LCFF Budget Overview for Parents

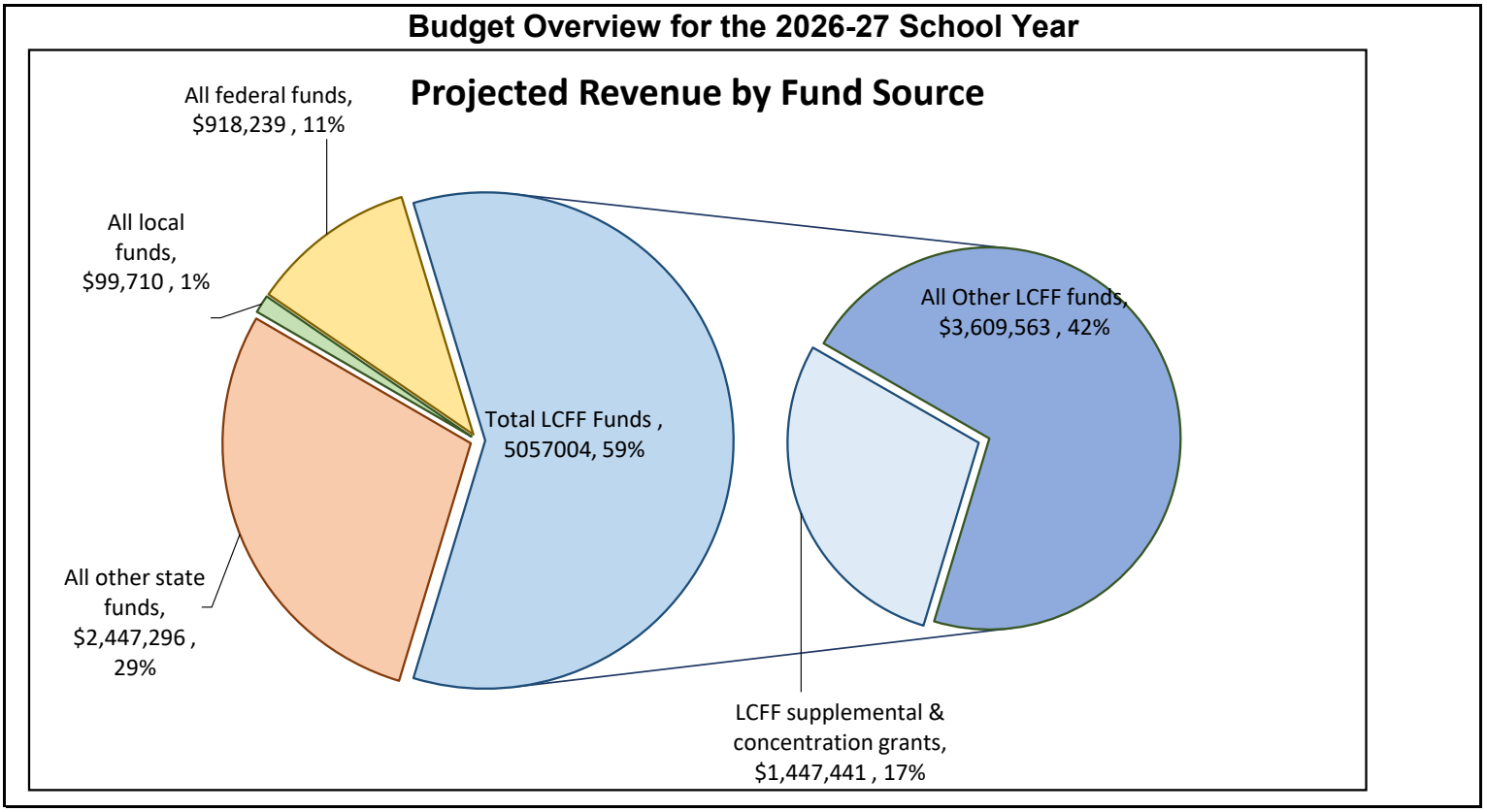
Local Educational Agency (LEA) Name: Vista Heritage Global Academy

CDS Code: 30-10306-0132613

School Year: 2026-27

LEA contact information: Alejandro Cisneros, Principal, acisneros@vistacharterps.org,714-988-2719

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

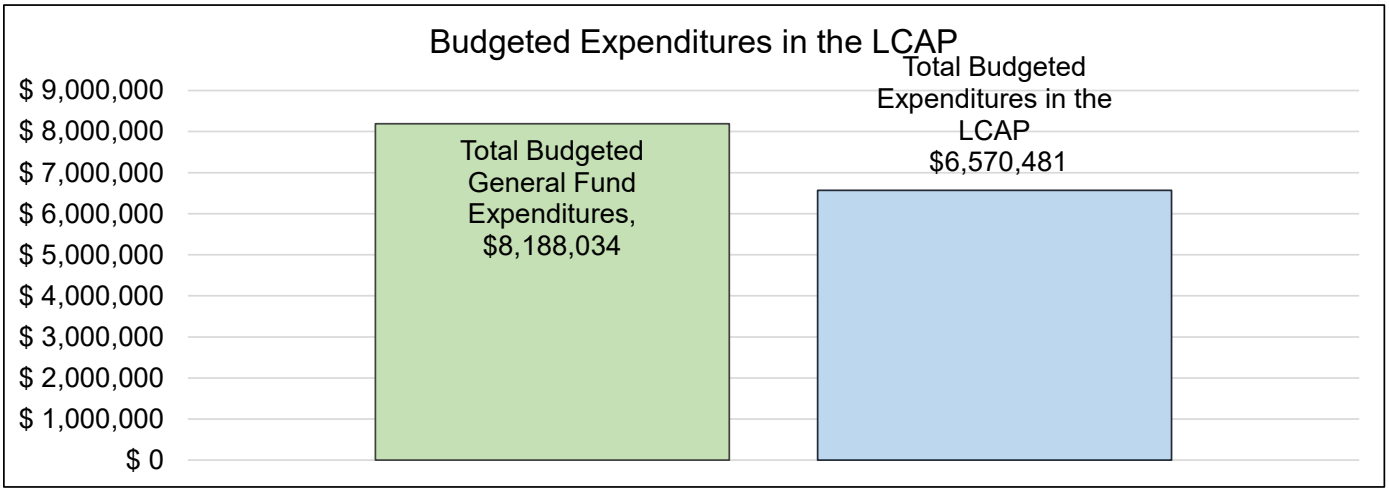


This chart shows the total general purpose revenue Vista Heritage Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Heritage Global Academy is $8,522,249.00, of which $5,057,004.00 is Local Control Funding Formula (LCFF), $2,447,296.00 is other state funds, $99,710.00 is local funds, and $918,239.00 is federal funds. Of the $5,057,004.00 in LCFF Funds, $1,447,441.00 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 Heritage 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.

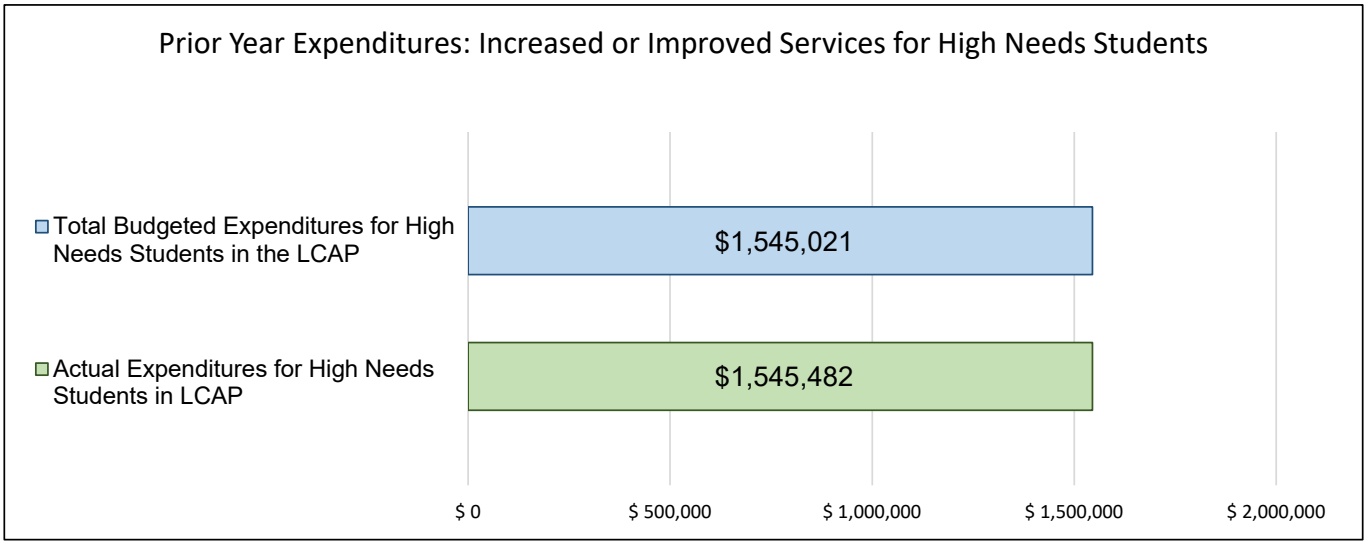
The text description of the above chart is as follows: Vista Heritage Global Academy plans to spend $8,188,034.00 for the 2026-27 school year. Of that amount, $6,570,481.00 is tied to actions/services in the LCAP and $1,617,553.00 is not included in the LCAP. The budgeted expenditures that are not included 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 Heritage Global Academy is projecting it will receive $1,447,441.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Heritage Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Heritage Global Academy plans to spend $1,447,441.00 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 Heritage 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 Heritage 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 Heritage Global Academy's LCAP budgeted $1,545,021.00 for planned actions to increase or improve services for high needs students. Vista Heritage Global Academy actually spent $1,545,482.00 for actions to increase or improve services for high needs students in 2025-26.

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 Heritage Global Academy	Alejandro Cisneros, Principal	acisneros@vistacharterps.org 714.988.2719

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 Heritage Global Academy (VHGA) is a WASC-accredited public charter school established in 2015 and authorized by the Orange County Department of Education (OCDE). VHGA operates as one of seven charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California.

VHGA currently serves 361 students in grades 6-8. Our student body reflects the community we serve, with 96% Hispanic, and 1% White. VHGA serves low-income and historically underserved students who face significant educational challenges, including 47% English Learners (EL), 16% Students with Disabilities (SWD), 91% Socioeconomically Disadvantaged (SED), 1% Migrant, 2% Foster Youth (FY), and 7% Homeless Youth.

Mission and Vision

VHGA's mission is to create a transformative 6-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. The school provides quality education for all students by focusing on both heart and mind as critical tools of student engagement. VHGA's vision is to close the achievement gap for its targeted population of predominantly low-income and historically underserved students, while addressing the growing opportunity gap. The school's compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Foundational Frameworks: MTSS and the California Community Schools Framework

VHGA's educational program and LCAP are organized around two integrated frameworks that together provide the architecture for equitable, whole-child education: a Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework. These frameworks operate in tandem, with MTSS guiding how VHGA responds to the academic, behavioral, and social-emotional needs of every student, and the California Community Schools Framework guiding how VHGA organizes relationships, services, and partnerships to support students, families, and staff.

Multi-Tiered System of Supports (MTSS). MTSS at VHGA is a coherent, data-driven framework that integrates academic, behavioral, and social-emotional supports across three tiers of increasing intensity. At Tier 1, all students receive high-quality, standards-aligned core instruction,

universal social-emotional learning through Ways of Council and Advisory, and schoolwide Positive Behavioral Interventions and Supports (PBIS). At Tier 2, students identified through universal screening, diagnostic assessment, and teacher referral receive targeted small-group intervention in reading and mathematics during the school day. At Tier 3, students with the most significant needs receive intensive, individualized supports coordinated through the Student Study Team (SST) process. Universal screening, progress monitoring, and data review cycles enable staff to match support intensity to student need, track response to intervention, and adjust instruction with precision.

California Community Schools Framework. As a CCSPP Implementation Grant recipient, VHGA is implementing the four pillars of the California Community Schools Framework: integrated student supports, family and community engagement, collaborative leadership and practices, and expanded and enriched learning time and opportunities. The school also operationalizes the Framework's cornerstone commitments to racial and social justice, relationship-centered schools, assets-driven and culturally responsive practices, and shared decision-making. This Framework positions VHGA as a community hub in which educators, families, students, and community partners share responsibility for student success and work together to remove academic and non-academic barriers to learning.

Alignment across the LCAP. Each LCAP goal and action is intentionally aligned to both frameworks. MTSS ensures that instructional, behavioral, and social-emotional resources are deployed strategically and responsively, while the California Community Schools Framework ensures that these resources are embedded within strong relationships, meaningful family partnerships, and coordinated community supports. Together, these frameworks drive VHGA's commitment to educational equity and measurable progress on the California School Dashboard.

Global Education and Equity Focus

VHGA is deeply committed to educating for global competence, closing the achievement gap, and addressing the opportunity gap through a relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy. The school's educational approach rests on the principle that students work harder and dream bigger when learning is relevant and meaningful to them. Across each grade level, students experience a well-rounded, holistic, and globally oriented curriculum with a STEAM focus, in which mathematics, science, technology, engineering, and the arts are integrated throughout the student experience. Students apply advanced technologies as creative tools for authentic purposes, while literature and history are taught through hands-on, research-based models that honor individual voices and productive dialogue.

Students master core subjects by applying knowledge in real-world contexts and developing essential 21st-century competencies including critical thinking, problem solving, and collaboration. Globally competent students investigate the world beyond their immediate environment, recognize divergent perspectives, communicate ideas effectively, and take action to improve conditions locally and globally. VHGA envisions a school where students enter to learn and leave prepared to humanely serve, with a deeper understanding of their role in creating positive change.

Comprehensive Student Support

VHGA embraces a comprehensive approach to student success, grounded in the belief that all students can thrive when provided appropriate support and opportunities. This holistic approach integrates academic excellence with social-emotional development through the school's MTSS framework. The Student Study Team (SST) is embedded in MTSS and serves as the cornerstone of Tier 3 intervention strategy, enabling teachers to identify and refer students who need additional support to reach grade-level proficiency in reading and mathematics. Struggling students receive targeted intervention during the school day, ensuring timely support. VHGA has also implemented Positive Behavioral Interventions and

Supports (PBIS) as a Tier 1 universal behavioral foundation, and 100% of students participate in Ways of Council through Advisory as part of universal social-emotional learning.

Data-driven decision-making empowers VHGA to refine practice and improve outcomes, meeting the diverse needs of 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, open to all students.

Inclusive Education Model

VHGA takes pride in its full inclusion model for Students with Disabilities, reflecting the core belief that all students, and especially English Learners and Students with Disabilities, 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 the sense of belonging and community that positively shapes social-emotional development.

Community Schools Initiative

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

The grant supports several key areas:

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

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 California Education Code 64001(j), including the following requirements under California Education Code 52062(a):

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

Learning Recovery Emergency Block Grant Funds

Vista Heritage Global Academy (VHGA) will expend $297,670 of Learning Recovery Emergency Block Grant (LREBG) funds in the 2026-27 school year. Remaining funds $353,148 will be expended 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 Heritage Global Academy's (VHGA) 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	Red	Yellow	Green	N/A	Yellow	Orange	Orange
English Learners	Red	Yellow	Yellow	N/A	Orange	Red	Red
Long-Term English Learners	Red	Yellow	Yellow	N/A	Red	Red	--
Foster Youth	N/A	--	--	N/A	--	--	--
Homeless	N/A	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Orange	Orange
Students with Disabilities	N/A	Yellow	Blue	N/A	Orange	Red	--
Black or African American	N/A	--	--	N/A	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	--
Hispanic or Latino	N/A	Yellow	Green	N/A	Yellow	Orange	Orange
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

Sustained Low Suspension Rates Schoolwide: Vista Heritage Global Academy (VHGA) maintained a 0% suspension rate during the 2023-24 school year. In 2024-25, the schoolwide suspension rate increased modestly to 0.3%, resulting in a Green performance level on the 2025 California School Dashboard. Disaggregated data reflects strong outcomes for most student groups: the Socioeconomically Disadvantaged (SED) student group and the Students with Disabilities (SWD) student group each maintained a 0% suspension rate, achieving the Blue performance level, and the Hispanic student group recorded a 0.3% suspension rate, consistent with the schoolwide rate and resulting in a Green performance level.

Two student groups warrant continued attention. The English Learner (EL) student group recorded a 0.6% suspension rate in 2024-25, resulting in a Yellow performance level, and the Long-Term English Learner (LTEL) student group recorded a 1.1% suspension rate, also resulting in a Yellow performance level. While these rates remain low in absolute terms and reflect a small number of incidents given the size of the student groups, the disparity relative to the schoolwide rate warrants ongoing monitoring and integration of EL-specific supports into the school's behavioral and academic systems.

Despite the fluctuations in performance levels across student groups on the 2025 Dashboard, VHGA's overall suspension rate for the 2024-25 school year remained very low, reflecting a sustained school culture and disciplinary approach that minimizes exclusionary discipline. The school's continued commitment to preventive practices, multi-tiered supports, and equitable discipline positions VHGA to address the emerging EL and LTEL disparity while sustaining strong schoolwide outcomes.

Comprehensive Needs Assessment (2025 Dashboard)

Vista Heritage 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 Learner Progress Indicator (ELPI) Needs Assessment (2025 Dashboard)

Vista Heritage Global Academy (VHGA) has identified the English Learner Progress Indicator (ELPI) as a critical priority focus area for the 2026-27 Local Control and Accountability Plan (LCAP) cycle. The ELPI reports exclusively on the English Learner (EL) student group and measures the percentage of ELs making expected progress toward English proficiency on the English Language Proficiency Assessments for California (ELPAC). VHGA's 2025 ELPI performance level is Red, the lowest performance level on the California School Dashboard, reflecting a sustained, multi-year decline that requires immediate and comprehensive intervention.

Data Analyzed: The leadership team analyzed multi-year ELPI Dashboard data for both the English Learner (EL) student group and the Long-Term English Learner (LTEL) student group, alongside multi-year reclassification rate data. Analysis confirmed that ELPAC proficiency and reclassification rates have decreased significantly due to the updated state proficiency expectations now applied to ELPAC criteria. These updated expectations have raised the threshold for demonstrating expected progress, contributing to the declining performance levels observed across multiple Dashboard cycles.

Identified Gaps: Multi-Year ELPI and Reclassification Data

Three-year trend data for the EL and LTEL student groups, alongside reclassification rates, documents the scope and trajectory of the performance gap.

ELPAC - % Proficient	
2022-23	19.15%
2023-24	11.11%
2024-25	6.9%

ELPI (Dashboard)	EL	LTEL
2023 Dashboard	55.9%	N/A
2024 Dashboard	34.2%	42.1%
2025 Dashboard	24.7%	29.1%

Educational Partners Engaged in the Analysis: Analysis of ELPI performance and identification of priorities reflected input from educational partner groups with direct involvement in English Learner programming. The Leadership Team coordinated the analysis. Teachers contributed through professional development and staff meetings. Parents engaged primarily through the English Learner Advisory Committee (ELAC) and Coffee with the Principal sessions, ensuring that families of EL students had direct input into ELPI-related planning.

Identified Strengths and Demonstrated Growth: Analysis of three-year ELPI data did not surface sustained demonstrated growth for the EL student group. ELPI performance has declined across each successive Dashboard cycle. However, the 2023-24 reclassification rate of 17.9% provides historical evidence that meaningful reclassification activity is achievable at VHGA when implementation conditions support EL progress. Additionally, the school has established several forward-looking foundations for 2026-27 acceleration, including adoption of the Ellevation platform for systematic EL monitoring, adoption of a new science of reading based ELA curriculum with embedded EL supports, and planned investments in ELD instructional coaching capacity. These foundations position the school to interrupt the declining trend in the 2026-27 cycle.

Greatest Needs and Priority Student Groups: ELPI performance for the EL student group has declined from 55.9% on the 2023 Dashboard to 34.2% on the 2024 Dashboard to 24.7% on the 2025 Dashboard, representing a cumulative drop of more than 31 percentage points across three Dashboard cycles. ELPI performance for the LTEL student group has declined from 42.1% on the 2024 Dashboard to 29.1% on the 2025 Dashboard. The reclassification rate, after rising to 17.9% in 2023-24, fell to 0% in 2024-25. Together, these data identify the EL student group, with particular focus on LTELs, as the highest-priority student group for the 2026-27 LCAP cycle. The scope and persistence of the decline indicate that ELPI improvement requires systemic intervention across curriculum, master schedule, teacher capacity, and instructional coaching, not isolated programmatic adjustments.

Issues Identified This Year: Two significant instructional resource changes identified during 2025-26 planning directly support ELPI improvement.

1. VHGA adopted the Ellevation platform to provide systematic monitoring of all English Learners, with particular focus on LTEL students, enabling teachers, the ELD Instructional Coach, and administrators to track ELPAC progress, individual language goals, and reclassification readiness for each EL on roster.
2. This is due in large part this is due in large part to the comprehensive background services the school offers as part of a community school. It supports the social, emotional wellness, and mental health needs of its students through ways of council, restorative practices, and PBIS. The school prioritizes social-emotional wellness as a foundation for academic success in 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. VHGA adopted a new ELA curriculum grounded in the science of reading and incorporating more robust English Learner strategies and supports; implementation of this curriculum is expected to strengthen the language and literacy foundations that drive ELPI outcomes. A parallel issue identified is the recognition that English Learners require structured language support not only in ELA but across all content areas, including mathematics and science, to accelerate overall English proficiency.

Identified Resource Inequities: Vista Heritage conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified interrelated resource gaps that have contributed to declining ELPI performance. Teachers have not received sufficient training in addressing the specific needs of LTEL and EL students, nor sufficient professional development in the use of evidence-aligned English Learner instructional strategies, including Designated and Integrated English Language Development (ELD) methodology. Additionally, instructional support for teachers in differentiating instruction and delivering small-group instruction to meet the range of individual EL needs has been insufficient. These resource inequities have constrained the school's capacity to deliver the consistent, high-quality ELD instruction required to accelerate progress toward English proficiency.

Root Cause Analysis: Root cause analysis surfaced five interrelated factors driving the multi-year decline in ELPI performance.

1. **Instructional Factors.** VHGA lacks a dedicated English Language Development (ELD) curriculum to provide ELs, and especially LTELs, with the targeted, sequenced language support they require to accelerate progress on ELPAC. Without a dedicated ELD curriculum, language instruction has been inconsistently delivered across classrooms and grade levels.
2. **Systemic and Structural Factors.** The master schedule does not include structured ELD class time, preventing consistent daily Designated ELD instruction. This structural gap directly impedes ELPI growth because daily, focused language instruction is foundational to accelerated proficiency development.
3. **Teacher Capacity Factors.** Teachers require sustained professional development in Designated and Integrated ELD methodology to provide ELs and LTELs with the systematic language instruction needed to accelerate ELPAC progress. Without this capacity, even strong content instruction does not consistently translate into measurable ELPI gains.
4. **Language Development Factors.** A high number of ELs, including a substantial LTEL population, require sustained linguistic and academic support across content areas. The concentration of EL students and the persistence of LTEL status for many students underscore the need for systemic, sustained ELD infrastructure rather than time-limited interventions.

5. **Leadership and Support Factors.** Administrative coaching support has been inconsistent due to leadership time constraints, limiting the school's capacity to provide teachers with the ongoing feedback and coaching cycles necessary to refine ELD practice and address identified language acquisition gaps.
6. **Assessment and Policy Factor.** Updated state proficiency expectations applied to ELPAC reclassification criteria have raised the bar for demonstrating expected progress, compounding the impact of the instructional and structural gaps identified above. While this factor is external to VHGA, it amplifies the urgency of strengthening internal ELD infrastructure to meet the elevated state expectations.

2026-27 Action Plan: VHGA will implement a comprehensive, multi-component plan to accelerate English Learner success and reverse the multi-year decline in ELPI performance. The plan includes hiring a part-time ELD Instructional Coach to build teacher capacity in Designated and Integrated ELD delivery; implementation of a structured Designated and Integrated ELD framework aligned to 5 CCR section 11304, with protected Designated ELD time within the 2026-27 master schedule for grades 6 through 8; full implementation of the Ellevation platform with sustained teacher training to maximize its monitoring and instructional planning capabilities; integration of embedded English Learner supports from the newly adopted Savvas Learning Company ELA curriculum into Tier 1 instruction; parallel professional development on EL strategies for mathematics instruction; professional development on Kagan cooperative learning structures to formalize peer-to-peer academic discourse opportunities for ELs; and trimester intervention planning cycles led collaboratively by the ELD Instructional Coach, classroom teachers, and classified support staff. Priority student groups include the EL student group as a whole, with sustained focus on LTEL students whose multi-year ELPI trajectory requires intensive intervention.

ELA Needs Assessment (2025 Dashboard)

Vista Heritage Global Academy (VHGA) has identified English Language Arts (ELA) as a priority focus area for the 2026-27 Local Control and Accountability Plan (LCAP) cycle. This needs assessment synthesizes quantitative and qualitative data analyzed during the 2025-26 planning process to identify ELA-specific strengths, gaps, root causes, and the evidence-informed plan of action for 2026-27.

Data Analyzed: The leadership team analyzed multiple quantitative and qualitative measures to develop a comprehensive picture of ELA performance across all student groups. Quantitative measures included 2024 and 2025 California Assessment of Student Performance and Progress (CAASPP) / Smarter Balanced Assessment Consortium (SBAC) ELA results, 2024 and 2025 English Language Proficiency Assessments for California (ELPAC) results, and 2025-26 i-Ready Reading trimester diagnostic assessments disaggregated by grade level. Qualitative measures included classroom observations conducted by the leadership team alongside teacher-created assessments and student work samples.

2023-24 ELA CAASPP	
	DFS
All Students	-66.2
EL	-95.5
LTEL	-103.9
SED	-67.8
SWD	-122.5
Hispanic	-67.4

2024-25 ELA CAASPP	
	DFS
All Students	-50.7
EL	-80.7
LTEL	-107.5
SED	-53.1
SWD	-118.5
Hispanic	-51.3

Educational Partners Engaged in the Analysis: Analysis of ELA performance and identification of priorities reflected input from multiple educational partner groups. The Leadership Team coordinated the analysis. Teachers contributed through professional development and staff meetings. Parents engaged through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Students participated through the Student Advisory Committee, Town Halls, and Advisory class sessions.

Identified Strengths and Demonstrated Growth: Schoolwide ELA performance reflected measurable improvement between the 2024 and 2025 California School Dashboards. The All Students group moved from an Orange performance level on the 2024 Dashboard to a Yellow performance level on the 2025 Dashboard for the ELA Academic Indicator, evidencing progress in overall student achievement on CAASPP.

Within the Students with Disabilities (SWD) student group, 58.8% of students improved their individual CAASPP ELA score from the prior year, indicating that a majority of SWD students made measurable individual growth even where group-level performance remains below desired levels.

Greatest Needs and Priority Student Groups: Despite schoolwide improvement, disaggregated analysis identified persistent and significant gaps that require targeted intervention in 2026-27. Long-Term English Learners (LTELs) showed a 3.6% decline in ELA performance and remained at the Red performance level on the 2025 Dashboard, representing the most concerning trajectory among student groups. English Learners (ELs) overall showed limited growth in ELA and continue to perform below desired levels. Students with Disabilities, while demonstrating individual growth as noted above, continue to perform below desired group-level proficiency. Across all student groups, Tier 1 ELA instruction requires strengthening with consistent differentiated supports, and targeted intervention for students performing below grade level requires expansion in both frequency and intensity.

Supporting Context: English Learner Progress Indicator: Because ELA outcomes for ELs and LTELs are tightly linked to English language proficiency development, ELPI data provides essential context for ELA-specific planning. ELPI performance for the EL student group has declined across three Dashboard cycles, from 55.9% on the 2023 Dashboard to 34.2% on the 2024 Dashboard to 24.7% on the 2025 Dashboard. ELPI performance for the LTEL student group fell from 42.1% on the 2024 Dashboard to 29.1% on the 2025 Dashboard. Reclassification rates moved from 1.4% in 2022-23 to 17.9% in 2023-24 and to 0% in 2024-25, reflecting the updated state proficiency expectations now applied to ELPAC reclassification criteria. These trends underscore that ELA improvement for ELs and LTELs depends in part on strengthened language development infrastructure.

Issues Identified This Year: Two significant instructional resource changes were identified during 2025-26 planning that directly address ELA performance gaps. First, VHGA adopted a new ELA curriculum that incorporates more robust English Learner strategies and supports and is grounded in the science of reading; implementation of this curriculum is expected to drive improvement in ELA outcomes across student groups. Second, VHGA adopted the Ellevation platform to provide systematic monitoring of all English Learners, with particular focus on LTEL students, to ensure improvement in language acquisition and ELA achievement.

Identified Resource Inequities: Vista Heritage conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified three interrelated resource gaps that have constrained ELA growth, particularly for ELs and LTELs. Teachers have not received sufficient training in addressing the specific needs of LTEL and EL students within ELA instruction, nor sufficient professional development in the use of evidence-aligned English Learner instructional strategies. Additionally, instructional support for teachers in differentiating instruction and delivering small-group instruction to meet individual student needs has been insufficient to address the range of learner needs present in VHGA classrooms.

Root Cause Analysis: Root cause analysis surfaced five interrelated factors driving current ELA performance gaps.

1. **Instructional Factors.** Prior to the 2026-27 adoption, VHGA lacked a science of reading based curriculum to address student needs in ELA. The school also lacks a dedicated English Language Development (ELD) curriculum to provide ELs, and especially LTELs, with the targeted language support they require.
2. **Systemic and Structural Factors.** The master schedule does not include structured ELD class time, preventing consistent daily language support for ELs and contributing directly to declining ELPI and EL ELA performance.
3. **Teacher Capacity Factors.** Teachers require sustained professional development in ELD methodology to deliver the Designated and Integrated ELD instruction needed to accelerate language acquisition and ELA achievement for ELs.
4. **Language Development Factors.** A high number of ELs require sustained linguistic and academic support across content areas, increasing the instructional demand on teachers and the need for systemic ELD infrastructure.

