

LCFF Budget Overview for Parents

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

CDS Code: 30-10306-0132613

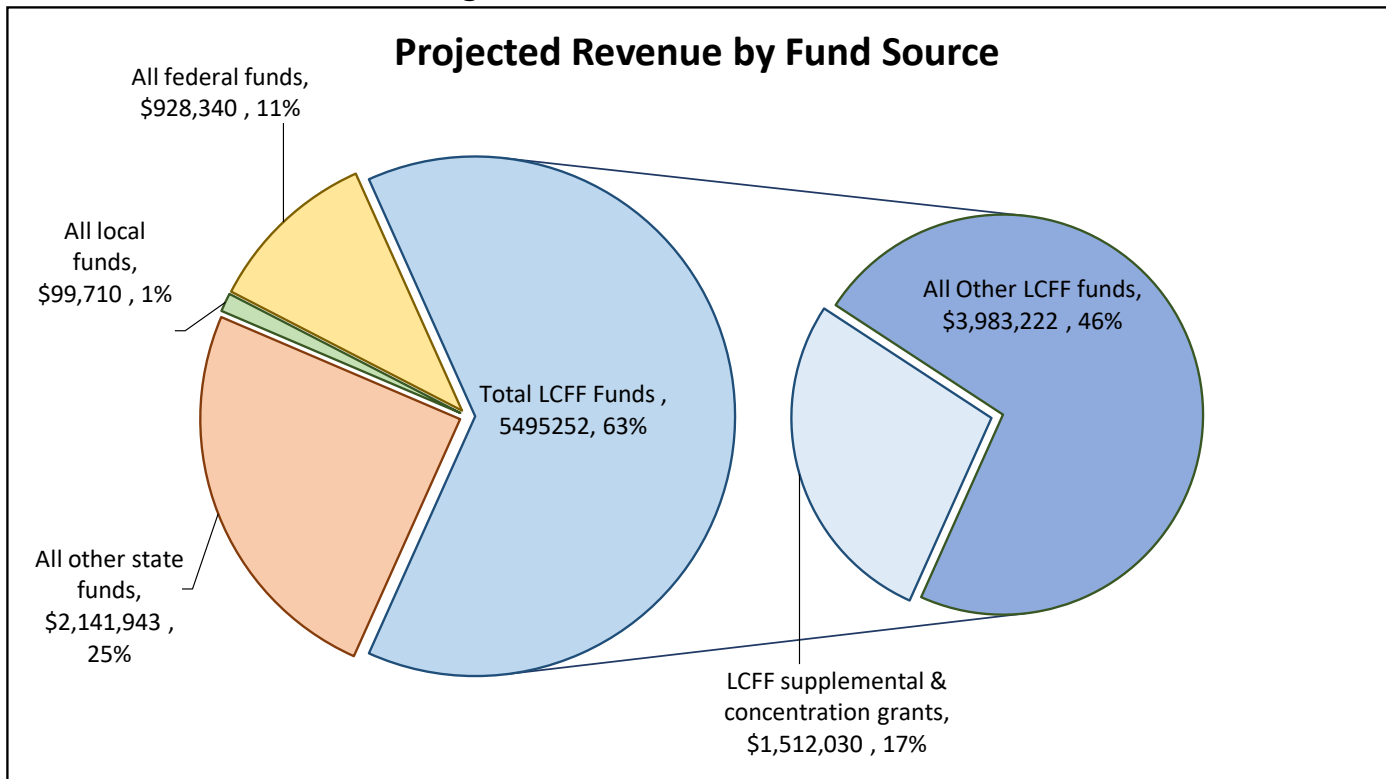
School Year: 2025-26

LEA contact information: Roxanne Alessandro, Principal, rallessandro@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).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

