cause Analysis

The root cause analysis identifies several interconnected factors contributing to the RED ELPI performance level. The primary root cause involves inadequate professional development and support for teachers serving English Learners. Most teachers lack deep understanding of second language acquisition principles, ELD standards implementation, and evidence-based instructional strategies for English Learners at different proficiency levels.

Curriculum and instructional resource limitations represent another fundamental cause of poor English Learner outcomes. The school lacks a comprehensive, research-based ELD curriculum that provides systematic instruction in academic English development. Without appropriate curriculum materials, teachers struggle to deliver effective designated ELD instruction and often resort to ineffective approaches that do not accelerate English language development.

Insufficient data systems and progress monitoring procedures prevent teachers and administrators from identifying English Learners who are not making adequate progress and adjusting instruction accordingly. The absence of systematic data analysis means that interventions are often delayed or inappropriate, allowing students to fall further behind in English language development.

Organizational factors also contribute to poor outcomes, including inadequate time allocation for designated ELD instruction, insufficient coordination between ELD and content area instruction, and limited collaboration among teachers serving the same English Learners. The lack of specialized support for

Long-Term English Learners means that students who have been in the system for multiple years without achieving proficiency continue to receive the same ineffective interventions.

Family engagement barriers compound these systemic issues, with limited communication in home languages, insufficient cultural responsiveness, and minimal opportunities for families to understand and support the English language development process. Many families lack information about reclassification criteria and how to advocate for their children's needs.

Identified Resource Inequities

English Learners at Vista Horizon face significant resource inequities that impede their progress toward English proficiency. Access to high-quality ELD curriculum materials remains severely limited, with insufficient resources for both designated and integrated ELD instruction. The absence of appropriate curriculum materials forces teachers to create their own resources, often resulting in instruction that lacks research-based design and systematic skill development.

Professional development opportunities specific to English Learner education are inequitably distributed, with new teachers and teacher assistants receiving minimal training on ELD instruction while veteran teachers may lack updated knowledge of current best practices. This creates disparities in instructional quality across classrooms and grade levels, disadvantaging English Learners who are assigned to less prepared teachers.

Staffing inequities further compound these challenges, with insufficient numbers of teachers credentialed in English Learner instruction and limited availability of bilingual staff who can provide primary language support. Teacher assistant assignments do not prioritize English Learner support, resulting in uneven access to additional instructional assistance.

Technology and assessment resources present additional inequities, with limited access to language learning software, insufficient ELPAC preparation materials, and inadequate data management systems for tracking English Learner progress. These resource gaps prevent teachers from providing comprehensive, technology-enhanced instruction and monitoring progress effectively.

Family engagement resources reflect significant inequities in language access, cultural responsiveness, and communication systems. Translation and interpretation services are limited, printed materials are not consistently available in home languages, and family education programs do not adequately address the specific needs of English Learner families from diverse cultural backgrounds.

2025-26 Plan of Action: The comprehensive improvement plan addresses identified needs through evidence-based interventions specifically designed to accelerate English Learner progress toward proficiency and reclassification.

ELD Curriculum and Instruction Implementation

The foundation of the improvement plan involves adopting a comprehensive, research-based ELD curriculum that provides systematic instruction in academic English development. The new curriculum will include both designated and integrated ELD components, with clear scope and sequence for developing listening, speaking, reading, and writing skills across proficiency levels. Curriculum selection will prioritize programs with strong evidence of effectiveness for accelerating English language development and supporting reclassification.

Professional development will focus intensively on ELD standards implementation and evidence-based instructional strategies. All teachers will participate in comprehensive summer training covering second language acquisition principles, ELD standards alignment, and differentiated instruction for English Learners at various proficiency levels. Monthly coaching sessions will provide ongoing support for implementing new curriculum and instructional strategies effectively.

Specialized English Learner Support Systems

An ELD Coordinator will be hired to provide specialized leadership for English Learner education, coordinate between designated and integrated ELD instruction, and ensure consistent implementation of evidence-based practices across all classrooms. This position will oversee professional development, monitor English Learner progress, and provide coaching support for teachers serving English Learners.

The Ellevation data tracking platform will be implemented to enable systematic monitoring of English Learner progress toward reclassification and identify students requiring additional intervention. This comprehensive data system will track ELPAC scores, academic achievement, and progress toward meeting reclassification criteria while providing teachers with actionable data for instructional planning.

Long-Term English Learner interventions will be developed to address the specific needs of students who have not achieved proficiency within expected timeframes. These specialized interventions will include intensive academic English development, accelerated content instruction, and targeted support for overcoming specific barriers to reclassification.

Enhanced Professional Development and Capacity Building

Comprehensive professional development will address the critical need for improved teacher preparation in English Learner instruction. All teachers will receive training on integrated ELD strategies that can be implemented across content areas, ensuring that English Learners receive consistent language development support throughout the school day. Specialized training for new teachers will ensure they enter classrooms prepared to serve English Learners effectively.

Teacher Assistant professional development will focus on supporting English Learners through small group instruction, primary language support where appropriate, and implementation of evidence-based intervention strategies. Structured protocols will guide teacher assistant support to ensure consistency and effectiveness across classrooms.

Kagan Cooperative Learning structures will be expanded with specific emphasis on supporting English Learner participation and academic language development. Teachers will receive advanced training on using collaborative structures to promote academic discourse and build English Learners' confidence in using academic English.

Family Engagement and Community Partnerships

Comprehensive parent education programs will be implemented to help English Learner families understand the reclassification process, support language development at home, and advocate effectively for their children's educational needs. Workshops will be conducted in multiple languages and address topics including ELPAC assessment, ELD standards, home language maintenance, and academic support strategies.

Regular "Coffee with the Principal" sessions will include specific focus on English Learner progress data, reclassification timelines, and available support services. These sessions will provide opportunities for families to ask questions, share concerns, and collaborate with school staff in supporting their children's English language development.

Community partnerships will be expanded to provide additional resources for English Learner families, including adult English classes, citizenship preparation, and workforce development programs. These partnerships will strengthen the home-school connection while addressing broader family needs that impact student success.

Metrics for Progress Monitoring

English Learner progress will be monitored through multiple measures administered throughout the school year with particular attention to indicators directly related to ELPI performance. ELPAC assessments will be administered according to state requirements, with interim assessments providing more frequent progress monitoring data. Reclassification rates will be tracked each semester to ensure timely identification of students meeting criteria and appropriate celebration of achievement.

iReady assessments will provide regular data on English Learner progress in reading and mathematics, with particular attention to growth trajectories and comparison to grade-level expectations. Classroom-based assessments aligned to ELD standards will monitor progress in listening, speaking, reading, and writing development specific to academic English proficiency.

English Language Arts: Needs Assessment

2024 CA School Dashboard Results: The 2024 CA School Dashboard reveals significant performance gaps in English Language Arts across multiple student groups at Vista Horizon Global Academy. All students received an ORANGE performance level, scoring 53.6 points below standard with a concerning decline of 25.2 points from the previous year. The achievement gaps are particularly pronounced among historically underserved populations, with Socioeconomically Disadvantaged students performing at 64.3 points below standard and declining 33.4 points, while Hispanic students scored 62.8 points below standard with a 12.3-point decline.

The challenges extend beyond the Dashboard indicators to encompass broader literacy concerns. The 2023-24 CAASPP ELA results show that only 39.34% of students met or exceeded standards, falling short of the baseline target of 40%. Additionally, iReady Reading data indicates that just 41% of students met the annual typical growth benchmark, significantly below the target of 50%. Perhaps most concerning is the dramatic decline in English Learner reclassification rates, dropping to 2.1% from a baseline of 11.76%, with English Learners receiving a RED rating on the English Learner Progress Indicator.

Data Analyzed (Quantitative & Qualitative)

The comprehensive data analysis incorporated multiple assessment sources to understand student performance patterns. CAASPP ELA scores from 2023-2024 provided standardized benchmark data, while iReady Reading assessments administered at the beginning, middle, and end of the 2024-2025 school year offered detailed growth trajectory information. Classroom-based unit tests and ongoing assessments provided insight into day-to-day learning progress. For English Learners specifically, both summative ELPAC scores and interim assessments were analyzed to understand language development patterns.

Beyond academic assessments, the analysis included CA School Dashboard performance indicators, survey results from teachers, parents, and students, classroom observation data, and professional development implementation fidelity reports. This multi-faceted approach ensured a comprehensive understanding of both academic outcomes and the instructional practices contributing to current performance levels.

Educational Partners Engaged: The development of this needs assessment involved extensive collaboration with the Vista Horizon Support Team, which includes the Principal, Intervention Coordinator, Behavior Interventionist, Resource Teacher, Community School Coordinator, Teacher Assistants, After School Instructors, classroom teachers, families, and Central Office personnel. This diverse group brings varied perspectives on student needs, instructional challenges, and potential solutions.

The engagement process followed a structured timeline with multiple touchpoints throughout the spring of 2025. Administrative team members participated in weekly Vista Horizon Support Team meetings and monthly meetings with Central Office to discuss goals and plans. Teachers received LCAP goal presentations during May 9 professional development sessions and completed comprehensive surveys on May 11. Student voices were captured through classroom visits on May 9 followed by survey completion on May 16. Parent engagement occurred through the School Site Council meeting on March 20, Coffee with the Principal session on March 21, and additional feedback sessions on April 25.

Areas of Strength: Despite the concerning Dashboard results, Vista Horizon has demonstrated significant capacity for improvement and several areas of instructional strength. The most encouraging trend appears in the iReady End-of-Year data, which shows substantial growth from 34% at mid-year to 43% at end-of-year, representing a 9% improvement. This growth suggests that interventions implemented during the school year are beginning to show positive impact.

The progress extends across student subgroups, with all students showing 96% progress on typical growth compared to 75% in the previous year. Socioeconomically Disadvantaged students achieved 102% typical growth progress, a remarkable improvement from 78% the previous year. Similarly, Hispanic students demonstrated 97% typical growth progress compared to 78% in the prior year, indicating that targeted interventions are reaching historically underserved populations.

Several successful initiatives have contributed to these improvements. The implementation of Kagan Cooperative Structures training and coaching has enhanced student engagement and collaboration. The Response to Intervention framework with tiered interventions has provided systematic support for struggling learners. Academic vocabulary development initiatives have focused on building academic language skills, while teacher assistant support has enabled more targeted classroom intervention and small group instruction. The 1:1 Chromebook program has strengthened instructional technology integration across all classrooms.

Areas of Greatest Need: The analysis reveals several critical areas requiring immediate attention and systematic intervention. Curriculum and instruction challenges top the list, with inconsistent implementation of the approved Readers and Writers Workshop curriculum. New teachers report dissatisfaction with the current curriculum and are not implementing the program with fidelity, creating uneven instructional experiences across classrooms. The lack of a rigorous, standards-aligned ELA curriculum compounds these challenges, while insufficient targeted interventions leave struggling readers without adequate support. Limited small group instruction opportunities based on specific student needs further constrains the school's ability to provide differentiated support.

Professional development gaps represent another significant area of need. New teachers receive inadequate training on approved curriculum, leading to inconsistent implementation of evidence-based practices. The lack of ongoing coaching support for Readers and Writers Workshop implementation prevents teachers from developing mastery of the instructional model. Additionally, teachers report limited access to differentiation support strategies for diverse learners, particularly English Learners and students with disabilities.

Student-specific needs analysis reveals particular challenges for English Learners, who require enhanced integrated and designated ELD support across all content areas. Many students continue to score in Tier III on reading assessments, indicating they are performing two or more grade levels behind in reading. Academic language development remains a critical need, particularly for English Learners and low-income students who require explicit instruction in academic vocabulary and language structures.

Root Cause Analysis: The root cause analysis identifies four primary factors contributing to the ELA performance gaps. First, instructional practices across the school do not adequately prepare students for the rigor required by standardized assessments. Many teaching methods focus on basic skills rather than the critical thinking, text analysis, and writing skills measured by CAASPP and other assessments.

Second, curriculum issues significantly impact student achievement. The current use of curriculum that lacks rigor and alignment to state standards prevents students from accessing grade-level content and developing necessary skills. The inconsistent implementation of approved curriculum compounds this problem, creating inequitable learning experiences across classrooms.

Third, insufficient intervention support limits the school's ability to address learning gaps. The current model provides limited small group, targeted reading support in classrooms, leaving struggling students without the intensive intervention they need to accelerate their progress.

Fourth, professional development gaps prevent teachers from implementing evidence-based practices effectively. New teachers lack comprehensive training in approved curriculum, leading to inconsistent implementation across the school. Limited ongoing coaching support means teachers do not receive the feedback and guidance necessary to refine their practice and improve student outcomes.

Contributing factors include insufficient teacher assistant capacity for classroom intervention, inconsistent integrated ELD implementation across content areas, and limited use of assessment data to drive instructional decisions.

Identified Resource Inequities: Several resource inequities contribute to the achievement gaps observed in ELA performance. Access to high-quality instructional materials remains uneven, with limited availability of rigorous, standards-aligned ELA curriculum resources. Reading intervention materials are insufficient to meet the needs of students performing significantly below grade level, while unequal access to professional development on evidence-based reading practices creates disparities in instructional quality.

Staffing and support inequities further compound these challenges. Insufficient teacher assistant support limits the school's capacity to provide targeted interventions during the instructional day. Limited new teacher training programs fail to ensure school-wide implementation consistency, while inadequate professional development on differentiation strategies leaves teachers unprepared to meet diverse learning needs.

Systemic inequities pervade the educational environment, with inconsistent implementation of signature practices across classrooms creating unequal learning opportunities for students. Limited family engagement in understanding assessment systems and supporting literacy development at home further disadvantages students who lack strong home-school connections.

2025-26 Plan of Action: The comprehensive plan of action addresses identified needs through evidence-based interventions targeting curriculum, instruction, intervention systems, and capacity building.

Curriculum and Instruction Enhancement

- The foundation of the improvement plan involves adopting a rigorous, standards-aligned ELA curriculum with embedded ELD support. This new curriculum will emphasize grade-level appropriate texts and reading comprehension strategies while ensuring support for diverse learners including English Learners and students with disabilities. The curriculum selection process will prioritize programs with strong research evidence and alignment to California state standards.

- Comprehensive professional development will support successful implementation of the new curriculum. All teachers will participate in intensive summer training covering curriculum components, instructional strategies, and assessment practices. Monthly coaching cycles with a dedicated instructional coach will provide ongoing support, while quarterly data analysis sessions will monitor progress and adjust instruction as needed.

Targeted Intervention Systems

- The Response to Intervention framework will be strengthened through expanded small group instruction opportunities during and after school. Systematic progress monitoring using iReady assessments and classroom-based measures will track student growth and inform instructional decisions. Tier III students performing two or more grade levels behind will receive intensive, targeted intervention through specialized programs and one-on-one support.

- English Learner support will be enhanced through the hiring of an ELD Coordinator responsible for improving both integrated and designated ELD practices across all classrooms. The implementation of the Ellevation data tracking platform will enable systematic monitoring of English Learner progress toward reclassification. Specialized ELD professional development will ensure all teachers can effectively support English Learners in accessing grade-level content.

Capacity Building Initiatives

- An Instructional Leadership Team will be established to support curriculum implementation and facilitate data-driven decision making. This team will include teacher leaders who provide peer coaching and collaboration opportunities while developing a systematic approach to classroom observation and feedback. The distributed leadership model will build internal capacity for ongoing improvement.

- Enhanced teacher assistant training will maximize the impact of paraprofessional support. Intensive professional development will prepare teacher assistants to support the new curriculum implementation and deliver evidence-based intervention strategies. Structured protocols for push-in and pull-out intervention will ensure consistent, high-quality support across all classrooms.

Family and Community Engagement

Parent education and involvement initiatives will strengthen the home-school partnership in supporting literacy development. Workshops will focus on understanding ELPAC results, ELD standards, and strategies for supporting literacy at home. Regular "Coffee with Principal" sessions will provide opportunities for data sharing and family input on school improvement efforts. All materials will be translated and interpretation services provided to ensure equitable access for all families.

Metrics for Progress Monitoring

Progress will be monitored through multiple measures administered throughout the school year. iReady Diagnostic Assessments will be administered at the beginning, middle, and end of each school year to track growth in reading skills. CAASPP ELA Assessment results will provide annual summative data on standards mastery, while ELPAC and Interim ELPAC scores will monitor English Learner progress specifically.

Classroom-based assessments aligned to state standards will provide ongoing formative data to inform instruction. English Learner reclassification rates will be tracked monthly to ensure progress toward proficiency goals. CA School Dashboard Performance Indicators will provide annual accountability measures and guide long-term planning efforts.

Math Academic Indicator: Needs Assessment

Based on 2024 CA School Dashboard YELLOW Performance Level: Vista Horizon Global Academy received a YELLOW performance level on the 2024 CA School Dashboard for Mathematics, indicating moderate performance with significant room for improvement. While this represents a better outcome than the ORANGE ratings in ELA and RED rating for ELPI, substantial achievement gaps persist across multiple student populations, particularly among historically underserved groups.

The most concerning gap appears among Socioeconomically Disadvantaged students, who received an ORANGE performance level, scoring 66.3 points below standard while maintaining relatively stable performance with only a 1.8 point decline. This suggests that while SED students are not losing ground, they are also not making the accelerated progress necessary to close achievement gaps and reach grade-level proficiency.

CAASPP Mathematics results reveal that only 23.81% of all students met or exceeded standards in 2023-24, representing minimal improvement from the baseline of 22.22% and falling well short of the target of 28%. The iReady Mathematics data shows that just 38% of students met the annual typical growth benchmark, significantly below the target of 50%, indicating that many students are not making sufficient progress to reach grade-level expectations.

Progress monitoring data reveals encouraging trends alongside persistent challenges. The school demonstrated growth in end-of-year iReady results, improving from 20% at mid-year to 32% at end-of-year, representing 12% progress during the second half of the academic year. Year-over-year comparison shows improvement from 23% in 2023-2024 to 32% in 2024-2025, indicating a 9% increase in students meeting grade-level expectations.

Data Analyzed: The comprehensive mathematics performance analysis incorporated multiple quantitative and qualitative data sources to understand achievement patterns and instructional effectiveness. The team examined 2023-2024 CAASPP Mathematics scores alongside 2024-2025 iReady Mathematics assessments administered at beginning, middle, and end of year intervals. Unit tests and classroom assessments provided ongoing formative data about student understanding of specific mathematical concepts and skills.

Progress monitoring data included detailed analysis of iReady diagnostic results across grade levels and student subgroups, with particular attention to growth trajectories and comparison to typical growth expectations. Teacher observation data focused on mathematics instructional practices, use of manipulatives and visual models, and implementation of problem-solving strategies.

Professional development implementation data tracked teacher participation in mathematics-specific training, including iReady pedagogy workshops and Kagan Cooperative Learning structures. Classroom walkthrough data documented the frequency and quality of Try-Discuss-Connect routines, small group mathematics instruction, and use of available digital resources.

Student engagement and motivation data were collected through surveys and classroom observations, with particular attention to student confidence in mathematics, willingness to participate in mathematical discourse, and persistence when encountering challenging problems. This qualitative data provided important context for understanding quantitative achievement results.

Educational Partners Engaged

The mathematics needs assessment engaged the complete Vista Horizon Support Team with emphasis on stakeholders with mathematics education expertise and data analysis experience. The Principal provided instructional leadership and coordinated assessment activities, while the Intervention Coordinator contributed specialized knowledge of mathematics intervention strategies and progress monitoring systems.

The Behavior Interventionist offered insights into social-emotional factors affecting mathematics learning, including math anxiety and confidence issues that can significantly impact student achievement. The Resource Teacher provided perspectives on students with disabilities and the intersection of special education services with mathematics instruction.

Teacher Assistants shared frontline observations of student mathematics learning during small group instruction and intervention periods. After School Instructors contributed data on extended mathematics learning opportunities and homework support patterns. Classroom teachers provided detailed insights into daily mathematics instruction, curriculum implementation challenges, and student response to various instructional strategies.

Family engagement included parents participating through School Site Council meetings, where mathematics achievement data was shared and discussed. Families contributed perspectives through Coffee with the Principal sessions focused on mathematics support strategies and completed surveys about home mathematics practices and student attitudes toward mathematics learning.

Central Office staff provided district-level context and policy guidance regarding mathematics curriculum adoption, professional development requirements, and accountability expectations. This comprehensive stakeholder engagement ensured that multiple perspectives informed the needs assessment and improvement planning process.

Areas of Strength: Despite the concerning achievement gaps, Vista Horizon has demonstrated several mathematics education strengths that provide a foundation for improvement efforts. The most encouraging trend appears in the substantial end-of-year growth, with iReady results improving from 20% at mid-year to 32% at end-of-year, representing significant acceleration in student achievement during the second half of the academic year.

Student subgroup progress data reveals particular strengths in supporting certain populations. Socioeconomically Disadvantaged students achieved 88% progress on typical growth measures, representing an improvement from 76% in the previous year. This 12% increase suggests that targeted interventions and support systems are beginning to impact this historically underserved population effectively.

Students with disabilities demonstrated exceptional progress, achieving 89% typical growth compared to other student groups. This suggests that special education services and accommodations are being implemented effectively to support mathematics learning for students with diverse learning needs.

Professional development initiatives have established strong foundations for instructional improvement. Teachers have received comprehensive training in iReady Mathematics pedagogy, including the Try-Discuss-Connect instructional model that emphasizes student reasoning, mathematical discourse, and conceptual understanding. Kagan Cooperative Learning structures have been implemented to increase student engagement and provide opportunities for mathematical communication and collaboration.

The school has established systematic progress monitoring through iReady assessments, providing teachers with detailed data about student skill gaps and growth patterns. This data-driven approach enables more targeted instruction and intervention, contributing to the improved outcomes observed in the second half of the academic year.

Technology integration through the 1:1 Chromebook program has enhanced mathematics instruction by providing access to digital manipulatives, interactive mathematics software, and personalized learning opportunities through iReady's adaptive instruction platform.

Areas of Greatest Need

The analysis reveals several critical areas requiring systematic intervention to accelerate mathematics achievement and close persistent gaps. The most pressing need involves inconsistent implementation of research-based mathematics instructional practices across classrooms. Classroom observations indicate that many teachers continue to rely on traditional procedural instruction rather than implementing the conceptual, problem-solving approach emphasized in current mathematics standards.

The Try-Discuss-Connect instructional model, while introduced through professional development, is not being implemented with fidelity across all classrooms. Teachers report uncertainty about facilitating mathematical discourse, supporting student reasoning, and connecting conceptual understanding to procedural fluency. This inconsistent implementation creates uneven learning experiences for students and limits the potential impact of the adopted instructional model.

Small group mathematics instruction represents another significant area of need. Despite the documented benefits of differentiated instruction for mathematics learning, many classrooms lack systematic small group instruction that addresses specific skill gaps and provides targeted support for struggling learners. Teachers report insufficient time, limited resources, and uncertainty about grouping strategies for effective mathematics intervention.

Assessment and data use practices require substantial improvement to support instructional decision-making. While iReady provides comprehensive diagnostic information, many teachers lack the skills necessary to interpret assessment data effectively and translate findings into appropriate instructional modifications. The gap between data collection and instructional response limits the potential impact of progress monitoring systems.

Professional development needs extend beyond initial training to include ongoing coaching and support for implementing new instructional practices. Teachers require sustained assistance in developing expertise with mathematical content knowledge, pedagogical strategies, and assessment interpretation specific to mathematics instruction.

Family engagement in mathematics learning presents additional challenges, with limited opportunities for parents to understand current mathematics teaching methods, support problem-solving at home, and build positive attitudes toward mathematics learning. Many families report feeling unprepared to assist with mathematics homework due to differences between current instructional approaches and their own school experiences.

Root Cause Analysis

The root cause analysis identifies several interconnected factors contributing to persistent mathematics achievement gaps. The primary root cause involves insufficient depth of teacher knowledge regarding both mathematical content and effective pedagogical practices for mathematics instruction. Many teachers lack the deep conceptual understanding necessary to facilitate student reasoning and support the problem-solving approach emphasized in current standards.

Instructional practice limitations represent another fundamental cause of achievement gaps. Despite professional development efforts, many teachers continue to implement traditional teaching methods that emphasize procedural skills without developing conceptual understanding. This approach may produce short-term gains on basic skills assessments but fails to prepare students for the rigorous problem-solving and reasoning required by state assessments.