5. **Leadership and Support Factors.** Administrative coaching support has been inconsistent due to leadership time constraints, limiting the school's capacity to provide teachers with the ongoing instructional feedback needed to refine ELA and ELD practice.

2026-27 Action Plan: VHGA will implement increased high-quality professional development for teachers in the use of the newly adopted ELA curriculum, with explicit attention to embedded English Learner supports for students. This evidence-aligned professional learning will target all certificated ELA teachers and will be coordinated with parallel investments in ELD instructional coaching, master schedule restructuring to protect Designated ELD time, and Ellevation platform implementation. Priority student groups for these interventions include ELs, LTELs, and SWD, with universal application of strengthened Tier 1 instruction across all student groups.

Math Academic Indicator Needs Assessment (2025 Dashboard)

Vista Heritage Global Academy (VHGA) has identified mathematics as a priority focus area for the 2026-27 Local Control and Accountability Plan (LCAP) cycle. This needs assessment synthesizes quantitative and qualitative data analyzed during the 2025-26 planning process to identify mathematics-specific strengths, gaps, root causes, and the evidence-informed plan of action for 2026-27.

Data Analyzed: The leadership team analyzed multiple quantitative and qualitative measures to develop a comprehensive picture of mathematics performance across all student groups. Quantitative measures included 2024 and 2025 California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) mathematics results and 2025-26 i-Ready Mathematics trimester diagnostic assessments disaggregated by grade level. Qualitative measures included classroom observations conducted by the leadership team alongside teacher-created assessments and student work samples.

2023-24 Math CAASPP	
	DFS
All Students	-119.3
EL	-139.1
LTEL	-145.2
SED	-120.6
SWD	-143.8
Hispanic	-119.7

2024-25 Math CAASPP	
	DFS
All Students	-112.4
EL	-136.2
LTEL	-164.9
SED	-114.9
SWD	-164.3
Hispanic	-113.2

Educational Partners Engaged in the Analysis: Analysis of mathematics performance and identification of priorities reflected input from multiple educational partner groups. The Leadership Team coordinated the analysis. Teachers contributed through professional development and staff meetings. Parents engaged through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Students participated through the Student Advisory Committee, Town Halls, and Advisory class sessions.

Identified Strengths and Demonstrated Growth: Schoolwide mathematics performance reflected measurable improvement between the 2024 and 2025 California School Dashboards. Overall school performance on the Mathematics Academic Indicator moved from a Red performance level on the 2024 Dashboard to an Orange performance level on the 2025 Dashboard, evidencing initial progress in mathematics achievement on CAASPP at the schoolwide level. While the indicator remains below the desired performance band, the upward movement establishes a foundation for sustained acceleration in 2026-27.

Greatest Needs and Priority Student Groups: Despite schoolwide improvement, disaggregated analysis identified persistent and significant gaps in mathematics achievement. Mathematics performance remains significantly below standard across all student groups, with particularly pronounced gaps for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD). Across all student groups, Tier 1 mathematics instruction requires strengthening with consistent differentiated supports, and targeted intervention for students performing below grade level requires expansion in both

frequency and intensity. The breadth of these gaps indicates that mathematics improvement must be addressed schoolwide rather than through narrowly targeted student group interventions alone.

Issues Identified This Year

Two interrelated instructional priorities surfaced during 2025-26 planning that directly inform the 2026-27 mathematics plan of action. First, sustained professional development for teachers in the i-Ready mathematics curriculum is required to ensure consistent, high-fidelity implementation of the program's instructional design and to fully leverage its diagnostic and personalized practice components. Second, English Learners require structured language support within mathematics instruction, paralleling the EL supports being strengthened in ELA, to ensure that linguistic demands embedded in mathematical content do not impede conceptual access and procedural fluency for ELs and LTELs.

Identified Resource Inequities: Vista Heritage Global Academy conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified three interrelated resource gaps that have constrained mathematics growth. Teachers have not received sufficient training in the i-Ready mathematics curriculum to maximize its instructional and diagnostic value, nor sufficient professional development in addressing the language and learning needs of ELs, LTELs, and SWD within mathematics instruction. Additionally, instructional support for teachers in differentiating mathematics instruction and delivering small-group instruction to meet individual student needs has been insufficient to address the range of learner needs present in VHGA classrooms.

Root Cause Analysis: Root cause analysis surfaced five interrelated factors driving current mathematics performance gaps.

1. **Instructional Factors.** VHGA lacks a dedicated English Language Development (ELD) curriculum to provide ELs, and especially LTELs, with the targeted language support they require to access grade-level mathematics content. Without integrated language scaffolds in mathematics instruction, EL and LTEL students face compounded barriers in word problems, mathematical discourse, and conceptual explanation tasks.
2. **Systemic and Structural Factors.** The master schedule does not include structured ELD class time, preventing consistent daily language support for ELs and contributing indirectly to mathematics achievement gaps by leaving the linguistic foundations of mathematical reasoning underdeveloped.
3. **Teacher Capacity Factors.** Teachers require sustained professional development in both i-Ready mathematics curriculum implementation and in ELD methodology applied to mathematics instruction. Building dual capacity in core mathematics pedagogy and EL-responsive instructional strategies is essential to accelerate mathematics achievement for all student groups.
4. **Language Development Factors.** A high number of ELs require sustained linguistic and academic support across content areas, including mathematics. The cross-content nature of EL needs increases the instructional demand on mathematics teachers and reinforces the need for systemic ELD infrastructure that supports mathematics learning.
5. **Leadership and Support Factors.** Administrative coaching support has been inconsistent due to leadership time constraints, limiting the school's capacity to provide mathematics teachers with the ongoing instructional feedback needed to refine practice and address identified achievement gaps.

2026-27 Action Plan: VHGA will implement increased high-quality professional development for teachers in the use of the i-Ready mathematics curriculum, with explicit attention to English Learner supports for students within mathematics instruction. This evidence-aligned professional learning will target all certificated mathematics teachers and will be coordinated with parallel investments in ELD instructional coaching, master schedule restructuring to protect Designated ELD time, and strengthened differentiated Tier 1 instruction. Priority student groups for these interventions include ELs, LTELs, and SWD, with universal application of strengthened Tier 1 mathematics instruction across all student groups.

Science Academic Indicator Needs Assessment (2025 Dashboard)

Vista Heritage Global Academy (VHGA) has identified science as a priority focus area for the 2026-27 Local Control and Accountability Plan (LCAP) cycle. This needs assessment synthesizes quantitative and qualitative data analyzed during the 2025-26 planning process to identify science-specific strengths, gaps, root causes, and the evidence-informed plan of action for 2026-27. The Science Academic Indicator on the California School Dashboard is based on California Science Test (CAST) results, which assess student performance against the California Next Generation Science Standards (CA NGSS).

Data Analyzed: The leadership team analyzed multiple quantitative and qualitative measures to develop a comprehensive picture of science performance across all student groups. Quantitative measures included 2024 and 2025 California Science Test (CAST) results, with disaggregation by student group on the 2025 California School Dashboard. Qualitative measures included classroom observations conducted by the leadership team alongside teacher-created assessments and student work samples to evaluate the implementation of Next Generation Science Standards (NGSS) aligned instruction and identify instructional priorities.

2023-24 CAST (Science Points)	
All Students	38.2
EL	32.4
SED	38.3
Hispanic	37.5

2024-25 CAST (Science Points)	
All Students	38.8
EL	32.6
SED	38.3
Hispanic	38.9

Identified Gaps: 2025 Dashboard Science Performance: Disaggregated 2025 Dashboard performance levels on the Science Academic Indicator document both schoolwide standing and significant variation across student groups.

Educational Partners Engaged in the Analysis: Analysis of science performance and identification of priorities reflected input from multiple educational partner groups. The Leadership Team coordinated the analysis. Teachers contributed through professional development and staff meetings, with science teachers providing specific input on NGSS implementation and instructional needs. Parents engaged through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Students participated through the Student Advisory Committee, Town Halls, and Advisory class sessions.

Identified Strengths and Demonstrated Growth: Schoolwide science performance on the 2025 Dashboard achieved an Orange performance level for the All Students group. Within disaggregated data, the Socioeconomically Disadvantaged (SED) student group and the Hispanic student group each performed at an Orange level, consistent with the schoolwide rating. This consistency suggests that VHGA's core science instruction is reaching the school's two largest demographic groups at a comparable level to the schoolwide average, providing a foundation on which to build accelerated improvement in 2026-27.

Greatest Needs and Priority Student Groups: Disaggregated analysis identified a significant performance gap for the English Learner (EL) student group, which achieved a Red performance level on the 2025 Science Academic Indicator compared to Orange for the All Students, SED, and Hispanic student groups. This represents the most pronounced disparity among student groups for which data is currently confirmed and identifies ELs as the highest-priority student group for science intervention in 2026-27. The gap reflects the well-documented intersection of academic language demands in science with the broader EL achievement challenges already documented in the ELA, Mathematics, and ELPI focus areas of this needs assessment.

Across all student groups, schoolwide science performance at the Orange level indicates that science achievement remains below the desired performance band. Tier 1 science instruction requires strengthening, with particular attention to differentiated supports, academic language development, and NGSS-aligned three-dimensional learning experiences that integrate disciplinary core ideas, science and engineering practices, and crosscutting concepts. Targeted support for students performing below grade level in science requires expansion in both frequency and intensity.

Issues Identified This Year: Two interrelated instructional priorities surfaced during 2025-26 planning that directly inform the 2026-27 science plan of action.

1. English Learners require structured language support within science instruction, paralleling the EL supports being strengthened in ELA and mathematics, to ensure that the substantial academic language demands embedded in science content do not impede conceptual access for ELs. Science instruction is particularly language-intensive due to discipline-specific vocabulary, complex syntactic structures in scientific texts, and the language of scientific argumentation.
2. Sustained professional development for teachers in NGSS-aligned instructional practice, including three-dimensional learning design and inquiry-based pedagogy, is required to ensure that science instruction develops the depth of conceptual understanding measured by CAST.

Identified Resource Inequities: Vista Heritage conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified three interrelated resource gaps that have constrained science achievement. Teachers have not received sufficient professional development in addressing the specific language and learning needs of ELs and LTELs within science instruction, nor in the use of evidence-aligned English Learner instructional strategies applied to scientific content and discourse. Additionally, instructional support for teachers in differentiating science instruction and delivering small-group instruction to meet individual student needs has been insufficient to address the range of learner needs present in VHGA science classrooms. Finally, sustained NGSS-aligned professional development resources to deepen teacher capacity in three-dimensional science instruction have been inconsistent.

Root Cause Analysis: Root cause analysis surfaced five interrelated factors driving current science performance gaps, with particular attention to the Red performance level for the EL student group.

1. **Instructional Factors.** VHGA lacks a dedicated English Language Development (ELD) curriculum to provide ELs, and especially LTELs, with the targeted language support they require to access grade-level science content. Without integrated language scaffolds in science instruction, EL students face compounded barriers in scientific text comprehension, vocabulary acquisition, scientific argumentation, and CAST item formats that require explanation and reasoning. Inconsistent integration of NGSS three-dimensional learning further constrains conceptual depth across student groups.
2. **Systemic and Structural Factors.** The master schedule does not include structured ELD class time, preventing consistent daily language support for ELs. This structural gap contributes indirectly to science achievement gaps by leaving the linguistic foundations of scientific reasoning underdeveloped, particularly for ELs whose Red performance level on the Science Indicator is closely tied to language demands in science assessment.
3. **Teacher Capacity Factors.** Teachers require sustained professional development in both NGSS-aligned three-dimensional science instruction and in ELD methodology applied to science content. Building dual capacity in scientific pedagogy and EL-responsive instructional strategies is essential to accelerate science achievement for all student groups, with particular impact on the EL student group.
4. **Language Development Factors.** A high number of ELs require sustained linguistic and academic support across content areas, including science. The intersection of dense scientific academic language with limited English proficiency creates substantial barriers to demonstrating conceptual understanding on CAST and contributes directly to the Red performance level for the EL student group.
5. **Leadership and Support Factors.** Administrative coaching support has been inconsistent due to leadership time constraints, limiting the school's capacity to provide science teachers with the ongoing instructional feedback needed to refine NGSS-aligned practice and address identified achievement gaps.

2026-27 Action Plan: : VHGA will implement increased high-quality professional development for teachers in NGSS-aligned three-dimensional science instruction, with explicit attention to English Learner supports for students within science instruction. This evidence-aligned professional learning will target all certificated science teachers and will be coordinated with parallel investments in ELD instructional coaching, master schedule restructuring to protect Designated ELD time, integration of academic language development strategies into science instruction, and strengthened differentiated Tier 1 instruction. Science teachers will collaborate with the ELD Instructional Coach to develop science-specific language objectives aligned with content objectives, ensuring that scientific vocabulary, discourse, and argumentation are explicitly taught alongside disciplinary content. Priority student groups for these interventions include ELs, with particular focus on LTELs, alongside universal application of strengthened Tier 1 science instruction across all student groups including SED, Hispanic, and SWD students.

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

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

Total LREBG Allocation: Vista Heritage Global Academy (VHGA) will expend $297,670 in the 2026-27 school year. Remaining funds $353,148 will be expended in the 2027-28 school year.

Needs Assessment: VHGA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, English Learner progress decline, and instructional capacity as the school's most significant learning recovery priorities. The English Learner Progress Indicator (ELPI) declined for the third consecutive Dashboard cycle, from 55.9% on the 2023 Dashboard to 34.2% on the 2024 Dashboard to 24.7% on the 2025 Dashboard, resulting in a Red performance level. Long-Term English Learners (LTELs) showed a 3.6% decline in English Language Arts (ELA) and remained at the Red performance level, and ELPI performance for the LTEL student group fell from 42.1% to 29.1% on the 2024 and 2025 Dashboards. Reclassification rates fell from 17.9% in 2023-24 to 0% in 2024-25. Schoolwide performance on the ELA Academic Indicator improved from Orange to Yellow on the 2025 Dashboard, and the Mathematics Academic Indicator improved from Red to Orange, but mathematics achievement remains significantly below standard across all student groups. The English Learner student group received a Red performance level on the Science Academic Indicator. Local i-Ready diagnostic data documents persistent gaps in reading and mathematics achievement for unduplicated student groups, and the 2025 Dashboard identified an emerging suspension rate disparity for ELs (0.6%, Yellow) and LTELs (1.1%, Yellow) compared to the schoolwide rate (0.3%, Green). The needs assessment identified instructional capacity gaps and inconsistent instructional coaching support as recurring root causes across all academic indicators, requiring sustained coaching and intervention infrastructure to strengthen standards-aligned, differentiated instruction for unduplicated student groups.

Expenditure 1: After-School, Intersession, and Summer School Tutoring

Position (LCAP Goal and Action): After-School, Intersession, and Summer School Tutoring (Goal 1, Action 2: MTSS for Accelerating Learning)

Amount of LREBG Funds: $145,627

Rationale: After-school, intersession, and summer school tutoring provides extended learning opportunities for students requiring Tier 2 and Tier 3 academic intervention in reading and mathematics. These programs support expanded learning opportunity program services pursuant to Education Code Section 46120, ensuring that students whose learning was most disrupted by the pandemic and who remain below grade level receive sustained academic intervention beyond the regular school day and school year. Credentialed classroom teachers, who already know each student's learning profile, deliver daily intervention tutoring in the after-school program, and intersession and summer programming delivers intensive academic support during instructional breaks. English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students receive priority placement in tutoring services. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs, additional academic services, and supporting expanded learning opportunity program services pursuant to Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through after-school and summer programs, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households and English Learners. Studies meeting Every Student Succeeds Act (ESSA) Tier 2 evidence standards demonstrate that high-dosage tutoring programs are among the most effective interventions for accelerating learning recovery.

Metric(s): After-school, intersession, and summer tutoring enrollment, attendance, and student growth data; i-Ready Reading and Mathematics trimester diagnostic performance disaggregated by student group; California Assessment of Student Performance and Progress (CAASPP) ELA and Mathematics Distance from Standard disaggregated by EL, LTEL, SWD, and SED; chronic absenteeism rates disaggregated by student group; reclassification rates for English Learners.

Expenditure 2: Intervention Coordinator

Position (LCAP Goal and Action): Intervention Coordinator (Goal 1, Action 2: MTSS for Accelerating Learning)

Amount of LREBG Funds: $66,679

Rationale: The Intervention Coordinator manages VHGA's Multi-Tiered System of Supports (MTSS) tiered intervention infrastructure, coordinates Tier 2 small-group instruction and Tier 3 individualized supports, monitors student response to intervention, and ensures that intervention services are aligned to i-Ready diagnostic data, classroom assessment evidence, and the Student Study Team (SST) process. The Intervention Coordinator collaborates with the Education Specialist, Special Education Teacher Assistant, School Psychologist, Behavior Interventionist, and Academic Interventionist to deliver coordinated academic support for students who experienced pandemic-related learning disruption and who remain below grade level. The position directly addresses the needs assessment finding that intervention systems require expanded coordination, systematic progress monitoring, and targeted support for unduplicated student groups. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and providing learning recovery programs and services.

Evidence Tier: Tier 2 (Moderate Evidence). MTSS implementation supported by dedicated coordination personnel produces measurable improvements in student academic outcomes, particularly when intervention decisions are anchored in universal screening data and progress monitoring. Studies meeting ESSA Tier 2 evidence standards support the effectiveness of structured intervention coordination in accelerating learning recovery for students performing below grade level.

Metric(s): i-Ready Reading and Mathematics trimester diagnostic performance disaggregated by student group; Tier 2 and Tier 3 intervention enrollment, attendance, and progress monitoring data; SST referral, plan development, and outcome data; California School Dashboard performance levels for ELA and Mathematics Academic Indicators for unduplicated student groups; CAASPP ELA and Mathematics Distance from Standard disaggregated by EL, LTEL, SWD, and SED.

Expenditure 3: ELD Coordinator / Instructional Coach

Position (LCAP Goal and Action): ELD Coordinator / Instructional Coach (Goal 1, Action 6: Accelerating English Learner Success)

Amount of LREBG Funds: $16,193

Rationale: The English Language Development (ELD) Coordinator and Instructional Coach builds teacher capacity in Designated and Integrated ELD instruction aligned to 5 California Code of Regulations (CCR) section 11304, coordinates implementation of the Ellevation Platform for English Learner monitoring, conducts coaching cycles with content-area teachers to develop language objectives aligned to content objectives, and supports the protected Designated ELD time being established in the master schedule for grades 6 through 8. The position directly addresses the needs assessment finding that gaps in dedicated ELD instruction, gaps in teacher capacity for Designated and Integrated ELD, and inconsistent instructional coaching are the primary root causes of the multi-year decline in ELPI performance for English Learners and Long-Term English Learners. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers and administrators on evidence-based strategies to meet the needs of pupils, including English Learners.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student

achievement. The strongest effects are observed when coaching is content-specific, ongoing, and responsive to individual teacher needs, conditions that the ELD Coordinator and Instructional Coach role is designed to satisfy.

Metric(s): ELPI performance for the EL and LTEL student groups on the California School Dashboard; English Language Proficiency Assessments for California (ELPAC) overall proficiency level distribution; annual reclassification rate; instructional coaching observation and feedback cycle records; Ellevation Platform implementation and teacher utilization data; CAASPP ELA Distance from Standard for the EL and LTEL student groups; classroom observation evidence of Designated and Integrated ELD implementation.

Expenditure 4: Math Instructional Coach

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

Amount of LREBG Funds: $32,111

Rationale: The Math Instructional Coach provides professional development and coaching on the California Mathematics Framework, supports implementation of the i-Ready mathematics curriculum, conducts regular classroom observations with targeted feedback cycles, models evidence-based mathematics instructional strategies, co-plans lessons, and uses observational and assessment data to drive coaching priorities. The position directly addresses the needs assessment finding that mathematics performance remains significantly below standard across all student groups and that teachers require sustained, dual capacity development in core mathematics pedagogy and English Learner-responsive instructional strategies applied to mathematics content. By building teacher capacity in differentiated, language-rich mathematics instruction, the Math Instructional Coach accelerates learning recovery for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. The strongest effects are observed when coaching is content-specific (mathematics), ongoing, and responsive to individual teacher needs.

Metric(s): CAASPP Mathematics Distance from Standard disaggregated by EL, LTEL, SWD, and SED; California School Dashboard performance levels for the Mathematics Academic Indicator and the EL Mathematics performance; i-Ready Mathematics trimester diagnostic performance disaggregated by student group; instructional coaching observation and feedback cycle records; professional development attendance and implementation data; classroom observation evidence of differentiated mathematics instruction collected through the bi-weekly observation cycle.

Expenditure 5: ELA Instructional Coach

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

Amount of LREBG Funds: $37,060

Rationale: The ELA Instructional Coach provides professional development and coaching on the California ELA and ELD Frameworks, supports implementation of the newly adopted Savvas Learning Company (myPerspectives) ELA curriculum, conducts regular classroom observations with targeted feedback cycles, models science of reading-aligned literacy practices, co-plans lessons, and uses observational and assessment data to drive coaching priorities. The position directly addresses the needs assessment finding that ELA gaps for English Learners and Long-Term English Learners require sustained teacher capacity development in evidence-based literacy instruction, science of reading-aligned practices, and integrated language development across content areas. By building teacher capacity in differentiated, language-rich literacy instruction, the ELA Instructional Coach accelerates learning recovery for unduplicated student groups, with particular focus on the LTEL student group that showed a 3.6% ELA decline on the 2025 Dashboard. This expenditure is

aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. The strongest effects are observed when coaching is content-specific (ELA), ongoing, and responsive to individual teacher needs.

Metric(s): CAASPP ELA Distance from Standard disaggregated by EL, LTEL, SWD, and SED; California School Dashboard performance levels for the ELA Academic Indicator and EL ELA performance; i-Ready Reading trimester diagnostic performance disaggregated by student group; instructional coaching observation and feedback cycle records; professional development attendance and implementation data; classroom observation evidence of science of reading-aligned literacy instruction collected through the bi-weekly observation cycle.

LCAP Alignment: All five expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. After-School, Intersession, and Summer School Tutoring and the Intervention Coordinator are included under Goal 1, Action 2 (MTSS for Accelerating Learning). The ELD Coordinator / Instructional Coach is included under Goal 1, Action 6 (Accelerating English Learner Success). The Math Instructional Coach and ELA Instructional Coach are included under Goal 2, Action 2 (Professional Learning and Development). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through Local Control Funding Formula (LCFF) Base, Supplemental and Concentration funds, Title III, 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 2025-26 LCAP engagement process. The Vista Charter Public Schools Governing Board and the school's administrative leadership team identified continued investment in MTSS intervention coordination, after-school and summer tutoring, English Learner programming, and instructional coaching as priorities. Teachers, through weekly professional development meetings and bi-weekly Leadership Team meetings, emphasized the need for sustained instructional coaching in ELA, mathematics, and ELD, alongside expanded intervention capacity for unduplicated students. The Parent Advisory Committee (PAC) expressed strong support for academic support programs, expanded EL resources, and increased transparency around student progress. The English Learner Advisory Committee (ELAC) emphasized expanded ELD supports, translation services, and instructional coaching focused on EL and LTEL success. The needs assessment and expenditure plan were reviewed through the PAC, ELAC, and Student Advisory Committee processes.

2024 CA School Dashboard: Vista Heritage Global Academy (VHGA)

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

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

ELA Academic Indicator Needs Assessment (2024 Dashboard)

The 2024 CA Dashboard results reveal significant achievement gaps in English Language Arts across multiple student populations at Vista Heritage Global Academy. Three critical student groups received RED performance levels: English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). Additionally, four groups received ORANGE performance levels: All Students, Socioeconomically Disadvantaged (SED), and Hispanic students. These results demonstrate the urgent need for systematic, evidence-based literacy interventions across all grade levels.

Data Analyzed (Quantitative & Qualitative)

The comprehensive data analysis reveals concerning trends in student literacy performance. CA Dashboard results show All Students performing 66.2 points below standard, representing a decline of 20 points from the previous year. Most alarming is the English Learners group performance at 95.5 points below standard with an 18.1-point decline, indicating accelerating achievement gaps for our most vulnerable population.

i-Ready Diagnostic Assessment data provides a mixed picture of student progress. Grades 6-8 students demonstrated exceptional growth, exceeding expected targets on i-Ready D3 with 116% expected annual growth in reading. The vocabulary domain showed remarkable improvement from 0% to 33% proficiency. However, the comprehension domain showed zero growth during the school year, representing a critical area requiring immediate intervention.

Additional data sources include weekly comprehension checks, teacher observations, classroom assessments, and ELPAC results for English Learners. These multiple data points consistently indicate systematic gaps in foundational reading skills and comprehension strategies across student populations.

Identified Strengths

Vista Heritage Global Academy demonstrates several areas of strength that provide a foundation for improvement. Middle school students in grades 6-8 have shown remarkable progress, exceeding expected growth targets with 116% annual growth in reading assessments. The significant improvement in vocabulary instruction has yielded measurable results, with student proficiency increasing from 0% to 33% during the school year.

Teachers consistently demonstrate dedication to supporting struggling readers through creative instructional adaptations and collaborative problem-solving. The school has established a strong commitment to data-driven instruction with regular progress monitoring through weekly comprehension checks. Grade-level teams collaborate effectively for instructional planning, and intervention systems through Teaching Assistants provide additional student support.

Greatest Needs by Student Group

English Learners and Long-Term English Learners represent the most urgent area of need, performing 95.5 points below standard on the CA Dashboard. These students require systematic, explicit literacy instruction aligned with Science of Reading principles, combined with integrated English Language Development instruction across all content areas. The significant decline in performance indicates that current instructional approaches are insufficient to meet their complex linguistic and academic needs.

Students with Disabilities require specialized literacy interventions that address individual learning profiles and specific reading difficulties. Enhanced diagnostic assessment capabilities are essential to identify characteristics of dyslexia and other reading challenges that may have gone unidentified in current systems.

Across all student groups, reading comprehension represents the most critical need, as this domain showed zero growth during the current school year. Students need systematic phonics and phonemic awareness instruction, comprehensive vocabulary development across content areas, and strategic instruction in text complexity with intentional background knowledge building.

Issues Identified This Year

The current ELA curriculum lacks alignment with Science of Reading research, resulting in inconsistent implementation of evidence-based literacy practices. Teachers have limited access to systematic phonics and structured literacy instruction resources, and there is insufficient focus on foundational reading skills that are essential for student success.

Assessment and intervention systems reveal significant gaps in diagnostic capabilities to identify specific reading difficulties. The school lacks targeted interventions for struggling readers and has limited capacity to identify and support students with dyslexia characteristics. Current intervention approaches are not sufficiently intensive or systematic to address the depth of student needs.

Staffing limitations present additional challenges, with insufficient Teaching Assistant time available for quality small group intervention. The absence of specialized literacy coaching means teachers lack ongoing support for implementing evidence-based practices and professional development in reading science.

Identified Resource Inequities

Personnel inequities represent the most significant barrier to improved literacy outcomes. The school lacks specialized ELA instructional coaching support, has insufficient Teaching Assistant allocation for intensive intervention, and limited access to reading specialists or literacy experts who can guide systematic improvement efforts.

Curriculum and materials present additional inequities, with an absence of Science of Reading-aligned instructional materials, limited access to decodable texts and structured literacy resources, and inadequate diagnostic assessment tools for identifying specific reading difficulties.

Professional development inequities compound these challenges, with insufficient training opportunities in Science of Reading principles and practices, limited knowledge of structured literacy approaches among staff, and significant gaps in understanding evidence-based reading instruction methodologies.

Root Cause Analysis

The analysis reveals five primary factors contributing to low ELA performance across student groups. Instructional approach misalignment represents the fundamental issue, as current literacy instruction is not grounded in reading science research. This creates a systemic implementation gap where the school lacks a coordinated, systematic approach to literacy instruction across grade levels.

The absence of specialized literacy coaching means teachers lack guidance for implementing evidence-based practices effectively. Limited intervention capacity due to inadequate staffing prevents the delivery of intensive, targeted reading interventions that struggling students require. Finally, an assessment-instruction disconnect limits the use of diagnostic data to drive targeted, responsive instruction.

2025-26 Plan of Action (Evidence-Based Interventions)

Vista Heritage Global Academy will implement a comprehensive literacy improvement plan anchored by enhanced staffing and systematic professional development. The school will hire a part-time ELA Instructional Coach through the CA Community School Partnership Program (CCSPP) Implementation Grant, specializing in Science of Reading implementation. This coach will serve as a critical change agent, guiding teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles.

The ELA Instructional Coach will focus on supporting teachers in transitioning away from practices not aligned with reading science, such as three-cueing or relying solely on leveled texts, toward evidence-based approaches. The coach will train teachers in systematic phonics instruction, explicit morphology teaching, and vocabulary development while building the background knowledge crucial for comprehension. Additionally, the coach will guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.

Professional learning facilitation will be a key component, helping teachers understand both the theoretical foundation and practical implementation of science-based reading instruction. The coach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including helping teachers recognize and address characteristics of dyslexia and other reading challenges that may have gone unidentified.

The school will strengthen its Multi-Tiered System of Supports (MTSS) through partnership with the Orange County Department of Education (OCDE) for systematic coaching. This evidence-based framework will integrate academic, behavioral, and social-emotional supports through a tiered structure, ensuring all students receive high-quality core instruction while providing timely interventions for those needing additional support. The systematic MTSS implementation will guide targeted professional development to build staff capacity in classroom management, behavioral interventions, and differentiated instruction.

Comprehensive professional development on the Science of Reading will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This professional development will emphasize integration across content areas, recognizing that science, social studies, and mathematics teachers all play crucial roles in developing students' literacy skills. Teachers will learn to scaffold complex texts, teach domain-specific vocabulary, and support reading comprehension through evidence-based strategies.

Assessment and intervention strategies will be enhanced to help teachers identify specific reading challenges and provide targeted support. This includes developing understanding of dyslexia and other reading difficulties that may not have been previously identified, as well as implementing strategies to support English language learners within a structured literacy framework.

Beyond individual classrooms, the ELA coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels. The school will establish assessment systems that monitor student progress in all reading components and guide the selection of evidence-based instructional materials that support systematic, explicit instruction.