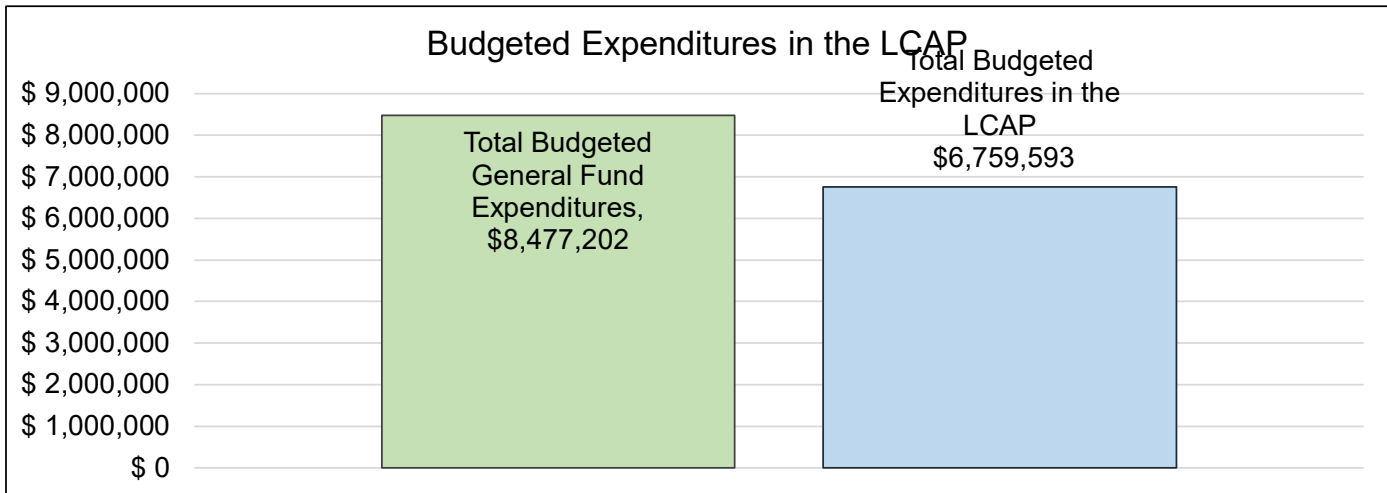


This chart shows the total general purpose revenue Vista Heritage Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Heritage Global Academy is \$8,665,245.00, of which \$5,495,252.00 is Local Control Funding Formula (LCFF), \$2,141,943.00 is other state funds, \$99,710.00 is local funds, and \$928,340.00 is federal funds. Of the \$5,495,252.00 in LCFF Funds, \$1,512,030.00 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vista Heritage Global Academy plans to spend \$8,477,202.00 for the 2025-26 school year. Of that amount, \$6,759,593.00 is tied to actions/services in the LCAP and \$1,717,609.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

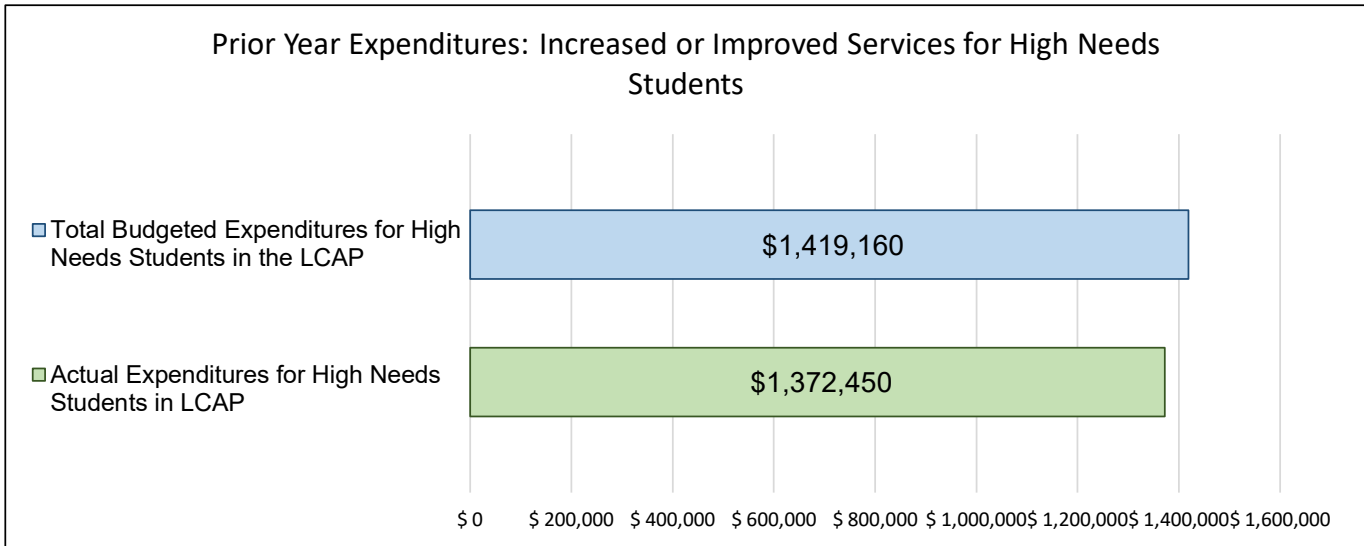
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Heritage Global Academy is projecting it will receive \$1,512,030.00 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 \$1,545,021.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2024-25, Vista Heritage Global Academy's LCAP budgeted \$1,419,160.00 for planned actions to increase or improve services for high needs students. Vista Heritage Global Academy actually spent \$1,372,450.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$46,710.00 had the following impact on Vista Heritage Global Academy's ability to increase or improve services for high needs students:

Services were not severely impacted. The difference in expenditures vs budgeted expenditures is due to the following: turnover in TAs which led to lower overall wages, less than planned expenditures across several areas: conferencePD travel, fieldtrips, etc.

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	Roxanne Allessandro, Principal	rallessandro@vistacharterps.org 714.988.2719

Plan Summary 2025-26

General Information

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

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 six charter schools under the Vista Charter Public Schools (VCPS) Governing Board in Southern California. VHGA has experienced significant post-pandemic declines in academic performance schoolwide & among the following student groups: English Learners (EL), Long-term English Learners (LTEL); and Students with Disabilities (SWD). As a result of the [2024 CA School Dashboard](#), VHGA is eligible for Differentiated Assistance (DA) that will be provided by the Riverside County Department of Education (RCOE). VHGA currently serves 369 students in grades 6-8. Our student body reflects the community we serve, with 96% Hispanic, 1% African American, 1% White, and 1% Asian. VHGA serves low-income and historically underserved students who face significant educational challenges, including 44% English Learners (EL), 14% Students with Disabilities (SWD), 97% Socioeconomically Disadvantaged (SED), 2% Foster Youth (FY), and 11% Homeless Youth.

Mission and Vision

Mission: To create a transformative 6-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students’ knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Vision: To close the achievement gap for our targeted population—predominantly low-income and historically underserved students—while addressing the growing opportunity gap. Our compassionate community of global learners develops students' knowledge, skills, attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

Educational Approach

Comprehensive Student Support

VHGA embraces a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into our curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of our educational model lies a sophisticated, data-driven support system. Our SST is integrated in our Multi-tiered System of Supports (MTSS) and serves as the cornerstone of our intervention strategy, enabling teachers to identify & refer students who need additional support to reach grade-level proficiency in reading and mathematics. Through this established system, struggling students receive targeted intervention during the school day, ensuring they receive timely support. VHGA has also implemented PBIS & 100% of students participate in Ways of Council through Advisory.

This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes. At VHGA, data-driven decision-making empowers us to deliver on our commitment to student success, meeting the diverse needs of our learners with precision and care. Our commitment to student success extends beyond the instructional day through our comprehensive after-school tutoring program focusing on reading and math, open to all students.

Inclusive Education Model

We take pride in our full inclusion model for Students with Disabilities, reflecting our core belief that all students—especially EL and SWD—can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering belonging and community that positively impacts social-emotional development.

Community School Initiative

CA Community Schools Partnership Program (CCSPP): VHGA was awarded the prestigious 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) with newly revised goals and actions that align to the school's mission, the CA Community Schools Framework, MTSS, and CA School Dashboard performance indicators. The LCAP metrics have been revised to align with CDE required metrics, ensuring comprehensive accountability and continuous improvement in student outcomes. VHGA is not eligible to receive Equity Multiplier Funds; but will expend Learning Recovery Emergency Block Grant (LREBG) Funds in the 2025-26 school year.