Curriculum and resource constraints compound instructional challenges. While iReady provides a comprehensive digital platform, the school lacks sufficient hands-on manipulatives, visual models, and concrete materials necessary for developing conceptual understanding in mathematics. The absence of a comprehensive print curriculum with systematic scope and sequence limits teachers' ability to plan coherent instruction across grade levels.

Time allocation and scheduling factors significantly impact mathematics achievement. Many classrooms lack sufficient time for deep mathematical exploration, with pressure to cover extensive curriculum content preventing the sustained investigation necessary for conceptual development. Intervention time is often insufficient to address significant skill gaps, particularly for students performing multiple grade levels below expectations.

Assessment literacy represents a critical gap in teacher preparation. Many educators lack the knowledge and skills necessary to use formative assessment effectively, interpret diagnostic data meaningfully, and adjust instruction based on student learning evidence. This limitation prevents the responsive teaching necessary for accelerating student progress.

Systemic factors include insufficient coordination between general education mathematics instruction and intervention services, limited collaboration among teachers serving the same students, and inadequate support for students transitioning between grade levels or instructional settings.

Identified Resource Inequities

Mathematics education at Vista Horizon reflects several resource inequities that constrain student achievement and teacher effectiveness. Access to high-quality instructional materials varies significantly across classrooms, with some teachers lacking sufficient manipulatives, visual models, and hands-on materials necessary for developing conceptual understanding in mathematics.

Professional development opportunities are inequitably distributed, with new teachers receiving minimal preparation in mathematics-specific pedagogical strategies while veteran teachers may lack access to updated training on current best practices. This creates disparities in instructional quality and student learning experiences across different classrooms and grade levels.

Technology resource allocation presents additional inequities, with uneven access to mathematics-specific software, digital manipulatives, and online learning platforms beyond the basic iReady program. Some students lack reliable internet access at home, limiting their ability to engage with digital mathematics resources and complete online assignments.

Intervention resource inequities are particularly concerning, with insufficient materials and programs specifically designed for students performing significantly below grade level in mathematics. The absence of specialized intervention curricula means that struggling students often receive more of the same instruction that has proven ineffective rather than alternative approaches designed for acceleration.

Staffing inequities compound these resource challenges, with limited availability of teachers with specialized mathematics education preparation and insufficient teacher assistant support specifically trained in mathematics intervention strategies. This creates uneven access to expert mathematics instruction across different classroom settings.

Family engagement resources reflect significant gaps in providing mathematics-specific support for parents, including limited availability of materials explaining current mathematics teaching methods, insufficient workshops focused on supporting mathematics learning at home, and minimal communication

about mathematics achievement and progress in accessible formats.

2025-26 Plan of Action

The comprehensive mathematics improvement plan addresses identified needs through evidence-based interventions targeting curriculum implementation, instructional practices, intervention systems, and professional development.

Mathematics Curriculum and Instruction Enhancement

The foundation of the improvement plan involves full implementation of the iReady Mathematics curriculum with emphasis on fidelity to the Try-Discuss-Connect instructional model. This approach prioritizes student reasoning, mathematical discourse, and conceptual understanding while building procedural fluency through meaningful problem-solving experiences. Teachers will receive intensive support in facilitating mathematical conversations, supporting student thinking, and connecting mathematical concepts across different representations.

Comprehensive mathematics-specific professional development will address the critical need for enhanced teacher content knowledge and pedagogical expertise. All teachers will participate in intensive summer institutes focusing on mathematical content knowledge, problem-solving strategies, and facilitation of student reasoning. Monthly coaching cycles will provide ongoing support for implementing research-based instructional practices effectively.

Enhanced use of concrete manipulatives and visual models will support conceptual development across all grade levels. The school will invest in comprehensive mathematics manipulative sets, ensuring that all classrooms have adequate hands-on materials for developing number sense, geometric reasoning, and algebraic thinking.

Targeted Mathematics Intervention Systems

Small group mathematics instruction will be systematically implemented to address specific skill gaps and provide targeted support for struggling learners. Teachers will receive training in flexible grouping strategies, diagnostic teaching techniques, and intervention protocols specifically designed for mathematics learning difficulties.

Intensive intervention programs will be established for students performing two or more grade levels below expectations in mathematics. These programs will utilize research-based intervention curricula with accelerated pacing and intensive support to help students make rapid progress toward grade-level proficiency.

Enhanced progress monitoring will include weekly assessment of targeted mathematics skills, with immediate instructional adjustments based on student response data. Teachers will receive training in using formative assessment strategically to guide daily instructional decisions and intervention modifications.

Professional Development and Capacity Building

An Instructional Coach with mathematics education expertise will be hired to provide specialized support for curriculum implementation and instructional improvement. This position will coordinate professional development, facilitate teacher collaboration, and provide classroom-based coaching to enhance mathematics instruction quality across all grade levels.

Teacher collaboration structures will be enhanced to include regular mathematics-focused Professional Learning Community meetings where teachers analyze student work, share effective practices, and collaborate on lesson planning. These sessions will emphasize data-driven decision making and evidence-based instructional modifications.

Specialized training for Teacher Assistants will focus on supporting mathematics learning through small group instruction, concrete manipulative use, and implementation of intervention strategies. Structured protocols will ensure consistent, high-quality support across all classroom settings.

Family Engagement and Mathematics Support

Comprehensive parent education programs will be implemented to help families understand current mathematics teaching methods, support problem-solving at home, and build positive attitudes toward mathematics learning. Workshops will be conducted in multiple languages and include hands-on activities that parents can replicate at home.

Regular "Coffee with the Principal" sessions will include specific focus on mathematics achievement data, instructional approaches, and strategies for supporting mathematics learning at home. These sessions will provide opportunities for families to experience current mathematics teaching methods and ask questions about supporting their children's learning.

Mathematics homework support programs will be established to provide families with resources and strategies for assisting with mathematics assignments without reverting to outdated computational methods that may conflict with classroom instruction.

Metrics for Progress Monitoring

Mathematics progress will be monitored through multiple measures administered throughout the school year with particular attention to growth trajectories and grade-level proficiency indicators. iReady Mathematics Diagnostics will be administered at beginning, middle, and end of year intervals, with monthly progress monitoring for students receiving intervention services.

CAASPP Mathematics assessment results will provide annual summative data on standards mastery, with particular attention to problem-solving and reasoning performance. Classroom-based assessments aligned to grade-level standards will provide ongoing formative data to inform instructional planning and modification.

Growth trajectory analysis will track individual student progress toward grade-level expectations, with quarterly data reviews to identify students requiring intensified intervention or instructional modifications. Teacher implementation fidelity will be monitored through classroom observations focused on Try-Discuss-Connect model implementation and use of research-based instructional practices.

Student engagement and confidence indicators will be tracked through surveys and observational data, with attention to participation in mathematical discourse, willingness to attempt challenging problems, and persistence when encountering difficulties.

2023 CA School Dashboard

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

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

Vista Horizon Global Academy took a holistic and data-driven approach to address the ELA performance gap, with particular emphasis on its student groups that have historically underperformed. By implementing targeted interventions, focusing on literacy across the curriculum, increasing family involvement, and providing professional development for educators, our school is aiming to improve academic performance.

Reflections: Technical Assistance

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

Vista Horizon 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 Horizon 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	In the development of the 2026-27 Local Control and Accountability Plan (LCAP), Vista Horizon Global Academy (VHGA) engaged educational partners through a structured, sustained engagement process designed to ensure that the school's planning and decision-making reflect the perspectives, expertise, and lived experiences of those most directly invested in student success. The engagement process was anchored in monthly meetings held in person and on site from January through May 2026 with four administrators and principals from across the Vista Charter Public Schools (VCPS) network. These monthly meetings provided a consistent forum for collaborative review, analysis, and decision-making across the full LCAP development cycle. **Focus of the Monthly Meetings** The monthly meetings focused on three interconnected areas of work. The first area was the 2026-27 LCAP Midyear Update, including review of the implementation status, effectiveness, and continued relevance of actions identified in the prior LCAP cycle. The second area was the review and analysis of internal data related to key indicators and schoolwide initiatives, including academic achievement data, attendance data, behavioral data, and progress data for the school's English Learner population. The third area was the development of a comprehensive needs assessment that surfaced areas of strength, areas for growth, and specific student needs across the school program. During these meetings, educational partners reviewed and analyzed multiple sources of student data to identify patterns, root causes, and priority needs. Data sources included California School Dashboard results, CAASPP and ELPAC outcomes, i-Ready diagnostic results, attendance and discipline data, and qualitative input from classroom observations, professional development reflection, and stakeholder surveys. This evidence-grounded analysis ensured that LCAP development was based on a clear understanding of the school's current performance and the conditions affecting student outcomes. **Consultation on Funding Alignment** The consultation and engagement process also included discussions regarding the use of multiple funding sources in alignment with identified student needs and school priorities. Partners reviewed the proposed use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds. These discussions ensured that proposed expenditures were tied directly to identified

Educational Partner(s)	Process for Engagement
	student needs and that funding decisions reflected the school's commitment to advancing equity and accelerating outcomes for the student groups most affected by performance gaps. Feedback and input gathered during these meetings helped inform the development of the 2026-27 LCAP, including the proposed actions, services, and expenditures designed to improve student outcomes. **Feedback Provided by Educational Partners** The feedback gathered through the engagement process surfaced clear priorities for the 2026-27 LCAP and directly informed the development of the actions and services included in the plan. Specifically, educational partners provided the following input: • Continue the investment in Instructional Coaches for English Language Arts (ELA), Mathematics, and English Language Development (ELD). • Continue Response to Intervention (RtI) supports in Mathematics and ELA. • Continue the next phase of work focused on English Learner (EL) and Students with Disabilities (SWD) intervention support. • Continue to provide Instructional Aides to support reading instruction and mathematics instruction, including support for English Learners in English language acquisition. • Provide professional development on the Science of Reading. • Strengthen the school's Multi-Tiered System of Supports (MTSS) processes. • Maintain an Intervention Coordinator to provide Tier 2 intervention and to train and oversee the Instructional Aides to ensure effective tiered support and intervention delivery. • Maintain a Behavior Interventionist to support student behavioral needs and to train and oversee supervision aides to ensure SEL training and schoolwide behavior support are consistently implemented. • Maintain a Board Certified Behavior Analyst (BCBA) to train staff, teachers, and supervision aides on de-escalation techniques, strategies that promote a positive school climate, and restorative practices. • Provide additional instructional support for English Learners to improve English language proficiency and increase reclassification rates, including providing teachers with Kagan cooperative learning professional development. • Maintain the English Learner Instructional Aide to support English Learners who struggle with language acquisition.
Teachers	Teacher engagement in the development of the 2026-27 Local Control and Accountability Plan (LCAP) was structured around bi-weekly discussions held during Professional Development Fridays from January through May 2026. These sessions provided a consistent forum for teachers to engage with the school's LCAP development work alongside their

Educational Partner(s)	Process for Engagement
	ongoing professional learning, ensuring that LCAP discussions remained integrated with the realities of classroom instruction rather than treated as a separate or supplementary activity. The bi-weekly sessions focused on the 2026-27 LCAP Midyear Update, internal data related to key indicators and schoolwide initiatives, and the development of a comprehensive needs assessment. Teachers participated in the analysis of multiple types of student data to identify areas of strength and areas for growth across the instructional program. Data sources reviewed during these sessions included California School Dashboard results, CAASPP and ELPAC outcomes, i-Ready diagnostic results, attendance and behavioral data, and qualitative classroom-level evidence drawn from teachers' direct experience with students. By grounding LCAP development in data and in teachers' professional expertise, the engagement process ensured that the resulting plan reflects both quantitative evidence and the practitioner perspective necessary to translate data into effective classroom action. The consultation engagement process also included discussions regarding the use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in the development of the 2026-27 LCAP. These discussions ensured that teachers had visibility into the funding sources that support instructional and intervention positions and that proposed expenditures reflected the priorities surfaced through the teacher engagement process. To provide an additional structured opportunity for input, teachers completed the LCAP Survey on May 15, 2026, supplementing the qualitative input gathered through the bi-weekly Professional Development Friday discussions. **Feedback Provided by Teachers** The feedback gathered through bi-weekly discussions and the LCAP Survey surfaced clear priorities for the 2026-27 LCAP. Specifically, teachers provided the following input: • Implement tiered intervention to support struggling learners. • Provide additional support for students not meeting academic standards. • Continue to strengthen social-emotional learning (SEL) support and implementation, including counseling services, to address student behavioral challenges. • Expand access to technology, including Chromebooks and iPads. • Continue the investment in Instructional Coaches for English Language Arts (ELA), Mathematics, and English Language Development (ELD). • Continue the investment in Teacher Assistants. • Continue the investment in the Behavior Interventionist (BI) and the Intervention Coordinator.
Classified Staff	Classified staff and other personnel engagement in the development of the 2026-27 Local Control and Accountability Plan (LCAP) took place from January through May 2026 during scheduled professional development sessions and during All-Vista Day Professional Development sessions held across the Vista Charter Public Schools (VCPS) network.

Educational Partner(s)	Process for Engagement
	These sessions provided classified staff with structured opportunities to engage with LCAP development work alongside their ongoing professional learning and to contribute their perspectives on the school's instructional and support systems from the unique vantage point of the roles they perform across the school day. The professional development sessions focused on the 2026-27 LCAP Midyear Update, internal data related to key indicators and schoolwide initiatives, and the development of a comprehensive needs assessment. Classified staff participated in the analysis of multiple types of student data to identify areas of strength and areas for growth across the instructional and support program. Data sources reviewed during these sessions included California School Dashboard results, CAASPP and ELPAC outcomes, i-Ready diagnostic results, attendance and behavioral data, and qualitative evidence drawn from classified staff's direct experience working with students throughout the day. The participation of classified staff in this analysis was particularly valuable because classified personnel, including Teacher Assistants, supervision aides, after-school instructors, and office clerks, often have visibility into student needs and school operations that complements the perspectives of certificated staff. The consultation engagement process also included discussions regarding the use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in the development of the 2026-27 LCAP. These discussions ensured that classified staff had visibility into the funding sources that support both certificated and classified positions at VHGA. To provide an additional structured opportunity for input, classified staff completed the LCAP Survey on May 15, 2026, supplementing the qualitative input gathered through the professional development sessions. **Feedback Provided by Classified Staff and Other Personnel** The feedback gathered through professional development sessions and the LCAP Survey surfaced clear priorities for the 2026-27 LCAP. Specifically, classified staff and other personnel provided the following input: • Provide professional development on delivering intervention to struggling learners. • Increase the number of Teacher Assistants to support learning in the classroom in English Language Arts (ELA), Mathematics, and English Language Development (ELD). • Expand access to technology, including iPads for Teacher Assistants, after-school instructors, and office clerks. • Provide professional development on supporting social-emotional learning (SEL) in the classroom.
Students	Student engagement in the development of the 2026-27 Local Control and Accountability Plan (LCAP) took place once a month at the GEAR Awards Assembly from January through May 2026. By integrating student engagement into a recurring schoolwide event that students already participate in and look forward to, the school created a natural and accessible forum for student voice within the LCAP development process. The GEAR Awards Assembly setting also allowed the school to honor students' contributions as part of a broader celebration of the school's core values of Grit, Empathy, Accountability, and Respect (GEAR), reinforcing the message that student voice is valued as part of the school's culture.

Educational Partner(s)	Process for Engagement
	The monthly engagement sessions focused on age-appropriate discussions designed to elicit meaningful student input on their school experience. Students reflected on what is working well at VHGA, what they would like to see more of, and what would help them learn, grow, and feel a stronger sense of belonging at school. These discussions contributed to the development of a comprehensive needs assessment by surfacing the student perspective on school strengths, areas for growth, and the conditions that affect their daily experience as learners. Student input was considered alongside multiple other sources of student data, including California School Dashboard results, CAASPP and ELPAC outcomes, i-Ready diagnostic results, attendance data, and California Healthy Kids Survey results, to ensure that the resulting LCAP reflects both the quantitative evidence and the lived experience of the students it serves. The broader LCAP consultation and engagement process included discussions regarding the use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in the development of the 2026-27 LCAP. While funding source discussions were conducted primarily with administrators, teachers, and classified staff, the priorities surfaced through student engagement informed how those funding sources were aligned to support student-identified needs. To provide an additional structured opportunity for input, students completed the LCAP Survey on May 15, 2026, supplementing the qualitative input gathered through the monthly GEAR Awards Assembly discussions. **Feedback Provided by Students** The feedback gathered through monthly GEAR Awards Assembly discussions and the LCAP Survey surfaced clear priorities from the student perspective. Specifically, students provided the following input: • Provide more Field Days to support social-emotional learning and community-building. • Provide more field trips aligned to classroom learning. • Expand access to technology for one-on-one intervention with Teacher Assistants. • Offer more clubs in the After-School Program to support both academic and enrichment opportunities. • Provide additional academic support through more Instructional Aides in the classroom. • Provide additional instruments for the Performing Arts Department. • Improve the menu offered by the school's food service vendor.
Student Advisory Committee	Not applicable. Vista Horizon Global Academy is an elementary school serving TK-5.
Parents Those representing unduplicated pupils and students with disabilities	Parent and family engagement in the development of the 2026-27 Local Control and Accountability Plan (LCAP) took place at every Coffee with the Principal session from August 2025 through May 2026. By integrating LCAP engagement into the monthly Coffee with the Principal sessions throughout the school year, Vista Horizon Global Academy (VHGA) ensured that families had consistent, sustained opportunities to engage in LCAP development rather than encountering the plan only at the end of the development cycle. This sustained engagement structure

Educational Partner(s)	Process for Engagement
	reflects the school's broader commitment to family partnership and to ensuring that the perspectives of families representing unduplicated pupils, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth, and the families of Students with Disabilities are continuously integrated into the school's planning and decision-making. The monthly engagement sessions provided families with LCAP updates and structured opportunities to discuss the 2026-27 LCAP Midyear Update, internal data related to key indicators and schoolwide initiatives, and the development of a comprehensive needs assessment. Families participated in the analysis of multiple types of student data to identify areas of strength and areas for growth across the instructional and support program. Data sources reviewed during these sessions included California School Dashboard results, CAASPP and ELPAC outcomes, attendance and behavioral data, and qualitative input from family surveys and the California Healthy Kids Survey. Family input was particularly valuable in surfacing the perspectives of unduplicated pupils and Students with Disabilities, who together represent the majority of the student population at VHGA and whose families bring essential insight into the conditions affecting their children's learning and well-being. The consultation engagement process also included discussions regarding the use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in the development of the 2026-27 LCAP. These discussions ensured that families had visibility into the funding sources that support the actions and services described in the LCAP and that proposed expenditures reflected the priorities surfaced through family engagement. To provide an additional structured opportunity for input, families completed the LCAP Survey on May 15, 2026, supplementing the qualitative input gathered through the monthly Coffee with the Principal discussions. Engagement was further reinforced through the ongoing work of the English Learner Advisory Committee (ELAC) and the Parent Advisory Committee (PAC), which provided dedicated forums for input from the families of English Learners and from the broader parent community throughout the LCAP development cycle. **Feedback Provided by Parents and Families** The feedback gathered through Coffee with the Principal sessions, ELAC and PAC meetings, and the LCAP Survey surfaced clear priorities from the family perspective. Specifically, parents and families provided the following input: • Provide additional academic support through more Teacher Assistants in the classroom. • Expand the tutoring program to serve more students. • Provide additional intervention support for students. • Expand access to technology to support increased opportunities for virtual meetings, including Zoom-based engagement with families. • Offer more parent education workshop classes covering a variety of topics responsive to family interests and needs.

Educational Partner(s)	Process for Engagement
	• Continue the investment in Instructional Coaches for English Language Arts (ELA), English Language Development (ELD), and Mathematics. • Continue the investment in the Behavior Interventionist and the Intervention Coordinator. • Provide more educational field trips for students.
Parent Advisory Committee	The Parent Advisory Committee (PAC) participated in a sustained, structured consultation process throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). PAC engagement was organized around three formal meetings held across the LCAP development cycle, with each meeting focused on a specific phase of the planning and consultation process. Through this structure, the PAC provided substantive input on the LCAP's proposed actions, services, and expenditures, and ultimately reviewed and approved the final plan for submission to the Vista Charter Public Schools (VCPS) Governing Board. **January 22, 2026 PAC Meeting** The PAC participated in the consultation process to provide input for the development of the 2026-27 LCAP, including recommendations for the allocation of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds. The PAC expressed strong support for maintaining current professional development initiatives and preserving the high academic rigor that characterizes the Vista Horizon Global Academy (VHGA) educational program. Committee members recommended that the school consider adding more instructional support through additional Teacher Assistants, expanding supervision to further support student safety, and increasing the number of after-school instructors available to help students with tutoring and homework support. These recommendations are reflected in the 2026-27 LCAP actions and services, including the continued investment in Teacher Assistants and Instructional Aides, the maintenance of supervision aides trained in Positive Behavioral Interventions and Supports (PBIS) and restorative practices, and the sustained investment in after-school programming through the Expanded Learning Opportunities Program (ELOP). **March 19, 2026 PAC Meeting** The consultation engagement process continued at the March 19, 2026 PAC meeting, where committee members engaged in detailed discussions regarding the use of LCFF Supplemental and Concentration Grants, Title I funds, and LREBG funds. Parents emphasized the importance of continuing to allocate funds toward fostering a positive school culture and strengthening parent engagement and connection opportunities. The committee specifically noted the value of parent education workshops, the monthly Coffee with the Principal sessions, and school events as essential structures for building relationships across the school community. The committee also recommended the continued use of ParentSquare as the school's primary communication platform with families. These recommendations are reflected in the 2026-27 LCAP through sustained investment in the Community Schools Coordinator role, the continuation of monthly Coffee with the Principal sessions, the expansion of parent education workshops, the

Educational Partner(s)	Process for Engagement
	maintenance of ParentSquare and social media communication systems, and the continued investment in schoolwide events that bring families together. **May 14, 2026 PAC Meeting** On May 14, 2026, the PAC reviewed the final 2026-27 LCAP, including the proposed allocation of LCFF Supplemental and Concentration Grants, Title I funds, and LREBG funds. Following review and discussion, the PAC approved the 2026-27 LCAP for submission to the VCPS Governing Board. The PAC's approval reflects the committee's confidence that the plan responsively reflects the priorities surfaced through the consultation process and that the proposed actions, services, and expenditures are aligned with the school's identified student needs.
(Combined) **English Language Advisory Committee (ELAC), DELAC, & English Learner Parent Advisory Committee**	Vista Horizon Global Academy (VHGA) operates a combined advisory committee structure that fulfills the responsibilities of the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC). This combined structure reflects the school's operation as a single-site charter school serving as its own Local Educational Agency (LEA) for LCAP purposes. The combined committee provides a single, sustained forum for the families of English Learners to engage in the school's planning and decision-making, with particular attention to the programs, services, and resources that support English Learner success. **Sustained Monthly Engagement** The combined ELAC, DELAC, and EL-PAC met monthly in person from August 2025 through May 2026 to discuss the 2026-27 LCAP Midyear Update, internal data related to key indicators and schoolwide initiatives, and the development of a comprehensive needs assessment. By integrating LCAP engagement into the committee's monthly meeting structure across the full school year, the school ensured that the families of English Learners had consistent, sustained opportunities to engage in LCAP development rather than encountering the plan only at the end of the development cycle. This sustained engagement is particularly important given that English Learners represent 47% of the school's enrollment and that the school received a Yellow performance level on the English Learner Progress Indicator on the 2025 California School Dashboard, signaling continued need for focused attention on English Learner outcomes. During these meetings, committee members reviewed and analyzed multiple sources of student data to identify areas of strength, areas for growth, and student needs across the school program. Data sources reviewed during these sessions included California School Dashboard results, CAASPP and ELPAC assessment results, multi-year ELPAC proficiency and reclassification rate trends, i-Ready diagnostic results, attendance and behavioral data, and qualitative input from family surveys. The participation of English Learner families in this analysis ensured that the school's understanding of English Learner outcomes was informed by family perspective alongside quantitative evidence.