Mathematics Academic Indicator Needs Assessment (2024 Dashboard)

The 2024 CA Dashboard results reveal critical mathematics achievement gaps across nearly all student populations at Vista Heritage Global Academy. Five student groups received RED performance levels: All Students, English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students. Only the Long-Term English Learners (LTEL) group achieved an ORANGE performance level. These results indicate widespread systematic challenges in mathematics instruction and learning that require immediate, comprehensive intervention across all grade levels.

Data Analyzed (Quantitative & Qualitative)

Comprehensive mathematics performance data reveals alarming trends across multiple assessment measures. CA Dashboard results show All Students performing 82.8 points below standard with a decline of 7.9 points from the previous year, indicating that current instructional approaches are insufficient to meet student needs. The English Learners group faces particularly severe challenges, requiring targeted interventions that address both mathematical concepts and language development simultaneously.

CAASPP Mathematics assessment data shows minimal progress, with only 8.26% of students meeting or exceeding standards in 2023-24, representing a negligible improvement from the 8.18% baseline. This stagnant performance indicates that current mathematics instruction is not effectively building conceptual understanding or procedural fluency across student populations.

iReady Math Diagnostic assessments provide some encouraging data points within the overall concerning picture. Students in grades 3-5 exceeded expected growth targets on the iReady D3, averaging 115% expected annual growth in mathematics. The Numbers & Operations domain showed significant improvement, increasing from 9% proficiency at the beginning of year to 37% at end of year, representing a 28-point gain. However, these isolated areas of growth have not translated into broader mathematics achievement across all domains and grade levels.

Additional data sources include weekly mathematics comprehension checks, teacher observations during math instruction, classroom-based assessments, and analysis of student work samples. These multiple data points consistently reveal gaps in foundational number sense, mathematical reasoning, and problem-solving strategies across student populations.

Identified Strengths

Vista Heritage Global Academy demonstrates several mathematics instructional strengths that provide a foundation for systematic improvement. Elementary students in grades 3-5 have shown exceptional growth potential, exceeding expected targets with 115% annual growth on iReady diagnostic assessments. This demonstrates that students are capable of accelerated learning when provided with appropriate instructional support and intervention.

The significant improvement in the Numbers & Operations domain, with proficiency increasing from 9% to 37% during the school year, indicates that targeted instruction in foundational mathematics concepts can yield measurable results. This 28-point improvement demonstrates that systematic, focused instruction can effectively address specific mathematical skill gaps.

Teachers show commitment to data-driven mathematics instruction through regular implementation of weekly comprehension checks and collaborative analysis of student performance. Grade-level teams work together to analyze student needs and adjust instruction accordingly. The school has established intervention systems through Teaching Assistants who provide additional mathematics support during classroom instruction.

Greatest Needs by Student Group

All Students represent a critical area of concern, performing 82.8 points below standard on the CA Dashboard with a continuing decline in performance. This widespread challenge indicates the need for comprehensive mathematics instructional reform that addresses foundational number sense, conceptual understanding, and problem-solving strategies across all grade levels.

English Learners face compounded challenges in mathematics, requiring instruction that simultaneously develops mathematical concepts and academic language. These students need systematic support in understanding mathematical vocabulary, interpreting word problems, and expressing mathematical reasoning in English while building conceptual understanding of mathematical procedures and concepts.

Socioeconomically Disadvantaged students and Hispanic students both demonstrate significant achievement gaps that require targeted interventions addressing potential barriers to mathematics learning. Students with Disabilities need specialized mathematics instruction that accommodates individual learning profiles while maintaining high expectations for mathematical understanding and achievement.

The Long-Term English Learners group, while achieving ORANGE performance, still requires continued support to maintain progress and move toward proficient performance levels. This group represents students who have developed sufficient English proficiency but continue to face challenges in academic mathematics contexts.

Issues Identified This Year

Mathematics curriculum implementation lacks fidelity and consistency across classrooms, resulting in uneven student exposure to grade-level mathematics standards. Teachers require additional professional development to effectively implement adopted mathematics curricula with the systematic approach necessary for student success. Current implementation gaps prevent students from receiving coherent, progressive mathematics instruction that builds conceptual understanding over time.

The availability and effective use of mathematics manipulatives and concrete learning materials is insufficient to support conceptual understanding, particularly for students who require hands-on learning experiences to grasp abstract mathematical concepts. This limitation particularly impacts students with disabilities and English learners who benefit from multiple representations of mathematical ideas.

Assessment and intervention systems in mathematics lack the diagnostic precision necessary to identify specific mathematical misconceptions and skill gaps. Teachers need enhanced capacity to analyze student mathematical thinking and provide targeted interventions that address underlying conceptual challenges rather than just procedural errors.

Staffing limitations significantly impact the quality and intensity of mathematics intervention available to struggling students. Insufficient Teaching Assistant time in mathematics classrooms prevents the delivery of small-group instruction and individualized support that many students require to develop mathematical proficiency.

Identified Resource Inequities

Personnel resources present the most significant barrier to mathematics achievement improvement. The school lacks specialized mathematics instructional coaching support to guide teachers in implementing evidence-based mathematics practices. Insufficient Teaching Assistant allocation for mathematics intervention limits the school's capacity to provide intensive, targeted support for struggling learners. Additionally, the absence of dedicated tutoring support for underperforming students creates gaps in individualized intervention, particularly for the lowest-performing student groups.

Curriculum and instructional materials reveal additional inequities, with limited access to high-quality mathematics manipulatives and hands-on learning resources that support conceptual understanding. The absence of comprehensive diagnostic mathematics assessments prevents teachers from identifying specific skill gaps and mathematical misconceptions that require targeted intervention.

Professional development opportunities in mathematics instruction are insufficient, leaving teachers without adequate training in evidence-based mathematics teaching practices, mathematical content knowledge for teaching, and strategies for supporting diverse learners in mathematics contexts. This professional development gap particularly impacts the effective instruction of English learners and students with disabilities in mathematics.

Root Cause Analysis

The analysis reveals five interconnected factors contributing to widespread mathematics underperformance across student groups. Mathematics curriculum implementation lacks systematic fidelity, with teachers requiring additional support and training to deliver coherent, standards-aligned mathematics instruction that builds conceptual understanding progressively over time.

Insufficient specialized mathematics coaching means teachers lack ongoing support for implementing evidence-based mathematics practices, analyzing student mathematical thinking, and adjusting instruction based on diagnostic assessment data. This absence of instructional leadership in mathematics perpetuates inconsistent teaching practices and limits teacher growth in mathematical content knowledge for teaching.

Limited intervention capacity due to inadequate Teaching Assistant staffing and absence of dedicated tutoring support prevents the delivery of intensive, small-group mathematics instruction that struggling students require. Current intervention approaches lack the systematic structure and diagnostic precision necessary to address fundamental mathematical misconceptions and skill gaps.

The assessment-instruction connection in mathematics remains underdeveloped, with limited use of diagnostic data to drive responsive mathematics instruction. Teachers need enhanced capacity to analyze student mathematical thinking and implement targeted interventions based on specific mathematical learning needs.

Mathematics instructional materials and resources, particularly concrete manipulatives and visual representations, are insufficient to support conceptual understanding for diverse learners who require multiple representations of mathematical concepts to develop procedural fluency and conceptual understanding simultaneously.

2025-26 Action Plan (Evidence-Based Interventions)

Vista Heritage Global Academy will implement a comprehensive mathematics improvement initiative focused on systematic curriculum implementation, enhanced professional development, and targeted intervention support. The school will hire a part-time Mathematics Instructional Coach through the CA Community School Partnership Program (CCSPP) Implementation Grant, who will serve as a catalyst for improving mathematics instruction through multiple strategic roles.

The Mathematics Instructional Coach will focus on addressing achievement gaps by working directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. The coach will conduct classroom observations with teachers through peer observation models, lead co-planning sessions, and model effective instructional strategies, with a focus on implementing research-based practices that build conceptual understanding alongside procedural fluency. This includes supporting teachers in using concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage diverse learners, especially among the lowest performing student groups: English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The Mathematics Coach will support teachers in using formative assessment data to make instructional decisions, guiding them in identifying misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The coach will facilitate professional learning communities where teachers can collaborate on analyzing student work, sharing effective practices, and developing common assessments, translating research into practical classroom strategies, particularly those proven effective for students who have historically struggled in mathematics.

Beyond individual teacher support, the Mathematics Coach will collaborate with school leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions between elementary, middle, and high school mathematics, and assist in establishing systems for monitoring student progress and adjusting support structures based on data.

The school will expand its intervention capacity through the addition of specialized tutors who will play a crucial role in providing targeted academic support for underperforming students in mathematics, particularly for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Working in close coordination with classroom teachers and the Mathematics Instructional Coach, tutors will deliver individualized or small group instruction that addresses specific skill gaps while building on students' strengths through before and after-school programming.

For English Learners and Long-Term English Learners, including dually identified EL/SWD students, tutors will provide additional language support alongside mathematics content instruction, using scaffolding strategies such as visual aids, native language support when appropriate, and structured opportunities for academic mathematical discourse. For Students with Disabilities, tutors will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for mathematical achievement.

For Socioeconomically Disadvantaged students, tutors will help bridge opportunity gaps by providing extra practice time, building mathematical background knowledge, and offering homework support that might not be available at home. Tutors will use ongoing formative assessments to track progress and adjust instruction, ensuring their support remains targeted and effective. They will also serve as confidence builders, creating safe learning environments where students feel comfortable taking mathematical risks and developing academic self-efficacy in mathematics.

The school will enhance its Multi-Tiered System of Supports (MTSS) framework specifically for mathematics instruction through continued partnership with the Orange County Department of Education (OCDE). This systematic approach will integrate mathematics intervention supports through a tiered structure,

ensuring all students receive high-quality core mathematics instruction while providing intensive interventions for those demonstrating significant mathematical skill gaps.

Mathematics intervention capacity will be further expanded through increased Teaching Assistant allocation and targeted professional development for support staff. Teaching Assistants will receive training in evidence-based mathematics intervention strategies, small-group instruction techniques, and supporting diverse learners in mathematics contexts, working in coordination with the Mathematics Coach and tutoring staff.

Assessment systems will be enhanced to include comprehensive diagnostic mathematics assessments that identify specific mathematical misconceptions and skill gaps. Teachers will receive professional development in analyzing student mathematical thinking, interpreting diagnostic assessment data, and implementing targeted interventions based on individual student mathematical learning needs.

Instructional materials and resources will be expanded to include comprehensive mathematics manipulative collections, visual representation tools, and technology resources that support conceptual understanding across all grade levels. Particular attention will be paid to resources that support English learners and students with disabilities in accessing grade-level mathematics content.

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

The 2024 CA Dashboard results reveal significant challenges in English language development at Vista Heritage Global Academy. Both English Learners (EL) and Long-Term English Learners (LTEL) received RED performance levels on the English Learner Progress Indicator (ELPI). The EL group showed 34.2% of students making progress toward English language proficiency, while the LTEL group demonstrated 42.1% making progress. These results represent substantial declines from the 2023 Dashboard, where EL students achieved 55.9% progress and LTEL students achieved 53.3% progress, indicating an urgent need for systematic intervention in English language development programming.

Data Analyzed (Quantitative & Qualitative): Comprehensive English language development data reveals concerning trends across multiple assessment measures. The dramatic decline in ELPI performance from 2023 to 2024 represents a 21.7-point decrease for EL students and an 11.2-point decrease for LTEL students, indicating that current English language development approaches are insufficient to support student progress toward proficiency.

ELPAC assessment data shows declining English language proficiency levels, with only 11.11% of students achieving proficient status in 2023-24, down from 19.15% in 2022-23. This 8-point decline in proficiency demonstrates that students are not developing English language skills at the rate necessary for academic success and reclassification.

Paradoxically, the reclassification rate increased dramatically from 1.4% in 2022-23 to 17.9% in 2023-24, suggesting potential inconsistencies in reclassification criteria or assessment practices. This discrepancy between declining ELPAC proficiency and increasing reclassification rates requires further investigation to ensure appropriate student placement and support.

Additional data analysis reveals that 30.6% of English Learners increased one ELPI level during 2023-24 to 2024-25, indicating some individual student progress. However, 36.9% of EL students maintained their current English proficiency level, and 28.8% decreased a level, demonstrating that current instructional approaches are not effectively supporting the majority of English learners in their language development journey.

iReady Reading diagnostic data, weekly comprehension checks, teacher observations during ELD instruction, and analysis of student language production across content areas provide additional insights into specific areas of language development that require targeted intervention.

Identified Strengths: Vista Heritage Global Academy demonstrates several areas of strength in English language development that provide a foundation for improvement. Teachers consistently show dedication to supporting EL students through creative instructional adaptations, including translating lessons and materials, seeking assistance from Spanish-speaking Teaching Assistants, and utilizing technology tools to develop differentiated lessons that meet English learners' specific needs.

The school has implemented ELD classes using the iLit curriculum, providing a structured foundation for designated English language development instruction. This curriculum offers systematic language development opportunities across grade levels, with one ELD course offered at each grade level taught by experienced English Language Arts teachers, ensuring alignment between ELD instruction and core literacy content.

The significant increase in reclassification rates from 1.4% to 17.9% indicates that some students are achieving the linguistic competencies necessary for academic success in mainstream classrooms. The fact that 30.6% of English Learners increased one ELPI level demonstrates that targeted instruction can yield measurable language development progress when implemented effectively.

Grade-level collaboration and data analysis systems provide opportunities for teachers to share effective strategies and monitor student language development progress. The school's commitment to supporting bilingual staff and utilizing translation technology demonstrates recognition of the importance of home language support in English language development.

Greatest Needs by Student Group: English Learners require comprehensive, systematic English language development instruction that addresses all four language domains while building academic vocabulary and content knowledge simultaneously. These students need explicit instruction in academic English structures, opportunities for meaningful language production across content areas, and scaffolded support that maintains high expectations while providing appropriate linguistic accommodations.

Long-Term English Learners face unique challenges that require specialized intervention approaches. These students have been in U.S. schools for six or more years but have not yet achieved English proficiency, often demonstrating conversational fluency while struggling with academic language demands. LTEL students need targeted instruction that addresses specific gaps in academic literacy, formal register development, and metalinguistic awareness while building confidence and motivation for continued language learning.

Both EL and LTEL groups require teachers who understand second language acquisition principles and can implement culturally responsive teaching practices that honor students' linguistic and cultural backgrounds while accelerating English language development. These students benefit from instruction that explicitly teaches the language demands of academic content while providing multiple opportunities for language practice and production.

Issues Identified This Year: English language development curriculum and instruction lack systematic implementation across content areas, resulting in inconsistent language development support for English learners. Teachers require comprehensive professional development to understand how to integrate language objectives with content objectives, ensuring that EL students receive both rigorous academic content and appropriate linguistic support in all subject areas.

The absence of a comprehensive English Language Development curriculum specifically designed to address the needs of EL learners at different proficiency levels limits teachers' ability to provide targeted, systematic language instruction. Current ELD instruction relies primarily on the iLit curriculum, which may not address the full range of academic language development needs across proficiency levels.

Assessment and progress monitoring systems for English language development lack the precision necessary to identify specific linguistic strengths and areas for growth. Teachers need enhanced capacity to analyze language proficiency data alongside academic performance data to develop targeted language objectives and appropriate scaffolding strategies.

Professional development in second language acquisition principles, ELD methodologies, and culturally responsive teaching practices is insufficient, leaving teachers without adequate knowledge and skills to effectively support English learners' linguistic and academic development. This gap particularly impacts content area teachers who may not understand their role in supporting language development.

Identified Resource Inequities: Personnel resources present significant barriers to effective English language development programming. The school lacks specialized English Language Development instructional coaching support to guide teachers in implementing evidence-based ELD practices across content areas. Limited access to bilingual staff and translation services restricts communication with EL families and support for students' home languages.

Curriculum and instructional materials reveal additional inequities, with insufficient ELD-specific resources that address the linguistic needs of students at different English proficiency levels. The absence of comprehensive diagnostic language assessments prevents teachers from identifying specific linguistic gaps and monitoring incremental language development progress.

Professional development opportunities in English language development are inadequate, leaving teachers without training in second language acquisition theory, ELD methodologies, culturally responsive teaching practices, and assessment strategies specific to English learners. This professional development gap particularly impacts content area teachers who need to understand how to make their subjects accessible to EL students while maintaining academic rigor.

Family engagement resources for EL families are limited, with insufficient translation services, bilingual communication materials, and culturally responsive family outreach programs that could support home-school collaboration in English language development.

Root Cause Analysis: The analysis reveals five interconnected factors contributing to declining ELPI performance for both EL and LTEL student groups. Inconsistent implementation of evidence-based English language development practices across content areas means EL students do not receive systematic, coordinated language development support throughout their school day.

The absence of specialized ELD instructional coaching leaves teachers without ongoing support for implementing effective language development strategies, analyzing language proficiency data, and adjusting instruction based on students' linguistic needs. This lack of instructional leadership in ELD perpetuates inconsistent teaching practices and limits teacher growth in understanding second language acquisition principles.

Insufficient curriculum resources specifically designed for English language development means students do not receive systematic instruction in academic English across proficiency levels. Current curriculum approaches may not address the specific linguistic needs of LTEL students who require different intervention strategies than beginning English learners.

Limited professional development in ELD methodologies and second language acquisition principles means teachers lack the knowledge and skills necessary to effectively support English learners' linguistic development while maintaining high academic expectations. This gap particularly impacts content area teachers who may not understand their role in language development.

Assessment and progress monitoring systems lack the sophistication necessary to track incremental language development progress and inform responsive instruction. Teachers need enhanced capacity to analyze language proficiency data and implement targeted linguistic interventions based on specific areas of language development need.

2025-26 Action Plan (Evidence-Based Interventions):

Vista Heritage Global Academy will implement a comprehensive English language development improvement initiative focused on systematic ELD instruction, enhanced professional development, and specialized coaching support. The school will hire a part-time English Language Development (ELD)

Instructional Coach for the 2025-26 school year who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL and LTEL students.

The ELD Instructional Coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle linguistically. The coach will help teachers develop and implement targeted language objectives alongside content objectives, ensuring lessons provide both rigorous academic content and appropriate linguistic support. This includes guiding teachers in scaffolding instruction, developing academic vocabulary systematically, and creating opportunities for meaningful language production in all four domains: listening, speaking, reading, and writing.

A key focus area will be supporting teachers in making content accessible while maintaining high expectations for academic achievement. The ELD coach will model strategies for integrating language development into content instruction, such as using visual supports effectively, implementing sentence frames and language structures, facilitating structured academic discussions, and developing students' metalinguistic awareness about how English works as an academic language.

The ELD Coach will help teachers understand and address the unique needs of long-term English learners, newcomers, and students with limited or interrupted formal education. Each of these populations requires different instructional approaches and intervention strategies that the coach will help teachers implement effectively.

Professional development facilitation will be a central component of the coach's role, focusing on second language acquisition principles, culturally responsive pedagogy, and effective EL assessment practices. The coach will guide teachers in using formative assessment data to inform and modify instruction and provide appropriate linguistic scaffolds that support language development while maintaining academic rigor.

The ELD Coach will work specifically with content area teachers to identify and teach the language demands specific to their subjects, ensuring that science, social studies, mathematics, and other content teachers understand their role in supporting English language development through subject-specific academic vocabulary and discourse patterns.

Beyond classroom support, the ELD coach will collaborate with school leadership to ensure EL program compliance with state and federal requirements, develop appropriate placement and exit criteria based on multiple measures of language proficiency and academic achievement, and create systematic monitoring systems for tracking EL student progress across linguistic and academic domains.

The coach will serve as a liaison with EL families, helping to build strong home-school connections that support student success by facilitating communication, providing translation support, and developing culturally responsive family engagement strategies that honor students' linguistic and cultural backgrounds.

The school will enhance its English language development curriculum through the implementation of systematic ELD instruction that addresses the specific needs of students at different English proficiency levels. This includes adopting supplemental ELD programs that complement the existing iLit curriculum and provide more targeted language development opportunities.

Assessment systems will be enhanced to include comprehensive language proficiency monitoring that tracks student progress in all four language domains and provides diagnostic information about specific areas of linguistic strength and need. Teachers will receive training in analyzing language development data and implementing responsive instruction based on assessment results.

Family engagement programming will be expanded to include culturally responsive outreach strategies, enhanced translation services, and educational opportunities for EL families to support their children's English language development at home while maintaining and valuing their home languages and cultures.

Chronic Absenteeism Indicator Needs Assessment (2024 Dashboard)

The 2024 CA Dashboard results reveal a critical attendance crisis at Vista Heritage Global Academy, with chronic absenteeism reaching alarming levels across multiple student populations. Five student groups received RED performance levels for chronic absenteeism: All Students, English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED), and Hispanic students. The "All Students" chronic absenteeism rate increased from 20.10% in 2023-24 to 24.9% in 2024, representing a 4.8-percentage point increase and indicating that nearly one in four students is chronically absent. This substantial increase demonstrates that current attendance intervention strategies are insufficient to address the complex factors contributing to student absenteeism.

Data Analyzed (Quantitative & Qualitative): Comprehensive attendance data analysis reveals concerning trends across multiple data sources and student populations. The 2024 CA Dashboard chronic absenteeism rate of 24.9% represents a significant deterioration from the previous year's 20.10%, indicating that attendance challenges are intensifying rather than improving. This upward trajectory suggests that existing attendance intervention systems are not effectively addressing the root causes of chronic absenteeism.

PowerSchool attendance reports provide detailed daily attendance patterns, revealing specific trends in student absence patterns, including frequency of tardiness, early dismissals, and full-day absences. Analysis of these patterns helps identify students at risk for chronic absenteeism before they reach the threshold of missing 10% or more of enrolled school days.

Teacher notification systems and school tracking records document attendance intervention efforts, including parent communication attempts, home visits, and referrals to support services. Student report cards and academic performance data provide insights into the correlation between attendance patterns and academic achievement across student populations.

Qualitative data sources include parent communication logs, Community School Coordinator family meeting notes, and staff observations regarding factors contributing to student absences. These data points reveal complex underlying issues including transportation challenges, health concerns, family responsibilities, and student engagement factors that impact regular school attendance.

Identified Strengths: Vista Heritage Global Academy demonstrates several areas of strength in attendance monitoring and intervention that provide a foundation for improvement. Staff consistently work to ensure students attend school daily through multiple communication strategies, including teacher messages on ClassDojo, daily attendance calls to parents, and proactive outreach when students are absent.

The school has established Community School Coordinators who meet directly with families to explain the importance of attendance on student achievement and work collaboratively to troubleshoot specific reasons for chronic absenteeism. These coordinators provide personalized support that addresses individual family circumstances and barriers to consistent school attendance.

Systematic attendance monitoring through PowerSchool allows for real-time tracking of student attendance patterns and early identification of students at risk for chronic absenteeism. The school maintains detailed attendance records that enable data-driven decision making and targeted intervention strategies.

Staff demonstrate commitment to supporting families through various attendance barriers, including flexibility in addressing transportation issues, health concerns, and family circumstances that may impact student attendance. The school's proactive communication approach ensures parents are immediately aware of student absences and can take corrective action.

Greatest Needs by Student Group: All Students represent a critical area of concern, with nearly 25% experiencing chronic absenteeism that significantly impacts their academic achievement and social-emotional development. This widespread challenge indicates the need for comprehensive, schoolwide attendance improvement strategies that address multiple factors contributing to student absence patterns.

English Learners and Long-Term English Learners face compounded challenges that may contribute to chronic absenteeism, including language barriers in communication with families, cultural differences in understanding school expectations, and potential academic frustration that leads to school avoidance.

These students require culturally responsive attendance interventions that honor family circumstances while emphasizing the critical importance of consistent school participation for language development and academic success.

Socioeconomically Disadvantaged students often experience attendance barriers related to economic circumstances, including lack of reliable transportation, inadequate healthcare access, family work obligations that require older students to provide childcare, and housing instability that disrupts school routines. These students need comprehensive support services that address underlying economic factors contributing to chronic absenteeism.

Hispanic students may face cultural and linguistic barriers to understanding attendance expectations, as well as potential immigration-related concerns that impact family stability and school engagement. These students benefit from culturally responsive outreach and support services that build trust between families and school personnel while addressing specific cultural factors that may influence attendance patterns.

Issues Identified This Year: Parent understanding of attendance importance represents a significant challenge, with many families keeping students home for minor illnesses or other circumstances that could be addressed while maintaining school attendance. Educational efforts are needed to help parents understand the cumulative impact of absences on student academic achievement and social-emotional development.

Health and wellness support systems are insufficient to address student health concerns that contribute to chronic absenteeism. The absence of a school nurse or health clerk limits the school's capacity to effectively assess student illnesses, provide appropriate care, and communicate with parents about when students should remain home versus when they can safely attend school.

Behavioral and social-emotional factors contribute to chronic absenteeism, with some students avoiding school due to academic frustration, social challenges, or behavioral difficulties that have not been adequately addressed through existing support systems. These students require comprehensive interventions that address underlying causes of school avoidance.

Transportation and family logistics present ongoing challenges for some families, particularly those with limited resources or complex family circumstances that make consistent school attendance difficult to maintain. Systematic support for addressing transportation barriers is needed to ensure all students can attend school regularly.

Identified Resource Inequities: Personnel resources present significant barriers to effective attendance intervention and support. The absence of a school nurse or health clerk limits the school's capacity to assess student health concerns, provide appropriate medical care, and guide families in making informed decisions about school attendance during illness.

Behavioral and social-emotional support resources are insufficient to address the complex factors that lead some students to avoid school due to anxiety, academic frustration, or behavioral challenges. The lack of comprehensive behavioral intervention support limits the school's ability to address chronic absenteeism rooted in social-emotional difficulties.

Family support services are limited, with insufficient resources to address the complex socioeconomic factors that contribute to chronic absenteeism among disadvantaged student populations. Transportation support, healthcare access assistance, and family stability services are needed to address underlying causes of attendance challenges.

Communication and outreach resources for culturally and linguistically diverse families are inadequate, limiting the school's ability to effectively engage with families who may have different cultural perspectives on school attendance or face language barriers in understanding attendance expectations and support services.

Root Cause Analysis: The analysis reveals five interconnected factors contributing to widespread chronic absenteeism across student groups. Insufficient health and wellness support means families lack guidance in determining when students should attend school despite minor health concerns, leading to unnecessary absences that accumulate over time.

Limited behavioral and social-emotional intervention capacity means students who avoid school due to anxiety, academic frustration, or behavioral challenges do not receive appropriate support to address underlying issues that contribute to chronic absenteeism patterns.

Inadequate family education and support regarding attendance importance means many parents do not fully understand the cumulative impact of absences on student achievement, leading to decisions that prioritize short-term convenience over long-term educational outcomes.

Socioeconomic barriers including transportation challenges, healthcare access limitations, and family economic pressures create systemic obstacles to consistent school attendance that require comprehensive community-based interventions to address effectively.

Cultural and linguistic barriers limit effective communication between school personnel and families from diverse backgrounds, preventing collaborative problem-solving around attendance challenges and reducing family engagement in attendance improvement efforts.

2025-26 Action Plan (Evidence-Based Interventions): Vista Heritage Global Academy will implement a comprehensive attendance improvement initiative focused on addressing health and wellness needs, behavioral and social-emotional support, family engagement, and systemic barriers to consistent school attendance. The school will hire a part-time Board Certified Behavior Analyst (BCBA) for the 2025-26 school year to provide specialized support for addressing behavioral factors that contribute to chronic absenteeism.

The BCBA will provide training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students and reduce school avoidance behaviors. The BCBA will develop, train, and provide strategies for addressing severe student behaviors beyond Students with Disabilities, creating an environment where students can thrive academically and socially.

The BCBA will implement restorative practices and use data collected to create comprehensive plans that address challenging behaviors and teach new skills, specifically focusing on decreasing behavioral issues that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals. This behavioral intervention approach will directly address chronic absenteeism that stems from school avoidance due to behavioral or social-emotional challenges.

The school will hire a Health Clerk to assist with assessing student illnesses, documenting health concerns, and providing guidance to families regarding appropriate responses to student health issues. This position will help families make informed decisions about when students should remain home versus when they can safely attend school, reducing unnecessary absences due to minor health concerns.

Enhanced family engagement programming will include individual meetings between parents and Community School Coordinators to determine specific support needed for students to attend school consistently. These meetings will address transportation barriers, family responsibilities that impact attendance, and other socioeconomic factors that contribute to chronic absenteeism patterns.

Parent education initiatives will be implemented during summer orientation and throughout the school year to help families understand the critical importance of consistent school attendance for academic achievement and social-emotional development. These educational programs will be culturally responsive and provided in multiple languages to ensure effective communication with all families.

The school will develop systematic early intervention protocols that identify students at risk for chronic absenteeism before they reach the 10% threshold, allowing for proactive support and intervention. This includes enhanced monitoring systems that track attendance patterns and trigger immediate intervention when concerning trends emerge.

Community partnerships will be established to address transportation barriers, healthcare access challenges, and other socioeconomic factors that contribute to chronic absenteeism. These partnerships will provide comprehensive support services that address root causes of attendance challenges rather than just responding to absences after they occur.

Culturally responsive attendance intervention strategies will be developed to address the specific needs of English Learners, Long-Term English Learners, and Hispanic families, ensuring that language barriers and cultural differences do not prevent effective attendance support and family engagement.

The school will implement positive attendance recognition programs that celebrate consistent school attendance and provide incentives for improved attendance patterns, creating a school culture that values and supports regular school participation across all student populations.

2023 CA School Dashboard

The following table reflects Vista Heritage Global Academy (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	Green	N/A	Yellow	Red
English Learners	Green	Orange	Yellow	N/A	Orange	Red
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	N/A	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Orange	Green	N/A	Yellow	Red
Students with Disabilities	N/A	Red	Blue	N/A	Orange	Red
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Green	N/A	Yellow	Red
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

Vista Heritage Global Academy received a BLUE Performance level for the Suspension Rate for the Students with Disabilities (SWD) student group; and Green Performance level for the Suspension Rate Indicator for ‘all students’ and the Socioeconomically Disadvantaged (SED) and Hispanic Student groups.