Transformative Community School Model: Our community school vision weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. This approach represents our commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

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

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 (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

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

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.

iReady Diagnostic Assessment data provides a mixed picture of student progress. Grades 6-8 students demonstrated exceptional growth, exceeding expected targets on iReady 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.

Success Metrics

Primary measures of success will focus on CA Dashboard ELA performance improvement, with the target of moving RED-performing groups (EL, LTEL, SWD) to ORANGE performance levels. The school aims to increase CAASPP ELA proficiency to 26% proficient across all student groups.

Critical attention will be paid to iReady Diagnostic growth in the comprehension domain, which currently shows zero growth and represents the most urgent area for improvement.

Implementation measures will track teacher fidelity in implementing Science of Reading practices, student progress on diagnostic reading assessments, and intervention effectiveness data through the MTSS framework. Professional development participation and competency measures will ensure that staff capacity building efforts translate into improved classroom practice and student outcomes.

Mathematics Academic Indicator Needs Assessment

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 Plan of Action (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.

Success Metrics

Primary success measures will focus on CA Dashboard Mathematics performance improvement, with the target of moving all RED-performing groups (All Students, EL, SED, SWD, Hispanic) to ORANGE performance levels within two years. The school aims to increase CAASPP Mathematics proficiency from the current 8.26% to 19% proficient across all student groups, representing more than double the current achievement level.

iReady Diagnostic mathematics growth will be monitored across all mathematical domains, building on the demonstrated success in Numbers & Operations to expand improvement across algebra, geometry, and mathematical reasoning domains. Particular attention will be paid to maintaining the 115% expected annual growth demonstrated by grades 3-5 students while extending this accelerated growth to all grade levels.

Implementation measures will track teacher fidelity in mathematics curriculum implementation, effective use of mathematics manipulatives and instructional resources, and quality of small-group mathematics intervention delivery. Professional development participation and competency measures will ensure that capacity building efforts translate into improved mathematics instruction and student achievement.

Tutoring program effectiveness will be measured through individual student progress monitoring, pre- and post-intervention assessments, and coordination quality between tutors, classroom teachers, and the Mathematics Coach. Student engagement and mathematical confidence measures will be monitored through classroom observations, student surveys, and analysis of mathematical discourse quality during instruction.

English Learner Progress Indicator (ELPI) Needs Assessment

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 Plan of Action (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.

Success Metrics

Primary success measures will focus on ELPI performance improvement, with the target of moving both EL and LTEL groups from RED to ORANGE performance levels within two years. The school aims to increase the percentage of EL students making progress toward English proficiency from 34.2% to at least 50%, and LTEL students from 42.1% to at least 55%, representing significant improvement in language development outcomes.

ELPAC proficiency rates will be monitored with the goal of increasing from the current 11.11% proficient to at least 20% proficient within two years. Reclassification rates will be carefully analyzed to ensure they reflect genuine English proficiency achievement rather than inconsistent criteria application, with a target of maintaining the improved 17.9% rate while ensuring reclassified students are genuinely prepared for academic success in mainstream classrooms.

Language development progress across all four domains will be tracked through comprehensive assessment systems, with particular attention to academic language development in content areas. Individual student progress monitoring will ensure that the percentage of students maintaining their English proficiency level decreases while the percentage advancing to higher proficiency levels increases significantly.

Implementation measures will track teacher capacity in ELD instruction, effective integration of language objectives with content objectives, and quality of linguistic scaffolding provided across content areas. Professional development participation and competency measures will ensure that capacity building efforts translate into improved ELD instruction and accelerated student language development.

Family engagement measures will monitor participation in EL family programs, communication effectiveness through translation services, and home-school collaboration quality in supporting English language development while maintaining cultural and linguistic heritage.

Chronic Absenteeism Indicator Needs Assessment

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 Plan of Action (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.

Success Metrics

Primary success measures will focus on reducing chronic absenteeism rates from the current 24.9% to below 15% for All Students within two years, representing a significant improvement in overall school attendance culture. Specific targets include moving all RED-performing student groups (EL, LTEL, SED, Hispanic) to ORANGE or better performance levels on the CA Dashboard chronic absenteeism indicator.