Educational Partner(s)	Process for Engagement
	Consultation on Funding Alignment: The consultation and engagement process also included discussions regarding the use of Local Control Funding Formula (LCFF) Supplemental and Concentration Grants, Title I funds, and Learning Recovery Emergency Block Grant (LREBG) funds in alignment with identified student needs and school priorities. These discussions ensured that the families of English Learners had visibility into the funding sources that support English Learner-specific services as well as the broader instructional and support program. Feedback and input gathered during these meetings helped inform the development of the 2026-27 LCAP, including the proposed actions, services, and expenditures designed to improve outcomes for English Learners and for the broader student population. **Feedback Provided** The feedback gathered through the monthly meetings of the combined ELAC, DELAC, and EL-PAC surfaced clear priorities for the 2026-27 LCAP. Specifically, the committee provided the following input: • Provide additional academic support through more Teacher Assistants in the classroom. • Continue the investment in the Littera Education tutoring program. • Expand intervention supports for students. • Continue the investment in Instructional Coaches for English Language Arts (ELA), English Language Development (ELD), and Mathematics. • Continue the investment in the Behavior Interventionist and the Intervention Coordinator. **Review and Approval of the 2026-27 LCAP** On April 16, 2026, the combined ELAC, DELAC, and EL-PAC reviewed the 2026-27 LCAP and the proposed allocation of Title funds, LCFF Supplemental and Concentration Grants, and LREBG funds. Following review and discussion, the committee approved the 2026-27 LCAP for submission to the Vista Charter Public Schools (VCPS) Governing Board. The committee's approval reflects its confidence that the plan responsively reflects the priorities surfaced through the consultation process and that the proposed actions, services, and expenditures support the needs of English Learners and their families.
SELPA	Vista Horizon Global Academy (VHGA) is a member of the Los Angeles Unified School District (LAUSD) Charter Operated Programs Option 3 (COP 3) Special Education Local Plan Area (SELPA). Through this membership, the school maintains ongoing consultation with COP 3 SELPA program specialists who provide compliance support, professional guidance, and resources to ensure that the school meets the requirements of the Individuals with Disabilities Education Act (IDEA) and California special education regulations. This consultation relationship operates throughout the school year and provides VHGA with continuous access to SELPA expertise in program design, compliance monitoring, and service delivery for Students with Disabilities.

Educational Partner(s)	Process for Engagement
	Ongoing Communication Areas with COP 3 SELPA Program Specialists Consultation with COP 3 SELPA program specialists is sustained across multiple areas of special education program operation. Ongoing communication areas include the following: • Ongoing District Validation Review (DVR) process consultation, ensuring that the school maintains compliance with the district-level validation requirements that govern special education program quality and effectiveness. • Ongoing Welligent training for Education Specialists, ensuring that special education teachers and case managers are equipped to use the Welligent IEP management system accurately and efficiently. • Support with Service Minute 300 Welligent reports and the correction of discrepancies, ensuring that the school's service delivery is documented accurately and that any compliance gaps are addressed promptly. • Support with writing compliant Present Levels of Performance (PLOPs) on Individualized Education Programs (IEPs) for English Learner students with disabilities, ensuring that the unique linguistic and academic profiles of dually identified students are reflected appropriately in IEP documentation. • Alternative Dispute Resolution (ADR) resources and consultation, providing the school with access to processes that resolve special education disagreements collaboratively when they arise. • The COP 3 procedural guide and SELPA recommendations for the special education program, providing the school with operational guidance grounded in regional best practices. • Interpretation of IDEA, California Department of Education (CDE), and California Longitudinal Pupil Achievement Data System (CALPADS) policy and compliance requirements, ensuring that the school remains current with evolving federal and state special education requirements. **COP 3 SELPA Feedback on LCAP Goals** On May 26, 2026, COP 3 SELPA program specialists provided feedback on the 2026-27 LCAP goals as part of the formal SELPA consultation process. This consultation ensured that the LCAP's goals and the actions and services supporting them appropriately reflect the needs of Students with Disabilities and align with IDEA requirements and SELPA-recommended practices. SELPA feedback specifically supports the alignment of the LCAP with the school's broader special education program, including the bi-weekly leadership meetings between school administrators and the Director of Special Education, the systematic distribution of IEP Passports to general education teachers, the structured professional development calendar covering ELA, ELD, mathematics, behavior support, accommodations, and de-escalation strategies, and the rigorous compliance oversight practices documented in the Empowering Students with Disabilities Academically action.

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

The 2026-27 Local Control and Accountability Plan (LCAP) reflects feedback gathered from administrators, teachers, classified staff, students, parents and families, the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), and the LAUSD Charter Operated Programs Option 3 (COP 3) Special Education Local Plan Area (SELPA). Several priorities surfaced consistently across these groups and are reflected throughout the plan as follows.

- **Tiered Intervention and Accelerated Learning.** Administrators, teachers, parents, and the ELAC/DELAC/EL-PAC each emphasized the need to strengthen tiered intervention, sustain the Intervention Coordinator, maintain the Behavior Interventionist, and continue Tier 2 and Tier 3 academic and behavioral supports. This input is reflected in Goal 1, Action 2 (MTSS: Accelerating Learning) and Action 3 (MTSS: SEL and Mental Health Supports), which sustain the Multi-Tiered System of Supports framework, the Intervention Coordinator, the Behavior Interventionist, and the BCBA training role.
- **Instructional Coaching in ELA, Mathematics, and ELD.** Administrators, teachers, parents, and the ELAC/DELAC/EL-PAC consistently called for continued investment in instructional coaches across these three content areas. This input is reflected in Goal 2, Action 2 (Professional Learning and Development), which sustains the instructional coaching structure used to build teacher capacity across grade levels.
- **English Learner Support and the Science of Reading.** Administrators, teachers, the ELAC/DELAC/EL-PAC, and the broader parent group identified continued investment in English Learner instruction, professional development in the Science of Reading, the Ellevation platform, and the EL Instructional Aide as priorities. This input is reflected in Goal 1, Action 2 (MTSS: Accelerating Learning), Goal 1's dedicated English Learner action set, and the comprehensive ELPI Action Plan documented in the Reflections: Annual Performance section, including the implementation of Designated and Integrated ELD, ELPAC-aligned strategies, and the development of a reclassification tracking system.
- **Instructional Aides and Teacher Assistants.** Teachers, classified staff, students, parents, the PAC, and the ELAC/DELAC/EL-PAC each requested expanded Instructional Aide and Teacher Assistant support in classrooms. This input is reflected in Goal 1, Action 2 (MTSS: Accelerating Learning) and Goal 2, Action 1 (Core Instructional Staffing), which sustain the Instructional Aide and Teacher Assistant staffing structure that supports differentiated classroom instruction.
- **Educational Technology.** Teachers, classified staff, students, and parents identified expanded technology access, including Chromebooks, iPads, and technology to support one-on-one intervention and virtual family engagement, as a shared priority. This input is reflected in Goal 2, Action 4 (Educational Technology and Support), which maintains the school's 1:1 device program and provides devices to instructional and classified staff.
- **Social-Emotional Learning, School Climate, and Family Partnership.** The PAC, parents, students, teachers, and classified staff emphasized sustained investment in social-emotional learning, counseling services, positive school culture, Coffee with the Principal, parent workshops, and ParentSquare communication. This input is reflected in Goal 1, Action 3 (MTSS: SEL and Mental Health Supports) and across Goal 3 (Family and Community Partnerships), including Action 2 (Parents as Decision-makers) and Action 3 (School-Family Partnerships).
- **Enrichment, After-School Programming, and Visual and Performing Arts.** Students and the PAC requested more field trips, additional after-school clubs, additional after-school instructors, supervision aides, and instruments for the Performing Arts Department. This input is reflected in Goal 1, Action 4 (Broad Course of Study) and in the school's continued investment in Expanded Learning Opportunities Program (ELOP) and supervision aides described in Goal 1, Action 3 (MTSS: SEL and Mental Health Supports).
- **Special Education Program Strengthening.** COP 3 SELPA provided ongoing consultation on the District Validation Review process, Welligent training, Service Minute 300 reports, compliant Present Levels of Performance for English Learners with disabilities, and IDEA/CDE/CALPADS policy interpretation. This consultation is reflected in Goal 1, Action 2 (MTSS: Accelerating Learning) through the structures of the Empowering Students with Disabilities Academically action, including bi-weekly leadership meetings with the Director of Special Education, IEP Passport distribution, rigorous Welligent monitoring, and continued participation in COP 3 Coordinating Council meetings.

- **Approval of the Adopted LCAP.** The combined ELAC, DELAC, and EL-PAC reviewed and approved the 2026-27 LCAP for submission to the Vista Charter Public Schools Governing Board on April 16, 2026. The PAC reviewed and approved the 2026-27 LCAP for submission on May 14, 2026. These approvals reflect the committees' shared conclusion that the adopted plan responsively reflects the priorities surfaced through the consultation process and supports the needs of the students and families Vista Horizon Global Academy serves.

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.

The goal responds to clear, data-driven evidence of academic need surfaced through the 2025 California School Dashboard. The English Language Arts (ELA) Academic Indicator reflects an Orange performance level for the All Students group, with a 12.3 point decline in Distance from Standard (DFS) from the prior year, and a Red performance level for the Hispanic student group, which represents 93% of the school's enrollment. The Mathematics Academic Indicator reflects an Orange performance level for the All Students group with a year-over-year decline of 4.46 points DFS. The English Learner Progress Indicator (ELPI) remains at Yellow with 40.9% of English Learners making progress, accompanied by a decline in ELPAC proficiency from 11.39% in 2023-24 to 5.7% in 2024-25 and a decline in reclassification from 2.1% to 0% over the same period. Because the school serves a student population that is 93% Hispanic, 93% Socioeconomically Disadvantaged, 47% English Learners, and 12% Students with Disabilities, the declining performance on ELA, Mathematics, and ELPI affects nearly every student the school serves and disproportionately affects the school's most vulnerable student groups. Goal 1 is designed to advance the rigorous instructional response necessary to close these achievement gaps across all student groups.

Foundation in School-Level Strengths: The goal also responds to evidence of school-level strengths that establish the foundation for whole-child investment. The school received a Blue performance level on the Chronic Absenteeism Indicator with a Chronic Absenteeism rate of 4.9%, reflecting a reduction of approximately half the prior year's rate, and Green performance levels for English Learners, Socioeconomically Disadvantaged students, and Hispanic students on the same indicator. The school received a Blue performance level on the Suspension Rate Indicator across all reported student groups, with a sustained 0% suspension rate across three consecutive school years. The school also reflects Science performance at +45.2 points above standard. These strengths demonstrate that supportive, integrated, and culturally responsive practices produce strong outcomes for the students VHGA serves, and they justify continued investment in the conditions that have produced these results.

Alignment with Strategic Frameworks: CCSPP and MTSS: The goal reflects the alignment of the school's strategic frameworks with its instructional mission. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VHGA has committed to implementing the California Community Schools Framework and its four pillars of integrated student supports, expanded learning time and opportunities, active family and community engagement, and collaborative leadership and practices. The Multi-Tiered System of Supports (MTSS) framework operationalizes this commitment by ensuring that academic, behavioral, and mental health interventions are seamlessly connected and that students receive support at the level of intensity their individual needs require. Goal 1 was developed to integrate these frameworks with the school's mission of providing a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. The goal's emphasis on engaged, compassionate global citizenship, STEAM and CTE focus, and the integration of academic excellence with social-emotional development reflects the school's belief that all students can thrive when supported through an integrated approach to the whole child.

Reflection of Educational Partner Priorities: The goal further reflects priorities surfaced consistently through the educational partner engagement process. Administrators, teachers, classified staff, students, parents and families, the Parent Advisory Committee, the combined ELAC, DELAC, and EL-PAC, and the COP 3 SELPA each emphasized the need to strengthen tiered intervention, sustain instructional coaching in ELA, Mathematics, and English Language Development (ELD), maintain Instructional Aides and Teacher Assistants in classrooms, continue social-emotional learning and counseling services, and preserve the integrated MTSS framework that supports both academic acceleration and student well-being. Goal 1 reflects this convergent partner input and provides the strategic structure through which the school's actions, services, and expenditures advance the priorities partners identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -28.4 SED -30.8 Hispanic -50.6	2023-24 ELA CAASPP DFS All Students -53.6 SED -64.3 Hispanic -62.8	2024-25 ELA CAASPP DFS All Students -65.9 SED -65.1 Hispanic -72.6	2025-26 ELA CAASPP DFS All Students -60 SED -60 Hispanic -65	All Students: -37.5 SED: -34.3 Hispanic: -22
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -66.7 SED -64.6 Hispanic -98.4	2023-24 Math CAASPP DFS All Students -62.2 SED -66.3 Hispanic -69	2024-25 Math CAASPP DFS All Students -66.6 EL -60.5 SED -64.9 Hispanic -69.7	2025-26 Math CAASPP DFS All Students -61 EL -55 SED -59 Hispanic -64	All Students: +0.1 EL: N/A SED: -0.3 Hispanic: -28.7
3	CA Science Test: Source: CA School Dashboard and CAASPP website	2022-23: 29.41% Met/exceeded Standards Source: CAASPP website	2023-24 CAST % met/exceeded All 16.67%	2024-25: 15% Met/exceeded Standards	2025-26 CAST (Science Points) All Students 46	-14.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: CAASPP website	2024-25 CAST (Science Points) All Students 45.2 Source: CA Dashboard		
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	52.4% 2023 CA School Dashboard	38.1% 2024 CA School Dashboard	40.9% 2025 CA School Dashboard	2025-26: 43.6%	-11.5%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 10.34% Proficient	2023-24: 11.39% Proficient	2024-25: 5.7%	2025-26: 12.2%	-4.64%
6	Reclassification Rate Source: CALPADS	2022-23: 8.6%	2023-24: 2.1%	2024-25: 0%	2025-26: 12%	-8.6%
7	Attendance Rate Source: CALPADS	2022-23: 89.2%	2023-24:90.5%	2024-25: 93.2%	2025-26: 91.6%	+4%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 13.5% EL 11.3% SED 14.0% Hispanic 15.0%	2023-24: Chronic Absenteeism Rate All Students 10.2% EL 8.0% SED 11.7% Hispanic 9.4%	2024-25: Chronic Absenteeism Rate All Students 4.9% EL 5.5% SED 5.3% Hispanic 5.3%	2025-26 Chronic Absenteeism Rate All Students 10.0% EL 5.6% SED 8.2% Hispanic 9.7%	All Students: -8.6% EL: -5.8% SED: -8.7% Hispanic: -9.7%
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

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

NOTE: Vista Horizon Global Academy (VHGA) currently serves grades TK-5, therefore the following CDE required metrics do not apply:

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

Goal Analysis for 2025-26

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

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

Action 1: Vista Horizon Global Academy has implemented a comprehensive assessment system using i-Ready for both Reading and Mathematics across all grade levels. This year at VHGA, we successfully completed the Beginning of Year Diagnostic, Mid-Year Diagnostic, and End of Year Diagnostic, fulfilling a full year of i-Ready assessment implementation. The data from these results is used to support our intervention program and enhances our ability to meet individual student needs.

Teachers collaborate with our Leadership to analyze i-Ready assessment data, identifying specific areas where students need additional support. This detailed information guides our small group instruction in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Teachers use these insights to create targeted lessons that address skill gaps and accelerate student learning during small group sessions.

This systematic approach, combining i-Ready assessments with targeted small group instruction, ensures we provide precise, data-driven support to every student. Students in grades K-2 continue to be screened for Risk of Reading Difficulties, supporting early identification and targeted literacy intervention. Data from i-Ready diagnostics, formative assessments, and 2024–25 CAASPP results are consistently used to inform strategic Tier 1 and Tier 2 instructional planning.

Action 2: VHGA has established a Multi-Tiered System of Support (MTSS) team to address the academic, behavioral, and social-emotional needs of all students.

The MTSS team operates as a coordinated system that identifies students requiring additional support and develops individualized plans tailored to their specific needs. This systematic approach ensures that interventions are data-driven and responsive to individual student circumstances.

Our support staff includes the following:

Special Education Department: One full-time Education Specialist, one Special Education Teacher Assistant, and a part-time School Psychologist work collaboratively to serve students with identified disabilities and develop accommodated assessment plans. These plans ensure that all students can demonstrate their learning in ways appropriate to their individual needs.

PUC Counselor: Our counselor supports students through social-emotional learning (SEL) initiatives and facilitates support groups to address student well-being.

Behavior Interventionist: Our Behavior Interventionist conducts push-in classroom observations to reinforce expected behaviors and provides pull-out support as needed, offering students a dedicated space to reflect and develop improved behavioral strategies.

Academic Interventionist: Our Academic Interventionist supports students with academic needs based on referrals through our Coordination of Services Team (COST) form, i-Ready and unit assessment data, and teacher or parent input. This support is provided both within and outside the classroom setting.

Together, this comprehensive team ensures that VHGA provides targeted, responsive support to meet the diverse needs of every student.

Action 3: This action is fully implemented. Through the leadership of the Community School Coordinator, VHGA has established and sustained connections with community-based partners to support students and families with a range of needs. Partners provide referral pathways and services such as counseling supports, housing-related assistance, and food distribution. Families can access information through resource flyers available in the school office, and the Community School Coordinator is available to meet with families directly to help identify needs and connect them to appropriate supports.

VHGA also implements consistent social-emotional learning (SEL) routines. Teachers conduct daily SEL check-ins, and students regularly participate in *Way of Council* conversations that provide structured opportunities to share stories, listen actively, and build classroom community. On Fridays, students engage in *Way of Council* activities with peers that reinforce shared norms, including Speak from the Heart, Be Spontaneous, and Be Lean.

Home visits are an additional component of VHGA's family engagement and student support system. Staff conduct home visits to celebrate student progress, strengthen school–home relationships, and partner with families when attendance concerns arise, including chronic absenteeism. VHGA's School Attendance Review Board (SARB) team meets regularly to collaborate with families on individualized strategies and supports to improve attendance and reduce chronic absenteeism.

As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VHGA is implementing a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. To ensure consistent implementation, VHGA provides ongoing professional development, so all staff understand their roles within MTSS, apply tiered interventions with fidelity, and use data-driven decision-making processes to support the whole child.

Action 4: Action 4: This action is fully implemented. VHGA's Visual and Performing Arts (VAPA) Program enriches students' educational experience through engaging, hands-on instruction that exposes students to multiple artistic disciplines and diverse creative approaches. The program intentionally builds students' skills, creativity, and confidence across the year and culminates in two annual Performing Arts Shows. These performances are featured as part of VHGA's GLOBAL Showcase, providing students with an authentic opportunity to present their work to a live audience and celebrate their artistic growth with families and the broader school community.

VHGA's VAPA Program includes: **Music Education:** Sequential, standards-aligned instruction in vocal and instrumental music; **Visual Art Instruction:** Hands-on learning experiences using a variety of artistic mediums and techniques; and **Dance Education:** Movement-based learning through multiple dance styles, choreography, and performance preparation

Following winter break, VHGA continues to strengthen its Dance Education program through an expanded after-school enrichment partnership with Conga Kids. Students participate in a 20-week program held Tuesdays and Thursdays, providing consistent, structured opportunities to develop movement skills, teamwork, and performance readiness.

Action 5: VHGA has embraced a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into our curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of our educational model lies a sophisticated, data-driven support system designed to meet the needs of every learner.

Positive Behavioral Interventions and Supports (PBIS) and Ways of Council: VHGA has fully implemented Positive Behavioral Interventions and Supports (PBIS) school-wide. Additionally, 100% of students participate in Ways of Council, a practice that fosters connection, empathy, and communication skills among students and staff.

Professional Development: To ensure staff are equipped to support all learners, VHGA has provided multiple professional development sessions throughout the year, including:

- Identifying Student Needs and Accommodations: Training on how to recognize and respond to diverse student needs
- Passport System: Guidance on using the Passport to provide students with appropriate interventions and support
- COST Form and Referral Process: Led by the School Psychologist, this training supports staff in making appropriate referrals through the Coordination of Services Team

- GEAR and PBIS: Led by the Behavior Interventionist, this training reinforces expectations and behavioral support strategies

Data and Compliance: The Director and Coordinator of Special Education continuously monitor and update CALPADS to ensure accurate data reporting and compliance with state requirements. This action was fully implemented.

Action 6: This action was partially implemented because the ELD Instructional Coach position remains vacant, limiting VHGA's capacity to provide consistent, job-embedded coaching to strengthen English Learner (EL) supports.

The 2025 California School Dashboard results indicate VHGA received a Yellow performance level for the English Learner indicator, with 40.9% of EL students making progress (as reported in the Dashboard results provided). The Central Office continues active recruitment for an ELD Instructional Coach/Coordinator to strengthen implementation and provide targeted support for EL instruction and program monitoring.

Despite the vacancy, VHGA has implemented several foundational capacity-building steps:

- **Ellevation platform training**
  Administrators completed initial Ellevation training. Teachers are scheduled to receive Ellevation training during the January 12 all-day Vista staff professional development day.
- **Kagan Cooperative Structures**: All teachers have been trained in Kagan Cooperative Structures. Kagan structures are reinforced through weekly professional development. A Kagan coach has provided on-site coaching for teachers who completed training.

A key implementation improvement this year is that teachers are increasingly applying collaborative structures within core content instruction, not only for team-building activities—resulting in more consistent student discourse and structured academic collaboration during lessons.

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 Horizon Global Academy (VHGA) reports the following material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 1 during the 2025-26 implementation year.

- **Action 2: MTSS — Accelerating Learning:** Estimated actual expenditures for Action 2 were lower than the budgeted amount, resulting in a savings during the implementation year. The variance was driven by lower-than-budgeted personnel costs for the Instructional Aide and the Intervention Coordinator positions, both of which were filled during the school year. The savings do not reflect under-implementation of the action because both positions were active and delivering services to students. The school will adjust the 2026-27 budgeted expenditures to reflect the actual personnel costs observed during 2025-26 implementation.
- **Action 3: MTSS — SEL and Mental Health Supports:** Estimated actual expenditures for Action 3 were higher than the budgeted amount during the implementation year. The variance was driven by the addition of an additional supervision aide and a Behavior Interventionist position beyond what was originally budgeted. These additional positions were added in response to school-level needs identified during implementation and contributed to the school's continued strong performance on the Suspension Rate Indicator (Blue) and the Chronic Absenteeism Indicator (Blue for All Students; Green for English Learners, Socioeconomically Disadvantaged students, and Hispanic students). The school will adjust the 2026-27 budgeted expenditures to reflect the increased staffing investment necessary to sustain these outcomes.
- **Action 4: Broad Course of Study:** Estimated actual expenditures for Action 4 were higher than the budgeted amount during the implementation year. The variance was driven by a higher-than-budgeted cost for the Music Teacher position. The continued investment in music education remains essential to the

school's commitment to providing all students with a broad course of study, including sequential, standards-aligned music instruction across all grade levels, and the school will adjust the 2026-27 budgeted expenditures to reflect the actual personnel costs observed during 2025-26 implementation.

- **Action 5: Empowering Students with Disabilities (SWD) Academically:** Estimated actual expenditures for Action 5 were higher than the budgeted amount during the implementation year. The variance was driven by higher-than-budgeted costs for special education contracted services. The increased cost reflects the school's commitment to ensuring that Students with Disabilities, who represent 12% of the school's enrollment, receive the full range of services required by their Individualized Education Programs (IEPs) and consistent with the school's full inclusion model. The school will adjust the 2026-27 budgeted expenditures to reflect the actual contracted service costs and will continue to monitor service delivery through the bi-weekly leadership meetings between school administrators and the Director of Special Education and through the structured Welligent compliance oversight described in the action.
- **Action 6: Accelerating English Learner Success:** Estimated actual expenditures for Action 6 were lower than the budgeted amount, resulting in a savings during the implementation year. The variance was driven by the English Language Development (ELD) Coordinator position remaining unfilled until late spring. The delay in filling the position affected the timing of implementation for the coaching, professional development, and ELD instructional improvement components dependent on the ELD Coordinator's leadership. The school will continue recruitment for the ELD Coordinator position and will adjust the 2026-27 budgeted expenditures and implementation timeline to reflect the goal of filling the position at the start of the school year, consistent with the priorities identified in the English Learner Progress Indicator Needs Assessment.

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

Action 1: This action proved highly effective in advancing the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance. The school's measure of success is sustained progress over time, and current evidence supports that trajectory.

California School Dashboard academic performance indicators reflect continued movement in the intended direction. Students remain at the Orange performance level in English Language Arts, and Math also continues at the Orange level. The English Learner Progress Indicator (ELPI) advanced from Red to Yellow, with 40.9% of English Learners making progress toward English language proficiency. This shift in ELPI represents a meaningful gain for one of the school's highest-priority student groups and validates the targeted instructional supports embedded in this action.