The English Learner Progress Indicator (ELPI) received a Green Performance Level. VHGA received Red performance levels for the Math Academic Indicator for all students and the following student groups: EL, SED, SWD, and Hispanic. For Chronic Absenteeism the SWD student group received a Red performance level.

Reflections: Technical Assistance

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal & Governing Board	**Monthly Board Meetings** *August 18, 2025 to June 15, 2026* Throughout the monthly board meetings, VHGA leadership, staff, families, and community stakeholders engaged in ongoing discussions related to the development and implementation of the Local Control and Accountability Plan (LCAP), use of Title and LREBG funds. Key topics included student academic achievement, intervention supports, attendance trends, school climate, social-emotional learning, and equitable access to programs and services. Updates were provided regarding progress toward LCAP goals, state assessment data, and actions aligned to student outcomes. Board members and educational partners also discussed the allocation of resources to support targeted student groups, including English Learners, foster youth, and low-income students. Feedback emphasized the importance of academic intervention, mental health supports, family engagement, staff professional development, and expanded enrichment opportunities. Additionally, the board reviewed progress monitoring data, celebrated student and staff accomplishments, and identified priorities for continuous improvement to ensure all students receive a high-quality educational experience. Board members emphasized the importance of strengthening academic outcomes through targeted intervention systems and ensuring equitable access to instructional programs. Feedback highlighted continued focus on student achievement data, attendance improvement, and expanded mental health and wellness supports. Members also noted the need for ongoing family engagement and clear progress monitoring tied to LCAP goals. **Monthly Principal Meetings** *August 20, 2025 to April 29, 2026*

Educational Partner(s)	Process for Engagement
	During the monthly principal meetings, the VHGA principal collaborated with the school's executive leadership to review progress toward LCAP goals and discuss school-based needs, student achievement data, and continuous improvement efforts. Meetings focused on academic performance, intervention systems, attendance, student engagement, school climate, and strategies to support the success of all students. The principal shared updates on instructional practices, professional development, family engagement efforts, and programs designed to support English Learners, foster youth, and low-income students. Discussions also included the implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional supports, safety procedures, and equitable access to enrichment opportunities. The meetings provided a structured opportunity for the principal and executive leadership to collaborate, problem-solve, and align school initiatives with LCAP priorities to ensure consistent support and positive outcomes for all VHGA students. The principal provided feedback on the need for additional support in implementing intervention programs consistently across grade levels and classrooms, as well as continued professional development in data-driven instruction. Feedback highlighted staffing needs, scheduling considerations for intervention blocks, and strategies to improve attendance and student engagement. Collaboration with executive leadership was noted as a key strength, with a request for continued alignment of expectations and resources schoolwide.
Teachers	**Bi-Weekly Leadership Team Meetings** *August 2025 to May 2026, every other Tuesday* During the bi-weekly leadership team meetings, administrators and teacher leaders met regularly to collaborate on schoolwide initiatives aligned to Local Control and Accountability Plan (LCAP) goals and priorities including use of Title Funds and LREBG. Discussions focused on student achievement, instructional practices, intervention and support systems, attendance, school climate, and strategies to improve outcomes for all students. The leadership team reviewed academic and behavioral data to monitor progress, identify areas of need, and develop action steps to support student success. Meetings also included planning for professional development, school events, family engagement activities, Positive Behavioral Interventions and Supports (PBIS) implementation, and social-emotional learning supports. Team members collaborated to strengthen communication, build staff capacity, and ensure consistent implementation of programs and practices that promote a safe, inclusive, and supportive learning environment for all students. The leadership team emphasized refining systems for Multi-Tiered System of Supports (MTSS) implementation, improving consistency in instructional practices, and strengthening schoolwide behavior

Educational Partner(s)	Process for Engagement
	and attendance supports. Feedback included the need for clearer progress monitoring tools, increased coaching support for teachers, and expanded opportunities for staff collaboration. Team members also highlighted the importance of family engagement strategies and communication consistency. **Weekly Teacher Professional Development Meetings** *August 2025 to May 2026, every Friday* During the weekly teacher professional development meetings, staff engaged in collaborative learning opportunities focused on improving instructional practices and supporting student achievement aligned to LCAP goals. Topics included standards-based instruction, differentiated learning strategies, data analysis, intervention supports, classroom management, and student engagement practices. Teachers collaborated to review student data, share effective instructional strategies, and plan targeted supports for diverse learners, including English Learners, foster youth, and low-income students. Professional development also addressed social-emotional learning, PBIS implementation, technology integration, and strategies to strengthen family engagement and inclusive classroom environments. These meetings promoted continuous growth, collaboration, and alignment of instructional practices across grade levels and departments to support positive student outcomes. Teachers provided feedback requesting more targeted professional development tied to classroom needs, particularly in differentiation, English Language Development (ELD) strategies, and behavior support. They expressed a need for additional planning time for data review and intervention design. Teachers also highlighted the value of collaborative planning and requested continued support with instructional tools, curriculum alignment, and classroom management strategies.
Classified Staff	Throughout the 2025-26 school year, classified staff were provided ongoing opportunities to engage in discussions regarding school operations, student support services, school climate, safety, and the implementation of schoolwide and Local Control and Accountability Plan (LCAP) goals including funding sources – LREBG & Title funding. Engagement structures included staff meetings, departmental check-ins, and ongoing communication with the administrative leadership team. Meetings included updates on student attendance, behavior supports, campus safety procedures, family engagement efforts, and strategies to improve the overall student experience. Discussions emphasized the important role classified employees play in supporting student well-being, fostering positive school environments, and ensuring effective day-to-day school operations. Classified staff shared feedback emphasizing the importance of maintaining safe, welcoming, and inclusive school environments for students and families. They expressed a desire for continued communication and

Educational Partner(s)	Process for Engagement
	collaboration among departments to better support student needs. Staff highlighted the value of professional development opportunities related to customer service, student engagement, de-escalation strategies, safety procedures, and culturally and linguistically responsive practices. Additional feedback included the need for clear communication regarding school initiatives and expectations, as well as opportunities for input in decision-making processes that impact their work and student services. Classified staff also emphasized the importance of adequate resources, staffing support, and recognition of their contributions to student success. Overall, feedback reflected a strong commitment to supporting students and families while fostering a positive, collaborative school culture. As part of the 2025-26 LCAP development process, classified staff also participated in discussions regarding the use of federal Title funds, alongside the use of Learning Recovery Emergency Block Grant (LREBG) funds. These conversations focused on how the funding sources align with schoolwide priorities for unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Discussions reinforced the alignment of Title and LREBG-funded actions with the LCAP, including intervention coordination, English Language Development (ELD) supports, instructional coaching, after-school and summer tutoring, and professional development. Classified staff input contributed to the school's understanding of how categorical and one-time funding can best be coordinated with Local Control Funding Formula (LCFF) resources to advance student outcomes and support a coherent system of services across instructional, behavioral, and family engagement priorities.
Students	**Student Leadership Class (Grades 6, 7, and 8)** During the Student Leadership class for grades 6 through 8, students engaged in structured opportunities to develop leadership skills, strengthen student voice, and contribute to a positive and inclusive school culture aligned with schoolwide and Local Control and Accountability Plan (LCAP) goals, and the Title/LREBG Comprehensive Needs Assessment. The course emphasized collaboration, responsibility, communication, goal setting, and civic engagement. Students participated in planning school events, organizing student recognition activities, supporting campus initiatives, and promoting positive behavior across the school community. Instruction also focused on character development, problem-solving, teamwork, and service learning opportunities that encouraged students to take an active role in improving school climate and student engagement. Through these experiences, students developed confidence, leadership capacity, and a stronger sense of ownership and belonging within the school community. Students provided feedback requesting more leadership opportunities, increased involvement in school decision-making, and expanded student-led events. They expressed interest in improving school spirit

Educational Partner(s)	Process for Engagement
	activities, strengthening anti-bullying efforts, and increasing recognition for positive behavior. Students also highlighted the importance of safe, inclusive environments and opportunities for service learning and peer mentorship.
Student Advisory Committee	*Dates: November 10, 2025; January 15, 2026; March 19, 2026* During the Student Advisory Committee meetings, student representatives collaborated with school staff and administration to provide input on schoolwide priorities and initiatives aligned with Local Control and Accountability Plan (LCAP) goals; LREBG/Title Funds through the comprehensive needs assessment. Meetings focused on student voice, school climate, academic supports, attendance, safety, and opportunities for enrichment and engagement. Students emphasized the need for continued improvements in school climate, including stronger anti-bullying supports and more opportunities for student voice in school decisions. They requested expanded extracurricular options, improved campus communication, and increased recognition programs. Students also highlighted the importance of academic support systems and ensuring all students feel safe, included, and supported.
Parents	**Monthly Coffee with the Principal** *August 21, 2025 to May 27, 2026* During the monthly Coffee with the Principal meetings, families were invited to engage in open dialogue with school administration regarding schoolwide priorities, Local Control and Accountability Plan (LCAP) goals/action, Funding (Title/LREBG), and ongoing initiatives. These meetings provided an opportunity to share updates on academic programs, student achievement, attendance, school climate, and family engagement efforts. Parents and guardians participated in collaborative discussions, asked questions, and provided feedback on areas such as instructional support, communication practices, campus safety, enrichment opportunities, and social-emotional learning supports. The meetings strengthened school-family partnerships by fostering transparency, building trust, and ensuring that family voice is included in decision-making processes that support student success and continuous improvement. Families shared feedback requesting clearer and more frequent communication regarding academic expectations, school events, and student progress. They expressed interest in additional academic support resources, enrichment opportunities, and expanded after-school programs. Parents also highlighted the importance of campus safety, welcoming school culture, and continued opportunities for family

Educational Partner(s)	Process for Engagement
	engagement.
Parent Advisory Committee	*February 4, 2026; February 19, 2026; March 26, 2026; May 7, 2026* During the Parent Advisory Committee (PAC) meetings, families and school representatives collaborated to review and provide input on schoolwide initiatives aligned with Local Control and Accountability Plan (LCAP) goals. Meetings focused on student achievement, academic supports, school climate, attendance, and programs designed to meet the needs of diverse learners, including English Learners, foster youth, and low-income students. Committee members engaged in meaningful dialogue regarding instructional programs, family engagement strategies, school resources, and opportunities for enrichment and intervention. Feedback from parents and guardians was collected to help guide decision-making and ensure that LCAP priorities reflect the needs and perspectives of the school community, including the comprehensive needs assessment (Title & LREBG funding). These meetings strengthened communication between families and the school and supported a shared commitment to student success and continuous improvement. Parents provided input on strengthening academic support programs, improving communication between school and home, and expanding resources for English Learners and struggling students. Feedback also included requests for more parent education opportunities and increased transparency around student progress and schoolwide data. Families emphasized the importance of continued collaboration and meaningful involvement in decision-making.
English Language Advisory Committee (ELAC); DELAC; and English Learner Parent Advisory Committee (EL-PAC)	**Combined: English Learner Advisory Committee (ELAC), DELAC, & English Learner Parent Advisory Committee (EL-PAC) Meetings** *February 4, 2026; February 19, 2026; March 26, 2026; May 7, 2026* During these combined committee meetings, staff and families collaborated to support the academic success and language development of English Learners in alignment with Local Control and Accountability Plan (LCAP) goals; and Title/LREBG funding. Meetings provided updates on student progress, English language proficiency growth, reclassification criteria, and instructional programs designed to strengthen language acquisition and academic achievement. Parents and guardians participated in discussions focused on instructional supports, intervention strategies, attendance, school engagement, and resources available to support learning at home. The committee also reviewed schoolwide data and provided input on programs and services that impact English Learners. These

Educational Partner(s)	Process for Engagement
	meetings strengthened family engagement, promoted shared understanding of student needs, and ensured that the voices of English Learner families are included in ongoing school improvement efforts. ELAC members shared feedback focused on increasing supports for English Language Development (ELD), including more targeted interventions and resources for families. Parents requested additional information on reclassification criteria and strategies to support language learning at home. They also emphasized the importance of translation services, communication accessibility, and continued support for English Learner success.
SELPA	**Ongoing Consultation with El Dorado Charter SELPA Program Specialists** VHGA maintained ongoing consultation with El Dorado Charter Special Education Local Plan Area (SELPA) Program Specialists throughout the 2025-26 school year in preparation for the 2026-27 Local Control and Accountability Plan (LCAP) cycle. Consultation topics addressed the full range of special education programming at the school and informed the development of LCAP actions and metrics for students with disabilities. Consultation areas included strategies for supporting students with extensive needs in the Least Restrictive Environment (LRE); behavioral support for students with disabilities within general education settings; Independent Educational Evaluation (IEE) guidelines and procedures; Alternative Dispute Resolution resources and consultation; SELPA-recommended procedural guidance for the school's special education program; and interpretation of and compliance with Individuals with Disabilities Education Act (IDEA), California Department of Education (CDE), and California Longitudinal Pupil Achievement Data System (CALPADS) policy requirements. These ongoing consultations supported VHGA's continued provision of a Free Appropriate Public Education (FAPE) for all eligible students and informed the LCAP goals and actions designed to improve outcomes for students with disabilities. **El Dorado Charter SELPA Feedback on LCAP Goals** *Feedback requested May 26, 2026* On May 26, 2026, VHGA formally requested feedback from the El Dorado Charter SELPA regarding the school's 2026-27 LCAP goals and proposed actions for students with disabilities. As of the date of this LCAP, no formal response from the SELPA has been received. VHGA will incorporate any subsequent feedback received from the El Dorado Charter SELPA into ongoing LCAP implementation and continuous improvement efforts.

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

Vista Heritage Global Academy (VHGA) engaged educational partners throughout the 2025-26 Local Control and Accountability Plan (LCAP) development cycle through structured forums that included monthly Vista Charter Public Schools Governing Board meetings, monthly principal meetings, bi-weekly Leadership Team meetings, weekly teacher professional development meetings, monthly Coffee with the Principal sessions, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, the Student Advisory Committee, Student Leadership class, and ongoing consultation with the El Dorado Charter Special Education Local Plan Area (SELPA). The feedback collected through these forums directly shaped each goal and action in the 2026-27 LCAP. The summary below organizes the influence of educational partner feedback by goal and by action.

Goal 1: Educating the Whole Child: Educational partner feedback consistently called for an integrated, whole-child approach that connects academic, behavioral, and social-emotional supports rather than treating them as separate priorities. This convergence of voices directly shaped the structure of Goal 1 and the design of its seven actions.

- **Action 1: Rigorous Instructional Program with Engagement Through Rigor and Relevance**: The Leadership Team and teachers, through bi-weekly Leadership Team meetings and weekly professional development meetings, emphasized the need for data-driven decision making, consistent use of i-Ready diagnostics for instructional planning, and targeted small-group intervention in English Language Arts (ELA), mathematics, and English Language Development (ELD). Board members reinforced the importance of progress monitoring tools tied to LCAP goals. This feedback shaped the action's commitment to comprehensive i-Ready assessment, push-in and pull-out intervention models, after-school tutoring delivered by credentialed teachers, and trimester data analysis cycles led by the Instructional Leadership Team.
- **Action 2: Multi-Tiered System of Supports (MTSS) for Accelerating Learning**: The Leadership Team identified the need for more consistent MTSS implementation across academic, behavioral, and social-emotional domains, and teachers requested expanded support staff capacity for small-group intervention. Parents and families, through PAC and Coffee with the Principal sessions, called for strengthened academic support programs and additional intervention resources for struggling students. This feedback informed the action's investment in a dedicated MTSS team composition that includes the Education Specialist, Special Education Teacher Assistant, School Psychologist, Behavior Interventionist, Intervention Coordinator, and Academic Interventionist, alongside the tiered intervention structure that includes daily Tier 2 support, Tier 3 individualized after-school tutoring, and Expanded Learning Opportunities Program (ELOP) enrichment in STEM, Robotics, Art, Music, and Global Dance.
- **Action 3: MTSS Social-Emotional Learning and Behavioral Supports**: Board members emphasized expanded mental health and wellness supports. Students, through the Student Advisory Committee and Student Leadership class, emphasized school climate, anti-bullying supports, inclusive environments, and student voice in decision-making. Parents and families requested social-emotional supports, addressing chronic absenteeism, and continued partnership between school and home. The Leadership Team identified the need for stronger coordination of behavioral and attendance interventions. This feedback shaped the action's investment in the Community Schools Model, schoolwide Positive Behavioral Interventions and Supports (PBIS), 100% student participation in Ways of Council, partnership with Turning Point for counseling services, the Steering Committee comprising staff, students, parents, and community partners, monthly MTSS team meetings, and the hiring of a Board Certified Behavior Analyst (BCBA) to strengthen Tier 3 and Tier 4 behavioral supports.
- **Action 4: Broad Course of Study**: Students, through the Student Advisory Committee and Student Leadership class, emphasized expanded enrichment opportunities, school spirit activities, and student-led events. Parents and families requested expanded enrichment opportunities

and after-school programs. Board members emphasized equitable access to instructional programs. This feedback shaped the action's commitment to sustained investment in the Visual and Performing Arts (VAPA) program, the annual Performing Arts Show as part of the Global Showcase, the Project Lead the Way (PLTW) Energy and Environment pathway, sequential standards-aligned music education in both vocal and instrumental music, Visual Arts and Design instruction, and the Computer Science program, ensuring that all students experience a well-rounded education aligned with California Education Code requirements.

- **Action 5: Special Education and Services for Students with Disabilities**: Ongoing consultation with the El Dorado Charter SELPA Program Specialists addressed strategies for supporting students with extensive needs in the Least Restrictive Environment (LRE), behavioral support in general education settings, Independent Educational Evaluation (IEE) guidelines and procedures, Alternative Dispute Resolution resources, SELPA-recommended procedural guidance, and Individuals with Disabilities Education Act (IDEA), California Department of Education (CDE), and California Longitudinal Pupil Achievement Data System (CALPADS) policy interpretation and compliance. Teachers requested dedicated collaboration time between general education and special education teachers. The Leadership Team identified the need for accurate CALPADS reporting and consistent participation in the SELPA Program Leadership Network (PLN). This feedback shaped the action's investment in the Coordination of Services Team (COST) and Student Study Team (SST) processes, the IEP Passport system for general education and special education collaboration, weekly Professional Learning Community (PLC) time for inclusive instructional planning, sustained SELPA PLN participation by the Special Education Director and Coordinator, and ongoing collaboration with the SELPA Program Specialist.
- **Action 6: Accelerating English Learner Success**: Teachers, through weekly professional development and Leadership Team meetings, requested targeted professional development in Designated and Integrated ELD strategies, differentiation, and behavior support. Parents and families, through ELAC, requested expanded supports for English Language Development, additional information on reclassification criteria, strategies to support language learning at home, translation services, and improved communication accessibility. The Leadership Team identified the need for systematic English Learner monitoring and dedicated ELD instructional coaching capacity. This feedback shaped the action's investment in the part-time ELD Instructional Coach, full implementation of the Ellevation Platform with sustained teacher training, integration of embedded EL supports from the newly adopted Savvas Learning Company (myPerspectives) ELA curriculum, the four-part ELD Standards series led by the Orange County Department of Education (OCDE), Kagan cooperative learning structures professional development funded through the Learning Recovery Emergency Block Grant (LREBG), and dedicated newcomer student counseling support.
- **Action 7: Long-Term English Learner Success**: ELAC feedback specifically identified the unique needs of Long-Term English Learners (LTELs), including the need for systematic language development support at home, reclassification criteria information, and culturally responsive communication. Teachers identified through the needs assessment process that LTELs require specialized intervention approaches distinct from those for newcomer English Learners. The Leadership Team identified the need for protected Designated ELD time within the master schedule. This feedback shaped the action's commitment to structured Designated and Integrated ELD aligned to 5 California Code of Regulations (CCR) section 11304, the master schedule restructuring to protect Designated ELD time for grades 6 through 8 beginning in 2026-27, and the ELD Instructional Coach's targeted focus on LTEL progress monitoring and instructional planning through the Ellevation Platform.

Goal 2: Professional Growth: Educational partner feedback consistently identified teacher capacity, instructional coaching, and collaborative leadership as essential to sustained instructional improvement. This convergence of voices directly shaped the structure of Goal 2 and the design of its four actions.

- **Action 1: Highly Qualified Staffing, Professional Development Calendar, and Instructional Time**: Board members emphasized increased coaching support for teachers and continuous improvement tied to LCAP goals. The Leadership Team identified the need for sustained protected professional development time, including non-instructional days for data analysis and instructional planning. Teachers requested additional planning time for data review and intervention design. This feedback shaped the action's commitment to maintaining a fully credentialed and appropriately assigned teaching staff, the qualified substitute roster, five full days of summer professional development, five non-instructional professional development days during the school year, ongoing weekly Friday professional learning, and the 180-day instructional calendar.
- **Action 2: Comprehensive Professional Learning and Development Program**: Teachers, through weekly professional development meetings, requested targeted professional development tied to specific classroom needs, particularly in differentiation, ELD strategies, behavior support, data review, intervention design, instructional tools, curriculum alignment, and classroom management. The Leadership Team requested role-differentiated professional learning, leadership coaching for the Principal, and induction support for new teachers. Board members emphasized progress monitoring tools and data-driven continuous improvement. This feedback shaped the action's investment in differentiated professional learning by role, content area, grade span, and experience level, leadership coaching from the Assistant Superintendent of Instruction, weekly mathematics instructional coaching, ongoing professional learning in California English Learner Roadmap Policy-aligned practices, induction support with VHGA-based mentor teachers, and the planned hiring of the ELA Instructional Coach, Math Instructional Coach, and ELD Coordinator for 2026-27. Assistant Principal training in restorative practices and de-escalation techniques was added in response to teacher and leadership feedback on persistent chronic absenteeism and behavioral support needs.
- **Action 3: Standards-Aligned Curriculum and Instructional Materials**: Teachers identified the need for science of reading-aligned ELA instructional materials with embedded EL supports. The Leadership Team identified the need for ongoing curriculum implementation training and bi-weekly classroom observation cycles using the Vista Public Schools instructional rubric. Parents and families requested transparent communication regarding academic programs and instructional materials. This feedback shaped the action's investment in the newly adopted myPerspectives (Savvas) ELA curriculum, onsite coaching from curriculum partners, science manipulative purchases, and the bi-weekly classroom observation cycle that supports reflection, instructional alignment, and continuous improvement.
- **Action 4: Educational Technology and Support**: Teachers identified the need for reliable device access, integrated digital tools across content areas, and timely IT support. The Leadership Team identified the need for sustained cybersecurity and content filtering protocols to ensure safe and reliable technology use. Parents and families, through PAC and Coffee with the Principal sessions, requested reliable digital communication tools for school-home communication. This feedback shaped the action's continued investment in the 1:1 device program, dedicated IT Support staffing, annual device replacement cycle aligned with enrollment growth, and sustained cybersecurity protocols that protect sensitive student, staff, and school data.

Goal 3: Family and Community Partnerships: Educational partner feedback identified family engagement, communication, and partnership development as essential to sustaining student academic and social-emotional outcomes. This convergence of voices directly shaped the structure of Goal 3 and the design of its three actions.

- **Action 1: Safe and Welcoming School Facilities**: Parents and families, through Coffee with the Principal sessions and PAC, emphasized campus safety and a welcoming school culture. Students, through the Student Advisory Committee and Student Leadership class, emphasized safe, inclusive environments. The Leadership Team identified the need for consistent campus supervision, enhanced security systems, and preventative facilities maintenance. This feedback shaped the action's investment in campus supervision protocols, security systems, staff

safety training, the annual Facility Inspection Tool (FIT) assessment process, prompt remediation of identified deficiencies, and transparent reporting through the School Accountability Report Card (SARC) and LCAP.

- **Action 2: Parent Advisory Committees and Shared Governance**: Parents and families requested clearer pathways for input into school decision-making, formal advisory structures that meaningfully integrate family voice into the LCAP development process, and parent education to build capacity for substantive participation. ELAC feedback specifically emphasized the need for accessible advisory participation for English Learner families. The Leadership Team identified the need to satisfy California Education Code section 52062 requirements for charter schools, including consultation with the PAC, the Student Advisory Committee, and the English Learner Parent Advisory Committee. This feedback shaped the action's commitment to the PAC, ELAC, EL-PAC, and Community Schools Steering Committee, alongside structured training and ongoing capacity-building for committee members so that parent feedback is informed and effectively incorporated into school decision-making.
- **Action 3: School-Family Partnerships and Community Schools Coordination**: Parents and families requested clearer and more frequent communication regarding academic expectations, school events, and student progress; additional academic support resources, enrichment opportunities, and expanded after-school programs; parent education opportunities; and increased transparency around schoolwide data. ELAC feedback emphasized translation services, multilingual communication, strategies to support language learning at home, and reclassification criteria information. Board members emphasized strengthening family engagement as integral to closing achievement gaps. This feedback shaped the action's investment in the Community Schools Coordinator role funded through the California Community Schools Partnership Program (CCSPP) Implementation Grant, monthly Coffee with the Principal meetings, parent education workshops, academic engagement events, culturally responsive communication practices, interpretation and translation services, home visits as needed, and the use of ParentSquare as the primary communication platform with family training to support accessibility and two-way communication.

Special Education Local Plan Area (SELPA) Influence Across Goals: Throughout the 2025-26 cycle, ongoing consultation with the El Dorado Charter SELPA Program Specialists informed actions across multiple goals, including Goal 1 Action 5 (Special Education and Services for Students with Disabilities), Goal 1 Action 2 (MTSS Accelerating Learning), Goal 1 Action 3 (MTSS Social-Emotional Learning and Behavioral Supports), and Goal 2 Action 2 (Professional Learning and Development). SELPA consultation areas included strategies for supporting students with extensive needs in the Least Restrictive Environment, behavioral support for students with disabilities in general education settings, IEE guidelines and procedures, Alternative Dispute Resolution resources, SELPA-recommended procedural guidance, and IDEA, CDE, and CALPADS policy interpretation and compliance. On May 26, 2026, VHGA formally requested SELPA feedback on the 2026-27 LCAP goals; as of the date of this LCAP, no formal response had been received, and VHGA will incorporate any subsequent feedback into ongoing LCAP implementation and continuous improvement efforts.

The 2026-27 LCAP reflects the sustained, structured engagement of educational partners across VHGA's governance, instructional leadership, classroom, family, student, and SELPA partnership structures. Each goal and action in the plan can be traced directly to specific educational partner feedback collected through the engagement forums described in the Engaging Educational Partners section. The convergence of voices around whole-child supports, English Learner programming, MTSS implementation, professional growth, family engagement, and community partnership directly shaped the strategic priorities, actions, and resource allocations articulated in the 2026-27 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Vista Heritage Global Academy (VHGA) developed the Educating the Whole Child goal as the centerpiece of its 2026-27 Local Control and Accountability Plan (LCAP) in direct response to the school's 2025 California School Dashboard results, the multi-year trends identified in the comprehensive needs assessment process, and consistent input from educational partners across all engagement structures. The goal reflects a deliberate decision to organize the school's 2026-27 priorities around an integrated framework that recognizes academic achievement, behavioral support, social-emotional well-being, and family engagement as interdependent rather than as separate or sequential priorities.

Response to 2025 Dashboard Data and Needs Assessment Findings: The 2025 Dashboard results documented in the needs assessment confirmed that VHGA cannot close persistent achievement gaps through narrowly academic interventions alone. The English Language Arts Academic Indicator reflected a Red performance level for the English Learner (EL) student group, the Mathematics and Science Academic Indicators reflected significant gaps with the EL student group at the Red performance level on Science, and the English Learner Progress Indicator declined for the third consecutive Dashboard cycle to a Red performance level. The needs assessment further identified an emerging suspension rate disparity for the EL and Long-Term English Learner (LTEL) student groups despite strong schoolwide discipline outcomes. Together, these data point to a set of interconnected barriers that require coordinated intervention across academic, language, behavioral, and family engagement systems rather than isolated programmatic adjustments.

Alignment with Educational Partner Input: Educational partner input collected throughout the 2025-26 LCAP development cycle reinforced the need for an integrated whole-child approach. Board members emphasized strengthening intervention systems, expanding mental health and wellness supports, and ensuring equitable access to instructional programs. The principal and leadership team identified the need for more consistent MTSS implementation, increased coaching capacity for teachers, and stronger systems for connecting academic, behavioral, and family engagement work. Teachers requested targeted professional development in English Language Development strategies, differentiation, behavior support, and collaborative planning time. Parents and families, through the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Coffee with the Principal sessions, consistently called for stronger communication, expanded family engagement, additional resources for English Learners, and increased mental health and wellness supports. Students, through the Student Advisory Committee and Student Leadership class, emphasized school climate, anti-bullying supports, student voice in decision-making, and inclusive environments. The convergence of these partner voices around whole-child priorities directly shaped the goal's structure.

Anchoring in the California Community Schools Framework: The California Community Schools Framework provides the school with a research-aligned organizational structure for integrating these priorities. Its four pillars, integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities, map directly to the gaps identified in the needs assessment and the priorities surfaced by educational partners. By anchoring the 2026-27 LCAP in this framework, VHGA establishes a coherent throughline connecting Tier 1 instructional improvements, EL-specific supports, MTSS for academics and behavior, mental health and wellness services, and family engagement. The framework also supports VHGA's continued ability to coordinate funding streams including Local Control Funding Formula (LCFF) Base, LCFF Supplemental and Concentration, Title III, and Learning Recovery Emergency Block Grant resources around a unified set of student outcomes.

STEAM, CTE, and Integrated Social-Emotional Development: The goal's STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Career Technical Education (CTE) focus reflects VHGA's commitment to preparing students for college and career pathways while engaging them in rigorous, applied learning experiences that address the academic gaps documented in the needs assessment. STEAM and CTE programming creates authentic contexts for language development, scientific reasoning, mathematical application, and the academic and technical skills measured by state assessments, making this focus a strategic vehicle for closing achievement gaps rather than a separate initiative. The integration of academic rigor with social-emotional development further reflects evidence that academic achievement, particularly for the EL, LTEL, Students with Disabilities, and Socioeconomically Disadvantaged student groups, is strengthened when students experience consistent behavioral support, mental health resources, and a school culture in which they feel safe, included, and known.