Daily attendance rates will be monitored with the goal of maintaining above 94% daily attendance consistently throughout the school year, building on the current 92.91% attendance rate. Individual student attendance improvement will be tracked for students identified as chronically absent, with the goal of reducing individual absence rates below the 10% chronic absenteeism threshold.

Early intervention effectiveness will be measured through the percentage of at-risk students who avoid reaching chronic absenteeism status through proactive support and intervention. The school will track the number of students who improve from concerning attendance patterns to consistent attendance through targeted interventions.

Family engagement measures will monitor participation in attendance-focused meetings with Community School Coordinators, parent education program attendance, and family satisfaction with attendance support services. Health services utilization will be tracked to measure the effectiveness of the Health Clerk position in reducing unnecessary absences due to minor health concerns.

Behavioral intervention effectiveness will be measured through the BCBA's data collection systems, tracking reductions in school avoidance behaviors and improvements in student engagement and academic participation among students receiving behavioral support services.

Learning Recovery Emergency Block Grant Funds (LREBG): 2025-26 Plan

Vista Heritage Global Academy (VHGA) has conducted a comprehensive needs assessment to guide the strategic expenditure of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 school year. Based on findings from this assessment, feedback from educational partners, and analysis of multiple data sources including the 2024 California School Dashboard, VHGA will allocate \$80,082 in LREBG funds across three evidence-based interventions designed to address critical areas of student need and accelerate learning recovery.

Comprehensive Needs Assessment Findings

The comprehensive needs assessment revealed significant challenges across multiple indicators that directly impact student learning and recovery.

Academic Performance Crisis: The 2024 California School Dashboard shows persistent RED performance levels in mathematics and English Language Arts across multiple student groups, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Hispanic students. These results indicate widespread academic learning gaps requiring intensive intervention.

Chronic Absenteeism Emergency: Chronic absenteeism rates have escalated dramatically from affecting one student group in 2023 to impacting all students and multiple subgroups by 2024, with rates reaching 24.9% for all students. This represents a critical barrier to learning recovery that requires comprehensive intervention.

Professional Capacity Gaps: Analysis reveals that current instructional practices and staff capacity are insufficient to address the complex needs of VHGA's student population, with only 72.5% of teachers fully credentialed and appropriately assigned, indicating the need for enhanced professional development and extended learning time.

LREBG Fund Allocation and Evidence-Based Rationale

1. Afterschool High-Dosage Tutoring Services - \$25,883 (Goal 1, Action 2)

Identified Need: Students performing below grade level require intensive, individualized academic support to accelerate learning and close achievement gaps, particularly given the persistent RED performance levels across multiple student groups.

Research-Based Rationale (Strong Evidence - ESSA Tier 1): High-dosage tutoring has been demonstrated through multiple randomized controlled trials to be one of the most effective educational interventions for accelerating student learning. Research by Nickow, Oreopoulos, and Quan (2020) found that high-dosage tutoring programs produce average effect sizes of 0.37 standard deviations, equivalent to 1.5 years of additional learning. The National Bureau of Economic Research has consistently shown that intensive tutoring programs, particularly those providing daily support, can significantly close achievement gaps for students from disadvantaged backgrounds.

Implementation Strategy: VHGA will provide afterschool tutoring services staffed by certificated and classified personnel, delivering individualized and small-group instruction for students requiring intensive intervention. Priority enrollment will be given to students in RED-performing subgroups, with sessions integrating ELA and mathematics instruction through evidence-based methodologies.

Monitoring Metrics: Progress will be measured through CAASPP ELA and Mathematics Distance from Standard (DFS) scores to track academic achievement gains. iReady Diagnostic assessment growth in reading and mathematics will provide ongoing progress monitoring data. The school will monitor the percentage of students advancing from Tier 3 to Tier 2 intervention levels as an indicator of intervention effectiveness. Individual student progress toward grade-level proficiency targets will be tracked through comprehensive assessment systems to ensure tutoring services are meeting their intended outcomes.

2. Kagan Professional Development for Teachers - \$10,000 (Goal 1, Action 7)

Identified Need: Teachers require specialized training in research-based instructional strategies that effectively support English Learners, who represent 44% of the student population and demonstrate significant achievement gaps on state assessments.