Following Winter break, the school sustained and expanded its student achievement efforts through structured after-school intervention using the Littera Education tutoring platform. Students in grades 1 and 2 receive 30 minutes of daily intervention Monday through Thursday, and students in grades 3 through 5 receive 45 minutes daily across the same schedule. In addition, the school extended core instructional time by 30 minutes Monday through Thursday to provide additional support for grade-level academic standards mastery and tutoring.

To strengthen the link between assessment data and instruction, staff will engage in a comprehensive data deep dive to analyze recent results and use findings to inform strategic instructional planning for the remainder of the school year. This analysis will support targeted Tier 1 and Tier 2 interventions aligned to identified student needs. Upcoming professional development with instructional partners will allow the school to address specific focus areas, including targeted support for English Learners and Students with Disabilities. Together, these efforts reinforce data-driven decision-making and sustain continuous improvement toward improved student outcomes.

Action 2: This action has successfully contributed to educational equity by providing differentiated support services that address the diverse needs of all student subgroups. Through a Multi-Tiered System of Supports (MTSS) framework, the school ensures that students who require additional academic, behavioral, or social-emotional support receive timely and appropriate interventions tailored to their identified needs.

A central driver of this progress has been the establishment of a dedicated MTSS team composed of specialized personnel responsible for coordinating intervention services across all tiers. This team works in close collaboration with classroom teachers to identify students in need of support, match interventions to specific student profiles, and monitor progress over time. The systematic nature of this approach creates multiple pathways for student success and reflects the school's commitment to ensuring that all students, regardless of individual challenges or circumstances, have access to the support necessary to succeed academically and socially. The combination of professional expertise and structured processes positions the school to effectively serve all student subgroups through responsive, individualized support systems.

Implementation of this action has yielded measurable progress toward the goal. On a daily basis, students continue to receive direct support from teachers and support staff through targeted small-group instruction aligned to grade-level standards and identified learning gaps. Increased staff collaboration centered on data-driven practices has strengthened progress monitoring and allowed for more intentional and targeted goal setting for individual students. Educators are using assessment data with greater frequency and precision to adjust instruction, group students strategically, and evaluate the effectiveness of Tier 1 and Tier 2 supports.

While areas for continued growth remain, the structures currently in place are producing positive outcomes for students. Through ongoing and continued professional development for instructional staff and members of the MTSS team, the school anticipates sustained improvement and continued progress toward meeting the needs of all learners. These combined efforts reinforce a coherent system of academic and social-emotional support and advance the school's broader commitment to equity, access, and continuous improvement.

Action 3: This action has been effective in advancing the school's commitment to social-emotional learning (SEL) and mental health support, with measurable indicators of progress in both family engagement and student attendance. Families consistently report feeling welcome at Vista Horizon Global Academy, and this strong sense of connection with the school community has translated into sustained enrollment growth over the past three years. Enrollment was 135 students in 2023-24, increased to 154 students in 2024-25, and currently stands at 173 students for the 2025-26 school year. This upward trend reflects growing family confidence in the school's ability to support both the academic and social-emotional needs of their children.

In addition to enrollment gains, the California School Dashboard reflects meaningful progress in student attendance. The school's Chronic Absenteeism rate improved by 4.9% this year, an outcome that supports the broader goal of ensuring students are present, engaged, and able to access instruction consistently. This progress has been made possible through the implementation of this action and the coordinated efforts of multiple school-based supports. The Community Schools Coordinator plays a central role in connecting families with school and community resources, identifying barriers to attendance, and coordinating responsive interventions. The Greeting Team contributes to a welcoming and affirming school climate by ensuring that students and families are met with consistent, positive interactions each day. Family-facing programs further strengthen the partnership between home and school by providing meaningful opportunities for engagement, learning, and support.

Together, these structures advance the school's MTSS framework by ensuring that social-emotional and mental health supports are integrated into the daily experience of students and families. The combined impact of consistent family engagement, a welcoming school climate, and coordinated support services positions Vista Horizon Global Academy to sustain progress and continue strengthening outcomes for all learners.

Action 4: This action has been effective in supporting Vista Horizon Global Academy's commitment to providing all students access to a broad course of study, and its impact is reflected in both sustained family engagement and improved student attendance. Families consistently report feeling welcome at the school, and this strong sense of connection with the school community has contributed to steady enrollment growth over the past three years. Enrollment was 135 students in 2023-24, increased to 154 students in 2024-25, and currently stands at 173 students for the 2025-26 school year. This upward trend reflects growing family confidence in the breadth and quality of the educational program offered to students across all grade levels.

The California School Dashboard further reflects positive momentum in student attendance, a foundational condition for ensuring that students can fully access the broad course of study. The school's Chronic Absenteeism rate improved by 4.9% this year, an outcome that directly supports student access to the full instructional program, including core academic content, integrated STEAM learning, and enrichment opportunities. When students attend school consistently, they are positioned to benefit from the comprehensive scope of grade-level instruction and the range of learning experiences the school provides.

This progress has been made possible through the implementation of this action and the coordinated efforts of multiple school-based supports. The Community Schools Coordinator plays a central role in connecting families with school and community resources, identifying barriers to engagement, and coordinating responsive interventions that help keep students in school and learning. The Greeting Team contributes to a welcoming and affirming school climate by ensuring that students and families are met with consistent, positive interactions each day. Family-facing programs further strengthen the partnership between home and school by providing meaningful opportunities for engagement, learning, and support.

Together, these structures advance the school's commitment to ensuring that all students have full access to a broad course of study. Sustained enrollment growth, improved attendance, and strong family engagement collectively reinforce the conditions necessary for students to participate in, and benefit from, the full scope of the instructional program at Vista Horizon Global Academy.

Action 5: This action has been effective in supporting Vista Horizon Global Academy's commitment to ensuring that Students with Disabilities receive timely, appropriate, and individualized support within an inclusive instructional environment. Consistent with the school's full inclusion model, students with identified needs continue to access grade-level instruction in the general education setting while receiving targeted support designed to address their specific learning profiles.

The Coordination of Support Services Team (COST) serves as the cornerstone of the school's intervention strategy and plays a central role in the effective implementation of special education services. Through COST, teachers are able to identify and refer students who need additional support in reaching grade-level proficiency in reading and mathematics. This structured referral process ensures that student needs are surfaced early, evaluated systematically, and addressed through appropriate tiers of support, including evaluation for special education services when warranted.

Through this established system, struggling students receive targeted intervention through both individualized and small-group instruction during the school day. This delivery model ensures that students receive timely support without disrupting their regular classroom participation, which preserves their access to grade-level core instruction and protects the principles of least restrictive environment that guide the school's inclusion model. Special education staff work in close collaboration with general education teachers to align interventions with classroom instruction, monitor student progress, and adjust supports as needed to advance Individualized Education Program (IEP) goals.

The combination of a structured referral process through COST, in-class and small-group instructional support, and ongoing collaboration between general education and special education staff positions Vista Horizon Global Academy to continue meeting the diverse needs of Students with Disabilities. These structures support the school's broader commitment to educational equity and reinforce the conditions necessary for all students, including those with disabilities, to access rigorous instruction and make meaningful academic and social-emotional progress.

Action 6: This action has been effective in advancing Vista Horizon Global Academy's commitment to supporting English Learners in their progress toward English language proficiency and grade-level academic achievement. Effectiveness is grounded in the results of the 2024-25 California School Dashboard, which reflect meaningful gains for the English Learner student group. The English Learner Progress Indicator advanced from Red to Yellow, with 40.9% of English Learners making progress toward English language proficiency. This shift represents a tangible outcome of the targeted instructional supports embedded in this action and validates the school's investment in building staff capacity to serve this priority student group, which represents 47% of the school's total enrollment.

A central driver of this progress has been sustained investment in professional development for classroom teachers. Educators are receiving ongoing professional learning focused on Designated English Language Development (ELD) strategies that provide a dedicated time during the instructional day for English Learners to develop English language skills aligned to their proficiency levels. This is complemented by professional development on Integrated ELD strategies, which equip teachers to support English language development across all content areas, ensuring that English Learners have access to grade-level academic content while simultaneously building the English language skills needed to engage with that content. The combination of Designated and Integrated ELD instruction reflects the comprehensive ELD approach required under California's ELA/ELD Framework and English Learner Roadmap policy.

Beyond classroom instruction, the school provides targeted social-emotional support for Newcomer Students through the dedicated work of the PUC counselor. The counselor meets regularly with Newcomer Students to provide a safe and supportive space in which students can share their stories, navigate the experience of adjusting to a new culture, language, and school environment, and connect with a trusted support team. This responsive support recognizes that Newcomer Students often face unique social-emotional needs alongside their academic and language learning, and addressing those needs is essential to their overall success and engagement.

Together, these structures, sustained ELD-focused professional development, the integration of Designated and Integrated ELD strategies across classrooms, and dedicated social-emotional support for Newcomer Students, reinforce the conditions necessary for English Learners to make continued progress. The Dashboard gains observed in 2024-25 indicate that the action is producing intended outcomes, and continued implementation is expected to sustain this trajectory in support of the school's broader commitment to educational equity and access for all learners.

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 Horizon Global Academy (VHGA) develops an annual Local Control and Accountability Plan (LCAP) based on findings from its needs assessment process, which integrates California School Dashboard performance data, local quantitative and qualitative data, and feedback from educational partners gathered through the sustained engagement processes described in the Educational Partners Engagement section of this plan. Through this reflective approach, the school ensures that the LCAP remains responsive to current student needs while maintaining continuity with the strategic priorities that have guided the school's work in prior years.

LCAP Goal 1: No Changes to the Goal, Target Outcomes, or Actions: For the 2026-27 school year, the school has determined that LCAP Goal 1 remains appropriate as written and that the target outcomes and actions identified in the prior LCAP cycle continue to reflect the school's strategic priorities and the needs surfaced through the comprehensive needs assessment. Accordingly, the goal, the target outcomes, and the actions associated with Goal 1 are unchanged for the 2026-27 LCAP. This continuity reflects the school's commitment to sustained, multi-year implementation of evidence-informed strategies rather than a pattern of frequent, reactive change. The school will continue to monitor progress on Goal 1 through the established metrics, with the modification described below to reflect the current Dashboard reporting framework.

Metric Modification: Reporting of the California Science Test: The school has modified the reporting methodology for the California Science Test metric, identified as Metric 3 within LCAP Goal 1, to align with the updated California School Dashboard framework. Beginning with the release of the 2025 California School Dashboard, the California State Board of Education added a Science Indicator to the Dashboard and adopted Science Points as the methodology for reporting California Science Test performance. Because VHGA aligns its LCAP metrics with the California School Dashboard to ensure consistency between state accountability reporting and local LCAP reporting, the California Science Test metric will now be reported in Science Points consistent with the annual Dashboard reporting cycle.

This modification is a methodological change rather than a substantive change to the school's commitment to monitoring student performance on the California Science Test. Students will continue to participate in the California Science Test as a state-required assessment, the school will continue to use Science Test results to inform instructional planning, and the LCAP will continue to track Science performance as a meaningful indicator of student outcomes. The change in reporting methodology ensures that the LCAP and the California School Dashboard remain in alignment and that families, the LAUSD authorizer, and other stakeholders can interpret VHGA's Science performance data consistently across both reporting systems.

Rationale for the Modification: The decision to update the California Science Test reporting methodology reflects the school's broader commitment to maintaining LCAP alignment with current state accountability standards. Aligning LCAP metrics with Dashboard methodology supports transparent reporting, enables meaningful comparison of school performance against state expectations, and ensures that the school's accountability framework remains current with evolving statewide reporting practices. This modification was not driven by a finding of inadequate prior practice, but rather by the responsive integration of new state reporting requirements into the school's existing accountability framework.

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 Horizon Global Academy (VHGA) will implement a comprehensive assessment for learning system designed to drive instructional decision-making, identify student needs early, and ensure that every student receives the appropriate level of support and challenge to advance toward grade-level mastery. The system integrates universal screening, progress monitoring, state-required assessments, structured data analysis, and a standards-mastery instructional response framework, all reinforced by ongoing professional learning and accountability structures. **Universal Screening and Progress Monitoring** VHGA will administer i-Ready Diagnostic Assessments (LREBG funded $8,246) in English Language Arts (ELA) and Mathematics three times annually, in Fall, Winter, and Spring, with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by California Education Code Section 53008 to ensure early identification of reading risk and timely intervention support. In addition to these formal assessments, teachers will conduct ongoing formative assessments on a weekly basis across all subject areas	$11,021	N

Action #	Title	Description	Total Funds	Contributing
		to monitor daily learning progression and inform immediate instructional adjustments. **State-Required Assessments** All students will participate in mandated state assessments according to the testing schedules established by the California Department of Education. These assessments include the California Assessment of Student Performance and Progress (CAASPP) for ELA and Mathematics, the California Science Test (CAST), the English Language Proficiency Assessments for California (ELPAC), and the Physical Fitness Test (PFT). Participation in state-required assessments ensures that VHGA meets statewide accountability requirements and contributes data that supports both school-level analysis and California School Dashboard reporting. **Data Analysis and Inquiry Cycle Process** VHGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis of student performance and responsive action planning at every level of the school. At the schoolwide level, the Principal and Instructional Leadership Team will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. During these leadership meetings, the team will examine achievement gaps across student groups, evaluate the effectiveness of intervention programs, and review resource allocation to maximize student outcomes. At the grade level, teachers will participate in bi-weekly grade level team meetings that provide collaborative opportunities to analyze student group data, share effective instructional practices, and develop targeted intervention plans. These sessions will focus on identifying students who need additional support, recognizing growth achievements, and planning coordinated responses to learning challenges. Teachers will use these meetings to ensure alignment between assessment results and instructional delivery across classrooms within and across grade levels. At the individual student level, teachers will conduct weekly student review processes to examine specific student progress data and inform daily instructional decisions and intervention adjustments. This ongoing analysis will support flexible grouping strategies, the development of personalized learning targets, and the design of targeted skill-building activities that address identified learning gaps. Together, the monthly schoolwide, bi-weekly grade-level, and weekly individual		

Action #	Title	Description	Total Funds	Contributing
		student review cycles form a coherent inquiry structure in which data is examined and acted upon at the level closest to the student need. **Standards-Mastery Approach Implementation** VHGA will utilize a standards-mastery framework that systematically identifies specific learning gaps for each student through comprehensive diagnostic analysis. Teachers will develop individualized learning targets aligned to grade-level standards and create targeted intervention plans designed to address the root causes of learning challenges rather than surface-level performance issues. Progress toward mastery will be monitored through frequent checkpoint assessments, ensuring that students receive appropriate levels of both support and challenge as they advance through grade-level content. **Data-Driven Instructional Response System** Assessment results will drive immediate instructional adjustments at the classroom level. Teachers will implement daily lesson modifications based on exit ticket data and other formative assessment outcomes, ensuring that instruction remains responsive to evidence of student learning in real time. Flexible grouping strategies will be informed by current student performance data, and teachers will design targeted skill-building activities aligned to identified learning gaps. Tier 2 and Tier 3 intervention groups will be formed based on diagnostic assessment results, with progress monitoring conducted every two weeks for students receiving targeted support. This frequency of monitoring ensures that intervention effectiveness can be evaluated promptly and that adjustments can be made when students are not making expected progress. **Professional Learning and Accountability** To sustain the effectiveness of this action, the Principal will facilitate monthly data inquiry sessions during staff meetings. These sessions will provide teachers with protocols for data analysis, strategies for interpretation, and evidence-based instructional responses to common patterns observed in student data. The collaborative structure of these sessions reinforces a culture of continuous improvement and ensures that teachers across grade levels and content areas develop shared expertise in using data to drive instruction. To maintain transparency and accountability, quarterly data reports will be shared with the Vista Public Schools Central Office, the school leadership team, and teaching staff, ensuring that all stakeholders remain informed of student progress and that data-driven decision-making is embedded across all levels of the organization.		

Action #	Title	Description	Total Funds	Contributing
2	MTSS: Accelerating Learning	Vista Horizon Global Academy (VHGA) is committed to accelerating student learning and closing achievement gaps through a comprehensive Multi-Tiered System of Supports (MTSS). The urgency of this commitment is reinforced by the 2025 California School Dashboard, on which VHGA received a Red performance level for the Hispanic student group on the English Language Arts (ELA) Academic Indicator, with performance declining to -72.6 Distance from Standard (DFS) compared with -62.8 DFS on the 2024 Dashboard. Because Hispanic students represent 93% of the school's enrollment, this finding signals an immediate need for intensified, coordinated, and data-driven academic support. The MTSS team operates as a coordinated system that identifies students requiring additional support and develops individualized plans tailored to their specific needs. This systematic approach ensures that interventions are data-driven, responsive to individual student circumstances, and explicitly aligned to the school's broader commitment to educational equity for all learners, including Hispanic students, English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. **MTSS Team and Specialized Support Personnel** The effectiveness of the MTSS framework at VHGA is grounded in the coordinated work of a dedicated team of specialized personnel who together meet the academic, behavioral, and social-emotional needs of students. The Special Education Department includes one full-time Education Specialist, one Special Education Teacher Assistant, and a part-time School Psychologist, who work collaboratively to serve students with identified disabilities and to develop accommodated assessment plans that ensure all students can demonstrate their learning in ways appropriate to their individual needs. The PUC Counselor supports students through social-emotional learning (SEL) initiatives and facilitates support groups that address student well-being and contribute to a positive school climate. The Behavior Interventionist conducts push-in classroom observations to reinforce expected behaviors and provides pull-out support as needed, offering students a dedicated space to reflect, regulate, and develop improved behavioral strategies. The Academic Interventionist supports students with identified academic needs based on referrals through the Coordination of Services Team (COST) form, i-Ready data, unit assessment results, and teacher or parent input, with support delivered both within and outside the classroom setting. Given the magnitude of the ELA performance gap reflected on the 2025 Dashboard, the work of the Academic Interventionist will be particularly critical in identifying	$707,616	Y

Action #	Title	Description	Total Funds	Contributing
		and supporting Hispanic students and English Learners who require accelerated intervention. **Tier 1: Universal Core Instruction Enhancement** At the universal level, instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement across all grade levels, with particular attention to providing culturally and linguistically responsive texts that reflect the experiences of the school's predominantly Hispanic student population. In addition, all students in grades TK-5 will engage in integrated, multidisciplinary learning through the school's year-long Global Project initiative, in which students investigate real-world problems identified by the United Nations. This project-based approach strengthens academic language development across content areas while building the critical thinking and collaboration skills essential for English Learner success and meaningful access to grade-level content for all students. Strengthening Tier 1 instruction is essential to reversing the ELA performance trend reflected on the 2025 Dashboard, because durable improvement in student outcomes depends first on the quality and consistency of universal core instruction. **Tier 2: Targeted Group Interventions** At the targeted level, the Intervention Coordinator will provide reading and mathematics Tier 2 interventions and deliver instructional coaching for instructional aides who are strategically placed with students performing below grade level during the instructional day. This coordinated approach ensures consistent, high-quality intervention delivery across all classrooms. Struggling learners will receive daily small group instruction and individual one-on-one support during the instructional day. Using i-Ready diagnostic data and ongoing teacher observations, intervention groups consisting of three to five students will meet daily for targeted sessions addressing specific skill gaps in phonemic awareness, reading fluency, and academic vocabulary development. Students will also utilize i-Ready MyPath, which provides additional academic support and personalized learning pathways, with access and progress monitored by the classroom teacher to ensure continuous improvement and data-driven instructional adjustments. Teachers and students will use i-Ready manipulatives and tools during intervention sessions to support hands-on, concrete learning experiences, with progress monitored bi-weekly and instructional adjustments		

Action #	Title	Description	Total Funds	Contributing
		made accordingly. Given the Red performance level for Hispanic students on the ELA Academic Indicator, Tier 2 intervention placement will be informed by disaggregated diagnostic data to ensure that Hispanic students performing below grade level are identified, served, and monitored with the urgency and intensity warranted by the 2025 Dashboard results. **Tier 3: Intensive Individual Support** At the intensive level, after-school tutoring programs staffed by both certificated and classified personnel will provide individualized support for students requiring the most intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines and reinforcing the connection between intervention support and the broader instructional program at VHGA. Tier 3 supports will be allocated based on diagnostic data, including i-Ready performance, classroom assessment results, and teacher referrals, with explicit attention to ensuring that Hispanic students, English Learners, and Socioeconomically Disadvantaged students performing two or more grade levels below grade-level expectations receive the intensity of support necessary to accelerate progress. **Targeted Academic Support Through Additional Tutoring** In addition to the tiered intervention structure, additional tutors will play a crucial role in providing targeted academic support for underperforming students in ELA and Mathematics, with particular focus on English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). Given the 2025 Dashboard finding that Hispanic students are at the Red performance level on the ELA Academic Indicator, tutors will also prioritize support for Hispanic students performing below grade level in literacy, recognizing the substantial overlap between the school's Hispanic student group and its English Learner and Socioeconomically Disadvantaged student populations. Working in close coordination with classroom teachers and instructional coaches, tutors will deliver individualized or small group instruction that addresses specific skill gaps while building on students' strengths during before-school and after-school sessions. For English Learners and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies that include visual aids, native language support, and structured opportunities for academic discourse. For Students with Disabilities, tutors will align their support with each student's Individualized Education Program (IEP) goals and		

Action #	Title	Description	Total Funds	Contributing
		accommodate specific learning needs while maintaining high expectations for academic achievement. For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing additional practice time, building background knowledge, and offering homework support that may not be available at home. Tutors will use ongoing formative assessments to track student progress and adjust instruction, ensuring their support remains targeted and effective. Beyond academic support, tutors also serve as confidence builders who create safe learning environments in which students feel comfortable taking risks and developing academic self-efficacy. **Expanded Learning Opportunities Program (ELOP)** To extend learning beyond the regular school day, VHGA students will have access to comprehensive academic and social enrichment through Expanded Learning Opportunities Program (ELOP) programming. ELOP supports are available daily after school, before school, during intervention periods, and through summer school programming. Students performing below grade level will be prioritized for additional academic tutoring through ELOP to ensure accelerated learning and the closure of identified achievement gaps. Given the 2025 Dashboard finding regarding ELA performance for the Hispanic student group, ELOP programming will be intentionally structured to maximize access for Hispanic students and English Learners, including through outreach in the families' home languages, scheduling that accommodates working families, and culturally responsive programming that reinforces the value families bring to their children's learning. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating student achievement across all student populations and learning needs and reinforces the school's broader commitment to ensuring that every student has access to the time, instruction, and support necessary to reach grade-level proficiency.		
3	MTSS: SEL & Mental Health Supports	**Holistic Approach to Student and Family Wellness** Vista Horizon Global Academy (VHGA) endorses a comprehensive, holistic approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and a positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VHGA implements a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. To ensure	$367,877	Y

Action #	Title	Description	Total Funds	Contributing
		consistent implementation, VHGA provides ongoing professional development so that all staff understand their roles within MTSS, apply tiered interventions with fidelity, and use data-driven decision-making processes to support the whole child. **Community Partnerships and Family Resource Coordination** Through the leadership of the Community Schools Coordinator, VHGA has established and sustained connections with community-based partners to support students and families with a range of needs. Partners provide referral pathways and services that include counseling supports, housing-related assistance, and food distribution. Families can access information through resource flyers available in the school office, and the Community Schools Coordinator is available to meet with families directly to help identify needs and connect them to appropriate supports. This coordinated approach ensures that families experience the school not only as an educational institution but also as a community hub where they can access the wraparound services that support their children's success. **Daily Social-Emotional Learning Implementation** VHGA implements consistent social-emotional learning (SEL) routines across all classrooms and grade levels. All teachers will implement daily SEL during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach provides students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day. Teachers also conduct daily SEL check-ins to maintain ongoing awareness of student well-being and to surface emerging needs in a timely manner. **Way of Council Practice** Students regularly participate in Way of Council conversations that provide structured opportunities to share stories, listen actively, and build classroom community. On Fridays, students engage in Way of Council activities with peers that reinforce shared norms, including Speak from the Heart, Be Spontaneous, and Be Lean. The consistent practice of Way of Council across the school strengthens student voice, deepens peer relationships, and reinforces a culture of mutual respect and active listening that supports the conditions necessary for both academic and social-emotional growth.		