Commitment to Equity and Student Outcomes: The goal explicitly commits to eliminating barriers to learning and closing achievement gaps across all student groups, with particular focus on ELs, LTELs, Students with Disabilities, Socioeconomically Disadvantaged students, foster youth, and the Hispanic student group, which collectively represent VHGA's priority student groups under LCFF. The vision of graduates equipped with the knowledge, skills, attitudes, and mindsets necessary for success in higher education, the workforce, and a global economy reflects both the school's mission and the recognition that 21st-century student success requires the full range of academic, social-emotional, and life-readiness competencies. Educating the Whole Child therefore serves both as a values statement and as the operational framework through which VHGA will organize its 2026-27 actions, resources, metrics, and accountability.

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 -46.3 EL -77.5 SED -47.6 SWD -75.8 Hispanic -48	2023-24 ELA CAASPP DFS All Students -66.2 EL -95.5 LTEL -103.9 SED -67.8 SWD -122.5 Hispanic -67.4	2024-25 ELA CAASPP DFS All Students -50.7 EL -80.7 LTEL -107.5 SED -53.1 SWD -118.5 Hispanic -51.3	2025-26 ELA CAASPP DFS All Students -46 EL -78 LTEL -103 SED -52 SWD -116 Hispanic -49	All Students: -4.4 EL: -3.2 *LTEL: N/A SED: -5.5 SWD: -42.7 Hispanic: -3.3 *Not numerically significant in either Baseline or Y2 Outcome
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -112.1 EL -141.4 SED -113 SWD -145.5 Hispanic -114.3	2023-24 Math CAASPP DFS All Students -119.3 EL -139.1 LTEL -145.2 SED -120.6 SWD -143.8 Hispanic -119.7	2024-25 Math CAASPP DFS All Students -112.4 EL -136.2 LTEL -164.9 SED -114.9 SWD -164.3 Hispanic -113.2	2025-26 Math CAASPP DFS All Students -110 EL -133 LTEL -163 SED -113 SWD -163 Hispanic -112	All Students: -0.3 EL: -5.2 *LTEL: N/A SED: -1.9 SWD: -18.8 Hispanic: +1. *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test: Source: CAASPP website & CA School Dashboard	2022-23 CAST % Met/exceeded All 5.95% EL 3.33% SED 6.41% Hispanic 6.02%	2023-24 CAST % Met/exceeded All 11.00% EL 0.00% SED 12.09% Hispanic 9.37%	2024-25 CAST % Met/exceeded All 11.02% EL 2.33% SED 9.09% Hispanic 11.60% 2024-25 CAST (Science Points) All Students 38.8 EL 32.6 SED 38.3 Hispanic 38.9	2025-26 CAST (Science Points) All Students 40 EL 35 SED 40 Hispanic 40	All Students: +5.07% EL: -1% SED: +2.68% Hispanic: +5.58%
4	% EL who made progress towards	55.9%	34.2% EL 42.1% LTE:	24.7% EL 29.1% LTEL	25.5%: EL 30%: LTEL	EL: -31.2% *LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency (ELPI) Source: CA School Dashboard	2023 CA School Dashboard	2024 CA School Dashboard	2025 CA School Dashboard		*Not numerically significant in either Baseline or Y2 Outcome
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23:19.15%	2023-24: 11.11%	2024-25: 6.9%	2025-26: 7.5%	-12.25%
6	Reclassification Rate Source: CALPADS	2022-23:1.4%	2023-24: 17.9%	2024-25: 0%	2025-26: 4.7%	-1.4%
7	Attendance Rate Source: CALPADS	2022-23: 94.54%	2023-24: 92.91%	2024-25: 94.7%	2025-26: 95%	+0.16%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 16.7% EL 19.3% SED 16.8% SWD 24.4% Hispanic 16.4%	2023-24: Chronic Absenteeism Rate All Students 24.9% EL 28.6% LTEL 28.8% SED 24.7% SWD 19.1% Hispanic 24.1%	2024-25: Chronic Absenteeism Rate All Students 16.0% EL 17.5% LTEL 15.8% SED 16.0% SWD 12.3% Hispanic 15.9%	2025-26 Chronic Absenteeism Rate All Students 14.0% EL 15.0% LTEL 14.0% SED 14.0% SWD 11.0% Hispanic 11.0%	All Students: -0.7% EL: -1.8% *LTEL: N/A SED: -0.8% SWD: -12.1% Hispanic: -0.5% *Not numerically significant in either Baseline or Y2 Outcome
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0.3%	2025-26: 0%	+0.3%
10	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 0.4% EL 0.6% SED 0.5% SWD 0.0% Hispanic 0.4%	2023-24: 0%	2024-25: Suspension Rate All Students 0.0% EL 0.6% LTEL 1.0% SED 0.0% SWD 0.0% Hispanic 0%	2025-26: 0%	All Students: -0.4% EL: 0% No change LTEL: N/A SED: -0.5% SWD: 0% No change Hispanic: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0% No Change
12	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0% No Change
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 93%	2023-24: 84%	2024-25: 21%	2025-26: 100%	-72%

NOTE: Vista Heritage Global Academy (VHGA) currently serves grades 6-8, therefore the following CDE required metrics do not apply:

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

Goal Analysis for 2025-26

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

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

Action 1: Vista Heritage Global Academy (VHGA) has fully implemented a comprehensive assessment system using i-Ready for Reading and Mathematics across all grade levels. VHGA has consistently maintained at least a 95% participation rate in i-Ready assessments. This year, VHGA administered the Beginning-of-Year and Mid-Year Diagnostics and will complete the End-of-Year Diagnostic in the spring to ensure a full annual assessment cycle.

Assessment results are systematically used to strengthen VHGA's intervention program and improve the school's ability to meet individual student needs. Teachers collaborate with school leadership to analyze i-Ready data and pinpoint specific skill areas requiring additional support.

These findings directly inform targeted small-group instruction in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Using the diagnostic insights, teachers design focused lessons to address identified skill gaps and accelerate student learning during small-group sessions. This integrated approach—combining i-Ready assessment data with intentional, data-driven instruction—ensures that every student receives timely and precise academic support.

Action 2: VHGA has fully implemented a Multi-Tiered System of Support (MTSS) to address student academic, behavioral, and social-emotional needs through a coordinated, data-driven approach. The MTSS Team Composition includes: Education Specialist (full-time), Special Education Teacher Assistant, School Psychologist, Behavior Interventionist, Intervention Coordinator, and Academic Interventionist

Team Functions: The MTSS team identifies students requiring additional support and develops individualized plans, including accommodated assessment plans that allow all students to demonstrate learning in ways appropriate to their needs. Referrals are generated through the Coordination of Services Team (COST) form, i-Ready diagnostics, unit assessments, and teacher or parent input.

Tier 2 – Targeted Support: Students receiving Tier 2 support work daily with trained Teacher Assistants, typically in small group settings within the classroom. When beneficial, students may receive pull-out support in groups with peers working on similar skills. The Behavior Interventionist conducts push-in classroom observations to reinforce expected behaviors and provides pull-out support as needed for students to develop improved behavioral strategies.

Tier 3 – Intensive Support: Students requiring intensive intervention receive individualized after-school tutoring in ELA and Mathematics, provided by credentialed classroom teachers.

Enrichment (ELOP) Programming: VHGA offers after-school enrichment activities across a variety of subjects, including STEM, Robotics, Art, Music, and Global Dance.

Action 3: Vista Heritage Global Academy has partially implemented this action through its Community Schools Model, which emphasizes consistent engagement and intentional outreach to connect families with resources and partnerships addressing academic, social-emotional, and basic needs. Support is tailored to individual family circumstances to ensure students are ready to learn and feel supported.

Social-Emotional and Wellness Supports: VHGA supports diverse student needs through schoolwide access to a sensory room and classroom calm corners that promote self-regulation. The school continues its partnership with Turning Point, which provides counselors to support students, and coordinates with the Think Together afterschool program.

Attendance Initiatives: Intentional efforts to address chronic absenteeism include the creation of a new Office Assistant position this school year. This staff member focuses specifically on attendance, communicates with families to identify needs and provide resources, and attends training at the Orange County Department of Education (OCDE) to implement best practices for improving school attendance.

VHGA provides transportation for over 50% of students, which has positively impacted overall enrollment and attendance; however, this has not significantly reduced chronic absenteeism rates.

Family and Community Engagement: VHGA has established a Steering Committee comprising staff, students, parents, and community partners to collaboratively address attendance, family engagement, and community partnerships. This committee will begin meeting in Spring 2026.

MTSS Team Implementation: The MTSS team meets monthly to identify student needs and determine appropriate academic, behavioral, and social-emotional supports. Team members include Principal, Assistant Principal, Instructional Coach (ELA Hired in Dec 2025; Math/ELD hired May 2026), Counselor, Behavior Interventionist, BCBA (position filled Dec 2025), and Community Schools Coordinator. Resources and interventions are provided by one or more team members based on each student's individual needs.

Implementation Update – BCBA Hire (December 2025): A substantive enhancement occurred with the hiring of a Board Certified Behavior Analyst (BCBA). Previously, Tier 3 and Tier 4 behavioral supports were coordinated by existing MTSS team members. The BCBA now provides dedicated expertise to observe students with significant behavioral needs and develop individualized behavior plans, strengthening the intensity and effectiveness of higher-level interventions.

Action 4: This action is fully implemented VHGA. Our Visual and Performing Arts Program enriches students' educational experience through hands-on learning opportunities that expose students to diverse artistic disciplines and approaches. The program culminates in an annual Performing Arts Show, which serves as both a celebration of student achievement and a showcase of artistic growth over the course of the year.

This performance is also featured as part of VHGA's Global Showcase and is presented to a live audience. As a community event, it highlights student progress and reflects the program's impact in building artistic skills, creative confidence, and student voice.

Action 5: VHGA embraces a comprehensive, data-driven approach to student success, grounded in the belief that all students can thrive when provided appropriate support and opportunities.

This holistic approach integrates academic excellence with social-emotional development through the implementation of Positive Behavioral Interventions and Supports (PBIS) and 100% student participation in Ways of Council.

Professional Development: VHGA provides ongoing professional development focused on identifying student needs, understanding accommodations, and utilizing the IEP Passport to deliver appropriate interventions and support.

Special Education Collaboration: Special Education staff collaborate closely with general education teachers through the IEP Passport system. The Education Specialist creates an "IEP at a Glance" document for each student with an IEP, then meets with the general education teacher to discuss strategies that support student learning in alignment with IEP goals.

Weekly professional development time provides structured collaboration opportunities between general education and special education teachers. During PLC time, teachers:

- Plan instruction for general education classrooms and specialized settings
- Discuss individual student needs and align supports
- Identify instructional strategies, accommodations, and modifications to make curriculum accessible for students with disabilities

Resource Specialist Teachers (RSTs) collaborate with general education teachers to plan targeted instruction for students receiving services in smaller group settings.

SELPA Engagement: VHGA consistently participates in El Dorado Charter SELPA Professional Learning Network (PLN) meetings. The Special Education Director and Coordinator attend all PLN meetings regularly to stay informed on current requirements, best practices, and updates in special education.

Through these meetings and ongoing collaboration with the assigned SELPA Program Specialist, the school receives guidance on: 504 Plans, Least Restrictive Environment (LRE) requirements, ELD Support for Students with Disabilities, IDEA updates, and Compliance expectations.

Data and Compliance: The Special Education Director and Coordinator monitor and ensure CALPADS is updated accurately. VHGA works closely with the SELPA data team during CALPADS reporting windows to ensure timely special education data submissions.

This action has been fully implemented as intended with no substantive differences between planned and actual implementation.

Action 6: VHGA received a RED performance level on the 2025 California School Dashboard, indicating that 24.7% of English Learners are making progress toward English Language Proficiency as measured by the English Learner Progress Indicator (ELPI). This represents a decline from the 2024 Dashboard, where 34.2% of English Learners made progress (also a RED performance level).

Staffing Update: The ELD Instructional Coach position remains vacant. This role is a key component of this action, and filling the position is critical to fully supporting English Learner progress.

Ellevation Platform Training: Administrators have completed initial training on the Ellevation platform. Teachers will receive their Ellevation training during an all-day professional development session on January 12 for Vista staff.

Kagan Cooperative Structures: All teachers have been trained in Kagan Cooperative Structures, with ongoing reinforcement through weekly professional development. A Kagan coach has conducted on-site support for teachers who have completed training.

A notable shift in implementation is that teachers are now using collaborative structures integrated with academic content rather than solely for team-building activities.

Action 7: This action was partially implemented. VHGA received a RED performance level on the 2025 California School Dashboard, indicating that 29.1% of Long-Term English Learners made progress toward English Language Proficiency as measured by the English Learner Progress Indicator (ELPI). This represents a decline from the 2024 Dashboard, where 42.1% of LTELs made progress (also a RED performance level). The ELD Instructional Coach position remained vacant most of the year – hired May 2026).

Staffing Update: The ELD Instructional Coach position remains vacant. This role is a key component of this action, and filling the position is critical to fully supporting Long-Term English Learner progress.

Ellevation Platform Training: Administrators have recently completed initial training on the Ellevation platform. Teachers will receive their Ellevation training during an all-day professional development session on January 12 for Vista staff.

Kagan Cooperative Structures: All teachers have been trained in Kagan Cooperative Structures, with ongoing reinforcement through weekly professional development. A Kagan coach has conducted on-site support for teachers who have completed training.

A notable shift in implementation is that teachers are now using collaborative structures integrated with academic content rather than solely for team-building activities.

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

The following explains material differences between budgeted expenditures and estimated actual expenditures for actions under Goal 1, Educating the Whole Child, during the 2025-26 implementation year. Material differences identified relate to staffing variations and professional development cost savings; in each case, services were delivered as planned and student outcomes were not compromised.

- **Goal 1, Action 2: MTSS for Accelerating Learning:** A material difference exists between budgeted and estimated actual expenditures for Action 2 due to a decline in student enrollment during the 2025-26 school year. The enrollment decline resulted in a decrease in the number of Instructional Aides needed to support Tier 2 small-group intervention. As a result, estimated actual expenditures for Action 2 were lower than budgeted expenditures. The Multi-Tiered System of Supports (MTSS) framework continued to operate at the staffing levels appropriate for actual enrollment, and all students requiring Tier 2 and Tier 3 supports received the intervention services planned for the year.
- **Goal 1, Action 6: Accelerating English Learner Success:** A material difference exists between budgeted and estimated actual expenditures for Action 6 due to the timing of the English Language Development (ELD) Coordinator hire. The ELD Coordinator was not hired until towards the end of the 2025-26 school year, resulting in significantly fewer months of salary expenditure than originally budgeted. As a result, estimated actual expenditures for Action 6 were significantly less than budgeted expenditures. The position has been filled, and full-year staffing of the ELD Coordinator role is reflected in the 2026-27 LCAP.
- **Goal 1, Action 7: Long-Term English Learner Success:** A material difference exists between budgeted and estimated actual expenditures for Action 7 due to lower-than-anticipated costs for Kagan cooperative learning structures coaching and training. The coaching and training were delivered as planned, but the final cost was less than the budgeted amount, resulting in a slight material difference of approximately $3,000 between budgeted and estimated actual expenditures. The service was fully provided, and Kagan coaching and training is reflected as a continuing investment in the 2026-27 LCAP.

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

Action 1: This action is highly effective. The multiple types of assessments are used to inform instruction, identify students for MTSS, and assess/evaluate our program's effectiveness or ineffectiveness. Vista Heritage Global Academy (VHGA) has seen meaningful progress over time toward its goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

Evidence of Progress: The California School Dashboard reflects measurable academic gains. VHGA's Academic Indicator now shows performance at the Yellow level in both English Language Arts (ELA) and Mathematics. The English Learner Progress Indicator (ELPI) advanced from Red to Orange, with 41.5 percent of English Learners (ELs) making progress toward English language proficiency. These outcomes affirm that the layered supports and instructional strategies embedded in this action are translating into improved student performance.

Action Components Driving Outcomes: VHGA offers afterschool tutoring provided by credentialed classroom teachers for students who are struggling in ELA and Mathematics. The school also operates a robust intervention program that identifies at-risk students through ongoing data review and provides targeted support through both push-in and pull-out service models. Together, these structures ensure that students who need additional time and instruction receive it from teachers who already know their learning profiles.

Alignment with Educational Philosophy: VHGA's educational philosophy recognizes that academic success is inextricably linked to student well-being and community involvement. Action 1 reflects this understanding by integrating academic excellence with social-emotional development, mental health supports, and behavioral interventions through Multi-Tiered System of Support (MTSS) implementation. This integrated approach ensures that academic interventions are paired with the social-emotional and behavioral conditions students need to fully access instruction.

Continuous Improvement: To sustain and accelerate gains, staff will engage in a comprehensive data deep dive to analyze results and use the findings to inform strategic instructional planning for the upcoming months. This analysis will guide targeted Tier 1 and Tier 2 interventions aligned to identified student needs. Upcoming professional development sessions with instructional partners will further allow the school to address specific focus areas, including

targeted support for English Learners and students with disabilities. These combined efforts strengthen data-driven decision-making and support continuous improvement toward strengthened student outcomes.

Action 2: The MTSS Accelerating Learning action is effective. Daily implementation coordinated team structures, and data-driven collaboration are producing positive outcomes for students and meaningful progress toward the goal.

Equity and Differentiated Support: This action successfully contribute to educational equity by providing differentiated support services that address the diverse needs of all student subgroups. The establishment of a dedicated Multi-Tiered System of Support (MTSS) team with specialized personnel ensures that students who require additional support receive timely and appropriate interventions. This systematic approach to identifying and addressing student needs creates multiple pathways for success and demonstrates the school's commitment to ensuring that all students, regardless of their individual challenges or circumstances, have access to the support necessary to succeed academically and socially. The combination of professional expertise and systematic processes positions the school to effectively serve all student subgroups through responsive, individualized support systems.

Evidence of Progress: These actions have been effective in making progress toward the goal. On a daily basis, students continue to receive direct support from teachers and support staff through targeted small group instruction. Increased collaboration centered on data driven practices has strengthened progress monitoring and allowed for more intentional and targeted goal setting for students. Together, these structures translate the school's equity commitments into consistent, observable practice in classrooms.

Areas for Continued Growth and Sustained Improvement: While there are areas for continued growth, the structures in place are yielding positive outcomes. Through ongoing and continued professional development, the school anticipates sustained improvement and continued progress toward meeting the needs of all learners. The combination of established team structures, data informed practices, and a continuous learning orientation positions VHGA to deepen the impact of this action in the year ahead.

Action 3: The MTSS: Social-Emotional Learning and Behavioral action is effective. The action is making meaningful progress toward the goal of providing comprehensive behavioral and social-emotional support, with one component (transportation) showing mixed results that the school will continue to monitor and refine. The structures described in this action are designed to work together as part of a holistic approach to student and family wellness. Daily SEL instruction, monthly character trait focus, positive behavior recognition, and schoolwide assemblies collectively contribute to a school climate in which students feel a sense of belonging, connection, and purpose. These conditions are directly linked to consistent attendance and reduced chronic absenteeism, as students who feel emotionally safe and connected to their school community are more likely to attend regularly. The 2024-25 improvement in chronic absenteeism reflected on the 2025 Dashboard, with all student groups moving from Red to Yellow, indicates that this integrated approach is producing measurable progress. VHGA will continue to refine and strengthen these supports to sustain attendance gains and to advance further toward Green and Blue performance levels in subsequent Dashboard cycles.

Equity and Differentiated Support: This action successfully contributes to educational equity by providing differentiated support services that address the diverse needs of all student subgroups. The establishment of a dedicated Multi-Tiered System of Support (MTSS) team with specialized personnel ensures that students who require additional support receive timely and appropriate interventions. This systematic approach to identifying and addressing student needs creates multiple pathways for success and demonstrates the school's commitment to ensuring that all students, regardless of their individual challenges or circumstances, have access to the support necessary to succeed academically and socially. The combination of professional expertise and systematic processes positions the school to effectively serve all student subgroups through responsive, individualized support systems.

Evidence of Progress in Daily Implementation: These actions have been effective in making progress toward the goal. On a daily basis, students continue to receive direct support from teachers and support staff through targeted small group instruction. Increased collaboration centered on data driven practices has

strengthened progress monitoring and allowed for more intentional and targeted goal setting for students. While there are areas for continued growth, the structures in place are yielding positive outcomes. Through ongoing and continued professional development, the school anticipates sustained improvement and continued progress toward meeting the needs of all learners.

Behavioral Support and the BCBA Position: The Board-Certified Behavior Analyst (BCBA) position has been effective in making progress toward the goal of providing comprehensive behavioral and social-emotional support for students. The established MTSS process ensures that student needs are regularly reviewed and that appropriate resources are assigned to address those needs in a timely manner. The addition of the BCBA has further enhanced the school's capacity to address high level behavioral concerns through specialized assessment and intervention planning. Although implementation was initially limited prior to the BCBA hire, the current structure is successfully supporting students with increasing levels of need and strengthening the overall system of behavioral intervention. As a result, the school is better equipped to promote positive behavior, improve student outcomes, and maintain a supportive learning environment.

Action 4: This action is fully implemented at Vista Heritage Global Academy (VHGA) and has been effective in providing all students with access to a broad course of study. The school offers a comprehensive instructional program that extends well beyond core academic subjects, ensuring that every student experiences a well-rounded education aligned with California Education Code requirements.

Core Academic Foundation and Enrichment Programs: VHGA provides all students with a well-rounded educational experience that extends beyond core academic instruction in English Language Arts, Mathematics, Science, and Social Studies. Students engage in sequential, standards aligned music education in both vocal and instrumental music, supporting artistic development from foundational skills through advanced performance. The school's Project Lead the Way (PLTW) Energy and Environment pathway offers hands on engineering and environmental science curriculum that builds applied scientific reasoning and prepares students for college and career pathways in science, technology, engineering, and mathematics (STEM) fields. Visual Arts and Design instruction provides students with opportunities for creative expression through multiple artistic mediums and design principles, while the Computer Science program develops programming skills, computational thinking, and digital literacy. Together, these programs ensure that students at every grade level have meaningful access to the full breadth of subject areas required for a comprehensive education.

Visual and Performing Arts Program: VHGA's Visual and Performing Arts (VAPA) program enriches students' educational experience through hands on learning opportunities that expose students to diverse artistic disciplines and approaches. The program culminates in an annual Performing Arts Show, which serves as both a celebration of student achievement and a showcase of artistic growth over the course of the year. This performance is also featured as part of VHGA's Global Showcase and is presented to a live audience. As a community event, the showcase highlights student progress and reflects the program's impact in building artistic skills, creative confidence, and student voice. The visibility of student work in front of families and community members reinforces the value of arts education at VHGA and demonstrates that enrichment programs are not supplemental but integral to the school's instructional vision.

Evidence of Implementation and Impact: The combination of strong core academic instruction and robust enrichment offerings, including music, visual arts, computer science, and PLTW Energy and Environment, ensures that VHGA students experience the full scope of a broad course of study. Hands on learning, public performance opportunities, and standards aligned instruction across disciplines collectively support student engagement, creative confidence, and academic growth. As the action moves into the next implementation cycle, VHGA will continue to refine and expand these enrichment offerings to deepen student access to the arts, applied sciences, and digital learning, sustaining the school's commitment to a well-rounded educational program for all learners.

Action 5: The Special Education (SPED) action is effective. Coordinated intervention systems, dedicated collaboration time between general education and special education teachers, and consistent engagement with the Special Education Local Plan Area (SELPA) have together produced meaningful progress toward the goal of improving instructional planning, services, and compliance for students with disabilities.

Coordinated Intervention Through COST and SST: The Coordination of Services Team (COST) and the Student Success Team (SST) together serve as cornerstones of the school's intervention strategy. These structures enable teachers to identify and refer students who need additional support in reaching grade level proficiency in reading and mathematics. Through these established systems, struggling students receive targeted intervention through both individualized and small group instruction during the school day, ensuring they receive timely support without disrupting their regular classroom participation. The COST process focuses on coordinating support services across multiple staff and resources, while the SST process supports more individualized planning and progress monitoring for students who need a deeper level of intervention. Together, the two teams provide a layered, responsive system that supports early identification and consistent follow through.

Collaboration Between General Education and Special Education Teachers: This action has been effective in making progress toward the goal of improving instructional planning and support for students with disabilities. Providing dedicated collaboration time has increased coordination between general education and special education teachers and has resulted in more appropriate accommodations and differentiated instruction. Students are benefiting from more cohesive and aligned educational experiences, and teachers feel better equipped to meet diverse learning needs. While ongoing refinement is needed to maximize collaboration time and deepen instructional strategies, the action has clearly supported improved access to the curriculum and more effective inclusive practices.

SELPA Engagement and Compliance: This component of the action has been highly effective in making progress toward the goal of maintaining compliance and improving services for students with disabilities. Consistent involvement in SELPA Program Leadership Network (PLN) meetings by the SPED Director and SPED Coordinator has ensured that the school stays current with legal requirements, procedural updates, and best practices in special education. The ongoing collaboration with the SELPA Program Specialist and data team has strengthened reporting accuracy, program implementation, and overall support for students. These resources have directly contributed to the school's ability to provide appropriate services, maintain compliance, and continuously improve outcomes for students with disabilities.

Action 6: The Accelerating English Learner Success action is effective. Based on the most recent California School Dashboard, the structures and supports embedded in this action are translating into meaningful progress for English Learners (ELs) at Vista Heritage Global Academy (VHGA), supported by professional development, targeted instructional strategies, and dedicated counseling support for newcomer students.

Evidence of Progress: The 2025 California School Dashboard, which reflects 2024-25 school year results, indicates that the supports provided through this action are producing measurable progress for English Learners. The school will continue to monitor English Learner Progress Indicator (ELPI), English Language Proficiency Assessments for California (ELPAC) proficiency, and reclassification data to ensure that gains observed are sustained and accelerated for all EL students, including newcomers and Long-Term English Learners (LTELs).

Designated and Integrated English Language Development: Teachers are participating in ongoing professional development to strengthen their use of both Designated English Language Development (ELD) and Integrated ELD strategies across all classrooms. Designated ELD provides protected time for explicit instruction in English language skills aligned to students' proficiency levels, while Integrated ELD ensures that English Learners receive language development support embedded within content area instruction throughout the school day. This dual approach reflects the California ELD Standards and the California ELA/ELD Framework and ensures that ELs receive consistent, high quality language development as part of their core instructional experience.

Professional Development Through the Orange County Department of Education: VHGA teachers have participated in a four part series on the ELD Standards and evidence-based practices for ELD instruction led by the Orange County Department of Education (OCDE). This sustained professional learning experience has built teacher capacity to interpret and apply the ELD Standards, plan instruction that reflects evidence based practices, and design language objectives that support English Learner access to grade level content. The cumulative nature of the four part series allows teachers to apply learning between sessions, return with reflections from classroom practice, and refine instructional approaches over time.

Newcomer Student Support: The PUC counselor meets regularly with newcomer students to provide a supportive space where students can share their stories, build connections with peers, and find a support team to help them navigate the academic, cultural, and linguistic transitions involved in joining a new school community. This dedicated counseling support contributes to a safe and welcoming environment that affirms students' identities, languages, and lived experiences while supporting their adjustment to a new culture, language, and learning environment.

Action 7: This action is partially effective. Foundational elements of the action, including teacher professional development on Designated and Integrated English Language Development (ELD) strategies and a comprehensive four part ELD Standards series, have been fully implemented and are building teacher capacity. However, two key components, the Ellevation Platform and the ELD Instructional Coach role, were implemented late in the 2025-26 school year. As a result, the school does not anticipate that the full measurable outcomes originally projected will be realized in the current cycle, though the structures are now in place to drive accelerated LTEL progress in 2026-27.

Evidence of Progress on the 2025 Dashboard: The 2025 California School Dashboard, which reflects 2024-25 school year results, indicates that the foundational supports provided through this action are producing meaningful progress for English Learners (ELs) at Vista Heritage Global Academy (VHGA). The school will continue to monitor English Learner Progress Indicator (ELPI), English Language Proficiency Assessments for California (ELPAC) proficiency, and reclassification data to evaluate the effectiveness of supports specifically for Long-Term English Learners as the more recently implemented components of this action take hold.

Designated and Integrated English Language Development: Teachers are participating in ongoing professional development to strengthen their use of both Designated and Integrated English Language Development (ELD) strategies across all classrooms. Designated ELD provides protected time for explicit instruction in English language skills aligned to students' proficiency levels, while Integrated ELD ensures that English Learners, including LTELs, receive language development support embedded within content area instruction throughout the school day. This dual approach reflects the California ELD Standards and the California ELA/ELD Framework and is particularly important for LTELs, who require sustained, high quality language development to advance toward reclassification.

Four Part ELD Standards Training With OCDE: All teachers at VHGA have participated in a four part ELD training led by the Orange County Department of Education (OCDE) focused on unpacking the ELD Standards and applying evidence based strategies to support English Learners. The full staff participation in this series is a significant strength of the action and ensures that every classroom teacher has a shared understanding of the ELD Standards and a common set of evidence based practices to apply across content areas. This shared foundation is especially important for LTELs, whose progress depends on consistent and coordinated language instruction across multiple grade levels and content teachers.

Ellevation Platform Implementation: VHGA adopted the Ellevation Platform in January 2026 to support English Learner monitoring, instructional planning, and family engagement. Teachers received initial training on the platform and have begun utilizing its resources to inform planning for ELs and LTELs. Because the platform was implemented mid-year, the school does not anticipate that Ellevation will produce measurable outcomes within the 2025-26 school year at the level originally projected. However, the system is now in place, teachers have foundational training, and the platform is positioned to support more robust LTEL identification, progress monitoring, and instructional planning beginning in 2026-27.

ELD Instructional Coach: The ELD Instructional Coach was recently hired in May 2026. Because this hire occurred at the end of the school year, the coach has not yet had the opportunity to implement coaching cycles, model lessons, or co-plan with teachers in ways that would generate measurable instructional or student outcomes within the current cycle. The school anticipates that the coach will begin full implementation of coaching responsibilities at the start of the 2026-27 school year, with a particular focus on building teacher capacity to accelerate LTEL progress through differentiated language instruction and progress monitoring.