Research-Based Rationale (Moderate Evidence - ESSA Tier 2): Kagan Cooperative Learning structures have been validated through quasi-experimental studies as highly effective for English Learner populations. Research by Kagan and Kagan (2009) demonstrates that cooperative learning strategies increase academic achievement, language development, and social skills for English Learners. Studies published in the Journal of Educational Research show that Kagan structures provide the scaffolded interaction and academic discourse opportunities essential for language acquisition while maintaining high academic expectations.

Implementation Strategy: Teachers will receive comprehensive training in Kagan cooperative learning strategies customized to varying experience levels, with introductory sessions for newcomers and advanced strategies for experienced practitioners. Training will emphasize structures that provide English Learners with opportunities for academic language development, peer interaction, and collaborative learning in supportive environments.

Monitoring Metrics: The effectiveness of this professional development will be measured through English Learner Progress Indicator (ELPI) performance levels to assess language development outcomes. ELPAC proficiency rates and reclassification rates will demonstrate the impact on English language acquisition. Teacher implementation fidelity will be monitored through systematic classroom observations to ensure strategies are being implemented with quality. Student engagement measures during cooperative learning activities will provide evidence of the instructional strategies' effectiveness in promoting active participation and learning.

3. Extended School Year of 180 Days - \$44,199 (Goal 2, Action 1)

Identified Need: Students require additional instructional time to address learning gaps and accelerate academic recovery, particularly given the persistent underperformance across multiple academic indicators and the need for enhanced professional development to improve instructional quality.

Research-Based Rationale (Strong Evidence - ESSA Tier 1): Extended learning time has been validated through randomized controlled trials as an effective strategy for improving student outcomes. Research by the National Center for Education Evaluation demonstrates that schools implementing extended school years show significant gains in student achievement, particularly for students from low-income backgrounds. Studies by Patall, Cooper, and Allen (2010) found that extended school time programs produce positive effects on both academic achievement and social-emotional development when implemented with high-quality instruction.

Implementation Strategy: VHGA will provide 180 instructional days, exceeding the California State requirement of 175 days for charter schools. The additional five days will be strategically utilized for intensive professional development, data analysis, and instructional planning to ensure teachers are equipped with evidence-based practices necessary to serve the school's diverse student population effectively.

Monitoring Metrics: Success will be measured through improvement in teacher credentialing percentages to ensure qualified instruction. Implementation scores for state academic content and performance standards will demonstrate enhanced instructional quality. Student academic growth trajectories across extended learning periods will provide evidence of the additional time's impact on learning outcomes. Professional development completion and competency measures will ensure that the extended time is being used effectively to build teacher capacity and improve instructional practices.

Alignment with EC Section 32526(c)(2) Purposes

These LREBG expenditures directly implement multiple purposes identified in Education Code Section 32526(c)(2). The interventions focus on addressing learning loss through targeted support for the significant academic learning gaps evidenced by RED Dashboard performance levels across multiple student groups. They provide additional academic support through high-dosage tutoring and extended school year programming that offers intensive academic intervention beyond regular school hours and calendar. The investments support educator effectiveness through Kagan professional development and extended planning time that enhance teacher capacity to serve diverse learners with evidence-based instructional strategies. Finally, these interventions address student well-being by providing comprehensive support through tutoring and enhanced instruction that addresses both academic and social-emotional needs of students who have experienced learning disruptions.

Expected Outcomes and Continuous Improvement

VHGA anticipates that these evidence-based LREBG investments will result in measurable improvements in student achievement, particularly for the most vulnerable populations. Progress will be monitored through multiple data sources, with quarterly reviews to assess implementation

fidelity and student progress. Adjustments to programming will be made based on ongoing data analysis to ensure maximum impact of LREBG funds in accelerating learning recovery and closing achievement gaps.

The strategic allocation of LREBG funds represents a comprehensive approach to addressing the systemic challenges identified through the needs assessment while leveraging research-proven interventions to maximize student learning outcomes and support long-term academic recovery efforts.