Action #	Title	Description	Total Funds	Contributing
		Enhanced Attendance Intervention Through Home Visits VHGA will continue to strengthen and communicate its attendance policy to families and students. VHGA staff will undergo training through the Parent-Teacher Home Visit Organization to conduct home visits, utilizing evidence-based practices to build community connections, develop trust, and re-engage students and families to reduce chronic absenteeism and improve daily student attendance. This intensive intervention approach addresses root causes of absenteeism by meeting families in their home environment, fostering stronger school-home partnerships, and providing personalized support that directly impacts student outcomes. Trained staff will use culturally responsive approaches to strengthen relationships with families, understand community contexts, and develop collaborative solutions that support consistent school attendance and academic engagement. Home visits also serve a celebratory purpose, with staff conducting visits to recognize students who have demonstrated significant growth in academics, attendance, and exemplification of GEAR characteristics, reinforcing the school's commitment to viewing the school-home relationship as a partnership grounded in both support and recognition. **School Attendance Review Board (SARB) Team** The VHGA School Attendance Review Board (SARB) team meets regularly to collaborate with families on individualized strategies and supports to improve attendance and reduce chronic absenteeism. SARB meetings provide a structured forum in which the school, family, and relevant support staff jointly review attendance patterns, identify barriers to consistent attendance, and develop responsive plans that address the specific circumstances of each student. The SARB process complements the home visit and Community Schools Coordinator outreach work and ensures that students experiencing persistent attendance challenges receive coordinated, individualized support. **G.E.A.R. Recognition Program** Each month, VHGA celebrates a specific schoolwide core value through the G.E.A.R. (Grit, Empathy, Accountability, and Respect) Recognition Program, which recognizes students for embodiment of these values, overall academic improvement, and individual growth identified by teachers. Teachers highlight and celebrate G.E.A.R. recognition in-class, and students are also recognized during school assemblies. The G.E.A.R. program reinforces the connection between social-emotional development and academic success and contributes to a positive school climate that supports student engagement and belonging.		

Action #	Title	Description	Total Funds	Contributing
		Targeted Attendance Support VHGA's Positive Behavioral Interventions and Supports (PBIS) Team leads the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism. The PBIS Team is comprised of the Principal, the School Psychologist, the Behavior Interventionist (Title I Funded at $72,484), the Board Certified Behavior Analyst (BCBA), and Counseling Interns from PUC. This multidisciplinary team brings together leadership, mental health expertise, and behavioral intervention capacity to ensure that attendance work is integrated with the school's broader systems of academic and behavioral support. **Transportation Support** VHGA will provide transportation services for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism, particularly for the school's Socioeconomically Disadvantaged student population. **Comprehensive Mental Health and Wellness Support Services** VHGA provides multi-layered mental health support through strategic partnerships and staffing enhancements. The school contracts counseling services from PUC that provide group counseling for students during the instructional day, ensuring immediate access to mental health support without disrupting academic learning time. Through this partnership, students receive group counseling services that address social-emotional, behavioral, and mental health needs that significantly impact student well-being and academic success. These group interventions provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in a supportive peer environment. The Assistant Principal coordinates with Turning Point counselors to ensure students receive comprehensive support while helping to implement schoolwide PBIS and restorative practices. Turning Point counselors provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges, ensuring that students in crisis are met with timely, professional response. **Trauma-Informed School Environment**		

Action #	Title	Description	Total Funds	Contributing
		The contracted counseling services from PUC (Title I funded: $10,408; LREBG funded $592) play an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional well-being throughout the school community. Through early identification and intervention strategies, Turning Point counselors help prevent the escalation of mental health challenges that can otherwise lead to chronic absenteeism, disciplinary issues, and declining academic performance. The Principal collaboratively works with the School Psychologist (LREBG funded $44,096), the BCBA, the Behavior Interventionist, Counseling Interns from PUC, and the MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families. **Behavioral Support and Intervention** The Board Certified Behavior Analyst (BCBA) provides comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA develops, trains, and provides evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment in which all students can thrive academically and socially. This comprehensive approach implements restorative practices and uses systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The behavioral intervention focus includes decreasing behaviors that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals. By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA helps create conditions that support consistent school attendance and positive school experiences. **Additional Support Systems and Climate Measurement** To reinforce a safe and welcoming learning environment, VHGA employs supervision aides trained in PBIS and restorative practices who provide additional supervision throughout the school day. To measure the impact of the school's social-emotional learning, mental health, and climate work, students are administered the California Healthy Kids Survey, which measures school climate, student connectedness, and the school's progress with SEL implementation. Survey results inform ongoing refinement of the school's SEL and mental health		

Action #	Title	Description	Total Funds	Contributing
		supports and ensure that the school's investments are aligned with the lived experiences of students.		
4	Broad Course of Study	Vista Horizon Global Academy (VHGA) provides all students in grades TK-5 with enrichment opportunities that extend beyond the core academic subjects of English Language Arts, Mathematics, Science, and Social Studies. As part of the school's commitment to a well-rounded educational program, all students receive instruction in music education, art instruction, and dance education. Music education includes sequential, standards-aligned instruction in vocal and instrumental music. Art instruction provides students with hands-on learning experiences across diverse artistic mediums and techniques. Dance education engages students in movement-based learning through various dance forms and choreography. Together, these three programs ensure that every student at VHGA experiences a comprehensive arts education as a fully integrated component of the broad course of study. **Evidence-Based Justification** The school's investment in arts education is grounded in a robust body of research demonstrating that arts instruction produces meaningful benefits across academic, cognitive, and social-emotional domains. Longitudinal research conducted by the National Endowment for the Arts has examined the relationship between arts participation and student outcomes, with findings suggesting that students who participate in arts programs tend to demonstrate stronger academic performance, higher graduation rates, and increased rates of postsecondary enrollment compared with peers who do not participate in arts programming. While the relevant research base examines a range of student populations and program structures, the consistent direction of the findings reinforces the value of providing all students with sustained access to arts instruction beginning in the elementary years. Research in cognitive neuroscience has examined the relationship between music education and brain development in school-age children. Findings indicate that sustained music instruction is associated with developmental gains in regions of the brain linked to memory, executive function, and language processing. These cognitive benefits align directly with the school's broader academic goals, particularly in the areas of literacy and language development that are central to VHGA's instructional priorities. Art instruction supports the development of creative problem-solving, visual literacy, and critical thinking. Research suggests that regular participation in	$75,869	N

Action #	Title	Description	Total Funds	Contributing
		visual art instruction supports the development of observational skills, persistence on challenging tasks, and the capacity to communicate complex ideas. These skills are transferable to other academic domains and contribute to the school's commitment to building students' capacity to engage with rigorous, multidisciplinary content. Dance instruction supports social-emotional learning, spatial awareness, and physical development. Research from organizations such as the Dana Foundation, which examines the intersection of brain science and the arts, has explored the cognitive benefits of dance instruction, including the development of coordination, balance, and kinesthetic awareness alongside gains in attention, memory, and executive control. Dance education at VHGA reinforces the school's commitment to whole-child development by addressing physical, cognitive, and social-emotional growth in an integrated way. **Alignment to California's Educational Goals** The comprehensive arts programming at VHGA aligns with California's educational goals for producing well-rounded graduates prepared for civic life, college, and career in the twenty-first century. By ensuring that all students access music, art, and dance instruction in addition to the core academic subjects, VHGA fulfills its commitment to a broad course of study and provides the foundation for the creativity, critical thinking, and cultural literacy that are essential to success in a global economy. This investment is particularly meaningful for the school's predominantly Hispanic and Socioeconomically Disadvantaged student population, who may have less access to high-quality arts instruction outside of school and for whom school-based arts programming represents an important pathway to enrichment, self-expression, and well-rounded development.		
5	Empowering SWD Academically	Vista Horizon Global Academy (VHGA) is committed to empowering Students with Disabilities (SWD) through a comprehensive special education program that ensures access to grade-level curriculum, high-quality instruction, and appropriate supports within the school's full inclusion model. This action is grounded in the belief that students with disabilities can thrive in inclusive learning environments when provided with rigorous instruction, individualized accommodations, and a coordinated team of educators committed to their success. The action is structured around bi-weekly leadership oversight, a consistent system for sharing student information across staff, ongoing professional development, dedicated collaboration time, rigorous compliance	$289,648	N

Action #	Title	Description	Total Funds	Contributing
		monitoring, and active engagement with the COP 3 special education support network. **Bi-Weekly Special Education Leadership Meetings** The VHGA school site administrators and the Director of Special Education will meet on a bi-weekly basis to address and strengthen the special education program for students with disabilities. These meetings provide a consistent forum for systematic oversight of the special education program and for ensuring that decisions are grounded in current student data and identified instructional needs. During these meetings, the team will monitor and assess student services, monitor and analyze caseload data for students with disabilities, identify and plan professional development needed at the school site throughout the year, and analyze and plan instruction for students with disabilities based on assessment data, including i-Ready results and ELA curriculum assessments. The bi-weekly cadence ensures that emerging issues are addressed promptly and that the special education program remains responsive to evolving student needs. **IEP Passports and Special Education Updates** To ensure that all general education teachers have access to current and accurate information about their students with Individualized Education Programs (IEPs), the Resource Specialist Teacher (RST) will provide all general education teachers with a copy of each student's IEP Passport. The RST will distribute IEP Passports on a monthly basis as IEP meetings are held, ensuring that general education teachers always have the most up-to-date information regarding their students with disabilities. This systematic distribution process supports consistent implementation of accommodations and modifications across classrooms and reinforces the school's commitment to ensuring that students with disabilities receive appropriate support across all instructional settings. In addition, the Director of Special Education and the Resource Specialist Teacher will attend the COP 3 Special Education Coordinating Council meetings and provide pertinent updates to school site administrators, general education staff, and parents. This communication structure ensures that the school benefits from the latest guidance, regulatory updates, and best practices shared at the regional level and that this information is disseminated to the staff and families who need it most. **Professional Development** The Director of Special Education, the Resource Specialist Teacher, the School Psychologist, and school site administrators will provide professional		

Action #	Title	Description	Total Funds	Contributing
		development designed to strengthen the special education program and support staff in serving students with disabilities effectively. These professional development sessions equip both certificated and classified general education staff with the tools needed to support students with disabilities both within and outside the general education setting. Topics will be selected based on school site needs and will include ELA, ELD, and mathematics 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; and structured collaboration time between special education and general education teachers. The breadth of these topics reflects the school's recognition that effective support for students with disabilities requires staff capacity across academic, behavioral, procedural, and collaborative dimensions. **Professional Learning Community (PLC) Time** During allotted time at weekly professional development sessions, special education and general education teachers will be provided with structured collaboration time to plan for instruction in and out of the general education setting. During this Professional Learning Community (PLC) time, staff will plan for instruction in the general education classroom, identify appropriate strategies to make the general education curriculum accessible to students with disabilities, and discuss and select appropriate accommodations. The Resource Specialist Teacher will use this time to plan for instruction in smaller settings with input from general education teachers, ensuring that pull-out and push-in supports are aligned with the instruction students receive in their core classrooms. This consistent collaboration time reinforces the school's full inclusion model by ensuring that special education and general education staff function as a unified instructional team rather than as separate programs. **Special Education Oversight by the Director of Special Education** The Director of Special Education will provide rigorous oversight to ensure that the school maintains compliance with all special education requirements and that students with IEPs receive timely, appropriate services. The following compliance and monitoring practices will be implemented: • During summer break and throughout the school year, the California Longitudinal Pupil Achievement Data System (CALPADS) is monitored by the Director of Special Education to ensure that no students with IEPs are missed.		

Action #	Title	Description	Total Funds	Contributing
		• Upon enrollment at VHGA, students are transferred into Welligent to ensure compliance and to allow services to begin as needed once the school year begins. • Welligent 300 reports are reviewed bi-weekly by the Director of Special Education, the Resource Specialist Teacher, and Designated Instructional Services (DIS) Providers to highlight best practices. • Welligent 300 reports are run weekly by the Director of Special Education to identify any discrepancies. • When discrepancies are identified, the DIS Provider is notified and supported by the Director of Special Education to correct the discrepancy. • An IEP Master Calendar is created and ready before the beginning of the school year. • IEP meetings are scheduled one month ahead of time to maintain compliance. • IEP meetings are held in person or via Zoom according to parent preference, ensuring parent participation in the IEP process. These oversight practices form a continuous compliance cycle that protects student services, supports staff in meeting their obligations, and ensures that families experience the IEP process as accessible and responsive to their preferences. **COP 3 Resources and Support** VHGA will continue to attend and actively participate in all COP 3 Coordinating Council meetings. The school will continue to work closely with its assigned program specialist and benefit from the resources and networking opportunities offered by the COP 3 team. VHGA benefits from bulletins shared by COP 3 regarding special education topics including 504 plans, Least Restrictive Environment (LRE) updates, English Language Development support for students with disabilities, and updates to the Individuals with Disabilities Education Act (IDEA). The school also benefits from compliance support provided by the COP 3 team during CALPADS reporting windows for special education. These supports and resources ensure that VHGA maintains compliance for students with disabilities and that the school's special education program continues to benefit from regional best practices and current guidance. **Connection to the School's Full Inclusion Model**		

Action #	Title	Description	Total Funds	Contributing
		Together, the bi-weekly leadership meetings, the systematic distribution of IEP Passports, the targeted professional development, the structured PLC collaboration time, the rigorous compliance oversight, and the active engagement with COP 3 reinforce VHGA's full inclusion model and the school's broader commitment to educational equity. Students with Disabilities, who represent 12% of the school's enrollment, deserve the same access to rigorous, well-supported instruction that the school provides for all learners. This action ensures that the staffing structures, planning processes, and compliance systems necessary to deliver on that commitment are in place and operating consistently throughout the school year.		
6	Accelerating English learner Success	Vista Horizon Global Academy (VHGA) is implementing this action in direct response to the documented underperformance of English Learners (ELs) on the California School Dashboard English Learner Progress Indicator (ELPI). On the 2024 Dashboard, the school's ELPI reflected a level of concern that signaled English Learners were not making sufficient progress toward English language proficiency, with 38.1% of English Learners making progress. On the 2025 Dashboard, the ELPI improved modestly to 40.9% making progress, placing the indicator at the Yellow performance level. While this represents a 2.8 percentage point gain year over year, the school's reclassification rate declined to 0% in 2024-25 (from 2.1% in 2023-24 and 8.6% in 2022-23), and the ELPAC proficiency rate declined from 11.39% Proficient in 2023-24 to 5.7% Proficient in 2024-25. Together, these data points indicate a system breakdown in the English Learner progression pipeline that requires comprehensive, coordinated, and well-resourced response. English Learners represent 47% of the school's enrollment, making this action essential to the school's broader commitment to educational equity and accelerated student outcomes. **Specialized ELD Instructional Support** VHGA will hire a part-time English Language Development (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 English Learners and Long-Term English Learners (LTELs). The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle, helping teachers develop and implement targeted language objectives alongside content objectives so that lessons provide both rigorous academic content and appropriate linguistic support. The ELD Instructional Coach will guide teachers in	$23,225	N

Action #	Title	Description	Total Funds	Contributing
		scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four language domains of listening, speaking, reading, and writing. A key area of focus for the ELD Instructional Coach will be supporting teachers in making content accessible while maintaining high expectations. This includes modeling strategies for integrating language development into content instruction through the use of visual supports, the implementation of sentence frames, the facilitation of structured academic discussions, and the development of students' metalinguistic awareness. The investment in a dedicated ELD Instructional Coach directly addresses one of the primary root causes identified in the ELPI Needs Assessment, namely the inconsistent implementation of Designated and Integrated ELD across classrooms. **Technology-Enhanced English Learner Support** VHGA will implement the Ellevation Platform (Title III Funded at $3,500) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. The Ellevation Platform enables 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. By providing teachers with a centralized, accessible system for English Learner data, the Ellevation Platform addresses the assessment and monitoring gap identified in the ELPI Needs Assessment, in which limited systematic use of EL-specific data was identified as a contributing factor to the decline in reclassification and ELPAC proficiency. **Direct Instructional Support** Instructional Aides will provide push-in support for English Learners during the instructional day, working collaboratively with classroom teachers to deliver targeted language support within the general education setting. This push-in model ensures that English Learners receive additional linguistic scaffolding while remaining integrated with their peers and accessing grade-level academic content, consistent with the school's full inclusion model. The push-in model also supports the broader goal of ensuring that English Learners receive consistent language support throughout the instructional day rather than only during designated ELD blocks. **Comprehensive English Language Development Framework**		

Action #	Title	Description	Total Funds	Contributing
		VHGA will implement a comprehensive English Language Development framework structured around three integrated components: • **Designated ELD Implementation:** Daily focused instruction on English language skills, including grammar, vocabulary, and syntax, will be delivered each morning as part of structured warm-up activities for grades 1 through 6. This consistent, systematic approach provides 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 throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. • **Authentic Language Exposure:** All students will receive monthly issues of Time Magazine through a year-long subscription for the 2025-26 school year, providing opportunities to engage with real-world texts and authentic language use. This exposure to current events and varied text structures will enhance academic vocabulary development and cultural knowledge essential for academic success. This three-part framework addresses the structural inconsistency in ELD implementation identified in the Needs Assessment by establishing clear expectations for both Designated and Integrated ELD across the school day. **Strategic Professional Development and Collaboration** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (Title III Funded at $5,000), 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. Cooperative learning structures are particularly effective for English Learners because they create predictable opportunities for student talk, reduce the affective filter associated with public speaking, and ensure that all students participate actively in academic conversations. At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic		

Action #	Title	Description	Total Funds	Contributing
		support aligned to individual student goals and language development needs. These collaborative planning sessions ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success. This approach reinforces the principle that supporting English Learners is a shared responsibility across the full instructional team, not the sole responsibility of a single ELD provider. **Instructional Enhancement and Resource Integration** The adoption of the new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration ensures that language development is systematically addressed within core academic instruction rather than treated as a supplementary or separate concern. To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with the processing time necessary to formulate responses and engage meaningfully in academic discussions. The use of structured Think Time supports language production while building student confidence in academic communication, particularly for students who require additional time to formulate responses in English. **Systematic Assessment and Progress Monitoring** Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity. Teachers will collaborate with the ELD Instructional Coach through consistently scheduled collaborative planning sessions to co-plan lessons that address both language and content objectives. These planning sessions ensure alignment between classroom instruction and ELD support while maximizing the impact of all instructional minutes for English Learners. This regular assessment cycle is consistent with the six-to-eight week progress monitoring cadence identified in the ELPI Needs Assessment Action Plan. **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		

Action #	Title	Description	Total Funds	Contributing
		assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. The trimester planning structure ensures that English Learner support is consistently reviewed and adjusted across the school year and that no English Learner remains in a static instructional placement when the data suggests a need for change.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Vista Horizon Global Academy (VHGA) developed Goal 2, Professional Growth, in response to a combination of credentialing and instructional capacity data, the documented academic performance trends that require strengthened teacher capacity to address, partner priorities, and the strategic recognition that durable improvement in student outcomes depends on durable improvement in staff capacity, leadership, and instructional practice. The rationale for this goal is grounded in five interrelated lines of evidence summarized below.

Response to Teacher Credentialing and Instructional Capacity Data: The goal responds directly to data indicating that strengthened teacher capacity is essential to closing achievement gaps at VHGA. The fully credentialed and appropriately assigned teacher rate stands at 69.2% in 2023-24, an improvement from 52.3% in 2021-22 and 60.3% in 2022-23, but remaining well below the school's target of 100% in 2024-25. The needs assessments for ELA, Mathematics, and the English Learner Progress Indicator (ELPI) each identified teacher capacity as a primary root cause contributing to the school's academic performance challenges. New teachers lack comprehensive training in the approved curriculum, leading to inconsistent implementation across classrooms, and limited ongoing coaching support means that teachers do not consistently receive the feedback necessary to refine their practice. These conditions affect every student the school serves and require a sustained, system-level investment in teacher development, instructional coaching, and credentialing pathways. Goal 2 was developed to provide the strategic structure through which the school addresses these capacity gaps as a precondition for advancing the rigorous instructional response described in Goal 1.

Connection to Academic Performance Trends: The goal also responds to the academic performance trends that necessitate strengthened instructional practice. The 2025 California School Dashboard reflects an Orange performance level on the ELA Academic Indicator for the All Students group with a 12.3 point decline in Distance from Standard, a Red performance level for the Hispanic student group representing 93% of the school's enrollment, an Orange performance level on the Mathematics Academic Indicator for the All Students group, and a Yellow ELPI accompanied by a decline in ELPAC proficiency from 11.39% in 2023-24 to 5.7% in 2024-25. Closing these gaps requires teachers who are equipped with the instructional knowledge, pedagogical practices, and data-informed decision-making skills necessary to deliver rigorous, standards-aligned, and culturally responsive instruction to a student population that is 93% Hispanic, 93% Socioeconomically Disadvantaged, 47% English Learners, and 12% Students with Disabilities. Goal 2 reflects the school's recognition that meaningful improvement in student outcomes depends on equally meaningful investment in the educators who deliver instruction.

Alignment with Strategic Frameworks: MTSS, STEAM, and Distributed Leadership: The goal reflects the alignment of the school's professional learning structure with the strategic frameworks that guide the broader instructional program. The Multi-Tiered System of Supports (MTSS) framework, the California Community Schools Framework, and the school's STEAM-focused educational model each require teachers to deliver instruction with consistency, rigor, and responsiveness across tiers of intervention and across content areas. Goal 2 was developed to ensure that the professional development, instructional coaching, and collaborative leadership structures necessary to operationalize these frameworks are sustained and continuously refined. The goal's emphasis on shared decision-making, distributed leadership, and continuous improvement reflects the school's belief that instructional excellence emerges from collaborative, data-informed professional communities rather than from isolated individual practice.

Reflection of Educational Partner Priorities: The goal further reflects priorities surfaced consistently through the educational partner engagement process. Administrators, teachers, classified staff, parents and families, the Parent Advisory Committee, and the combined ELAC, DELAC, and EL-PAC each emphasized the continued investment in Instructional Coaches for English Language Arts (ELA), Mathematics, and English Language Development (ELD). Teachers and classified staff specifically requested professional development on the Science of Reading, on intervention delivery, and on social-emotional learning support. Teachers also requested continued investment in the Behavior Interventionist and the Intervention Coordinator, both of whom serve as professional development resources for general education staff in addition to their direct service roles with students. The COP 3 SELPA provided ongoing consultation on professional development priorities specific to special education, including Welligent training, compliant Present Levels of Performance for English Learner students with disabilities, and procedural guidance. Goal 2 reflects this convergent partner input and provides the strategic structure through which professional development, coaching, and credentialing investments respond to the priorities partners identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 52.3%	2022-23: 60.3%	2023-24: 69.2%	2024-25: 100%	-16.9%
14	% 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%
15	Implementation of the State Academic content & performance standards for all	2023-24 ELA: 4 ELD: 4 Math: 4	2024-25 ELA: 4 ELD: 4 Math: 4	2025-26: ELA: 5 ELD: 5 Math: 5	2026-27: ELA: 5 ELD: 5 Math: 5	ELA: +1 ELD: +1 Math: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Social Science: 4 Science: 3 CTE: N/A Health: 3 PE: 5 VAPA: 4 World Language: N/A	Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: N/A	Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: N/A	Social Science: 5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: N/A	Social Science: +1 Science: +1 CTE: N/A Health: +1 PE: 0 VAPA: +1 World Language: N/A

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: **Staffing and Teacher Qualifications** *Implementation Status: Partial*. Vista Horizon Global Academy employs a full-time principal, and all teachers are fully credentialed and appropriately assigned to deliver instruction. VHGA hired one intern teacher this year who is currently enrolled in an induction program to support their path toward full credentialing. To ensure instructional continuity when teachers are absent, substitute teachers are contracted through SCOOT Education, a staffing agency that verifies all substitutes meet California credentialing requirements.

Individualized Coaching and Professional Growth *Implementation Status: Fully Implemented*. The school administrator provides individualized coaching support to every teacher. The Principal conducts focused one-on-one coaching sessions throughout the year, working with teachers to set meaningful goals and monitor their professional progress. These personalized coaching conversations ensure teachers receive targeted support to enhance their instructional practice. Documentation of each teacher's Growth Cycle Reflection and supporting evidence is maintained in individual folders.