Continuous Improvement and Outlook: Taken together, the action has established the foundational conditions necessary to accelerate LTEL success at VHGA. Universal teacher participation in the OCDE four-part ELD Standards series and ongoing professional development on Designated and Integrated ELD

have built teacher capacity, while the Ellevation Platform and the ELD Instructional Coach role provide the systems and personnel needed for sustained, targeted LTEL support. While the late implementation of two key components limits measurable outcomes for the 2025-26 cycle, the action is well positioned to produce stronger results in 2026-27 as the platform and coaching role move into full implementation. The school will continue to monitor LTEL specific data, including ELPAC progression, reclassification rates, and academic indicator performance for LTELs, to evaluate the cumulative impact of these supports.

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 Heritage Global Academy (VHGA) develops an annual Local Control and Accountability Plan (LCAP) grounded in feedback from its educational partners and a comprehensive needs assessment that measures program effectiveness and identifies areas for growth. Through reflection on prior practice during the 2025-26 LCAP cycle and through review of the 2025 California School Dashboard results, VHGA's leadership team, in collaboration with educational partners, identified targeted changes to Goal 1, Educating the Whole Child, for the 2026-27 LCAP cycle. These changes refine the goal metrics, target outcomes, and actions to reflect updated state reporting expectations and the priorities identified through the 2025-26 needs assessment process.

The most significant metric change for Goal 1 involves the California Science Test (CAST) metric. Beginning with the 2026-27 LCAP cycle, the CAST metric will be reported in alignment with the California School Dashboard reporting methodology, as approved by the State Board of Education. Specifically, the metric will be reported as science points rather than under the methodology previously used in VHGA's LCAP. This change ensures that the science performance metric reported in the LCAP corresponds directly to the metric reported on the California School Dashboard, enabling consistent year-over-year comparison, transparent alignment with statewide reporting standards, and clearer communication with educational partners regarding science achievement trends. The change also brings VHGA into alignment with current state reporting practice and supports more accurate monitoring of progress toward Goal 1 outcomes in the science focus area.

Additional refinements to Goal 1 target outcomes and actions reflect the findings of the comprehensive 2025-26 needs assessment process and the convergence of educational partner input regarding whole-child supports, English Learner programming, Multi-Tiered System of Supports (MTSS) implementation, and college and career readiness. These refinements preserve the integrity of the Educating the Whole Child goal and its anchor in the California Community Schools Framework while ensuring that the metrics, target outcomes, and actions for the 2026-27 LCAP cycle accurately reflect the school's current data, identified priorities, and commitments to closing achievement gaps for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, foster youth, and the Hispanic student group.

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 Heritage Global Academy (VHGA) will implement a comprehensive, multi-tiered assessment and data inquiry system in the upcoming school year to ensure that instructional decisions, intervention planning, and resource allocation are informed by timely and accurate student performance data. **Universal Screening and Progress Monitoring**	$19,627	N

Action #	Title	Description	Total Funds	Contributing
		VHGA will administer i-Ready Diagnostic Assessments 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. The i-Ready Diagnostic Assessments will be funded through Title I at $19,627. In addition to diagnostic assessments, teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments. **State Required Assessments** All students will participate in mandated state assessments according to schedules established by the California Department of Education (CDE). These assessments will 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 will ensure 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 and responsive action planning at every level of the school. At the schoolwide level, the Principal and the 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 intervention effectiveness, 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. 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		

Action #	Title	Description	Total Funds	Contributing
		flexible grouping strategies, the development of personalized learning targets, and the design of targeted skill building activities that address identified learning gaps. **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 that address root causes of learning challenges. Progress toward mastery will be monitored through frequent checkpoint assessments, ensuring that students receive appropriate levels of support and challenge. **Data Driven Instructional Response System** Assessment results will drive immediate instructional adjustments through daily lesson modifications based on exit ticket and formative assessment outcomes. Teachers will implement flexible grouping strategies informed by real time student performance data and 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. **Professional Learning and Accountability** The Principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement. Quarterly and semester data reports will be shared with the Vista Public Schools Central Office, the school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.		
2	MTSS: Accelerating Learning	Vista Heritage Global Academy (VHGA) is committed to accelerating student learning and closing achievement gaps for all students through a comprehensive Multi-Tiered System of Support (MTSS). The MTSS: Accelerating Learning action serves the full student body, with intentional attention to student groups whose recent Dashboard performance signals the greatest need for accelerated support, including Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Hispanic students. Drawing on multi-year California School	$1,243,975	Y

Action #	Title	Description	Total Funds	Contributing
		Dashboard performance data, the action layers strengthened universal Tier 1 instruction, targeted Tier 2 small group interventions, intensive Tier 3 individualized support, additional tutoring, and Expanded Learning Opportunities Program (ELOP) wraparound services to create a cohesive system that addresses the full range of student needs throughout the school day and beyond. **Context From Multi-Year Dashboard Performance** On the 2023 California School Dashboard, VHGA received a Red performance level, the lowest rating, for the Mathematics Academic Indicator for the all student group as well as for the SED, SWD, and Hispanic student groups. Due to a lack of significant improvement, VHGA continued at the Red performance level for the Mathematics Academic Indicator on the 2024 California School Dashboard, indicating that prior intervention efforts had not yet produced the level of improvement needed for student groups already performing well below standard. On the 2024 California School Dashboard ELA Academic Indicator, the SWD student group also received a Red performance level, signaling the need for intensified literacy support across the special education program. These multi-year findings underscore the need for a coordinated and intensified MTSS framework that strengthens core instruction for every student while ensuring that students performing below grade level receive timely, targeted, and sustained support. **Tier 1: Universal Core Instruction Enhancement:** Tier 1 instruction will be strengthened so that every student benefits from rigorous, accessible, and well supported core instruction. Instructional aides provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Classrooms are equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement across content areas. All students engage in integrated, multidisciplinary learning through VHGA'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 critical thinking, communication, and collaboration skills essential for every learner's success. **Tier 2: Targeted Group Interventions:** Students who require additional support beyond Tier 1 instruction receive Tier 2 intervention during the instructional day. The Intervention Coordinator (LREBG funded $66,679) delivers Tier 2 interventions in reading and Mathematics and provides instructional coaching for		

Action #	Title	Description	Total Funds	Contributing
		the Instructional Aides who are strategically placed with students performing below grade level. This coordinated approach ensures consistent, high quality intervention delivery across all classrooms. Struggling learners receive daily small group instruction and individual one-on-one support during the instructional day. Using i-Ready diagnostic data and ongoing teacher observations, intervention groups of 3-5 students meet daily for targeted sessions addressing specific skill gaps in reading fluency, comprehension, writing, and academic vocabulary development. Students utilize i-Ready MyPath, which provides additional academic support through personalized learning pathways. Access and progress are monitored by the classroom teacher to ensure continuous improvement and data driven instructional adjustments. Teachers and students also utilize i-Ready manipulatives and tools during intervention sessions to provide hands-on, concrete learning experiences, with progress monitored bi-weekly and instructional adjustments made based on student response. **Tier 3: Intensive Individual Support:** Students requiring intensive intervention receive Tier 3 supports through after-school tutoring programs staffed by both certificated and classified personnel. These programs provide individualized support for students with the greatest learning needs and integrate ELA and Mathematics instruction through hands-on, Science, Technology, Engineering, Arts, and Mathematics (STEAM) based activities delivered during bi-weekly Innovation Village experiences. The Innovation Village structure ensures coherent skill application across disciplines and offers students authentic contexts in which to apply newly developed academic skills. **Targeted Academic Support Through Additional Tutoring** Additional tutors provide targeted academic support for underperforming students in ELA and Mathematics, with focused attention to SED students and SWD. Working in close coordination with classroom teachers and instructional coaches, tutors deliver individualized or small group instruction that addresses specific skill gaps while building on students' strengths, with sessions offered before and after school. For SWD, tutors align their support with students' Individualized Education Program (IEP) goals and accommodate specific learning needs while maintaining high expectations for academic achievement. For SED students, tutors help bridge opportunity gaps by providing extra practice time, building background knowledge, and offering homework support that may not be available at home. Tutors use ongoing formative assessments to track student progress and adjust instruction accordingly, ensuring that support remains targeted and effective. Tutors also serve as confidence builders who create safe		

Action #	Title	Description	Total Funds	Contributing
		learning environments where students feel comfortable taking academic risks and developing academic self-efficacy. **Expanded Learning Opportunities Program (ELOP):** Students across all grade levels have access to comprehensive academic and social enrichment through ELOP programming, which provides support daily after school, before school, during intervention periods, and through summer programming. Students performing below grade level are prioritized for additional academic tutoring through afterschool, summer and intersession programming, (LREBG funded $145,627; ELOP funded $132,000, ASES funded $203,483; 21st CCLC $376,056), to ensure accelerated learning and gap closure. This wraparound approach extends learning opportunities beyond the traditional school day and ensures that students receive the time, support, and engagement needed to accelerate progress toward grade level mastery.		
3	MTSS: SEL & Mental Health Supports	Vista Heritage Global Academy (VHGA) is committed to supporting the social-emotional wellness, mental health, and consistent attendance of all students through the MTSS: Social-Emotional Learning and Mental Health Supports action. The action endorses a comprehensive approach to serving students and families that prioritizes social-emotional wellness as the foundation for academic success and positive school climate. This holistic framework recognizes the interconnected nature of academic achievement, mental health, attendance, and family engagement in creating optimal learning conditions for all students. The structures described below address both the social-emotional development of every student through daily instruction and schoolwide recognition systems, and the chronic absenteeism patterns reflected in recent California School Dashboard results. **Context From Multi-Year Dashboard Performance**: Multi-year California School Dashboard results inform the urgency and direction of this action. On the 2023 California School Dashboard, VHGA received a Red performance level, the lowest rating, for the Students with Disabilities (SWD) student group on the Chronic Absenteeism Indicator. On the 2024 California School Dashboard, the school's chronic absenteeism situation worsened, with VHGA receiving a Red performance level for the 'all student' group as well as for the English Learner (EL), Long-Term English Learner (LTEL), Socioeconomically Disadvantaged (SED), and Hispanic student groups, as chronic absenteeism rates increased significantly. On the 2025 California School Dashboard, VHGA's chronic absenteeism rates declined in the 2024-25 school year, resulting in Yellow performance levels for the 'all student' group and for the EL, LTEL, SED, SWD,	$883,999	Y

Action #	Title	Description	Total Funds	Contributing
		and Hispanic student groups. This year-over-year improvement from Red to Yellow across all reported student groups reflects meaningful progress and indicates that the supports embedded in this action are producing positive results. The Yellow performance level also indicates that continued and sustained effort is needed to move student groups into Green and Blue performance levels and to ensure that the 2024-25 gains are maintained and extended in the 2026-27 school year. **Daily Social-Emotional Learning Implementation:** All teachers implement daily social-emotional learning (SEL) instruction during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons 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. By embedding SEL at the start of each day, VHGA creates a predictable structure that supports student engagement, school connectedness, and the development of the self-regulation skills associated with consistent attendance and positive school climate. **Monthly Character Trait Recognition Program:** Each month, VHGA celebrates a specific SEL topic based on desired character traits such as respect, kindness, perseverance, responsibility, and empathy. This systematic approach reinforces social-emotional learning concepts through schoolwide recognition and celebration. The monthly focus allows teachers, students, and families to share a common language and a shared focus, deepening the integration of social-emotional learning across classrooms, common spaces, and home environments. **Positive Behavior Recognition System:** Students who demonstrate the monthly character traits are awarded tickets that recognize the desired behavior. These tickets serve as tangible acknowledgment of positive choices and character development. Students can trade in their tickets weekly for prizes, creating an incentive system that encourages consistent demonstration of positive behaviors and character traits. The recognition system reinforces the school's social-emotional learning focus by making positive behavior visible and celebrated, supporting both individual student growth and the broader culture of positivity and belonging at the school. **Monthly Awards Assembly and Class Presentations:** Each month, one class presents the character trait of the month during the schoolwide awards assembly to teach the rest of the school about the desired behavior. The student-led		

Action #	Title	Description	Total Funds	Contributing
		presentations reinforce learning while building leadership skills and strengthening school community connections. Students receive awards for demonstrating monthly character traits, celebrating their growth in social-emotional development. The assemblies create a regular schoolwide moment that affirms student progress, builds public recognition for character development, and reinforces the school's commitment to a culture grounded in social-emotional wellness. **Holistic Connection to Attendance and Wellness:** The structures described in this action are designed to work together as part of a holistic approach to student and family wellness. Daily SEL instruction, monthly character trait focus, positive behavior recognition, and schoolwide assemblies collectively contribute to a school climate in which students feel a sense of belonging, connection, and purpose. These conditions are directly linked to consistent attendance and reduced chronic absenteeism, as students who feel emotionally safe and connected to their school community are more likely to attend regularly. The 2024-25 improvement in chronic absenteeism reflected on the 2025 Dashboard, with all student groups moving from Red to Yellow, indicates that this integrated approach is producing measurable progress. VHGA will continue to refine and strengthen these supports to sustain attendance gains and to advance further toward Green and Blue performance levels in subsequent Dashboard cycles.		
4	Broad Course of Study	Vista Heritage Global Academy (VHGA) provides all students with a well-rounded educational experience that extends beyond core academic instruction through a coordinated set of enrichment programs in music, applied engineering and environmental science, visual arts and design, and computer science. Together, these programs ensure that VHGA students experience the breadth of subject areas associated with a comprehensive course of study and develop the academic, creative, and problem-solving skills needed for college, career, and civic life. Core academic instruction at VHGA includes English Language Arts (ELA), Mathematics, Science, and Social Studies. The enrichment programs described below complement and extend this core instruction, ensuring that every student has access to instruction in the arts, applied sciences, and digital learning alongside their foundational academic coursework. **Music Education:** VHGA provides sequential, standards aligned music instruction in both vocal and instrumental music. The music program supports artistic development from foundational skills through more advanced performance, exposing students to the technical, expressive, and collaborative dimensions of	$293,084	N

Action #	Title	Description	Total Funds	Contributing
		musical learning. Through consistent music instruction across grade levels, students build the discipline, listening skills, and creative confidence that come from sustained engagement with a performing art. **Project Lead the Way: Energy and Environment:** VHGA implements the Project Lead the Way (PLTW) Energy and Environment pathway, which provides hands-on engineering and environmental science curriculum. Students engage with applied science investigations, engineering design challenges, and real-world environmental problem-solving that build interest and capability in Science, Technology, Engineering, and Mathematics (STEM) fields. The PLTW pathway gives students structured opportunities to apply scientific reasoning to authentic problems and to see how engineering and environmental thinking connect to their lives and communities. **Visual Arts and Design:** The Visual Arts and Design program offers students opportunities for creative expression through multiple artistic mediums and design principles. Students explore composition, color, line, form, and design thinking, developing both technical skills and the creative confidence to communicate ideas visually. Visual arts instruction provides a complementary mode of expression alongside the verbal and quantitative reasoning emphasized in core academic classes. **Computer Science:** The Computer Science program supports the development of programming skills, computational thinking, and digital literacy. Students learn to break complex problems into manageable parts, design algorithmic solutions, and use digital tools effectively and ethically. These skills support student readiness for an increasingly technology dependent academic and career landscape and reinforce mathematical reasoning and logical thinking across the broader curriculum. **Evidence Based Justification:** Research supports the inclusion of arts, music, applied STEM, and computer science as components of a well-rounded education. A longitudinal study conducted by the National Endowment for the Arts found that students who engage in arts programs on a consistent basis demonstrate stronger academic achievement, higher graduation rates, and increased college enrollment compared with peers who do not participate in arts programs. Neuroscience research published in the Journal of Neuroscience has examined the relationship between musical training during adolescence and brain development in areas associated with language processing, executive function, and memory. Independent evaluations of Project Lead the Way have examined associations between PLTW participation and student engagement,		

Action #	Title	Description	Total Funds	Contributing
		problem solving skills, and interest in STEM related disciplines. Research summarized by the Computer Science Teachers Association (CSTA) examines the relationship between early exposure to computer science concepts and the development of computational thinking, mathematical reasoning, and problem-solving skills that apply across the curriculum.		
5	Empowering SWD Academically	Vista Heritage Global Academy (VHGA) is committed to empowering Students with Disabilities (SWD) academically through a coordinated set of structures that strengthen instructional planning, professional learning, compliance, and collaboration between special education and general education staff. The Empowering SWD Academically action responds directly to recent California School Dashboard performance for the SWD student group and reflects VHGA's commitment to providing every student with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) while maintaining full compliance with state and federal special education requirements. **Context From Multi-Year Dashboard Performance** Multi-year California School Dashboard results inform the urgency and direction of this action. On the 2023 California School Dashboard, the SWD student group at VHGA received a Red performance level, the lowest rating, for the Mathematics Academic Indicator. Due to a lack of significant improvement, the SWD student group continued at the Red performance level for the Mathematics Academic Indicator on the 2024 California School Dashboard. The SWD student group also experienced a decline in English Language Arts (ELA) academic performance, receiving a Red performance level for the ELA Academic Indicator on the 2024 California School Dashboard. With respect to chronic absenteeism, the SWD student group received a Red performance level on the 2023 Dashboard, and chronic absenteeism rates for SWD then declined from 24.4% to 19.1%, resulting in a Yellow performance level on the 2024 Dashboard. Together, these findings indicate the need for sustained academic intensification in both Mathematics and ELA, while building on attendance gains that support consistent access to instruction for SWD. **Bi-Weekly Special Education Leadership Meetings** VHGA's school site administrators, the Special Education Coordinator, and the Director of Special Education meet on a bi-weekly basis to address and strengthen the special education program for SWD. These meetings focus on monitoring and assessing student services, analyzing caseload data, identifying and planning professional development (PD) needs at the site throughout the	$583,842	N

Action #	Title	Description	Total Funds	Contributing
		school year, and analyzing and planning instruction for SWD based on assessment data, including i-Ready diagnostics and ELA curriculum assessments. The bi-weekly cadence ensures that program decisions are informed by current data, that emerging needs are addressed in a timely manner, and that the special education program continues to evolve in response to student outcomes. **IEPs at a Glance and Special Education Updates** The Resource Specialist Teacher (RST) provides all general education teachers with a copy of the Individualized Education Program (IEP) at a Glance for their students with IEPs. The RST distributes IEPs at a Glance on a monthly basis as IEP meetings are held, ensuring that general education teachers have the most updated and accurate information for the SWD they serve. This monthly distribution cycle supports consistent implementation of accommodations, modifications, and instructional strategies aligned with each student's IEP. The Director of Special Education or Special Education Coordinator attends the El Dorado Charter Special Education Local Plan Area (SELPA) Professional Learning Network (PLN) meetings and provides pertinent updates to school site administrators, general education staff, and parents. These updates ensure that the school remains current on regulatory changes, best practices, and SELPA wide initiatives that affect SWD. **Professional Development** The Director of Special Education, the Special Education Coordinator, the RST, the School Psychologist, and school site administrators provide professional development designed to strengthen the special education program and to equip both certificated and classified general education staff with the tools needed to support SWD in and out of the general education setting. Topics covered, based on school site needs, include ELA, English Language Development (ELD), and Mathematics support for SWD; the Coordination of Services Team (COST), Student Success Team (SST), Section 504, and IEP processes; classroom accommodations both academically and behaviorally; behavioral supports including Behavior Intervention Plans (BIPs) and Check-In Check-Out (CICO) systems; de-escalation strategies; and structured collaboration time between special education and general education teachers. The professional development calendar is informed by data reviewed during the bi-weekly leadership meetings, ensuring that learning is responsive to the most pressing instructional and behavioral needs. **Professional Learning Community Time**		

Action #	Title	Description	Total Funds	Contributing
		During allotted time at weekly professional development sessions, special education and general education teachers receive Professional Learning Community (PLC) collaboration time to plan for instruction in and out of the general education setting. During PLC time, staff plan for instruction in the general education classroom, focus on appropriate strategies to make grade level curriculum accessible to SWD, and discuss and select appropriate accommodations. The RST plans for instruction in the smaller setting in collaboration with general education teachers, ensuring continuity between general education instruction and specialized academic instruction. This collaborative planning structure is central to maintaining the LRE and to ensuring that SWD receive coherent, well-coordinated instruction across settings. **Special Education Oversight by the Director of Special Education and Special Education Coordinator** VHGA implements a comprehensive system of special education oversight to ensure compliance and high-quality services for SWD. During the summer break and throughout the school year, the Director of Special Education and the Special Education Coordinator monitor the California Longitudinal Pupil Achievement Data System (CALPADS) to ensure that no students with IEPs are missed. Upon enrollment at VHGA, students with IEPs are transferred into the Special Education Information System (SEIS) to ensure compliance and to begin services as needed at the start of the school year. The Director of Special Education, the Special Education Coordinator, the RST, and Designated Instruction and Services (DIS) Providers meet on a bi-weekly basis to highlight best practices and to coordinate services. SEIS is monitored on a weekly basis by the Director of Special Education to catch any discrepancies, and when discrepancies are identified, the DIS Provider is notified and supported to correct them by the Director of Special Education or the Special Education Coordinator. An IEP Master Calendar is created and ready before the beginning of the school year, and IEP meetings are scheduled a month ahead of time to maintain compliance. IEP meetings are held in person or via Zoom, depending on parent preference, to ensure meaningful parent participation in the IEP process. **El Dorado Charter SELPA Resources and Support** VHGA continues to attend and actively participate in all El Dorado Charter SELPA PLN meetings and works closely with the assigned SELPA Program Specialist to benefit from the resources and networking opportunities offered through the SELPA. VHGA receives information through the PLN regarding special education topics including Section 504, LRE updates, ELD support for		

Action #	Title	Description	Total Funds	Contributing
		SWD, and Individuals with Disabilities Education Act (IDEA) updates. The school also receives compliance support from the El Dorado Charter SELPA data team during CALPADS reporting windows regarding special education reporting. These supports and resources ensure that VHGA maintains compliance for SWD and benefits from SELPA services and identified best practices that strengthen the school's special education program.		
6	Accelerating English learner Success	Vista Heritage Global Academy's (VHGA) 2025 California School Dashboard results identify English Learner (EL) progress as the school's highest-priority area for sustained, multi-year intervention. The English Learner Progress Indicator (ELPI), which reports exclusively on the EL student group, received a Red performance level. The Mathematics and Science Academic Indicators also received Red performance levels, and the English Language Arts (ELA) Academic Indicator received an Orange performance level. On the 2024 Dashboard, ELA performance for the EL student group had previously declined to a Red performance level, the lowest rating available, underscoring the multi-year nature of the EL achievement gap. The school's 2025-26 needs assessment further documents a sustained decline in the percentage of ELs making expected progress toward English proficiency on the English Language Proficiency Assessments for California (ELPAC). ELPI performance for the EL student group has fallen from 55.9% on the 2023 Dashboard to 34.2% on the 2024 Dashboard to 24.7% on the 2025 Dashboard. Reclassification rates moved from 1.4% in 2022-23 to 17.9% in 2023-24 and then to 0% in 2024-25, reflecting the updated state proficiency expectations now applied to ELPAC reclassification criteria. The needs assessment identifies five root causes that this action targets directly: the absence of a dedicated English Language Development (ELD) curriculum to support EL students; the absence of structured Designated ELD time within the master schedule; gaps in teacher capacity for delivering Designated and Integrated ELD aligned to 5 CCR section 11304; the high concentration of EL students requiring sustained linguistic and academic support; and inconsistent administrative coaching support tied to leadership time constraints. **Specialized ELD Instructional Support** The ELD Instructional Coach/Coordinator (LREBG funded $16,193) will build teacher capacity in implementing Designated and Integrated ELD across content areas, with explicit focus on the linguistic and academic needs of EL students. The Coach will partner with teachers to triangulate ELPAC proficiency data, i-	$27,665	N

Action #	Title	Description	Total Funds	Contributing
		Ready diagnostic results, and California Assessment of Student Performance and Progress (CAASPP) outcomes, identifying the language demands and content gaps most strongly correlated with student performance. From this analysis, the Coach will support teachers in developing aligned content and language objectives for daily instruction. The Coach will guide teachers in scaffolding instruction, building academic vocabulary, and creating sustained opportunities for language production across the four domains of listening, speaking, reading, and writing. Coaching cycles will focus on visual supports, sentence frames, structured academic discussion protocols, and the development of students' metalinguistic awareness. The Coach will also serve as a consistent point of instructional support for EL programming, addressing the leadership-capacity root cause documented in the needs assessment. **Designated and Integrated ELD Framework:** Consistent with 5 CCR section 11304, VHGA will implement a structured Designated and Integrated ELD framework. Designated ELD will be delivered daily for grades 6 through 8 as a focused block addressing grammar, syntax, and academic vocabulary calibrated to students' ELPAC proficiency levels, with morning warm-up routines anchoring this work each day. Integrated ELD will be embedded in core content instruction in ELA, mathematics, science, and social studies, with teachers planning explicit language objectives alongside content objectives so that ELs receive daily, content-anchored language support. Teachers will incorporate processing-time strategies, including the structured use of timers to support student "Think Time," giving ELs the cognitive space to formulate academic language responses and participate meaningfully in classroom discourse. **Technology-Enhanced EL Monitoring:** VHGA will implement the Ellevation platform, funded through Title III at $3,299, to support documentation of EL Master Plan compliance, ongoing monitoring of services for ELs, and tracking of progress toward English proficiency and reclassification. The platform will enable teachers, the ELD Instructional Coach, and administrators to monitor ELPAC progress, individual language goals, and reclassification readiness for each EL on roster. VHGA teachers will utilize the Ellevation platform as an integral component of their EL instructional planning and progress monitoring practice and will continue to receive ongoing training on the platform throughout the 2026-27 school year in order to maximize the resources it provides for English Learner students.		

Action #	Title	Description	Total Funds	Contributing
		Sustained professional learning on Ellevation ensures that teachers can fully leverage the platform's instructional tools, language goal-setting features, and progress monitoring capabilities in service of accelerated EL achievement. **Curriculum Integration with Embedded EL Supports** The newly adopted Savvas Learning Company ELA curriculum will leverage its embedded EL resources, including language scaffolds, vocabulary development tools, and differentiated text supports, to address the science of reading and ELD curriculum gaps identified in the needs assessment. Both certificated and classified instructional staff will receive training on the EL components of the curriculum so that language development is systematically addressed within Tier 1 ELA instruction. The mathematics program (i-Ready) will be supported by parallel professional development on EL strategies for mathematics instruction, addressing the cross-content nature of the school's EL performance gaps and the Red performance level on the Mathematics Academic Indicator. **Strategic Professional Development and Collaboration** Teachers will participate in professional development on Kagan cooperative learning structures. These structured engagement protocols are designed to increase student talk time, formalize peer-to-peer academic discourse, and create predictable opportunities for ELs to practice oral and written academic language in collaborative settings. At the start of each trimester, certificated teachers will meet with classified instructional support staff to identify priority students, align supports to language proficiency levels, and coordinate in-class assistance. These planning sessions formalize collaboration that has previously occurred inconsistently, addressing the leadership-time and teacher-capacity root causes documented in the needs assessment. **Continued Partnership With the Orange County Department of Education** VHGA will continue its partnership with the Orange County Department of Education (OCDE) for professional learning opportunities that support English Learners with English language acquisition. The OCDE partnership provides VHGA teachers with access to current research, evidence based instructional practices, and a regional learning community focused on EL outcomes. The partnership is intended to drive measurable improvement in EL performance on CAASPP, ELPAC, and reclassification rates. Building on the multi-session ELD Standards series previously delivered by OCDE, VHGA will continue to engage with OCDE professional learning to deepen teacher capacity in unpacking the		

Action #	Title	Description	Total Funds	Contributing
		ELD Standards and applying evidence-based practices for EL instruction across content areas. **Systematic Assessment and Progress Monitoring** Interim ELPAC assessments will be administered regularly to monitor English Learner progress and to inform instructional adjustments. These assessments 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 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 every instructional minute for English Learners. Progress monitoring data sources include CAASPP results, ELPAC results, i-Ready trimester diagnostics, CAST results, classroom observations, and teacher created assessments and student work samples. **Trimester Intervention Planning** At the beginning of each trimester, teachers work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement. The trimester planning cadence ensures that EL supports remain responsive to student progress and that resources are aligned with evolving student needs throughout the year.		
7	Accelerating Long-Term English learner Success	Vista Heritage Global Academy (VHGA) is committed to accelerating Long-Term English Learner (LTEL) success through a comprehensive set of structures designed to address the sustained linguistic, academic, and engagement needs of LTEL students. The Accelerating LTEL Success action recognizes that LTELs require coordinated, intensified, and individualized support to advance toward reclassification and to achieve grade level academic outcomes. This action integrates dedicated coaching, a technology enhanced English Language Development (ELD) platform, both Designated and Integrated ELD instruction, professional development on research based instructional strategies, an EL inclusive core English Language Arts (ELA) curriculum, structured assessment and progress monitoring cycles, prioritized after-school tutoring for LTELs, and an ongoing partnership with the Orange County Department of Education (OCDE). Together, these components are designed to drive meaningful improvement in	$10,000	N

Action #	Title	Description	Total Funds	Contributing
		LTEL outcomes on the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California School Dashboard, and reclassification rates. **Context From Recent Dashboard Performance:** Recent California School Dashboard results inform the urgency and direction of this action. On the 2024 California School Dashboard, VHGA's ELA academic performance for the LTEL student group declined, resulting in a Red performance level, the lowest rating, for the ELA Academic Indicator. On the 2025 California School Dashboard, VHGA received a Red performance level for the LTEL student group on the English Learner Progress Indicator (ELPI), the ELA Academic Indicator, and the Mathematics Academic Indicator. These three Red performance levels, occurring concurrently across language proficiency, ELA, and Mathematics, signal an urgent and sustained need for intensified, coordinated, and data informed support for LTEL students across the language development continuum and across core academic areas. The continuation at the Red performance level on ELA from 2024 to 2025 underscores that prior approaches have not yet produced the level of improvement needed for LTELs. **Specialized ELD Instructional Support:** The part time ELD Instructional Coach will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL and LTEL students. The ELD Instructional Coach will collaborate with 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 to ensure that lessons provide both rigorous academic content and appropriate linguistic support. The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four language domains: listening, speaking, reading, and writing. A key area of focus will be supporting teachers in making content accessible while maintaining high expectations through modeling strategies for integrating language development into content instruction, including the use of visual supports, the implementation of sentence frames, the facilitation of structured academic discussions, and the development of students' metalinguistic awareness.		

Action #	Title	Description	Total Funds	Contributing
		Technology Enhanced EL Support: VHGA will continue to implement the Ellevation Platform to provide comprehensive support for English Learners through data driven instruction and progress monitoring. The platform will enable teachers to track student language development, access research based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services. Ellevation will support the school's ability to monitor all ELs with a special focus on LTEL students whose language development requires sustained, targeted attention. **Comprehensive English Language Development Framework** VHGA will implement a comprehensive ELD framework that combines Designated ELD with Integrated ELD across the school day. Designated ELD instruction will be provided each morning as part of structured warm-up activities for grades 6-8, with daily focused instruction on English language skills including grammar, vocabulary, and syntax. This consistent, systematic approach provides English Learners, including LTELs, with explicit language instruction that builds foundational skills necessary for academic success across all content areas. Integrated ELD reinforces English language development daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers systematically integrate language objectives with content objectives to ensure a dual focus on academic learning and language development. **Strategic Professional Development and Collaboration:** Teachers will receive comprehensive professional development on Kagan cooperative learning strategies, (Title III funded $10,000). Kagan strategies are research based instructional methods that have been studied for their applicability with English Learners. These strategies enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments. At the onset of each trimester, teachers meet with classified staff who support students within classrooms to identify key areas of focus and to plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner and LTEL success.		

Action #	Title	Description	Total Funds	Contributing
		Continued Partnership With the Orange County Department of Education: VHGA will continue its partnership with the Orange County Department of Education (OCDE) for professional learning opportunities that support English Learners with English language acquisition. The OCDE partnership provides VHGA teachers with access to current research, evidence based instructional practices, and a regional learning community focused on EL outcomes. The partnership is intended to drive measurable improvement in EL performance on CAASPP, ELPAC, and reclassification rates. Building on the multi-session ELD Standards series previously delivered by OCDE, VHGA will continue to engage with OCDE professional learning to deepen teacher capacity in unpacking the ELD Standards and applying evidence-based practices for EL instruction across content areas. **Instructional Enhancement and Resource Integration:** The recent adoption of the ELA/ELD curriculum from Savvas incorporates 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 will ensure that language development is systematically addressed within core academic instruction. To promote effective English language learning strategies, all teachers will utilize timers to support Think Time during lessons, providing English Learners and LTELs with the processing time needed to formulate responses and to engage meaningfully in academic discussions. This strategy supports language production while building student confidence in academic communication. **Prioritized After-School Tutoring for LTELs:** LTELs will be prioritized to receive after-school tutoring support, ensuring that students who have been classified as English Learners for an extended period receive additional, targeted instructional time beyond the regular school day. After-school tutoring extends the instructional day for LTELs and provides additional opportunities to address both academic content gaps and language development needs that contribute to the Red performance levels for LTELs on ELA, Mathematics, and ELPI on the 2025 Dashboard. Tutoring sessions are coordinated with classroom instruction so that students receive coherent support across the school day and into after-school programming. **Systematic Assessment and Progress Monitoring:** Interim assessments will be administered regularly to monitor English Learner and LTEL progress and to		

Action #	Title	Description	Total Funds	Contributing
		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 will ensure alignment between classroom instruction and ELD support while maximizing the impact of every instructional minute for English Learners and LTELs. **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 and LTEL needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.		

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 Heritage Global Academy (VHGA) developed the Professional Growth goal as the structural counterpart to the Educating the Whole Child goal in the 2026-27 Local Control and Accountability Plan (LCAP). The needs assessment process made clear that the school's ability to close achievement gaps, accelerate English Learner progress, and strengthen Multi-Tiered System of Supports (MTSS) implementation depends directly on sustained investment in adult learning, instructional coaching, and collaborative leadership. The Professional Growth goal codifies this recognition: ambitious student outcomes require ambitious investment in the educators, staff, and administrators responsible for delivering them.

Response to Identified Teacher Capacity Gaps: Across every academic focus area examined in the 2025-26 needs assessment process, teacher capacity emerged as a critical root cause of persistent achievement gaps. The English Language Arts, Mathematics, Science, and English Learner Progress Indicator needs assessments each identified that teachers require sustained professional development in English Language Development (ELD) methodology, differentiation, and content-specific pedagogy. The Mathematics and Science needs assessments specifically identified the need for dual capacity in core content instruction and in EL-responsive strategies applied to mathematics and scientific content. The ELA needs assessment identified the need for sustained training on the newly adopted Savvas Learning Company curriculum, including its embedded EL supports. Without coordinated investment in teacher capacity, the curricular, programmatic, and structural improvements outlined in Goal 1 cannot produce the student outcomes they are designed to achieve.

Response to Identified Leadership and Coaching Gaps: The needs assessments also identified inconsistent administrative coaching support, driven by leadership time constraints, as a recurring root cause across all academic indicators. Teachers consistently reported that they require ongoing instructional feedback, coaching cycles, and collaborative problem-solving structures that the current leadership configuration has been unable to sustain. The Professional Growth goal responds to this gap by committing to targeted instructional coaching as a defined investment area, supported by the planned addition of a part-time ELD Instructional Coach and by the development of distributed leadership structures that

extend instructional leadership capacity beyond the principal's direct workload. This redistribution of leadership responsibility is essential to sustaining the coaching cycles and feedback loops that drive sustained instructional improvement.

Alignment with Educational Partner Input: Educational partner input across all engagement structures reinforced the centrality of professional growth and collaborative leadership to the school's 2026-27 priorities. Board members emphasized increased coaching support for teachers, clearer progress monitoring tools, and continuous improvement tied to LCAP goals. The principal and leadership team highlighted the need for refined MTSS systems, expanded staff collaboration opportunities, and consistent professional development tied to data-driven instruction. Teachers, through weekly professional development meetings and bi-weekly leadership team meetings, specifically requested more targeted professional development tied to classroom needs, particularly in differentiation, ELD strategies, behavior support, data review, and intervention design. Teachers also identified collaborative planning as a key strength to be expanded and requested continued support with instructional tools, curriculum alignment, and classroom management. The convergence of these partner voices around professional growth, coaching, and collaborative leadership directly shaped the goal's structure and priorities.

Investment in MTSS, Coaching, Differentiation, and STEAM Instruction: The goal identifies four specific professional development priorities that align directly with the gaps documented in the needs assessment. First, MTSS implementation professional development addresses both the academic intervention gaps identified across ELA, mathematics, and science and the emerging behavioral support needs identified in the suspension rate analysis for English Learners and Long-Term English Learners. Second, targeted instructional coaching addresses the leadership and coaching capacity root cause documented across all academic indicators. Third, differentiation strategies professional development addresses the recurring need identified by teachers and educational partners to meet the range of learner needs present in VHGA classrooms, including ELs, Long-Term English Learners (LTELs), Students with Disabilities, and Socioeconomically Disadvantaged students. Fourth, standards-aligned STEAM instruction professional development supports the academic excellence and college and career readiness aims of Goal 1 by deepening teacher capacity in the integrated science, technology, engineering, arts, and mathematics instruction that defines VHGA's educational program.

Distributed Leadership and Data-Driven Continuous Improvement: The goal commits to a collaborative leadership structure built on shared decision-making and continuous improvement processes. This commitment reflects both the educational partner input documented above and the operational reality that sustained instructional improvement at VHGA requires a leadership model in which teacher leaders, grade-level teams, administrators, and the ELD Instructional Coach share responsibility for instructional quality, data analysis, intervention design, and continuous improvement. Distributed leadership extends the school's capacity to drive change, addresses the leadership time constraints identified in the needs assessment, and builds sustainable systems that do not depend on any single role for continuity. Data-driven continuous improvement provides the discipline through which this collaborative leadership operates, ensuring that decisions about instruction, intervention, and resource allocation are anchored in evidence from California Assessment of Student Performance and Progress (CAASPP) results, English Language Proficiency Assessments for California (ELPAC) data, i-Ready trimester diagnostics, classroom observations, and student work samples.

Connection to Goal 1 and Student Outcomes: The Professional Growth goal is structurally inseparable from the Educating the Whole Child goal. Goal 1 articulates the student outcomes VHGA seeks to achieve; Goal 2 articulates the adult learning, leadership, and continuous improvement systems through which Goal 1 will be realized. Together, the two goals form the foundation of VHGA's 2026-27 LCAP: a clear vision for student success paired with the sustained investment in educator capacity, instructional coaching, collaborative leadership, and data-driven improvement that the school's needs assessment and educational partner input identified as essential to closing achievement gaps and

ensuring that all students, including ELs, LTELs, Students with Disabilities, Socioeconomically Disadvantaged students, foster youth, and the Hispanic student group, thrive as college and career-ready global citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 36.5%	2022-23: 72.5%	2023-24: 84.6%	2024-25: 84%	+48.1%
15	% 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%
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24 ELA: 5 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: 4 Health: 4 PE: 5 VAPA: 5 World Language: NA	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: NA	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 4 World Language: N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 5 VAPA: 4 World Language:	ELA: 0 ELD: +2 Math: +1 Social Science: +2 Science: +2 CTE: +1 Health: 0 PE: -1 VAPA: -1 World Language: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)					

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented. VHGA employs one full-time Principal who serves as both the instructional and administrative leader. The Principal's responsibilities include providing coaching, analyzing data, facilitating professional development, directing the Instructional Leadership Team, and leading the MTSS framework.

Staffing: All teachers are appropriately credentialed and assigned to core academic content areas. A roster of qualified substitutes is maintained to ensure uninterrupted instruction.

Professional Development: Professional development was delivered as scheduled, including: Five full days of summer training; Five non-instructional days focused on data analysis and instructional planning; and ongoing weekly professional learning throughout the school year

Instructional Calendar: The instructional calendar was fully implemented, providing 180 instructional days and exceeding the California state requirement for charter schools. This action has been fully implemented as intended. Any minor adjustments were logistical in nature and did not impact the action's scope or intent.

Action 2: VHGA has fully implemented a comprehensive professional learning and development program aligned to this goal. All teachers and instructional staff participated in five summer professional development days, with additional targeted support provided for new teachers. During the school year, professional learning has been consistently delivered every Friday afternoon, along with five non-instructional professional development days focused on data analysis and instructional planning. Professional development has been intentionally differentiated by role, content area, grade span, and experience level to ensure relevance and impact.

Administrators and leadership staff have participated in specialized training focused on data-driven instruction, mathematics and ELA curriculum implementation, instructional coaching, global competence, and multilingual learner services aligned to the California English Learner Roadmap Policy. The Assistant Superintendent of Instruction has provided ongoing leadership coaching to strengthen the Principal’s instructional leadership capacity.

Teachers have received ongoing professional learning in data-driven practices, curriculum implementation, global competence, and integrated and designated ELD strategies.

VHGA currently has two teachers participating in induction, with VHGA-based mentor teachers assigned to support their development. VHGA also receives weekly coaching support from the district Mathematics Instructional Coach, who provides in-class coaching, immediate feedback, live modeling, and in-person debriefs. The coach prioritizes additional support for teachers in induction.

The ELA Instructional Coach was hired in December 2025; however, ELA coaching support has not yet been implemented at VHGA. In addition, the ELD Instructional Coach position remains vacant, limiting dedicated coaching capacity for multilingual learner instruction.

While implementation of this goal is strong, professional learning remains an ongoing improvement cycle.

VHGA's system is structured to promote accountability, reflection, and continuous learning, supporting sustained growth in instructional practice and improved student outcomes over time.

Action 3: VHGA has fully implemented this action as planned to ensure equitable access to standards-aligned curriculum and instructional materials across all disciplines. The school has purchased and adopted the new ELA curriculum, *myPerspectives* (Savvas), and is partnering with curriculum providers to deliver ongoing training and implementation support for teachers throughout the year. Additional purchases of science manipulatives have also taken place this year. Supports include onsite coaching from curriculum partners, collaboration with Vista Public Schools staff, and instructional leadership from site administrators to reinforce consistent lesson delivery and effective instructional practices.

School leadership remains actively engaged in monitoring implementation and supporting instructional quality. Administrators conduct biweekly classroom observations using the Vista Public Schools instructional rubric to assess curriculum implementation and provide actionable feedback. These observation cycles promote reflection, strengthen instructional alignment across classrooms, and support continuous improvement. Through sustained coaching, targeted professional learning, and intentional monitoring of practice, VHGA is advancing implementation of the new curriculum while maintaining its commitment to equitable access and high-quality learning experiences for all students.

Action 4: The action was implemented as planned. VHGA maintained a 1:1 device program, providing every student and staff member with an individual device to ensure equitable access to curricular materials, digital tools, and instructional resources.

A dedicated IT Support staff member managed day-to-day technology operations, including device troubleshooting, inventory control, connectivity support, content filtering, and cybersecurity protocols to ensure safe and reliable technology use across campus. The school regularly assessed its technology infrastructure to identify and address connectivity or security issues in a timely manner.

VHGA also purchased new devices annually based on its replacement cycle analysis and projected enrollment growth to maintain device reliability and ensure continued access for all users.

There were no substantive differences between planned and actual implementation. Any minor adjustments were limited to device deployment timelines and network upgrade scheduling to accommodate enrollment changes and did not affect program scope, equity of access, or overall functionality.

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

The following explains material differences between budgeted expenditures and estimated actual expenditures for actions under Goal 2, Professional Growth, during the 2025-26 implementation year. Material differences identified relate to a strategic shift from contracted to in-house professional development

capacity, higher-than-budgeted curriculum costs, and a staffing reduction tied to enrollment changes. In each case, the underlying purposes of the actions were preserved and services continued to support student outcomes.

- **Goal 2, Action 2: Professional Learning and Development:** A material difference exists between budgeted and estimated actual expenditures for Action 2 due to the hiring of instructional coaches during the 2025-26 school year. The addition of in-house coaching capacity, including the ELA Instructional Coach hired in December 2025 and the Math and English Language Development (ELD) Instructional Coach hired in May 2026, reduced the school's need for contracted professional development services from outside providers. As a result, estimated actual expenditures for Action 2 were less than budgeted expenditures. The shift from contracted to in-house professional development strengthens the school's capacity for sustained, job-embedded coaching aligned to specific classroom needs, and represents a strategic reallocation rather than a reduction in service quality or scope.
- **Goal 2, Action 3: Standards-Aligned Curriculum and Instructional Materials:** A material difference exists between budgeted and estimated actual expenditures for Action 3 due to higher-than-budgeted costs for the Savvas Learning Company (myPerspectives) ELA curriculum and the Amplify Science curriculum. Final pricing and implementation costs for both curricular adoptions, including instructional materials, teacher resources, and onsite implementation supports, were significantly higher than originally budgeted, resulting in estimated actual expenditures that exceeded budgeted expenditures. Both curricula were fully implemented as planned, and the additional investment supports the school's commitment to providing high-quality, standards-aligned instructional materials with embedded English Learner supports for unduplicated student groups.
- **Goal 2, Action 4: Educational Technology and Support:** A material difference exists between budgeted and estimated actual expenditures for Action 4 due to the transition of the Information Technology (IT) Specialist position from full-time to part-time during the 2025-26 school year. The position was reduced in response to the decline in student enrollment, which proportionally reduced the volume of devices, network access points, and end-user support needed. As a result, estimated actual expenditures for Action 4 were less than budgeted expenditures. IT support continued at the levels appropriate for actual enrollment, the 1:1 device program remained fully operational, and cybersecurity and content filtering protocols continued to be maintained without interruption.

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

Action 1: This action is highly effective. Vista Heritage Global Academy (VHGA) is seeing meaningful progress over time toward its goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

Evidence of Progress: The California School Dashboard reflects measurable academic gains. VHGA's Academic Indicator now shows performance at the Yellow level in both English Language Arts (ELA) and Mathematics. The English Learner Progress Indicator (ELPI) advanced from Red to Orange, with 41.5 percent of English Learners (ELs) making progress toward English language proficiency. These outcomes affirm that the layered supports and instructional strategies embedded in this action are translating into improved student performance.

Action Components Driving Outcomes: VHGA offers afterschool tutoring provided by credentialed classroom teachers for students who are struggling in ELA and Mathematics. The school also operates a robust intervention program that identifies at-risk students through ongoing data review and provides targeted support through both push-in and pull-out service models. Together, these structures ensure that students who need additional time and instruction receive it from teachers who already know their learning profiles.

Alignment with Educational Philosophy: VHGA's educational philosophy recognizes that academic success is inextricably linked to student well-being and community involvement. Action 1 reflects this understanding by integrating academic excellence with social-emotional development, mental health supports, and behavioral interventions through Multi-Tiered System of Support (MTSS) implementation. This integrated approach ensures that academic interventions are paired with the social-emotional and behavioral conditions students need to fully access instruction.

Continuous Improvement: To sustain and accelerate gains, staff will engage in a comprehensive data deep dive to analyze results and use the findings to inform strategic instructional planning for the upcoming months. This analysis will guide targeted Tier 1 and Tier 2 interventions aligned to identified student needs. Upcoming professional development sessions with instructional partners will further allow the school to address specific focus areas, including

targeted support for English Learners and students with disabilities. These combined efforts strengthen data-driven decision-making and support continuous improvement toward strengthened student outcomes.

Action 2: The Professional Learning and Development action is effective. A comprehensive, differentiated professional learning structure has strengthened staff capacity across all roles and produced meaningful progress toward the goal of improving instructional practices and student outcomes.

Comprehensive Professional Learning Structure: The professional learning structure at Vista Heritage Global Academy (VHGA) includes summer institutes, weekly professional development, role specific training, instructional coaching, and leadership development. Together, these components form a layered system that builds adult capacity at every level of the school. Summer institutes provide concentrated learning before each school year, weekly professional development sustains and deepens learning throughout the year, role specific training targets the distinct needs of teachers, classified staff, and leaders, and coaching and leadership development translate professional learning into observable changes in classroom and schoolwide practice.

Evidence of Progress in Instructional Practice: Teachers have increased their use of data driven instructional practices in English Language Arts (ELA) and Mathematics, have implemented evidence-based Science of Reading strategies with greater fidelity, and have strengthened both Integrated and Designated English Language Development (ELD) supports for multilingual learners. These shifts in instructional practice reflect the cumulative impact of the layered professional learning structure and indicate that professional learning is translating into changes in what teachers do in classrooms day to day.

Targeted Coaching and Multi-Tiered System of Support: The addition of targeted instructional coaching in literacy and Mathematics, combined with Multi-Tiered System of Support (MTSS) coaching and restorative practices training, has resulted in more consistent instructional practices across classrooms, improved intervention systems, and increased teacher confidence in addressing diverse student needs, including English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. The pairing of content specific coaching with MTSS and restorative practices coaching ensures that teachers receive support that addresses both instructional quality and the broader systems of support that surround students.

Leadership Development and Alignment: Leadership coaching has further strengthened instructional leadership and ensured alignment between professional development, classroom practice, and schoolwide priorities. When leaders, teachers, and support staff engage with shared professional learning content and a common set of instructional priorities, the school is positioned to implement initiatives with coherence and to sustain improvement over time.

Continuous Improvement: Overall, the professional learning program has contributed to improved instructional quality, stronger collaboration, and measurable progress toward equitable student outcomes. VHGA will continue to refine the professional learning structure, deepen the integration of coaching with classroom practice, and ensure that professional development priorities remain responsive to evolving student needs. Sustained investment in this action positions the school to extend these gains and to support continued progress toward improved outcomes for all students.

Action 3: This action was effective in making progress toward the goal of improving instructional practices and student outcomes. The professional learning program strengthened teacher capacity to implement research-based English Language Arts (ELA), mathematics, and literacy strategies, while also improving the use of student assessment data to inform planning, instruction, and intervention.

Professional development and coaching supported more consistent implementation of the Multi-Tiered System of Supports (MTSS) to address students' academic, behavioral, and social-emotional needs. Staff also strengthened alignment between curriculum, instructional practices, and assessment data, resulting in more targeted support for students, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The action also contributed to stronger instructional leadership and collaboration across the school. Teachers engaged in ongoing professional growth, shared instructional practices, and used data more consistently to monitor progress and adjust instruction. Overall, this action supported a culture of data-driven instruction, continuous improvement, and equitable learning experiences for all students.

Action 4: The Educational Technology and Support action is effective. Reliable access to devices and digital resources, increased instructional integration of technology, and protective cybersecurity measures have together produced meaningful progress toward the goal of supporting 21st century learning and equitable access to technology.

Reliable Access to Devices and Digital Resources: Students and staff consistently have reliable access to devices and digital resources at Vista Heritage Global Academy (VHGA). This reliable access ensures that technology supports rather than disrupts learning, and that every student has the tools needed to engage with curricular materials and digital learning experiences. By maintaining a stable technology environment, VHGA removes barriers that can undermine student engagement and instructional planning.

Instructional Integration of Technology: Instructional integration of technology has increased across content areas. Teachers are implementing technology enhanced instruction in ways that support student engagement and extend learning beyond traditional classroom modalities. This shift reflects both the technical infrastructure that supports digital learning and the professional learning structures that build teacher capacity to use technology purposefully.

Cybersecurity and Data Protection: Cybersecurity measures protect sensitive student, staff, and school data, ensuring that the digital environment remains safe and that the school maintains compliance with applicable data privacy requirements. These measures contribute to a trustworthy technology environment in which students, families, and staff can engage with digital tools confidently.

Indicators of Effectiveness: Evidence of effectiveness includes uninterrupted access to curricular materials, improved student engagement through digital learning, and the ability of teachers to implement technology enhanced instruction across all content areas. Together, these indicators reflect a coherent educational technology program that provides equitable access for all students while supporting instructional quality and operational stability.

Continuous Improvement: The educational technology program has successfully created a learning environment in which all students benefit from equitable access to educational technology. VHGA will continue to maintain reliable infrastructure, support teacher integration of technology into instruction, and uphold cybersecurity standards that protect the school community. Continued investment in this action positions VHGA to sustain equitable access and to extend the instructional benefits of educational technology in the year ahead.

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 Heritage Global Academy develops a one-year LCAP annually, informed by the school's comprehensive needs assessment findings and feedback from educational partners. For the 2026-27 school year, VHGA has revised Goal 2 actions to expand instructional coaching capacity and strengthen schoolwide behavioral supports in response to identified achievement gaps and persistent chronic absenteeism.

Revisions to Goal 2 actions include the addition of an ELA Instructional Coach, a Math Instructional Coach, and an ELD Coordinator for the 2026-27 school year. These positions will support all students in closing achievement gaps and will build teacher capacity through job-embedded coaching, instructional feedback, and targeted professional development in core content delivery and designated and integrated English Language Development. In addition, the Assistant Principal will train teachers in restorative practices and de-escalation techniques to address student behavioral concerns, strengthen classroom climate, and increase student engagement. Together, these revised actions are designed to deepen student engagement, improve daily attendance, and further reduce chronic absenteeism rates.

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	VHGA 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.	$1,590,348	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 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	$196,402	N

		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 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 Instructional Coach (LREBG funded $37,060), Math Instructional Coach (LREBG funded $32,111), and ELD Instructional Coaches, along with the Assistant Principal (Title I funded: $166,190) of Academics (Instructional Coach), will support teachers in implementing the new ELA curriculum using the Science of Reading, developing differentiation strategies to address diverse learning needs, and delivering content-specific coaching for rigorous, standards-aligned lessons. Coaches will collaborate with the Principal to ensure that strategies taught during professional development are implemented with fidelity and to build leadership capacity across the instructional team. The Director of Instruction, also funded through the CCSPP Grant, will support principals and teachers with curriculum development, coaching, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all students. The part-time ELA Instructional Coach will specialize in the Science of Reading and serve as a critical change agent in addressing literacy performance on the California School Dashboard and Smarter Balanced assessments. The ELA Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy, including systematic phonics, explicit morphology, vocabulary development, and background knowledge building, while supporting the transition away from practices not aligned with reading science such as three-cueing or sole reliance on leveled texts. The Coach will help teachers select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary, use diagnostic assessments to identify specific reading difficulties, and implement targeted interventions including the recognition of dyslexia and other reading challenges. Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across grade		

		levels, establish assessment systems that monitor student progress in all reading components, and guide the selection of evidence-based instructional materials. The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through classroom observations, co-planning sessions, and instructional modeling, the Math Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency, including the" Try, Discuss, and Connect" approach, productive mathematical discourse, and problem-solving strategies that engage 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. This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.	$78,575	N

4	Educational Technology & Support	VHGA will maintain a comprehensive educational technology program to support 21st century learning and equitable access to digital resources. The school will provide all students and staff with individual technology devices (1:1 device program) to ensure consistent access to curricular and instructional materials both in the classroom and for extended learning opportunities. A dedicated IT Support position will be maintained to troubleshoot technical issues, manage device inventory, ensure adequate bandwidth throughout all school facilities, implement appropriate content filtering, and maintain cybersecurity protocols that protect student and staff data privacy. The technology infrastructure will undergo regular assessment to identify and address potential connectivity issues or security vulnerabilities. Annual purchases of new devices will be made based on a replacement cycle analysis to maintain an adequate supply of functioning equipment and to accommodate enrollment growth.	$79,699	N

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 Heritage Global Academy (VHGA) developed the Family and Community Partnerships goal to formalize the school's commitment to engaging families and community members as full partners in student success. The needs assessment process and educational partner engagement structures across the 2025-26 cycle made clear that the academic, behavioral, and social-emotional outcomes outlined in Goal 1, and the professional growth and leadership systems outlined in Goal 2, cannot be fully realized without parallel investment in the family and community relationships that surround and sustain student learning. This goal codifies that investment as a discrete priority and ensures that family voice, community capacity, and partnership development receive dedicated attention, resources, and accountability within the 2026-27 Local Control and Accountability Plan (LCAP).

Alignment with Educational Partner Input: Educational partner input collected throughout the 2025-26 LCAP development cycle consistently emphasized the need to strengthen family engagement, improve communication between school and home, and expand opportunities for meaningful family participation in school decision-making. Through monthly Coffee with the Principal sessions, families requested clearer and more frequent communication regarding academic expectations, school events, and student progress, alongside additional academic support resources, enrichment opportunities, and expanded after-school programs. Through Parent Advisory Committee (PAC) meetings, families requested strengthened academic support programs, improved school-to-home communication, expanded resources for English Learners and struggling students, more parent education opportunities, and increased transparency around student progress and schoolwide data. Through English Learner Advisory Committee (ELAC) meetings, families specifically requested expanded supports for English Language Development at home, additional information on reclassification criteria, strategies to support language learning in the household, translation services, and improved communication accessibility for English Learner families. The convergence of these voices around partnership, communication, and engagement directly shaped this goal.

Response to English Learner Family Engagement Needs: The needs assessments for English Language Arts, Mathematics, Science, the English Learner Progress Indicator, and Suspension Rate each identified family communication and engagement with English Learner families as factors connected to student outcomes. ELAC feedback emphasized that English Learner families require accessible, multilingual communication regarding academic expectations, reclassification criteria, and strategies for supporting language learning at home. The emerging suspension rate disparity for English Learners and Long-Term English Learners identified in the needs assessment further pointed to communication and language access barriers as potential contributing factors. Strengthening family partnerships for English Learner families is therefore not an ancillary priority but is integral to closing the academic and behavioral gaps documented across all 2025 Dashboard focus areas.

Connection to the California Community Schools Framework: This goal aligns directly with the family and community engagement pillar of the California Community Schools Framework referenced in Goal 1. The framework identifies family and community engagement as one of four interdependent pillars that, together with integrated student supports, collaborative leadership and practices, and extended learning time and opportunities, support whole-child outcomes. By establishing Family and Community Partnerships as a discrete LCAP goal, VHGA ensures that the family engagement pillar receives the same level of strategic attention, dedicated resources, and accountability metrics as the academic and instructional priorities articulated in Goals 1 and 2. This structural decision strengthens the coherence of the school's 2026-27 LCAP and supports VHGA's continued ability to coordinate Local Control Funding Formula (LCFF) Base, LCFF Supplemental and Concentration, Title III, and other funding streams around an integrated whole-child approach.

Alignment with State Priority 3: Parent Involvement and Family Engagement: This goal directly addresses State Priority 3 of the LCFF framework, which requires LEAs to seek input from parents and family members in decision-making, promote parent participation in programs for unduplicated student groups and individuals with exceptional needs, and build relationships between school staff and families. By establishing family and community partnerships as a dedicated LCAP goal, VHGA codifies its sustained commitment to Priority 3 and ensures that the school's family engagement work is structured, measurable, and accountable rather than ad hoc. This alignment supports both LCAP compliance and the substantive deepening of family engagement practice across all student groups.

Connection to Goals 1 and 2 and Student Outcomes: This goal completes the structural foundation of VHGA's 2026-27 LCAP. Goal 1 articulates the student outcomes the school seeks to achieve through the Educating the Whole Child approach. Goal 2 articulates the educator capacity and collaborative leadership systems through which Goal 1 will be operationalized. This goal articulates the family and community partnerships that surround, reinforce, and sustain the work of Goals 1 and 2. Research and practitioner experience consistently confirm that student academic, behavioral, and social-emotional outcomes are strongest when families are engaged as partners, when communication between school and home is consistent and accessible, and when students experience continuity of expectation and support across school, family, and community contexts. By investing in family and community partnerships as a dedicated goal, VHGA strengthens the support network that surrounds every student and creates the conditions for sustained progress for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, foster youth, and the Hispanic student group, alongside the broader student community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase;	2023-24: 9. 4 10. 4 11. 4 12. 3	2024-25: 9. 3 10. 3 11. 4 12. 4	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. +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 4 3. 4 4. 4	2024-25: 1. 4 2. 5 3. 4 4. 4	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. +1 2. +1 3. +1 4. +1
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 54% Sense of Safety 78% School Connectedness	2024-25: 59% Sense of Safety 91% School Connectedness	2025-26: 64% Sense of Safety 93% School Connectedness	2026-27: 70% Sense of Safety >90% School Connectedness	+10% Sense of Safety +15% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness.	2023-24: 94% Sense of Safety 94% School Connectedness	2024-25: 73% Sense of Safety 73% School Connectedness	2025-26: 75% Sense of Safety 75% School Connectedness	2026-27: 80% Sense of Safety 80% School Connectedness	-19% Sense of Safety -19% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local					
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 86% Sense of Safety 86% School Connectedness	2024-25: 70% Sense of Safety 70% School Connectedness	2025-26: 75% Sense of Safety 75% School Connectedness	2026-27: 80% Sense of Safety 80% School Connectedness	-9% Sense of Safety -9% 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 action has been fully implemented as planned. VHGA has maintained a safe, secure, and well-functioning learning environment through consistent campus supervision, enhanced security systems, regular staff training, and a proactive approach to preventative facilities maintenance.