Weekly Professional Collaboration *Implementation Status: Fully Implemented* - Vista Horizon Global Academy dedicates weekly time for comprehensive professional collaboration among the entire instructional team. During these sessions, teachers, teaching assistants, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies.

The school calendar is developed by the Central Support Team, shared with administrators for review and input, and finalized upon approval.

Action 2: **Professional Development Planning** - *Implementation Status: Partial- The ELD Instructional Coach and Math Instructional Coach positions remain vacant.* All administrators are required to develop a comprehensive professional development schedule for the school year. Once completed, the schedule is reviewed by the Central Support Team and revisited during regular administrator check-ins to ensure alignment with school goals and staff needs. The Central Office continues to actively recruit for both the ELD Instructional Coach and Math Instructional Coach positions to provide enhanced instructional support for teachers.

Weekly Professional Collaboration- *Implementation Status: Fully Implemented*- Vista Horizon Global Academy dedicates weekly time for comprehensive professional collaboration among the entire instructional team. During these sessions, teachers, teaching assistants, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies.

Curriculum and Instructional Training *Implementation Status: Fully Implemented* - All teachers have received training in the full range of curriculum and instructional programs used at VHGA, including:

- i-Ready Math – Mathematics instruction and diagnostic assessment
- myView ELA – English Language Arts curriculum
- Amplify Science – Science instruction
- Studies Weekly – Social studies curriculum
- Kagan Structures – Cooperative learning strategies
- Ways of Council – Social-emotional learning and community building
- English Language Development (ELD) – Designated and integrated ELD instruction
- GEAR – Behavioral expectations and support
- Special Education (SPED) – Supporting students with disabilities

This comprehensive training ensures all staff are equipped to deliver consistent, high-quality instruction across all content areas and support systems.

Action 3: VHGA has successfully implemented equitable access to standards-aligned curriculum and instructional materials across all disciplines. The new English Language Arts curriculum, myView, has been purchased and adopted school-wide. To ensure consistent and effective delivery of instruction, VHGA has established a comprehensive implementation support system that includes:

- Curriculum Partner Coaching: Onsite coaching from curriculum partners provides teachers with direct support in implementing myView with fidelity
- Organization-wide Collaboration: Ongoing collaboration with VCPS district staff ensures alignment with district expectations and access to additional resources
- Instructional Leadership: Site administrators provide instructional leadership and oversight to support consistent lesson delivery across all classrooms

This multi-layered approach to implementation support ensures that all teachers are equipped to deliver high-quality, standards-aligned instruction and that all students have access to rigorous instructional materials.

Action 4: VHGA has fully implemented educational technology and support system that promotes 21st-century learning and equitable access to digital resources. The school sustains a 1:1 technology ratio for students and staff, ensuring consistent access to digital instructional tools and standards-aligned curricular materials during the school day, as well as for extended learning opportunities.

All instructional staff are provided with and have access to technology that strengthens teaching and learning, including support for differentiated instruction, efficient access to curriculum resources, and increased student engagement.

VHGA's technology infrastructure is supported by a dedicated IT professional who maintains the school's technology ecosystem through routine device maintenance, system updates, and network management. This ongoing support helps ensure reliable connectivity, strong system performance, and a consistent, uninterrupted learning environment.

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 Horizon Global Academy (VHGA) reports the following material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 2 during the 2025-26 implementation year.

- **Action 2: Professional Learning and Development:** Estimated actual expenditures for Action 2 were lower than the budgeted amount, resulting in a savings during the implementation year. The variance was driven by two factors. First, the Mathematics Instructional Coach position was not filled until late in the school year, which reduced the personnel costs incurred during 2025-26 implementation. Second, the actual cost of professional development delivered during the year was lower than budgeted. The delayed hiring of the Mathematics Instructional Coach affected the school's capacity to deliver sustained, content-specific coaching in mathematics during the 2025-26 school year, which is consistent with the identified root causes of mathematics performance gaps documented in the Mathematics Needs Assessment. The school will adjust the 2026-27 budgeted expenditures and recruitment timeline with the goal of filling the Mathematics Instructional Coach position at the start of the school year and sustaining the level of professional development necessary to address the academic performance trends identified in the 2025 California School Dashboard.
- **Action 3: Core Curricular and Instructional Materials:** Estimated actual expenditures for Action 3 exceeded the budgeted amount during the implementation year. The variance was driven by higher-than-budgeted costs for the purchase of the SAVIS curriculum and the Amplify Science curriculum. The investment in updated, standards-aligned curriculum supports the school's continued strong performance on the Science Indicator (+45.2 points above standard) and the school's broader commitment to providing all students with access to rigorous, standards-aligned instructional materials across all subject areas, consistent with State Priority 1 (Basic Services) and State Priority 2 (Implementation of State Standards). The school will adjust the 2026-27 budgeted expenditures to reflect the actual curriculum costs and to ensure that ongoing curriculum purchases, including replacement and replenishment of consumable materials, are accurately reflected in the budget.
- **Action 4: Educational Technology and Support:** Estimated actual expenditures for Action 4 were lower than the budgeted amount, resulting in a savings during the implementation year. The variance was driven by an over-projection in the budgeted number of Chromebook purchases, with fewer devices ultimately purchased than originally projected. The actual device purchases were sufficient to maintain the school's One-to-One (1:1) device program and to support all students and staff with reliable access to technology. The school will adjust the 2026-27 budgeted expenditures to reflect a more accurate projection of device replacement needs, accommodating the school's continued enrollment growth from 135 students in 2023-24 to 173 students in 2025-26 while avoiding over-projection of replacement device costs.

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

Action 1: This action has been effective in advancing Vista Horizon Global Academy's goal of staffing the educational program with qualified personnel and supporting their continued growth as instructional practitioners. Effectiveness is reflected in two areas: alignment of instructional practice across the Vista Charter Public Schools network and the use of data to drive planning, grading, and intervention support for students.

Alignment with other Vista schools strengthens the coherence of the educational program across the network and ensures that Vista Horizon Global Academy benefits from shared instructional frameworks, common expectations for teaching and learning, and consistent professional standards. This network-level alignment supports continuity for students, families, and staff, and reinforces the systems that drive instructional quality. At the same time, the school's commitment to data-driven practice ensures that staffing decisions, instructional planning, grading practices, and intervention supports are grounded in evidence of student learning rather than assumption. Teachers and administrators use student data to identify needs, target supports, and adjust instruction in ways that advance both individual student progress and program-wide effectiveness.

A central component of this action is the individualized coaching support that the school administrator provides to every teacher. The Principal conducts focused one-on-one coaching sessions throughout the year, working with teachers to set meaningful professional goals and monitor their progress against those goals. These personalized coaching conversations ensure that every teacher receives targeted feedback and support designed to strengthen instructional practice, refine classroom systems, and address areas for growth identified through observation and reflection. The structure of regular coaching cycles positions teachers to develop continuously rather than receive feedback only at evaluation milestones, which supports both new and experienced educators in advancing their craft.

To anchor this coaching work in evidence and accountability, the school maintains documentation of each teacher's Growth Cycle Reflection and supporting evidence in individual teacher folders. This documentation creates a clear record of professional learning, goal progression, and instructional development over time, and it supports continuity in coaching across the school year. The combination of network-level alignment, data-driven decision-making, individualized coaching, and structured documentation positions Vista Horizon Global Academy to sustain a strong, well-supported instructional staff capable of meeting the diverse needs of all learners.

Action 2: This action has been effective in advancing Vista Horizon Global Academy's commitment to building a strong, collaborative, and data-informed instructional staff capable of meeting the diverse needs of all learners. Effectiveness is grounded in the collaborative culture that staff have established during dedicated professional development time, where educators come together to examine their practice, analyze student outcomes, and refine instructional approaches in service of improved student achievement.

Collaboration during professional development time serves as a foundational practice for the school's continuous improvement cycle. When teachers engage in shared learning, professional dialogue, and joint problem-solving, they strengthen the coherence of instruction across grade levels and content areas, build collective expertise, and develop shared ownership of student outcomes. This collaborative model also reinforces a culture of professional trust and mutual accountability, both of which are essential conditions for sustained instructional improvement.

The school's commitment to continuous improvement through data analysis and responsive instruction requires intentional investment in building staff capacity across three interrelated areas. Assessment literacy ensures that teachers understand the purposes, structures, and appropriate uses of the assessments administered throughout the year, including how to interpret results in ways that meaningfully inform instruction. Data interpretation skills equip teachers to move beyond surface-level observations and identify patterns, trends, and student-specific needs that warrant targeted instructional response. Instructional adjustment strategies translate insights from data into concrete changes in classroom practice, including reteaching, regrouping, scaffolding, and differentiated supports for students who require additional time or alternative pathways to mastery. Together, these capacities position teachers to use evidence of student learning as the primary driver of their instructional decisions.

This systematic approach to professional growth ensures that teaching practices at Vista Horizon Global Academy continue to evolve based on evidence of student learning and achievement rather than on assumption or routine. As staff continue to engage in collaborative professional development, refine their assessment and data practices, and adjust instruction in response to student needs, the school is positioned to sustain progress toward its goals and reinforce the conditions necessary for all students, including those from historically underserved groups, to access rigorous and responsive instruction.

Action 3: This action has been effective in advancing Vista Horizon Global Academy's commitment to high-quality core curriculum implementation and equitable access to rigorous, standards-aligned instruction for all students. Effectiveness is grounded in the alignment between targeted professional development, established systems for coaching and collaboration, and consistent instructional practices across classrooms.

Targeted professional development has played a central role in strengthening teacher capacity to implement core curriculum with fidelity. Through focused professional learning aligned to the demands of grade-level standards and the design of adopted instructional materials, teachers have deepened their understanding of curriculum structure, content progressions, and the instructional moves required to advance student mastery. This investment in professional learning ensures that the curriculum is not only adopted but is implemented in ways that produce meaningful learning experiences for students.

Clearly established systems for coaching and collaboration further reinforce instructional consistency across classrooms. When teachers across grade levels and content areas operate within shared expectations for curriculum implementation, students experience greater coherence in their learning, and transitions between grade levels are more seamless. Collaborative structures provide regular opportunities for teachers to plan together, examine student work, share effective practices, and align their instructional approaches. These structures position teachers to learn from one another and to refine their practice continuously rather than in isolation.

Ongoing coaching, leadership collaboration, and regular classroom observations create the conditions for timely, actionable feedback and continuous refinement of instruction. Through this combination of supports, teachers receive both formative guidance during instructional cycles and reflective opportunities to evaluate their practice over time. Leadership collaboration ensures that coaching messages are coherent, that observation feedback is grounded in shared expectations, and that instructional priorities remain aligned across the school. Regular observations also allow leadership to identify emerging trends in instructional practice, recognize effective implementation, and direct additional support to areas of need.

Together, these structures, targeted professional development, established coaching and collaboration systems, and ongoing observation cycles, advance the school's broader commitment to equitable access to high-quality curriculum. As implementation continues to mature, Vista Horizon Global Academy is positioned to sustain progress toward strong instructional outcomes for all students, including those from historically underserved groups who most directly benefit from consistent access to rigorous, well-supported core instruction.

Action 4: This action has been effective in advancing Vista Horizon Global Academy's commitment to ensuring that all students have access to standards-aligned curriculum and instructional materials that support their academic success. Technology serves as both a delivery mechanism for core and supplemental instruction and an enabler of the school's broader instructional priorities, including data-driven instruction, differentiated learning, and equitable access to rigorous content.

A central element of this action is the school's investment in maintaining current licenses for essential standards-based digital curriculum platforms. Sustained licensing ensures that teachers and students have uninterrupted access to the digital tools required to support core instruction, intervention, and assessment throughout the school year. By maintaining these licenses on a consistent basis, the school avoids gaps in access that could disrupt instructional continuity and undermine the implementation of grade-level standards. This investment also supports the school's ability to leverage digital platforms for personalized learning pathways, formative assessment, and progress monitoring, all of which contribute to responsive instruction aligned to identified student needs.

In addition to platform access, the school provides regular IT support to both teachers and students. Reliable IT support ensures that technical issues are addressed promptly, that devices and platforms function as intended, and that instructional time is preserved rather than lost to unresolved technology problems. For teachers, consistent IT support enables confident integration of digital tools into daily instruction. For students, it ensures equitable access to the learning experiences and resources made available through the school's digital infrastructure. This is particularly important for the school's student population, in which 93% of students are Socioeconomically Disadvantaged and may rely on school-provided technology resources to access digital learning at school and, where applicable, at home.

Together, these structures, sustained access to standards-aligned digital curriculum platforms and consistent IT support for teachers and students, reinforce the conditions necessary for high-quality, technology-enabled instruction. As implementation continues, Vista Horizon Global Academy is positioned to maintain and strengthen the role of technology as a foundational support for the broader educational program and as a contributor to equitable access to rigorous learning experiences for all students.

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

Vista Horizon Global Academy (VHGA) develops an annual Local Control and Accountability Plan (LCAP) based on a deliberate, evidence-grounded reflection process that integrates feedback from educational partners gathered through the sustained engagement structures described in the Educational Partners Engagement section of this plan, local and state quantitative and qualitative data, California School Dashboard performance results, and the findings from the school's comprehensive needs assessment. Through this multi-source reflective approach, the school ensures that each annual LCAP revision is responsive to current student needs while maintaining the continuity necessary to implement evidence-informed strategies with fidelity over time.

For the 2026-27 school year, the school has determined that no changes are warranted to the goal, the metrics, the target outcomes, or the actions established in the prior LCAP cycle. The decision to maintain continuity across these elements reflects the school's commitment to sustained, multi-year implementation of its strategic priorities, including its multi-phase approach to the Multi-Tiered System of Supports (MTSS) framework and the California Community Schools Framework. Both frameworks are designed for longitudinal implementation, with each phase building on the work and capacity established in prior phases. Discontinuing or significantly revising these frameworks in the middle of their implementation cycle would compromise the school's ability to realize their intended outcomes and would disrupt the systems that staff, students, and families have come to rely on.

VHGA will continue to advance its multi-phase MTSS implementation, deepening the integration of Tier 1, Tier 2, and Tier 3 supports across academic, behavioral, and social-emotional domains, and strengthening the systems through which staff identify, serve, and monitor students at each level of support. The school will also continue to implement the California Community Schools Framework supported by the California Community Schools Partnership Program (CCSPP) Implementation Grant, sustaining the integrated student supports, family engagement structures, and community partnerships that have contributed to the school's current strengths in attendance, school climate, and family confidence in the school. The continuity reflected in this year's LCAP is not the result of passive maintenance, but rather the deliberate choice to allow sustained, evidence-informed strategies to produce their intended outcomes over the time horizon they require.

While the goal, metrics, target outcomes, and actions remain unchanged, the school will continue to monitor implementation effectiveness, analyze student outcome data through the established needs assessment cycle, and engage educational partners in ongoing reflection. If subsequent data or stakeholder feedback indicates that meaningful changes are warranted in future LCAP cycles, the school will incorporate those changes through the same evidence-grounded reflective process that has informed this year's decision to sustain the current LCAP framework.

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	Vista Horizon Global Academy will employ one full-time Principal who will serve as the school's instructional leader in addition to their administrative role. As instructional leader, the Principal will provide instructional coaching, analyze student and schoolwide data, lead and facilitate professional development, direct the Instructional Leadership Team (ILT), and lead the Multi-Tiered System of Supports (MTSS). The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas, including English Language Arts, Mathematics, Science, and Social Studies. VHGA will also maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent or participating in professional learning. **Teacher Professional Development** All teachers will participate in robust professional development and receive comprehensive instructional coaching throughout the year. The professional development calendar includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic school year. Professional development will be led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. **Instructional Calendar** VHGA provides its students with a longer school day and a longer school year that includes 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days.	$989,939	Y
2	Professional Learning & Development	VHGA 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	$181,248	N

Action #	Title	Description	Total Funds	Contributing
		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 of professional development specifically for new teachers. During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional professional development days dedicated to data analysis and instructional planning. **Role-Specific Professional Development** Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, Data-Driven Instruction (DDI) coaching and observation techniques, and multilingual language services aligned to the EL Roadmap Policy. The Assistant Superintendent of Instruction will provide ongoing leadership coaching to the Principal to build capacity for effective instructional leadership. Teachers will participate in professional development focused on data-driven analysis and instruction, ELA and Math curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. Instructional Aides and paraprofessionals will receive training on supporting ELA and Math instruction, working with multilingual learners, and implementing effective push-in and pull-out intervention strategies. **Special Training Programs and Retreats** All certificated staff will attend a three-day summer retreat in late August focused on restorative practices, Way of Council implementation, and global competence development. To strengthen the school's Multi-Tiered System of Supports (MTSS), VHGA will continue its partnership with OCDE for coaching that systematizes the schoolwide MTSS approach. This evidence-based framework integrates academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive		

Action #	Title	Description	Total Funds	Contributing
		core instruction while providing timely interventions for those needing additional integrated support. Systematic MTSS implementation will also guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction. Kagan cooperative learning training will be customized to meet teachers' varying levels of experience, with introductory sessions for newcomers and advanced strategies for those already familiar with Kagan methods. These research-based cooperative learning structures are particularly effective for English Learners because they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. Costs for Kagan training are included in Goal 1, Action 5. VHGA 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, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, with emphasis on integrating these evidence-based practices across content areas. Science, social studies, and mathematics teachers will be supported in their roles as developers of student literacy. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through strategies including text annotation, summarization, and structured discussion protocols. Professional development will also cover assessment and intervention strategies that help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, along with specialized strategies for English Learners' literacy development. **Instructional Coaching** 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		

Action #	Title	Description	Total Funds	Contributing
		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		

Action #	Title	Description	Total Funds	Contributing
		the" Try, Discuss, and Connect" approach, productive mathematical discourse, and problem-solving strategies that engage diverse learners. The Math Coach will guide teachers in using formative assessment data to identify misconceptions, plan differentiated instruction and create scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Coach will facilitate Professional Learning Communities in which teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments, and will work with school leadership to develop coherent mathematics programming across grade levels and to establish systems for monitoring student progress. **Leadership Development** VHGA 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	VHGA 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.	$22,856	N

Action #	Title	Description	Total Funds	Contributing
		This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.		
4	Educational Technology & Support	Vista Horizon Global Academy (VHGA) will maintain a comprehensive educational technology program to support 21st century learning and ensure equitable access to digital resources for all students. As a school serving a population that is 93% Socioeconomically Disadvantaged and 47% English Learners, VHGA recognizes that consistent, well-supported access to instructional technology is essential to advancing educational equity, supporting differentiated instruction, and ensuring that every student can fully participate in the school's standards-aligned instructional program. **One-to-One (1:1) Device Program** The school will provide all students and staff with individual technology devices through a One-to-One (1:1) device program. This program ensures that every student has consistent, reliable access to curricular and instructional materials both in the classroom and during extended learning opportunities, including before-school and after-school tutoring, ELOP programming, and at-home assignments where applicable. The 1:1 device program supports access to the standards-aligned digital curriculum platforms and assessment tools used throughout the instructional program, including i-Ready, the Ellevation Platform, and the Littera Education tutoring platform. By ensuring that no student is dependent on shared classroom devices or limited by inconsistent access, the 1:1 program advances the school's broader commitment to equitable participation in technology-enabled instruction. **Dedicated IT Support** A dedicated IT Support position will be maintained to ensure the consistent, reliable functioning of the school's technology infrastructure. The IT Support position is responsible for troubleshooting technical issues affecting both teachers and students, managing device inventory across the 1:1 program, ensuring adequate bandwidth throughout all school facilities to support concurrent digital instruction, implementing appropriate	$67,500	N

Action #	Title	Description	Total Funds	Contributing
		content filtering consistent with state and federal requirements, and maintaining cybersecurity protocols that protect student and staff data privacy. The presence of dedicated IT support ensures that technical issues are addressed promptly and that instructional time is preserved rather than lost to unresolved technology problems. For teachers, this support enables confident integration of digital tools into daily instruction. For students, it ensures equitable access to the learning experiences and resources made available through the school's digital infrastructure. **Infrastructure Assessment and Cybersecurity** The school's technology infrastructure will undergo regular assessment to identify and address potential connectivity issues, performance gaps, and security vulnerabilities before they affect instruction. Cybersecurity practices will be implemented and maintained in alignment with state requirements for student data privacy, including compliance with the California Student Online Personal Information Protection Act (SOPIPA) and the federal Children's Internet Protection Act (CIPA). Routine assessment of the infrastructure ensures that the school's technology environment remains secure, functional, and capable of supporting the volume of digital instruction required to meet the diverse needs of all learners. **Device Replacement and Lifecycle Management** Annual device purchases will be made based on a replacement cycle analysis that maintains an adequate supply of functioning equipment and accommodates enrollment growth. The replacement cycle ensures that aging devices are systematically refreshed before they become unreliable and that the school's enrollment trajectory, which has grown from 135 students in 2023-24 to 173 students in 2025-26, is consistently matched with sufficient device capacity. Lifecycle management also supports financial planning by spreading device replacement costs across multiple budget years rather than requiring large, one-time replacement expenditures that strain operational budgets. **Connection to the School's Broader Instructional Program**		

Action #	Title	Description	Total Funds	Contributing
		Together, the 1:1 device program, dedicated IT Support, ongoing infrastructure assessment, and structured device replacement cycle reinforce the conditions necessary for high-quality, technology-enabled instruction. As VHGA implements its standards-aligned curriculum, expands data-driven instruction through diagnostic platforms such as i-Ready, supports English Learners through the Ellevation Platform, and provides targeted academic support through the Littera Education tutoring program, a stable and well-resourced technology infrastructure ensures that these instructional investments produce their intended outcomes for students. The technology action is therefore not a standalone investment but a foundational support that enables the school's broader instructional program to function effectively for the students it serves.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Vista Horizon Global Academy (VHGA) developed the goal, Family and Community Partnerships, in response to a combination of strong evidence that the school's family and community engagement work is producing measurable results, the recognition that sustained family partnership is foundational to student success, alignment with the California Community Schools Framework, partner priorities surfaced through the engagement process, and the State Priority requirements that govern parent and family engagement in California schools. The rationale for this goal is grounded in five interrelated lines of evidence summarized below.

Response to Evidence of Strong Family and Community Engagement Outcomes: The goal responds to clear evidence that the school's family and community engagement work is producing measurable, positive results for students and families. The 2025 California School Dashboard reflects a Blue performance level on the Chronic Absenteeism Indicator for the All Students group with a Chronic Absenteeism rate of 4.9%, reflecting a decline from 10.2% in 2023-24 and representing approximately a 50% reduction year over year, along with Green performance levels for English Learners, Socioeconomically Disadvantaged students, and Hispanic students. Sustained enrollment growth from 135 students in 2023-24 to 154 students in 2024-25 and 173 students in 2025-26 reflects growing family confidence in the school. The California Healthy Kids Survey results reflect a Sense of Safety score of 92% and a School Connectedness score of 89% in 2025-26, both substantial improvements from prior years and indicators of strong family and student investment in the school community. The Facility Inspection Tool (FIT) Report Score remains at the Exemplary rating, indicating that the school provides families with a safe and well-maintained learning environment. Parent input in decision-making and parent participation in programs for Unduplicated Pupils and Students with Disabilities both score at the highest implementation level on the school's metric scale. Goal 3 is designed to sustain and deepen these outcomes by continuing the integrated systems of family and community partnership that have produced them.

Foundation in the School's Demographic Profile and Equity Commitments: The goal also reflects the school's recognition that meaningful family and community partnership is essential to serving the student population the school serves. VHGA's enrollment is 93% Hispanic, 93% Socioeconomically Disadvantaged, 47% English Learners, and 12% Students with Disabilities. For families navigating socioeconomic challenges, navigating English as a second language, navigating the special education process, or navigating a school system in which they may have limited prior experience as decision-makers, sustained and culturally responsive family engagement is not an enrichment but a necessary condition for advocacy, partnership, and student success. Goal 3 reflects the school's commitment to ensuring that family voice, family partnership, and family access to resources are not contingent on family wealth, language proficiency, or familiarity with formal school structures.

Alignment with the California Community Schools Framework: The goal reflects the school's status as a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, which positions VHGA to fully implement the California Community Schools Framework across its five-year grant cycle. The Community Schools Framework rests on four pillars, two of which, integrated student supports and active family and community engagement, are directly and primarily advanced through Goal 3. The work of the Community Schools Coordinator, the Community Schools Leadership Team, the school's connections to community-based partners providing counseling, housing, and food resources, and the school's network of family engagement structures all reflect operationalization of the Community Schools Framework. Goal 3 was developed to provide the strategic structure through which the school sustains and deepens its community schools investment while continuing to integrate this work with the academic and instructional focus articulated in Goals 1 and 2.

Reflection of Educational Partner Priorities: The goal further reflects priorities surfaced consistently through the educational partner engagement process. The Parent Advisory Committee (PAC) emphasized the value of parent education workshops, the monthly Coffee with the Principal sessions, schoolwide events, and continued use of ParentSquare as the primary communication platform. The combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee (ELAC, DELAC, and EL-PAC) emphasized sustained communication, multilingual access, and engagement in school decision-making. Parents and families more broadly requested expanded parent workshops, increased opportunities for engagement through ParentSquare and virtual platforms, and continued home visits. Teachers and classified staff identified family communication, family workshops on academic data literacy, and translation and interpretation services as essential supports for the broader instructional program. Goal 3 reflects this convergent partner input and provides the strategic structure through which family and community engagement investments respond to the priorities partners identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
17	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;	2023-24: 9. 4 10. 4 11. 4 12. 4	2024-25: 9. 5 10. 5 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +1 10. +1 11. +1 12. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
18	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 Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 4 3. 5 4. 4	2024-25: 1. 5 2. 5 3. 5 4. 5	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. 0 2. +1 3. 0 4. +1
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	2023-24: 75% Sense of Safety 72% School Connectedness	2024-25: 57% Sense of Safety 57% School Connectedness	2025-26: 92% Sense of Safety 89% School Connectedness	2026-27: >90% Sense of Safety 90% School Connectedness	+17% Sense of Safety +17% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 89% Sense of Safety 91% School Connectedness	2024-25: 92% Sense of Safety 92% School Connectedness	2025-26: 100% Sense of Safety 100% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+11% Sense of Safety +9% School Connectedness
21	Other Local Measure - Staff Survey: Sense	2023-24: 75% Sense of Safety	2024-25: 88% Sense of Safety	2025-26: 100% Sense of Safety	2026-27: >90% Sense of Safety	+25% Sense of Safety +40% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of safety & school connectedness Source: Local	60% School Connectedness	88% School Connectedness	100% School Connectedness	>90% 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: The Safe Facilities action is fully implemented at Vista Horizon Global Academy. The school maintains comprehensive student records through PowerSchool, the integrated Student Information System, which serves as the secure platform for managing essential student data and ensures accurate and reliable record-keeping, including daily attendance. Emergency systems are fully in place to support rapid communication and response in the event of an incident, reinforcing the school's commitment to preparedness and prevention. Through enhanced supervision, comprehensive security systems, and ongoing attention to campus safety, the school maintains a proactive approach to protecting students and staff, and continues to make progress toward maintaining a safe, secure, and supportive learning environment aligned with the midyear LCAP goals.

Implementation has produced notable successes in the area of facility maintenance. The school has prioritized facility upkeep through a comprehensive preventative maintenance approach paired with timely response to repair needs. As a Proposition 39 school co-located on a Los Angeles Unified School District (LAUSD) campus, Vista Horizon Global Academy has established and continues to maintain a strong, collaborative partnership with LAUSD to ensure that facility needs are addressed efficiently and effectively. This partnership has been instrumental in supporting a clean, safe, and well-maintained learning environment for students and staff.

Implementation has also surfaced several challenges that the school continues to navigate. As a Proposition 39 co-location, the school must coordinate emergency drills with the host school to ensure both campuses conduct drills simultaneously, which requires ongoing communication and scheduling alignment. Facility and maintenance issues have remained a recurring challenge throughout the year, with multiple work orders submitted for water leaks, restroom cleanliness, and the routine sweeping and mopping of classrooms. Because Vista Horizon Global Academy operates as a tenant on a District school site under Proposition 39, responsibility for facility maintenance rests with LAUSD, which means the school must rely on the District's response timelines and capacity to resolve issues as they arise.

Overall, the action remains fully implemented, with strong systems in place for student records, emergency response, supervision, and security, and with a productive working relationship with LAUSD that continues to support the goal of maintaining safe and well-maintained facilities for students and staff.

Action 2: The Parents as Decision-Makers action is fully implemented at Vista Horizon Global Academy. The school has successfully established and maintained all required parent and family engagement committees in alignment with California Education Code requirements. The English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), English Learner Parent Advisory Committee (EL-PAC), and Parent Advisory Committee (PAC) are all active and meet regularly in accordance with their respective guidelines. Together, these committees provide structured opportunities

for parents, and particularly for families of multilingual learners, to engage meaningfully in school governance, share input, and contribute to decision-making processes related to programs, services, and the Local Control and Accountability Plan (LCAP).

Implementation has produced notable successes in the area of family communication and engagement. The Community Schools Coordinator has played a central role in communicating with families about committee meetings and the broader importance of family voice in school governance. The school has further strengthened communication by expanding its outreach through ParentSquare and social media platforms, ensuring that families have multiple, accessible channels for receiving information about meetings, agendas, and engagement opportunities. The Community Schools Coordinator has also begun sharing photographs of committee meetings and attendees through ParentSquare and social media, which has increased the visibility of committee activities and contributed to growing community awareness of family engagement opportunities. Together, these efforts have supported more consistent participation and reflect meaningful progress in fostering authentic family involvement in school governance and decision-making.

Implementation has also surfaced challenges that the school continues to address. Although all required committees have been established and are operating in compliance with state requirements, a key ongoing challenge has been consistently low attendance at committee meetings. The school has implemented multiple strategies designed to remove barriers to participation and encourage family attendance, including offering flexible meeting times to accommodate diverse family schedules and employing engagement strategies such as raffles, incentives, and potluck-style gatherings. Despite these efforts, overall attendance has remained limited, indicating that additional or refined strategies may be needed to drive sustained participation across all required committees.

Overall, the action remains fully implemented, with all required committees operating in compliance with state requirements and with active investment in communication and outreach systems that support family engagement. While attendance challenges persist, the systems in place, combined with the coordinated work of the Community Schools Coordinator and expanded communication channels, position the school to continue strengthening family involvement in decision-making over the course of the LCAP cycle.

Action 3: The School-Family Partnership action is fully implemented at Vista Horizon Global Academy. The school has remained consistent in hosting monthly Coffee with the Principal (CWP) meetings, which provide families with regular, accessible opportunities to engage with school leadership, learn about school priorities, ask questions, and contribute to ongoing dialogue about school matters and decision-making. With the dedicated support of the Community Schools Coordinator, attendance at Coffee with the Principal meetings has grown, reflecting both the value families place on these conversations and the effectiveness of the school's outreach efforts. In addition to Coffee with the Principal, the school has hosted a range of community-building events that have drawn strong family attendance, including Orientation Night, Back to School Night, the Performing Arts Show, and the GEAR Awards. Together, these structures form a consistent and active platform for family engagement throughout the school year.

Implementation has produced notable successes in the area of family communication and outreach. The Community Schools Coordinator has played a central role in communicating with families about important meetings and events, ensuring that information reaches families in a timely and accessible manner. The school has further strengthened communication by expanding outreach through ParentSquare and social media, providing families with multiple channels for receiving school updates. The Community Schools Coordinator has also begun sharing photographs of meetings, events, and attendees through ParentSquare and social media, which has increased the visibility of family engagement activities and contributed to growing community awareness. These coordinated efforts have supported more consistent participation and reflect meaningful progress in fostering authentic family involvement across school governance, events, and decision-making.

Implementation has also surfaced a continuing challenge in the area of sustained family participation. While attendance at school events has been strong and Coffee with the Principal participation has grown, increasing family participation across both committee meetings and the full range of school engagement opportunities remains an area for continued focus. The school plans to build on existing successes by continuing to leverage the Community Schools

Coordinator's outreach work, strengthening communication through ParentSquare and social media, and refining strategies designed to remove barriers to participation for the families it serves.

Overall, the action remains fully implemented, with consistent monthly Coffee with the Principal meetings, strong family turnout at school-wide events, and active investment in communication and outreach systems that reinforce the school's commitment to family partnership. While participation challenges persist in some engagement settings, the systems in place, combined with the coordinated work of the Community Schools Coordinator and expanded communication channels, position the school to continue strengthening school-family partnerships over the course of the LCAP cycle.

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 Horizon Global Academy (VHGA) reports no material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 3 during the 2025-26 implementation year. Action 1 (Safe Facilities), Action 2 (Parents as Decision-makers), and Action 3 (School-Family Partnerships) were each implemented within the budgeted expenditure amounts established in the prior LCAP cycle.

The alignment between budgeted and actual expenditures across all three Goal 3 actions reflects the school's continued ability to deliver family engagement programming, parent advisory committee operations, facility maintenance and safety systems, and school-family partnership activities within projected cost parameters. This alignment is also consistent with the strong outcomes reflected on the Goal 3 metrics during 2025-26 implementation, including the Exemplary rating on the Facility Inspection Tool (FIT) Report Score, the full implementation rating on parent input in decision-making and parent participation in programs for Unduplicated Pupils and Students with Disabilities, and the California Healthy Kids Survey results of 92% Sense of Safety and 89% School Connectedness. The 2026-27 budgeted expenditures for the Goal 3 actions will be sustained at levels consistent with the 2025-26 implementation experience, ensuring continued investment in the family and community partnership work that supports the school's broader mission.

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

Action 1: This action has been effective in advancing Vista Horizon Global Academy's commitment to providing students and staff with functional, safe, and well-maintained facilities that support a productive learning environment. Effectiveness is grounded in the systems the school has established for facility oversight and the strong collaborative relationship it maintains with the host Los Angeles Unified School District (LAUSD) campus, both of which have contributed significantly to the upkeep and safety of the shared school site.

A central driver of this effectiveness is the structured monthly meeting schedule between Vista Horizon Global Academy and the District school. Representatives from both schools meet on a monthly basis to review facility maintenance, emergency drills, supervision accountability, and shared space usage. This regular cadence ensures that issues are surfaced and addressed proactively rather than allowed to accumulate, and it reinforces a shared understanding of operational expectations across the two co-located schools. Monthly meetings also provide a forum for resolving questions about shared facilities and coordinating responses to maintenance needs, both of which are essential to the smooth daily operation of a Proposition 39 co-location arrangement.

The agenda topics addressed in these monthly meetings reflect the comprehensive scope of facility-related operations at the school. Discussion of facility maintenance ensures that work orders, preventative maintenance, and repair priorities are aligned and tracked across the partnership. Coordination of emergency drills ensures that both schools conduct drills in a manner consistent with safety requirements and that the simultaneous operation of two schools on one campus does not compromise emergency preparedness. Review of supervision accountability ensures that adult presence and student safety practices

remain consistent across shared spaces. Discussion of space usage ensures that classrooms, common areas, and shared facilities are allocated and used in ways that support the instructional needs of both schools.

Together, the effective system of internal oversight at Vista Horizon Global Academy and the strong, structured collaboration with LAUSD have produced meaningful results in maintaining functional, safe, and well-kept facilities for students and staff. As the partnership continues, the school is positioned to sustain progress in this area and to continue meeting its commitment to providing a safe, clean, and supportive learning environment that enables all students to engage fully in the educational program.

Action 2: This action has been effective in advancing Vista Horizon Global Academy's commitment to engaging families as authentic partners in the success of their students. Through the establishment and ongoing operation of required parent and family engagement committees, the school has created structured pathways for families to contribute to decision-making processes that directly affect student programs, services, and outcomes. This structure reflects a foundational belief that families are essential partners in the educational experience and that their input strengthens the quality and responsiveness of the school's instructional and support systems.

The English Learner Advisory Committee (ELAC), English Learner Parent Advisory Committee (EL-PAC), and Parent Advisory Committee (PAC) provide meaningful opportunities for families to engage with school leadership, review school priorities, and provide input on the Local Control and Accountability Plan (LCAP) and related programs. These committees ensure that the perspectives of families, and particularly the families of English Learners who represent a significant portion of the school's student population, are reflected in the decisions that shape the educational program. This commitment to shared decision-making aligns with the school's broader mission of serving low-income and historically underserved students and reinforces the conditions necessary for an inclusive and responsive school community.

The effectiveness of this action is also supported by the coordinated communication work of the Community Schools Coordinator and the school's expanded use of ParentSquare and social media to share information, meeting opportunities, and engagement highlights with families. By increasing the visibility of family engagement activities and ensuring that meeting information reaches families through multiple, accessible channels, the school has strengthened the connection between home and school and reinforced the message that family voice is valued in school governance. The combination of established governance structures, dedicated coordination, and intentional communication advances the school's broader vision of serving as both an educational institution and a community hub in which families are meaningfully involved in their children's education.

While attendance at committee meetings remains an area of continued growth, the systems in place are producing positive results, and the school's sustained investment in family engagement positions it to continue building on this foundation. As implementation matures, Vista Horizon Global Academy is positioned to deepen the role of families as partners in student success and to strengthen the alignment between family voice and school decision-making in support of improved outcomes for all learners.

Action 3: This action has been effective in advancing Vista Horizon Global Academy's commitment to engaging families as partners in the success of their students' achievements and goals. The school operates from the belief that meaningful family partnership is foundational to student success and that families thrive when they experience the school as welcoming, responsive, and committed to working alongside them as members of a shared educational team. The structures established under this action, including monthly Coffee with the Principal meetings, school-wide engagement events, and coordinated family outreach, advance this belief in tangible ways and reinforce the conditions necessary for sustained family-school partnership.

A clear indicator of the effectiveness of this action is the school's sustained enrollment growth over the past three years. Vista Horizon Global Academy enrolled 135 students in 2023-24, increased to 154 students in 2024-25, and currently serves 173 students in 2025-26. This consistent upward trend reflects growing family confidence in the school and is grounded in a key principle that informs the school's approach to engagement, which is that the most powerful recommendation a school can receive comes from satisfied families. When families experience the school's instructional programs, its welcoming

environment, and its genuine commitment to partnership, they share these experiences within their networks and contribute to the school's reputation in the broader community. Sustained enrollment growth in a competitive school choice landscape signals that families view Vista Horizon Global Academy as a trusted educational partner.

The effectiveness of this action is further reinforced by the strength of the systems supporting family engagement, including the dedicated work of the Community Schools Coordinator, expanded communication through ParentSquare and social media, and consistent implementation of monthly Coffee with the Principal meetings and school-wide events. These structures ensure that families are informed, welcomed, and provided with meaningful opportunities to engage with school leadership and the broader school community. Together, they advance the school's broader vision of serving as both an educational institution and a community hub in which families are valued partners in their children's education.

While increasing family participation across all engagement opportunities remains an area for continued focus, the evidence available, including sustained enrollment growth, strong attendance at school events, and growing participation in Coffee with the Principal meetings, demonstrates that this action is producing the intended outcomes. As implementation continues, Vista Horizon Global Academy is positioned to deepen the partnerships it has built with families and to sustain the trust and engagement that support both student success and the long-term health of the school community.

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 Horizon Global Academy (VHGA) develops an annual Local Control and Accountability Plan (LCAP) through a deliberate, evidence-grounded reflection process that integrates findings from local and state data, California School Dashboard performance results, the school's annual comprehensive needs assessment, and feedback gathered through educational partner surveys and the sustained engagement structures described in the Educational Partners Engagement section of this plan. Through this multi-source reflective approach, the school ensures that each annual LCAP revision is responsive to current student and family needs while maintaining the continuity necessary to advance strategic priorities over the time horizon they require.

For the 2026-27 school year, the school has determined that no changes are warranted to the Goal 3 metrics, target outcomes, or actions established in the prior LCAP cycle. This decision reflects the school's commitment to sustained, multi-year implementation of its California Community Schools Framework and its broader work to engage families as essential partners in school decision-making, student support, and the cultivation of a welcoming and inclusive school community. The California Community Schools Framework is designed for longitudinal implementation, with each year of the five-year California Community Schools Partnership Program (CCSPP) Implementation Grant building on the work of prior years. Discontinuing or significantly revising the framework mid-implementation would compromise the school's ability to realize its intended outcomes, including the integration of academic, behavioral, and social-emotional supports through the Multi-Tiered System of Supports (MTSS) and the sustained strengthening of family-school partnerships.

VHGA will continue to implement the California Community Schools Framework supported by the CCSPP Implementation Grant. This continued implementation includes sustained investment in the Community Schools Coordinator role, the integration of community-based partnerships that connect families to counseling, housing, food, and other resources, the work of the Community Schools Leadership Team, and the coordination of services that address both academic and non-academic barriers to learning. The school will also continue to advance its MTSS framework through this integrated approach, ensuring that students experience a coherent and well-resourced system of support across all three tiers of intervention.

VHGA will also continue its focused investment in engaging families at the school. This continued investment includes monthly Coffee with the Principal sessions, sustained communication through ParentSquare and social media, expanded parent education workshops on topics responsive to family interests, regular home visits to celebrate student progress and partner with families on attendance, and the ongoing work of the English Learner Advisory Committee (ELAC), the English Learner Parent Advisory Committee (EL-PAC), the Parent Advisory Committee (PAC), and the Community Schools Steering Committee. The growing family engagement reflected in increased attendance at Coffee with the Principal sessions and in sustained enrollment growth from 135 students in 2023-24 to 173 students in 2025-26 indicates that the school's current family engagement strategies are producing meaningful results, reinforcing the rationale for continuity in this area.

While the Goal 3 metrics, target outcomes, and actions remain unchanged for the 2026-27 school year, the school will continue to monitor implementation effectiveness, analyze data through the established needs assessment cycle, and engage educational partners in ongoing reflection. If subsequent data or stakeholder feedback indicates that meaningful changes are warranted in future LCAP cycles, the school will incorporate those changes through the same evidence-grounded reflective process that has informed this year's decision to sustain the current Goal 3 framework.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Facilities	Vista Horizon Global Academy (VHGA) will maintain a safe, secure, and well-functioning learning environment for all students and staff. As a Proposition 39 co-located charter school operating on a Los Angeles Unified School District (LAUSD) campus, VHGA delivers this action through a combination of school-level systems, training and preparedness practices, established facility maintenance protocols, structured inspection and assessment processes, and transparent reporting to families, the authorizer, and the broader school community. This integrated approach ensures that the conditions for safe, productive learning are consistently in place and continuously monitored. **Security Systems and Supervision** The school will employ adequate supervision staff and maintain an enhanced security system that includes surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety. Supervision staff trained in Positive Behavioral Interventions and	$278,044	N

Action #	Title	Description	Total Funds	Contributing
		Supports (PBIS) and restorative practices will provide additional supervision throughout the school day to ensure a safe and welcoming learning environment. The combination of physical security infrastructure and well-trained supervision personnel ensures that campus safety is maintained through both technological and human resources, and that students experience the school as a secure environment in which they can focus on learning. **Staff Training and Emergency Preparedness** All staff will receive regular training on safety procedures and emergency protocols, including evacuation procedures, lockdown protocols, communication during emergencies, and response to medical incidents. Because VHGA operates on a co-located campus with another LAUSD school, emergency drills are coordinated with the host school to ensure that both schools conduct drills in alignment, that students and staff at both schools experience consistent emergency procedures, and that the simultaneous operation of two schools on one campus does not compromise emergency preparedness. Regular training ensures that all staff are prepared to respond effectively in the event of an emergency and that response procedures are familiar, practiced, and consistent across the school year. **Facility Maintenance** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. As a Proposition 39 co-located school, VHGA works in close partnership with LAUSD, which is responsible for the maintenance of the shared facility, to ensure that maintenance issues are addressed in a timely and effective manner. VHGA and the host LAUSD school meet on a monthly basis to review facility maintenance, emergency drills, supervision accountability, and shared space usage, ensuring that issues are surfaced proactively, that response timelines are tracked, and that operational expectations remain aligned across both schools. This structured collaboration has produced a strong working relationship that supports the consistent upkeep of the shared campus.		

Action #	Title	Description	Total Funds	Contributing
		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, restroom conditions, lighting, electrical systems, and overall compliance with safety regulations. The FIT assessment provides a standardized framework for identifying facility conditions that meet, exceed, or fall below state expectations, and it produces an annual rating that is reported through the School Accountability Report Card (SARC). Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention through coordination with the LAUSD facility maintenance team. **Reporting and Transparency** Facility condition and safety information will be transparently reported to families, the LAUSD authorizer, and the broader public through multiple channels, including the annual Local Control Accountability Plan (LCAP), the School Accountability Report Card (SARC), and the Local Indicators Report submitted to the California Department of Education. This multi-channel reporting structure ensures that stakeholders have consistent access to current facility condition information and that the school's facility-related decisions are subject to public accountability. Reporting on the FIT assessment results, the status of repair work, and the outcomes of the school's collaboration with LAUSD provides families and the authorizer with a clear picture of facility conditions throughout the school year. **Ongoing Administrative Oversight** VHGA's administration will continue to address facility needs and improvements to ensure that the learning environment supports student achievement and well-being. This oversight includes monitoring student records through the PowerSchool Student Information System, ensuring that emergency communication systems remain functional and current, coordinating with LAUSD on shared facility issues, and maintaining the structured monthly meeting schedule with the host school. Together, these administrative practices reinforce the school's commitment to providing a		

Action #	Title	Description	Total Funds	Contributing
		safe, clean, and well-maintained learning environment that enables all students to engage fully in the educational program.		
2	Parents as Decision-makers	Vista Horizon Global Academy (VHGA) will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school's commitment to family partnership is grounded in the belief that meaningful family voice strengthens decision-making, improves the quality and responsiveness of school programs, and reinforces the school-family partnerships necessary for student success. As a charter school authorized by the Los Angeles Unified School District (LAUSD), VHGA maintains the parent advisory structures required under California Education Code with particular attention to ensuring meaningful input from the families of the school's multilingual learners, who represent a substantial portion of the school's enrollment. **English Learner Advisory Structure** VHGA will maintain an English Learner Advisory Committee (ELAC) at the school site to provide structured opportunities for the parents of English Learners to engage in decisions affecting English Learner programs and services. As a single-site charter school operating as its own Local Educational Agency (LEA) for LCAP purposes, VHGA's ELAC will function in alignment with the responsibilities ordinarily fulfilled by both a school-site ELAC and a District English Learner Advisory Committee (DELAC), consistent with California Education Code provisions governing English Learner advisory bodies in single-site LEAs. The school will verify the correct compliance structure with its authorizer and legal counsel and will revise this language as needed to reflect the appropriate statutory framework. The ELAC will provide input on the school's English Learner program, the development and implementation of the LCAP, parent engagement opportunities, and the use of English Learner-focused funding, including Title III funds. **Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)**	$2,000	N

Action #	Title	Description	Total Funds	Contributing
		VHGA will establish and maintain a Parent Advisory Committee (PAC) and an English Learner Parent Advisory Committee (EL-PAC) consistent with the LCAP parent advisory requirements applicable to the school. The PAC will provide a structured forum for gathering broader parent perspectives on the school's LCAP, programs, and budget priorities. The EL-PAC will ensure that the families of English Learners have a dedicated forum for providing input on the LCAP and the school's English Learner programs and services. Together, these committees ensure that the school's planning and decision-making processes incorporate the perspectives of the families the school serves, with particular attention to the families of the school's English Learner population, who represent 47% of total enrollment. The school will confirm the applicable statutory citation governing these committees, recognizing that charter schools operating as their own LEAs for LCAP purposes are governed by California Education Code provisions including Section 47606.5 and the related parent engagement requirements. **Community Schools Steering Committee** In alignment with the school's California Community Schools Partnership Program (CCSPP) Implementation Grant, VHGA will maintain a Community Schools Steering Committee to facilitate collaboration between parents, school staff, and community stakeholders. The Community Schools Steering Committee provides a structured forum for shared decision-making on community school priorities, including academic enrichment, family engagement, mental health and wellness supports, and the integration of community-based services into the school's broader instructional and support program. The Steering Committee complements the ELAC, EL-PAC, and PAC by ensuring that the perspectives of community partners and the broader school community inform the school's community school strategy. **Training and Capacity Building** To support meaningful participation in decision-making, VHGA will provide training for parent committee members on their roles and responsibilities, key educational terminology, school policies, and the structure of the LCAP and California School Dashboard. Training will be		