VHGA completed its annual Facility Inspection Tool (FIT) assessment, and any identified deficiencies were addressed promptly, with health and safety concerns prioritized. Facility conditions and safety efforts were also reported through required accountability documents, including the LCAP and SARC, to ensure transparency and compliance.

There were no substantive differences between the planned actions and actual implementation. Any minor adjustments made during the year were operational in nature and did not change the action's scope or intent. Overall, implementation closely matched the original plan and effectively supported student and staff safety and well-being.

Action 2: The action was implemented as planned. VHGA established and maintained all required parent advisory and governance committees in alignment with California Education Code requirements, including the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), English Learner Parent Advisory Committee (EL-PAC), and the Community Schools Steering Committee. These groups met regularly and provided consistent, structured opportunities for family input—particularly from families of multilingual learners—regarding school programs, services, and the development of the Local Control and Accountability Plan (LCAP).

To support meaningful participation, VHGA provided training and ongoing assistance to committee members to strengthen their understanding of committee roles and responsibilities, key educational terminology, and relevant school policies. This capacity-building approach helped ensure that parent feedback was informed and effectively incorporated into school decision-making processes.

There were no substantive differences between planned actions and actual implementation. Any adjustments during the year were logistical (e.g., meeting formats or scheduling) and did not change the intent, scope, or impact of the action. The overall purpose and structure of parent engagement and shared governance remained consistent with the original plan.

Action 3: This action was fully implemented as planned. VHGA has implemented a comprehensive, multi-faceted approach to strengthen school-family partnerships, coordinated jointly by the Principal and the Community Schools Coordinator.

The Community Schools Coordinator implemented the California Community Schools Partnership Program by coordinating integrated student support services, conducting schoolwide needs assessments, chairing the Community Schools Leadership Team, and serving as the primary liaison to community partners. Throughout the year, VHGA consistently provided parent education workshops, monthly Coffee with the Principal meetings, academic engagement events, and culturally responsive communication practices to deepen family engagement and strengthen school-community connections.

To ensure equitable access for linguistically diverse families, VHGA provided interpretation and translation services and conducted home visits as needed. ParentSquare was used as the school's primary communication platform, and families received training to support accessibility and promote two-way communication.

There were no substantive differences between the planned actions and actual implementation. Any adjustments were logistical in nature and did not change the intent or scope of the action.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 3, Family and Community Partnerships, during the 2025-26 implementation year. All actions under Goal 3 were implemented as planned, and expenditures aligned with the budgeted amounts.

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

Action 1: The Safe Facilities action is effective. Enhanced security measures, regular staff training, and a comprehensive preventative maintenance plan have together produced a consistently safe, secure, and well-maintained campus that supports student achievement and well-being.

Security Measures and Staff Training: Vista Heritage Global Academy (VHGA) has implemented enhanced security measures and provides regular staff training to ensure that staff are prepared to maintain a safe school environment and to respond appropriately to safety concerns. Together, these measures create the conditions necessary for students, staff, and families to engage in the school community with confidence in their physical safety.

Preventative Maintenance: A comprehensive preventative maintenance plan ensures that facilities remain functional, clean, and well-kept throughout the school year. Preventative maintenance addresses small issues before they become disruptive problems and supports the long-term integrity of the campus. This proactive approach reflects VHGA's commitment to providing students with a learning environment that is not only safe but also welcoming and conducive to learning.

Evidence of Effectiveness: Evidence of effectiveness draws from multiple data sources. Annual Facility Inspection Tool (FIT) results and Local Indicator data show that facilities met state standards with no significant safety deficiencies, and any minor issues that were identified have been promptly addressed. The absence of major safety incidents during the implementation period further indicates that the security and maintenance practices in place are effective at preventing issues that could disrupt learning or compromise student well-being. Positive stakeholder feedback from staff and families reinforces that the school community experiences VHGA as a safe and well-maintained learning environment.

Action 2: This action was effective. Strengthened parent participation in formal advisory structures, training and capacity-building opportunities, and the meaningful integration of parent input into school planning have together produced significant progress toward the goal of strengthening parent engagement and shared decision-making at Vista Heritage Global Academy (VHGA).

Increased Parent Participation in Advisory Structures: Parent participation in the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and community-based committees has increased over the implementation period. These advisory structures provide formal pathways for parents to engage with school leadership, share their experiences and priorities, and contribute to decisions that affect students and families. The growth in participation reflects both the school's commitment to creating welcoming spaces for parent voice and the parent community's investment in shared decision-making.

Parent Input Informing School Planning: Feedback from ELAC, PAC, and community-based committees has directly informed school planning, including Local Control and Accountability Plan (LCAP) development and community school initiatives. The integration of parent input into these planning processes ensures that school priorities, resource allocations, and program design reflect the perspectives of the families VHGA serves. This direct connection between parent voice and decision-making distinguishes meaningful engagement from symbolic participation.

Training and Capacity-Building: Training and capacity-building efforts have improved parents' understanding of school systems and have empowered them to provide informed input on school decisions. By investing in parent learning, VHGA ensures that participation in advisory structures is substantive and that parents are equipped to engage with topics such as the LCAP, school accountability data, and program design with confidence. This capacity-building work reflects the school's view of parents as active partners in their children's education and in the school community.

Strengthened Collaboration With Families of Multilingual Learners: As a result of these combined efforts, VHGA has strengthened collaboration with families, particularly families of multilingual learners. Ensuring that parent voice is meaningfully incorporated into school governance and continuous improvement efforts has been especially important for the multilingual family community, whose participation in advisory structures and ongoing engagement with the school is essential to the school's commitment to equity and to the success of English Learner students.

Continuous Improvement: Taken together, the structures, training, and integration practices that comprise this action have produced meaningful progress toward strengthening parent engagement and shared decision-making at VHGA. The school will continue to refine outreach practices, sustain training opportunities, and ensure that parent input remains central to school planning. Continued investment in this action positions VHGA to deepen partnerships with families and to advance further toward fully realized shared governance in the year ahead.

Action 3: The School-Family Partnerships action is effective. The coordinated efforts of school leadership and the Community Schools Coordinator, combined with culturally responsive practices and integrated support services, have produced meaningful progress toward the goal of strengthening school-family partnerships and supporting student success.

Coordinated Leadership and the Community Schools Coordinator: School leadership and the Community Schools Coordinator at Vista Heritage Global Academy (VHGA) have worked in close coordination to build meaningful relationships with families and to ensure that the school operates as a connected, family-centered learning community. The Community Schools Coordinator role provides dedicated capacity to engage families, coordinate support services, and serve as a consistent point of connection between the school, families, and community partners. This coordinated structure ensures that family engagement is not the responsibility of any single staff member but is embedded in the school's organizational design.

Culturally Responsive Practices: VHGA's family engagement work is grounded in culturally responsive practices that affirm the languages, cultures, and lived experiences of the families the school serves. By ensuring that engagement opportunities are designed with family backgrounds and perspectives in mind, the school creates conditions in which families feel welcome, respected, and valued as partners in their children's education. Culturally responsive practices have strengthened the foundation on which trusting relationships between families and school staff are built.

Integrated Support Services: The school has integrated academic, health, and social-emotional supports through partnerships with community organizations and through internal staffing structures, providing families with access to services that extend beyond academics. By coordinating these supports through the school, VHGA reduces the burden on families to navigate multiple service systems and ensures that students receive the comprehensive support they need to thrive academically and personally.

Evidence of Effectiveness: Evidence of effectiveness includes increased participation in engagement activities, improved two-way communication with families, and strengthened trust and collaboration among the school, families, and community partners. Together, these indicators reflect a school-family partnership that is both broader in reach and deeper in relational quality. Improved two-way communication is particularly significant, as it signals that families are not only receiving information from the school but are actively contributing perspectives, questions, and feedback that shape school practice.

Continuous Improvement: Taken together, the structures, practices, and services that comprise this action have produced meaningful progress toward strengthening school-family partnerships at VHGA. The school will continue to coordinate leadership and the Community Schools Coordinator role, sustain culturally responsive practices, and refine integrated support services to deepen partnerships with families and community partners. Continued investment in this action positions VHGA to extend these gains and to support student success through strong, trusting relationships with the families and communities the school serves.

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 Heritage Global Academy develops a one-year LCAP annually, informed by feedback from educational partners and analysis of local and California School Dashboard data indicators. Based on this year's reflection on prior practice, VHGA has determined that Goal 3 is functioning as intended and that no changes will be made to the goal statement, metrics, target outcomes, or actions for the 2026-27 school year.

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	VHGA will maintain a safe, secure, and well-functioning learning environment for all students and staff. This includes: • **Security Systems and Supervision:** The school will employ adequate supervision staff and maintain an enhanced security system including surveillance cameras, secure entry protocols, and emergency communication systems to ensure campus safety. • **Staff Training and Emergency Preparedness:** All staff will receive regular training on safety procedures and emergency protocols.	$1,276,214	N

Action #	Title	Description	Total Funds	Contributing
		• **Facility Maintenance:** Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • **Facility Inspection and Assessment:** The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be promptly addressed according to priority level, with safety concerns receiving immediate attention. • **Reporting and Transparency:** Facility condition and safety information will be transparently reported through multiple channels including the annual Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), and Local Indicators Report. VHGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.		
2	Parents as Decision-makers	VHGA will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school's planning and accountability processes. **Required LCAP Advisory Committees** VHGA will establish and maintain a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) to review and provide input on the school's LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions. VHGA will establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2) whenever the school's English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families. **English Learner Advisory Structure** VHGA will maintain a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) structure, as allowable for	$160,865	N

Action #	Title	Description	Total Funds	Contributing
		charter schools. The combined committee fulfills the functions of both the site-level ELAC and the district-level DELAC, providing English Learner families a single venue for input on EL programs, services, and reclassification. **Student Advisory Committee** VHGA will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides middle school students a structured voice in school decision-making and is consulted on matters that directly affect student experience, climate, and engagement. **Community Schools Steering Committee** The Community Schools Steering Committee will facilitate collaboration between parents, students, staff, and community stakeholders in alignment with the California Community Schools Partnership Program framework. The Steering Committee is the cross-stakeholder body through which community partnerships, integrated student supports, and family engagement strategies are coordinated. **Training and Capacity Building** VHGA will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.		
3	School-Family Partnerships	Vista Heritage Global Academy will implement a multi-faceted approach to school-family partnerships coordinated jointly by the Principal and Community Schools Coordinator. The Community Schools Coordinator will implement the California Community Schools Partnership Program, overseeing integrated student support services, assessing schoolwide needs, chairing the Community Schools Leadership Team, and serving as the primary liaison to community partners. Working collaboratively with the Principal, the Community Schools Coordinator will host parent education workshops and ensure ongoing communication between the school and families to strengthen the home-school partnership. **Communication and Cultural Support:** VHGA will employ lead translators/interpreters who will facilitate communication with linguistically	$126,186	N

Action #	Title	Description	Total Funds	Contributing
		diverse families, and key staff will conduct regular home visits to strengthen school-family connections. Key staff at VHGA will provide comprehensive interpreter services, translate school materials into multiple languages, and assist the attendance team with ongoing communication with families and community resources to ensure any barriers to learning and daily attendance are addressed. Family engagement will be supported through a structured communication system using ParentSquare as the primary platform for school announcements, updates, and two-way communication. Key staff will train parents on how to access and utilize ParentSquare effectively, ensuring all families can fully participate in digital communication and stay informed about their children's education and school activities. **Monthly Coffee with the Principal:** VHGA will host monthly Coffee with the Principal events to provide families with multiple engagement opportunities. These sessions will focus on sharing information with parents about school issues, policies, and initiatives while creating space for students to conduct presentations on their learning. The events serve as a forum for families to discuss school matters, ask questions, and provide feedback to school leadership. Additionally, these monthly gatherings will be used to increase parent involvement by sharing volunteer opportunities and ways families can support school activities. **Parent Education Workshops:** The Community Schools Coordinator will collaborate with the Principal to offer comprehensive parent education workshops addressing key topics that support student and family success. These workshops will include Financial Literacy sessions to build money management and financial planning skills, and guidance on how to support children with homework and academic success. Parents will also receive information about state testing requirements and strategies to help students prepare, along with education about the importance of daily attendance and approaches to support consistent school participation. The workshop series will also include Ways of Council sessions that teach conflict resolution and communication strategies for families. **Academic Engagement Events:** To engage families in their children's academic progress, the school will organize interactive events that bring families into the learning process. i-Ready Data Chat Nights will provide opportunities for families to review student progress and collaborate on setting academic goals. Student-led conferences will allow students to share their learning directly with families, while open houses will create opportunities for students to showcase their learning and classroom achievements. Students will also conduct presentations		

Action #	Title	Description	Total Funds	Contributing
		on their learning during monthly assemblies, providing regular opportunities for families to see their children's academic growth and development. **Community Partnerships and Support Services:** VHGA has established strategic partnerships to provide essential health and wellness services for students and families. Through our partnership with Healthy Smiles, students receive weekly dental exams provided onsite to ensure optimal oral health. Our collaboration with Ultra-Med provides vision exams for students to identify and address any visual barriers to learning. VHGA operates a weekly onsite food pantry in partnership with Templo Calvario to assist families facing food insecurity and provide essential nutritional support. This partnership recognizes that addressing basic needs is fundamental to student success and family stability. **Culturally Responsive Approach** All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community. This comprehensive approach fosters meaningful partnerships that enhance student success while building strong connections between home, school, and community. The integration of academic engagement, health services, and family support creates a holistic environment where families feel welcomed, supported, and empowered to participate actively in their children's education.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,447,441	$175,442

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.10%	0%	$0	40.10%

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	Vista Heritage Global Academy (VHGA) serves 361 students in grades 6 through 8 in a student community in which unduplicated students represent the substantial majority. Disaggregated enrollment includes 96% Hispanic, 91% Socioeconomically Disadvantaged (SED), 47% English Learners (EL), 16% Students with Disabilities (SWD), 7% Homeless Youth, 2% Foster Youth, and 1% Migrant. The 2025-26 comprehensive needs assessment process documented that these unduplicated student groups face significant and interrelated barriers to grade-level achievement that require tiered, evidence-based intervention	Goal 1, Action 2 establishes a comprehensive MTSS framework that integrates academic, behavioral, and social-emotional supports across three tiers of increasing intensity, with explicit design features that target the documented needs of unduplicated student groups. MTSS at VHGA is grounded in universal screening, progress monitoring, and data review cycles that enable staff to match support intensity to student need, track response to intervention, and adjust instruction with precision. At Tier 1, all students receive high-quality, standards-aligned core instruction, universal social-emotional	• #1: ELA CAASPP • #2: Math CAASPP

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
	coordinated through the school's Multi-Tiered System of Supports (MTSS) framework. For English Learners and Long-Term English Learners (LTELs), the 2025 California School Dashboard documents a Red performance level on the English Learner Progress Indicator (ELPI). ELPI performance for the EL student group declined from 55.9% on the 2023 Dashboard to 34.2% on the 2024 Dashboard to 24.7% on the 2025 Dashboard. LTEL ELPI performance fell from 42.1% on the 2024 Dashboard to 29.1% on the 2025 Dashboard. The reclassification rate, after rising to 17.9% in 2023-24, fell to 0% in 2024-25. EL students performed at the Red performance level on the 2025 Science Academic Indicator, and LTELs showed a 3.6% decline in English Language Arts (ELA) and remained at the Red performance level. For Socioeconomically Disadvantaged students, the needs assessment documented academic gaps across ELA, mathematics, and science alongside socioeconomic barriers, including economic insecurity, healthcare access challenges, and family circumstances that can disrupt school engagement. For Foster Youth and Homeless Youth, stability disruptions and mobility require sustained academic, behavioral, and social-emotional supports coordinated through MTSS to ensure consistent access to grade-level instruction. Across all unduplicated student groups, the needs assessment identified five recurring root causes: gaps in dedicated English Language Development (ELD) curriculum, absence of structured Designated ELD time in the master schedule, gaps in teacher capacity for differentiated and EL-responsive instruction, the high concentration of EL students requiring sustained linguistic and academic support, and inconsistent instructional coaching capacity. The 2025 Dashboard also documented an emerging suspension rate disparity for the EL student group at 0.6% and the LTEL	learning through Ways of Council and Advisory, and schoolwide Positive Behavioral Interventions and Supports (PBIS), with embedded English Learner supports within the newly adopted Savvas Learning Company (myPerspectives) ELA curriculum and integrated language development across content areas. At Tier 2, students identified through universal screening, diagnostic assessment, and teacher referral receive targeted small-group intervention in reading and mathematics during the school day with trained Teacher Assistants, with both push-in classroom support and pull-out groups organized around shared skill needs. The Behavior Interventionist conducts push-in classroom observations to reinforce expected behaviors and provides pull-out support as needed. At Tier 3, students with the most significant needs receive intensive, individualized supports coordinated through the Student Study Team (SST) process, including individualized after-school tutoring in ELA and mathematics provided by credentialed classroom teachers who already know each student's learning profile. The Expanded Learning Opportunities Program (ELOP) extends Tier 1 enrichment with after-school programming in STEM, Robotics, Art, Music, and Global Dance, expanding opportunities that are particularly important for unduplicated students who may have fewer enrichment options outside of school. The action is operationalized through a dedicated MTSS team that includes the Education Specialist, Special Education Teacher Assistant, School Psychologist, Behavior Interventionist, Intervention Coordinator, and Academic Interventionist, with referrals generated through the Coordination of Services Team (COST) process, i-Ready diagnostics, unit assessments, and teacher or parent input. The broader MTSS team meets monthly and includes the Principal, Assistant Principal, the ELA Instructional Coach (hired December 2025), the Math and ELD Instructional Coach (hired May 2026), the Counselor,	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student group at 1.1%, compared to the schoolwide rate of 0.3%. These root causes and disparities manifest as persistent achievement and engagement gaps that require coordinated, tiered intervention rather than isolated programmatic adjustments.	the Behavior Interventionist, the Board Certified Behavior Analyst (BCBA, filled December 2025), and the Community Schools Coordinator funded in part through the California Community Schools Partnership Program (CCSPP) Implementation Grant. This team composition ensures that students identified as needing additional support, the substantial majority of whom are unduplicated students given VHGA's demographics, receive coordinated and individualized intervention planning. This action is provided on a schoolwide basis because the demographics of VHGA make schoolwide delivery the most effective and equitable design. With 91% of students Socioeconomically Disadvantaged and 47% English Learners, unduplicated students constitute the substantial majority of the student body across every grade level and classroom. A schoolwide MTSS framework allows VHGA to deliver targeted, intensified support to unduplicated students while ensuring that no student is excluded from intervention based on identification status. The schoolwide design enables seamless transitions between tiers as student needs change, supports consistent implementation across grade levels and content areas, and integrates academic intervention with the behavioral and social-emotional supports that are foundational to academic progress for unduplicated students. The schoolwide approach is also aligned with VHGA's status as a CCSPP Implementation Grant recipient (Cohort IV) and the California Community Schools Framework's commitment to integrated student supports as one of four interdependent pillars, alongside family and community engagement, collaborative leadership and practices, and expanded and enriched learning time and opportunities. Operating MTSS schoolwide rather than as a carved-out service eliminates duplication, ensures consistent implementation fidelity, and reflects the principle that strong universal systems amplify the impact of targeted intervention for English Learners,	

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
		Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities.	
Goal 1, Action 3	Vista Heritage Global Academy (VHGA) serves a student community in which 91% are Socioeconomically Disadvantaged (SED), 47% are English Learners (EL), 16% are Students with Disabilities (SWD), 7% are Homeless Youth, and 2% are Foster Youth. The 2025-26 needs assessment documented that unduplicated student groups face behavioral and social-emotional barriers that intersect with academic gaps. The 2025 California School Dashboard shows an emerging suspension rate disparity for the EL student group at 0.6% and the Long-Term English Learner (LTEL) student group at 1.1%, both at the Yellow performance level, compared to the schoolwide rate of 0.3%. Chronic absenteeism, while improved from Red to Yellow on the 2025 Dashboard, continues to require sustained intervention. Foster Youth and Homeless Youth experience stability disruptions that require coordinated wellness, behavioral, and family supports.	Goal 1, Action 3 integrates social-emotional learning, behavioral support, and family engagement through VHGA's Community Schools Model, funded in part through the California Community Schools Partnership Program (CCSPP) Implementation Grant. Universal Tier 1 supports include daily Ways of Council and Advisory, schoolwide Positive Behavioral Interventions and Supports (PBIS), monthly character trait focus, and positive behavior recognition. Tier 2 and Tier 3 supports include partnership with Turning Point for counseling services, the schoolwide sensory room and classroom calm corners for self-regulation, the Board Certified Behavior Analyst (BCBA) hired in December 2025 to provide specialized assessment and behavior planning for students with significant needs, and Behavior Interventionist push-in and pull-out support. Attendance intervention is coordinated by a dedicated Office Assistant who attends Orange County Department of Education (OCDE) attendance training, communicates with families to identify barriers, and connects families with resources. VHGA provides transportation for more than 50% of students, removing a significant attendance barrier. Family and community engagement is coordinated through the Community Schools Coordinator and the Steering Committee comprising staff, students, parents, and community partners, ensuring that family voice informs the design of behavioral and wellness supports. This action is provided on a schoolwide basis because VHGA's enrollment, 91% SED and 47% EL, means unduplicated students constitute the substantial majority of every grade level and classroom. A	- #8: Chronic absenteeism - #10 Suspension Rate - #11: Expulsion Rate - #20: School Climate Survey (Students)

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
		schoolwide approach ensures that universal Tier 1 supports such as Ways of Council, PBIS, and Advisory reach all unduplicated students consistently, while Tier 2 and Tier 3 supports including counseling, BCBA-led behavior planning, and individualized attendance outreach can be intensified for students who need them. The schoolwide design is consistent with VHGA's status as a CCSPP Implementation Grant recipient (Cohort IV) and aligns with the integrated student supports pillar of the California Community Schools Framework. Operating these supports schoolwide rather than as carved-out services eliminates duplication and reflects the principle that strong universal social-emotional and behavioral systems amplify the impact of targeted intervention for unduplicated students.	
Goal 2, action 1	Vista Heritage Global Academy (VHGA) serves a student community in which 91% are Socioeconomically Disadvantaged (SED), 47% are English Learners (EL), 16% are Students with Disabilities (SWD), 7% are Homeless Youth, and 2% are Foster Youth. The 2025-26 needs assessment documented that teacher capacity is a recurring root cause of persistent achievement gaps across the English Language Arts (ELA), Mathematics, Science, and English Learner Progress Indicator (ELPI) focus areas. Teachers require sustained professional development in English Language Development (ELD) methodology, differentiation, content-specific pedagogy, science of reading-aligned instruction, and EL-responsive strategies applied across content areas. Unduplicated students also benefit from extended instructional time that maximizes opportunities for grade-level learning and intervention.	Goal 2, Action 1 directly addresses these needs by providing all teachers with robust professional development and 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 year. Professional development is led by the Instructional Leadership Team to ensure alignment with schoolwide priorities, consistent messaging, and continuity of support. This structure builds teacher capacity in the practices most directly tied to outcomes for unduplicated students, including differentiated Tier 1 instruction, Designated and Integrated ELD, and evidence-based intervention design. VHGA also provides a longer school day and a longer school year of 180 instructional days, exceeding the California state requirement for charter schools of 175	• #14: % Teachers – fully credentialed and appropriately assigned. • #16: Implementation of the State Academic Content & Performance Standards • #22: Staff Survey

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
		instructional days. This extended instructional calendar provides unduplicated students with five additional days of grade-level instruction, language development, and intervention time each year, which is particularly significant for ELs and LTELs whose accelerated proficiency development depends on sustained, daily instruction, and for SED, Foster Youth, and Homeless Youth whose academic progress benefits from maximized in-school learning time. These components are provided on a schoolwide basis because VHGA's demographics, 91% SED and 47% EL, mean that every teacher serves a classroom composed primarily of unduplicated students. Schoolwide professional development ensures that every unduplicated student is served by a teacher who has received consistent, high-quality training in the practices most aligned with their needs. A schoolwide instructional calendar similarly ensures that all unduplicated students receive the same extended instructional time. Operating these components schoolwide rather than as carved-out services eliminates inequity in teacher capacity across classrooms and ensures that the benefits of expanded instructional time reach every unduplicated student.	

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

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,759,593.00	$ 6,446,891.00

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	$ 8,123	$ 8,550
1	2	MTSS: Accelerating Learning	Yes	$ 1,372,573	$ 1,100,103
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 890,732	$ 867,462
1	4	Broad Course of Study	No	$ 277,093	$ 256,836
1	5	Empowering SWD Academically	Yes	$ 440,258	$ 456,857
1	6	Accelerating English Learner Success	No	$ 22,780	$ 4,066
1	7	Accelerating Long-Term English Learner Success	No	$ 10,000	$ 7,000
				$ -	$ -
2	1	Core Instructional Staffing	No	$ 1,404,892	$ 1,242,829
2	1	Core Instructional Staffing	Yes	$ 412,681	$ 524,018
2	2	Professional Learning & Development	No	$ 158,381	$ 135,303
2	2	Professional Learning & Development	Yes	$ 52,861	$ 54,772
2	3	Core Curricular & Instructional Materials	No	$ 36,264	$ 59,110
2	4	Educational Technology & Support	No	$ 114,866	$ 78,818
				$ -	$ -
3	1	Safe Facilities	No	$ 1,267,073	$ 1,340,458
3	2	Parents as Decision-makers	No	$ 172,448	$ 186,885
3	3	School-Family Partnerships	No	$ 118,568	$ 123,824
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,514,881	$ 1,545,021	$ 1,545,482	$ (461)	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	$ 403,448	$ 290,930.00	0.000%	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	$ 616,623	$ 614,119.00	0.000%	0.000%
1	4	Broad Course of Study	No	$ -	$ -	0.000%	0.000%
1	5	Empowering SWD Academically	Yes	$ 59,408	$ 61,643.00	0.000%	0.000%
1	6	Accelerating English Learner Success	No	$ -	$ -	0.000%	0.000%
1	7	Accelerating Long-Term English Learner Success	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	No	$ -	$ -	0.000%	0.000%
2	1	Core Instructional Staffing	Yes	$ 412,681	$ 524,018.00	0.000%	0.000%
2	2	Professional Learning & Development	No	$ -	$ -	0.000%	0.000%
2	2	Professional Learning & Development	Yes	$ 52,861	$ 54,772.00	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%
				$ -	$ -	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)
$ 3,574,899	$ 1,514,881	0.000%	42.375%	$ 1,545,482	0.000%	43.231%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,609,563	$ 1,447,441	40.100%	0.000%	40.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,536,526	$ 2,384,636	$ -	$ 649,319	$ 6,570,481.00	$ 4,041,473	$ 2,529,008

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					$ -	$ 19,627	$ -	$ -	$ -	$ 19,627	$ 19,627	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Heritage	2026-27	$ 558,985	$ 684,990	$ 261,984	$ 605,935	$ -	$ 376,056	$ 1,243,975	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Heritage	2026-27	$ 505,018	$ 378,981	$ 548,352	$ 147,655	$ -	$ 187,992	$ 883,999	0.000%
1	4	Broad Course of Study	All	No					$ 280,284	$ 12,800	$ 83,661	$ 209,423	$ -	$ -	$ 293,084	0.000%
1	5	Empowering SWD Academically	SWD	No					$ 469,699	$ 114,143	$ -	$ 531,497	$ -	$ 52,345	$ 583,842	0.000%
1	6	Accelerating English Learner Success	EL	No					$ 24,366	$ 3,299	$ -	$ 24,366	$ -	$ 3,299	$ 27,665	0.000%
1	7	Accelerating Long-Term English Learner Success	LTEL	No					$ -	$ 10,000	$ -	$ -	$ -	$ 10,000	$ 10,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Core Instructional Staffing	All	No					$ 953,243	$ -	$ 953,243	$ -	$ -	$ -	$ 953,243	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Heritage	2026-27	$ 578,203	$ 58,902	$ 637,105	$ -	$ -	$ -	$ 637,105	0.000%
2	2	Professional Learning & Development	All	No					$ 160,738	$ 35,664		$ 196,402	$ -	$ -	$ 196,402	0.000%
2	3	Core Curricular & Instructional Materials	All	No					$ -	$ 78,575	$ -	$ 78,575	$ -	$ -	$ 78,575	0.000%
2	4	Educational Technology & Support	All	No					$ 53,199	$ 26,500	$ 53,199	$ 26,500	$ -	$ -	$ 79,699	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe Facilities	All	No					$ 175,187	$ 1,101,027	$ 835,617	$ 440,597	$ -	$ -	$ 1,276,214	0.000%
3	2	Parents as Decision-makers	All	No					$ 158,865	$ 2,000	$ 160,865	$ -	$ -	$ -	$ 160,865	0.000%
3	3	School-Family Partnerships	All	No					$ 123,686	$ 2,500	$ 2,500	$ 123,686	$ -	$ -	$ 126,186	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,609,563	$ 1,447,441	40.100%	0.000%	40.100%	$ 1,447,441	0.000%	40.100%	**Total:**	$ 1,447,441
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,447,441

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Accelerating Learning	Yes	Schoolwide	All	Heritage	$ 261,984	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Heritage	$ 548,352	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Heritage	$ 637,105	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).