Action #	Title	Description	Total Funds	Contributing
		designed to build the capacity of all committee members to contribute substantively to school governance, regardless of prior experience with formal advisory bodies. Training will be offered in multiple languages, with attention to ensuring that families whose primary language is not English can participate fully in committee work and access training content in a language they understand. Capacity building also includes ongoing communication and resource provision to keep families informed of the school's priorities, performance data, and decision-making timelines, ensuring that committee members can engage with current and accurate information when providing input. **Connection to the School's Family Engagement Strategy** The school's parent advisory structures are integrated with the broader family engagement strategy described elsewhere in the LCAP, including the work of the Community Schools Coordinator, the school's monthly Coffee with the Principal sessions, communication through ParentSquare and social media, and the range of school-wide events that bring families together. By integrating formal advisory committee work with the school's broader family engagement strategy, VHGA ensures that parent voice is not limited to formal committee meetings but is reinforced through multiple, accessible channels of communication and partnership. The combination of structured advisory bodies, intentional capacity-building, and ongoing family engagement programming reinforces the school's commitment to engaging families as essential partners in school governance and student success.		
3	School-Family Partnerships	Vista Horizon Global Academy (VHGA) will implement a multi-faceted approach to school-family partnerships coordinated jointly by the Principal and the Community Schools Coordinator. This action reflects the school's commitment to engaging families as essential partners in student success and to building the trust, communication, and shared decision-making necessary to support a predominantly Hispanic and Socioeconomically Disadvantaged student population in which 47% of students are English Learners. The action is structured around dedicated coordination, translation and interpretation services, home visits,	$216,074	N

Action #	Title	Description	Total Funds	Contributing
		structured communication systems, regular family engagement events, and culturally responsive parent education programming. **Community Schools Coordination** The Community Schools Coordinator will implement the California Community Schools Partnership Program (CCSPP) at VHGA. Through this role, the Community Schools Coordinator will oversee integrated student support services, assess schoolwide needs to inform community school priorities, chair the Community Schools Leadership Team, and serve as the primary liaison to community partners. By centralizing these responsibilities in a dedicated role, VHGA ensures that the school's investment in becoming a community school produces coordinated, sustained outcomes rather than fragmented or episodic engagement. The Community Schools Coordinator's work is integrated with the school's broader family engagement, mental health, and attendance support efforts described elsewhere in the LCAP, including outreach for parent advisory committees and the coordination of community-based partnerships that connect families to counseling, housing, and food resources. **Translation and Interpretation Services** The school will employ lead translators and interpreters who will facilitate communication between school staff and linguistically diverse families. These services ensure that families whose primary language is not English can fully participate in their children's education, including parent-teacher conferences, IEP meetings, parent advisory committee meetings, school events, and day-to-day communication with teachers and administrators. Reliable translation and interpretation services are essential to the school's commitment to ensuring that language is not a barrier to family engagement and to supporting the school's English Learner Roadmap commitments to families. **Home Visits** Key staff members will conduct regular home visits to strengthen school-family connections. Home visits serve multiple purposes, including building trust between school staff and families, celebrating student academic and social-emotional growth, addressing attendance concerns		

Action #	Title	Description	Total Funds	Contributing
		through individualized engagement, and providing families with a non-judgmental opportunity to share concerns and goals related to their children's education. Staff conducting home visits will use evidence-based, culturally responsive practices, consistent with training delivered through the Parent-Teacher Home Visit organization. Home visits complement the school's broader attendance and engagement work and reinforce the principle that meaningful family partnership extends beyond the school campus. **Structured Communication Through ParentSquare** Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. ParentSquare provides families with consistent, accessible access to information about school events, instructional milestones, attendance updates, and opportunities to engage with school leadership. The platform supports two-way communication, allowing families to respond to school messages, ask questions, and engage in ongoing dialogue with teachers and administrators. ParentSquare communications are translated into the home languages of the families the school serves to ensure equitable access to information across the school community. **Monthly Coffee with the Principal** The school will continue to host monthly Coffee with the Principal events to provide families with a regular, accessible forum to discuss school matters, ask questions of school leadership, and provide feedback on programs and priorities. Coffee with the Principal events have demonstrated growing attendance over the past year, supported by the outreach work of the Community Schools Coordinator and the school's expanded use of ParentSquare and social media to publicize events. These events reinforce the school's commitment to transparent, ongoing dialogue between families and school leadership and provide a venue for families to engage with one another as a community. **Parent Education Workshops**		

Action #	Title	Description	Total Funds	Contributing
		The school will offer parent education workshops on topics that respond to the priorities and interests of VHGA families. Workshop topics will include English as a Second Language (ESL) instruction, financial literacy, effective parenting strategies, and college and career preparation pathways. These workshops reflect the school's commitment to supporting families holistically and to equipping parents with the knowledge and skills they need to support their children's educational and life trajectories. ESL workshops are particularly important given the substantial English Learner population at the school, and college and career pathway workshops introduce families to long-term planning even at the elementary level when foundational habits and aspirations are formed. **Family Events Focused on Academic Engagement** To engage families in their children's academic progress, the school will organize a range of events designed to make academic data accessible and to celebrate student learning. These events will include i-Ready Data Chat Nights, in which families learn how to read their children's i-Ready Family Reports and how to support skill development at home; student-led conferences, in which students present their own learning to their families with teacher support; and open houses, in which students showcase their learning across content areas. Together, these events build family academic data literacy, which was identified in the ELA and Mathematics Needs Assessments as an area for continued growth, and reinforce the school's broader strategy of engaging families as informed partners in their children's academic progress. **Culturally Responsive and Accessible Engagement** All family engagement activities at VHGA will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community. Cultural responsiveness includes recognizing and honoring the cultural assets families bring to the school, providing materials and communications in the home languages of the families the school serves, and structuring events at times and in formats that accommodate the working schedules of the families the school serves. Accessibility also includes ensuring that families with limited prior experience with formal school engagement structures feel welcomed and supported in their		

Action #	Title	Description	Total Funds	Contributing
		engagement. Through this combination of dedicated coordination, multilingual communication, home visits, structured platforms, regular events, parent education programming, and culturally responsive design, VHGA will continue to foster meaningful school-family partnerships that enhance student success. **Connection to the School's Enrollment Growth and Family Engagement Outcomes** The school's investment in school-family partnerships is reflected in sustained enrollment growth over the past three years, from 135 students in 2023-24 to 154 students in 2024-25 and 173 students in 2025-26. This consistent upward trend reflects growing family confidence in the school and is consistent with the school's belief that the strongest recommendation a school can receive comes from families who have experienced welcoming, responsive, and meaningful partnership. The continued investment in dedicated coordination, multilingual communication, home visits, regular family engagement events, and parent education programming reinforces the conditions necessary to sustain enrollment growth and to deepen the school-family partnerships that support student success at VHGA.		

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
$798,493	$94,883

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
37.14%	0%	$0	37.14%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2025 California School Dashboard and the school's comprehensive needs assessment identified urgent academic and language development needs for Vista Horizon Global Academy's (VHGA) unduplicated student population, defined under California Education Code Section 42238.02 as English Learners, Foster Youth, and Low-Income (Socioeconomically Disadvantaged) students, with Long-Term English Learners included within the English Learner student group. Low-Income students (93% of enrollment) are at the Orange performance level on the ELA Academic	The MTSS: Accelerating Learning action grows services in both quality and quantity for unduplicated students through coordinated investments at every tier of intervention. At Tier 1, instructional aide support in general education classrooms, literacy libraries supporting academic vocabulary development, and the year-long Global Project initiative improve core instruction in ways particularly responsive to the linguistic and academic needs of English Learners and Long-Term English Learners. At Tier 2, the Intervention Coordinator delivers daily small-group instruction in	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
	Indicator (-65.1 DFS) and the Orange performance level on the Mathematics Academic Indicator (-64.9 DFS). The Hispanic student group, which substantially overlaps with the Socioeconomically Disadvantaged group, is at the Red performance level on the ELA Academic Indicator (-72.6 DFS). English Learners (47% of enrollment) are at the Yellow ELPI with 40.9% making progress, while ELPAC proficiency declined to 5.7% and reclassification declined to 0% in 2024-25. Foster Youth data cannot be disaggregated due to small group size, but Foster Youth are eligible for the full range of supports under this action. i-Ready diagnostic data indicates that a significant portion of unduplicated students are performing two or more grade levels below grade-level expectations, requiring accelerated, individualized intervention beyond what Tier 1 universal instruction can provide.	groups of three to five students, supported by i-Ready diagnostic data, i-Ready MyPath, and bi-weekly progress monitoring. At Tier 3, after-school tutoring staffed by certificated and classified personnel and bi-weekly Innovation Village STEAM experiences provide intensive individualized support for students with the most significant gaps. Additional tutoring is specifically targeted to English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, with scaffolded language support for English Learners, IEP-aligned support for Students with Disabilities, and opportunity-gap bridging for Socioeconomically Disadvantaged students. The Expanded Learning Opportunities Program (ELOP) extends learning before school, after school, during intervention periods, and through summer programming, with priority access for students performing below grade level. **Why the Action Is Provided on a Schoolwide Basis** VHGA is providing this action on a schoolwide basis rather than as a limited action for four reasons. First, the unduplicated student population represents a substantial majority of enrollment, including 93% Socioeconomically Disadvantaged students and 47% English Learners. Schoolwide implementation ensures that the unduplicated students who comprise the majority of the student body have consistent access to the supports they require, without administrative segregation that would be inefficient and risk under-identifying eligible students. Second, the MTSS framework is, by design, a structure for differentiating support based on individual student need identified through diagnostic data, classroom observation, and referral processes. This individualized identification ensures that unduplicated students receive support matched to their unique	

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
		academic, linguistic, behavioral, or social-emotional profile. Third, the action is specifically designed to address the root causes identified for the school's unduplicated student population, including instructional inconsistency that disproportionately affects students performing below grade level, language access barriers that disproportionately affect English Learners, and opportunity gaps that disproportionately affect Socioeconomically Disadvantaged students. Addressing these root causes through a schoolwide framework is intended to close gaps between unduplicated student groups and all students on the Dashboard's academic and English learner progress indicators. Fourth, key components of the MTSS framework are specifically targeted to the needs of unduplicated student populations even within the schoolwide structure. Additional tutoring explicitly prioritizes English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. ELOP programming prioritizes students performing below grade level, who are disproportionately drawn from unduplicated student groups. Designated and Integrated English Language Development (ELD) instruction within the framework directly addresses the language development needs of English Learners.	
Goal 1, Action 3	The 2025 California School Dashboard, the school's comprehensive needs assessment, and the input gathered through the educational partner engagement process identified social-emotional, behavioral, and mental health needs for Vista Horizon Global Academy's (VHGA) unduplicated student population, defined under California Education Code Section 42238.02 as English Learners, Foster Youth, and Low-Income (Socioeconomically Disadvantaged) students,	The MTSS: SEL and Mental Health Supports action grows services in both quality and quantity for unduplicated students through a comprehensive set of social-emotional, behavioral, mental health, and family engagement investments. Daily social-emotional learning during the first hour of each school day, daily SEL check-ins, and weekly Way of Council practice ensure that all students, including English Learners and Newcomer students who may	The metrics being used to monitor effectiveness: • #7 Attendance Rate • #8: Chronic Absenteeism Rate • #9 Suspension Rate • #10: 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
	with Long-Term English Learners included within the English Learner student group. While VHGA received strong performance levels on the Chronic Absenteeism Indicator (Blue for All Students; Green for English Learners, Socioeconomically Disadvantaged students, and Hispanic students) and on the Suspension Rate Indicator (Blue across all reported student groups with a sustained 0% suspension rate), the needs assessment confirmed that these outcomes depend entirely on the continued investment in the SEL, mental health, attendance, and family engagement systems described in this action. The school's enrollment profile, including 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities, reflects a student population in which family economic stress, language access barriers, and the social-emotional adjustment needs of Newcomer students, English Learners, and Foster Youth require sustained, proactive support to prevent the emergence of attendance, behavioral, and mental health concerns that could otherwise undermine student learning. Foster Youth, in particular, may experience placement instability, trauma, and disrupted school attachment that require trauma-informed and individualized response, even when group-level Dashboard data is not available due to small group size. The California Healthy Kids Survey results, while reflecting strong gains, indicate that sustained investment in student connectedness and sense of safety is necessary to maintain and deepen these outcomes for unduplicated students.	face additional adjustment needs, experience consistent opportunities to build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in a supportive classroom community. Group counseling services contracted through PUC, delivered during the instructional day, ensure that students experiencing social-emotional, behavioral, or mental health needs access support without disrupting academic learning time. Turning Point counselors provide immediate intervention for students experiencing acute emotional distress. The Board Certified Behavior Analyst (BCBA) trains general education staff, paraprofessionals, and supervision aides on inclusive practices, de-escalation, and restorative approaches that are particularly important for students experiencing trauma, including Foster Youth and Socioeconomically Disadvantaged students whose family circumstances may include economic stress, housing instability, or other adverse experiences. The Community Schools Coordinator connects families to community-based partners providing counseling, housing assistance, and food distribution, addressing the underlying conditions that disproportionately affect Socioeconomically Disadvantaged families. Home visits conducted through Parent-Teacher Home Visit training extend the school's relationship with families, build trust in culturally responsive ways, and address attendance and engagement concerns through family partnership. The School Attendance Review Board (SARB) team provides individualized attendance support for students at risk of chronic absenteeism. Transportation services address logistical barriers that disproportionately affect Socioeconomically Disadvantaged families. **Why the Action Is Provided on a Schoolwide Basis**	

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
		VHGA is providing this action on a schoolwide basis rather than as a limited action for four reasons. First, the unduplicated student population represents a substantial majority of enrollment, including 93% Socioeconomically Disadvantaged students and 47% English Learners. Schoolwide implementation ensures that the unduplicated students who comprise the majority of the student body have consistent access to SEL, mental health, and family engagement supports without administrative segregation that would be inefficient given the size of the unduplicated population. Second, social-emotional learning, mental health, and family engagement supports operate most effectively when implemented universally across the school community. Daily SEL routines, Way of Council practice, PBIS implementation, and a welcoming school climate cannot be limited to specific student groups without compromising the consistency and integrity of the school culture that produces strong attendance, climate, and behavior outcomes. Schoolwide implementation creates the conditions necessary for individual students, including unduplicated students who often experience the greatest barriers to belonging, to fully benefit from the school community. Third, the action is specifically designed to address the social-emotional, behavioral, and family engagement needs identified for the school's unduplicated student population, including trauma and disrupted attachment that disproportionately affect Foster Youth, language and cultural adjustment needs that disproportionately affect English Learners and Newcomer students, and family stressors that disproportionately affect Socioeconomically Disadvantaged students. Addressing these conditions through a schoolwide framework is intended to sustain the Blue performance levels achieved on the	

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
		Suspension Rate and Chronic Absenteeism Indicators and to ensure that these strong outcomes are maintained for unduplicated student groups as the school continues to grow. Fourth, key components of the action are specifically targeted to the needs of unduplicated student populations even within the schoolwide structure. The Community Schools Coordinator's outreach work prioritizes families experiencing housing, food, and economic stress, who are disproportionately Socioeconomically Disadvantaged families. Home visits prioritize families experiencing attendance challenges, including the families of English Learners and Foster Youth who may face additional barriers to consistent attendance. The SARB process targets students at risk of chronic absenteeism, who are disproportionately drawn from unduplicated student groups. Transportation services prioritize families for whom transportation barriers contribute to inconsistent attendance.	
Goal 2, Action 1	The 2025 California School Dashboard and the school's comprehensive needs assessment identified teacher capacity and access to standards-aligned instruction as primary root causes of the academic performance gaps facing Vista Horizon Global Academy's (VHGA) unduplicated student population, defined under California Education Code Section 42238.02 as English Learners, Foster Youth, and Low-Income (Socioeconomically Disadvantaged) students, with Long-Term English Learners included within the English Learner student group. Low-Income students (93% of enrollment) are at the Orange performance level on the ELA Academic Indicator and the Orange performance level on the Mathematics Academic Indicator. The Hispanic student group, which substantially overlaps with the Socioeconomically Disadvantaged group, is at the Red	The Teacher Professional Development and Instructional Calendar action grows services in both quality and quantity for unduplicated students through a comprehensive investment in teacher capacity and expanded instructional time. The professional development structure includes five full days of summer professional development prior to the start of the school year, five non-instructional full days of professional learning during the year focused on analyzing student data and instructional planning, and weekly professional development sessions throughout the academic school year. This sustained cadence of professional learning ensures that teachers receive the foundational training, ongoing reinforcement, and data-informed practice refinement necessary to deliver instruction that responds to the needs of unduplicated students. Professional	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level on the ELA Academic Indicator. English Learners (47% of enrollment) are at the Yellow ELPI with 40.9% making progress, accompanied by a decline in ELPAC proficiency to 5.7% and a decline in reclassification to 0% in 2024-25. The needs assessment identified the following capacity-related root causes contributing to these gaps: only 69.2% of teachers are fully credentialed, new teachers lack comprehensive training in the approved curriculum, ongoing coaching support is limited, Designated and Integrated English Language Development (ELD) is not implemented with fidelity across classrooms, and teachers need deeper training in data analysis, ELD standards, scaffolding strategies, and the instructional response practices necessary to accelerate learning for unduplicated students. Addressing these capacity-related root causes is a precondition for closing the performance gaps affecting the school's unduplicated student population.	development is led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging across classrooms, and continuity of instructional expectations. The professional development calendar directly addresses the capacity gaps identified through the needs assessment. Summer training establishes a strong foundation in the approved curriculum, the Science of Reading, the myView ELA curriculum, the i-Ready Mathematics curriculum, and Designated and Integrated ELD strategies, with particular focus on supporting new and non-fully-credentialed teachers. The five non-instructional days during the year provide protected time for data analysis, instructional planning aligned to student need, and refinement of instructional practice in response to diagnostic and progress monitoring data. Weekly professional development ensures that teacher capacity-building is sustained throughout the year rather than concentrated at the start, allowing teachers to learn, apply, reflect, and refine their practice in continuous cycles aligned to student performance. The instructional calendar provides students with a longer school day and a longer school year of 180 instructional days, exceeding the California state requirement for charter schools of 175 instructional days. The additional instructional days translate directly into additional time for the school's unduplicated student population to access rigorous, standards-aligned instruction. For English Learners, the additional time provides expanded opportunities for both Designated ELD and Integrated ELD instruction. For Socioeconomically Disadvantaged students performing below grade level, the additional time supports the sustained intervention and small-group instruction necessary to accelerate progress toward grade-level standards. For Foster Youth, the longer school year supports continuity of educational	

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
		programming across school year transitions that can otherwise be disrupted by placement changes. **Why the Action Is Provided on a Schoolwide Basis** VHGA is providing this action on a schoolwide basis rather than as a limited action for four reasons. First, the unduplicated student population represents a substantial majority of enrollment, including 93% Socioeconomically Disadvantaged students and 47% English Learners. Teachers serve unduplicated students every day across every grade level and content area, which means that the professional development that builds teacher capacity must be delivered to all teachers in order to reach unduplicated students consistently. Limiting professional development to a subset of teachers would fail to address the school's identified capacity gaps and would leave unduplicated students without consistent access to the instructional practices they require. Second, the instructional calendar of 180 days operates at the schoolwide level and cannot be implemented as a limited action. Extending the instructional calendar provides all students with additional access to instruction, which is essential for unduplicated students who require additional time, intervention, and language development to advance toward grade-level standards. The longer school day and year are particularly responsive to the needs of Socioeconomically Disadvantaged students whose families may have limited capacity to provide academic enrichment outside of school and to English Learners who benefit from sustained, daily exposure to academic English across content areas. Third, the professional development priorities are specifically designed to address the root causes identified for the school's unduplicated student population. Training in the Science of Reading, the myView ELA curriculum, Designated and Integrated	

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
		ELD strategies, scaffolding for English Learners, and data analysis directly addresses the instructional practices that the needs assessment identified as essential to advancing outcomes for unduplicated students. Professional development on trauma-informed practice, restorative approaches, and SEL implementation addresses the social-emotional needs that disproportionately affect Foster Youth, English Learners adjusting to a new school environment, and Socioeconomically Disadvantaged students whose families may experience economic stress. Fourth, key professional development priorities are focused specifically on the needs of unduplicated student populations even within the schoolwide structure. Designated and Integrated ELD professional development focuses explicitly on building teacher capacity to serve English Learners and Long-Term English Learners. Training on data analysis using i-Ready, ELPAC, and reclassification data builds teacher capacity to monitor and accelerate progress for unduplicated students specifically. Training on culturally responsive practice supports teachers in serving Hispanic students, who are disproportionately represented in the unduplicated student population.	

Limited Actions

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

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

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

Not applicable.

Additional Concentration Grant Funding

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

Vista Heritage 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:	$ 2,811,863.00	$ 2,708,666.00

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	$ 10,623	$ 10,020
1	2	MTSS: Accelerating Learning	Yes	$ 583,208	$ 516,971
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 256,864	$ 302,460
1	4	Broad Course of Study	No	$ 72,348	$ 86,093
1	5	Empowering SWD Academically	No	$ 192,661	$ 239,825
1	6	Accelerating English Learner Success		$ 48,397	$ 29,904
				$ -	$ -
2	1	Core Instructional Staffing	No	$ 771,674	$ 701,952
2	1	Core Instructional Staffing	Yes	$ 209,742	$ 209,742
2	2	Professional Learning & Development	No	$ 131,536	$ 79,973
2	2	Professional Learning & Development	Yes	$ 25,180	$ 24,687
2	3	Core Curricular & Instructional Materials	No	$ 22,418	$ 47,922
2	4	Educational Technology & Support	No	$ 40,656	$ 30,314
				$ -	$ -
3	1	Safe Facilities	No	$ 229,875	$ 217,354
3	2	Parents as Decision-makers	No	$ 2,000	$ 2,000
3	3	School-Family Partnerships	No	$ 214,681	$ 209,449
				$ -	$ -

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)
$ 677,611	$ 754,618	$ 682,289	$ 72,329	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	$ 357,494	$ 237,099.00	0.000%	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 162,202	$ 210,761.00	0.000%	0.000%
1	4	Broad Course of Study	No	$ -	$ -	0.000%	0.000%
1	5	Empowering SWD Academically	No	$ -	$ -	0.000%	0.000%
1	6	Accelerating English Learner Success		$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	No	$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	Yes	$ 209,742	$ 209,742.00	0.000%	0.000%
2	2	Professional Learning & Development	No	$ -	$ -	0.000%	0.000%
2	2	Professional Learning & Development	Yes	$ 25,180	$ 24,687.00	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%

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)
$ 1,824,586	$ 677,611	0.000%	37.138%	$ 682,289	0.000%	37.394%	$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	$ 2,150,158	$ 798,493	37.136%	0.000%	37.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,093,106	$ 830,688	$ 171,066	$ 138,057	$ 3,232,917.00	$ 2,276,909	$ 956,008

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					$ -	$ 11,021	$ 2,775	$ 8,246	$ -	$ -	$ 11,021	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Horizon	2026-27	$ 439,863	$ 267,753	$ 270,454	$ 437,162	$ -	$ -	$ 707,616	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Horizon	2026-27	$ 312,727	$ 55,150	$ 207,979	$ 77,006	$ -	$ 82,892	$ 367,877	0.000%
1	4	Broad Course of Study	All	No					$ 69,869	$ 6,000	$ 75,869	$ -	$ -	$ -	$ 75,869	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 140,724	$ 148,924	$ 45,518	$ 26,399	$ 171,066	$ 46,665	$ 289,648	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 14,725	$ 8,500	$ -	$ 14,725	$ -	$ 8,500	$ 23,225	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 669,879	$ -	$ 669,879	$ -	$ -	$ -	$ 669,879	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Horizon	2026-27	$ 279,060	$ 41,000	$ 320,060	$ -	$ -	$ -	$ 320,060	0.000%
2	2	Professional Learning & Development	All	No					$ 136,488	$ 44,760	$ 73,211	$ 108,037	$ -	$ -	$ 181,248	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 22,856	$ -	$ 22,856	$ -	$ -	$ 22,856	0.000%
2	4	Educational Technology & Support	All	No					$ -	$ 67,500	$ 25,000	$ 42,500	$ -	$ -	$ 67,500	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ -	$ 278,044	$ 278,044	$ -	$ -	$ -	$ 278,044	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					$ 213,574	$ 2,500	$ 122,317	$ 93,757	$ -	$ -	$ 216,074	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	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).