Reflections: Technical Assistance

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

Eligibility for Differentiated Assistance

Vista Heritage Global Academy is eligible for Differentiated Assistance (DA) due to persistent low performance on the California School Dashboard for multiple student groups, specifically English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, and Socioeconomically Disadvantaged (SED) students. This eligibility is consistent with Education Code Section 52071, which requires technical assistance for schools demonstrating significant performance gaps among student subgroups across multiple academic indicators.

Comprehensive Needs Assessment and Planning Process

Vista Heritage Global Academy has conducted a comprehensive needs assessment which served as the foundation for developing the 2025-26 LCAP, assessing the effective use of Learning Recovery Emergency Block Grant (LREBG), Title I, and Local Control Funding Formula (LCFF) funds, and identifying specific areas of focus for differentiated assistance and support to be provided by the Riverside County Office of Education (RCOE). This systematic needs assessment process ensured that technical assistance efforts are strategically aligned with the school's most critical improvement priorities and resource allocation decisions.

Technical Assistance Provider

The Differentiated Assistance is being provided by the Riverside County Office of Education (RCOE), which serves as the designated technical assistance provider for Vista Heritage Global Academy. RCOE provides expertise, resources, and ongoing support to help the school develop and implement evidence-based strategies to improve outcomes for underperforming student groups.

Summary of Work Underway

Based on the comprehensive needs assessment findings, Vista Heritage Global Academy is currently receiving targeted support from the Riverside County Office of Education through the Differentiated Assistance program in two critical areas:

Mathematics Support for English Learners: The Vista Heritage team has collaborated with RCOE to create a targeted plan specifically addressing the mathematical learning needs of English Learner students. Recognizing that this population faces both linguistic and academic challenges, the school has requested additional professional development support focused on effective mathematics instruction strategies for English Learners. This professional development will provide teachers with research-based methodologies for making mathematical content accessible while simultaneously supporting language development.

Chronic Absenteeism Intervention: The Heritage team is actively developing a comprehensive plan to address the school's chronic absenteeism challenges, which have significantly impacted multiple student groups. The school has requested specialized professional development from RCOE to provide guidance on evidence-based strategies proven effective in reducing chronic absenteeism. This support will focus on identifying root causes of attendance barriers and implementing systematic interventions that address both individual student needs and broader school climate factors that contribute to attendance challenges.

Both areas of technical assistance directly align with the school's LCAP goals and represent systematic efforts to improve outcomes for the specific student groups that triggered the Differentiated Assistance eligibility, while ensuring efficient and effective use of available funding resources.

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 (VHGA) is not eligible 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.

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	<p>Dates: Biweekly meetings April - May 2025</p> <p>Topics Discussed</p> <p>The Administrative Team conducted comprehensive discussions on several critical educational initiatives throughout the meeting series. The team reviewed the Local Control and Accountability Plan (LCAP) report development, examining current progress, submission timelines, and stakeholder engagement activities. Learning Recovery Emergency Block Grant (LREBG) funding was analyzed extensively, including allocation strategies, priority area identification, and compliance requirements for effective fund distribution.</p> <p>California Dashboard data received thorough examination, with administrators analyzing performance indicators across all student subgroups and identifying significant achievement gaps requiring immediate intervention. The team conducted deep analysis of assessment data, particularly iReady Reading and Math results, with specific focus on cross-referencing performance outcomes with English Learner student achievement patterns.</p> <p>Master schedule restructuring emerged as a priority topic, with discussions centered on current scheduling inefficiencies that impact instructional time and the need for dedicated literacy and mathematics instructional blocks. Curriculum adoption planning became essential, encompassing English Language Development curriculum research, vendor presentations, budget implications, and comprehensive professional development requirements.</p> <p>Implementation planning dominated later discussions, covering ELD curriculum selection and procurement processes, master schedule draft reviews with stakeholder input, and development of professional development calendars for summer and fall preparation. LCAP integration work focused on incorporating new initiatives into existing goals and metrics while aligning budget allocations with identified educational priorities.</p>

	<p>Feedback Provided</p> <p>The Administrative Team provided comprehensive feedback emphasizing the critical need for data-driven decision making throughout all educational initiatives. Based on extensive analysis of student performance data, particularly the significant underperformance of English Learner students in both mathematics and English Language Arts, the team determined that immediate adoption of a comprehensive English Language Development curriculum was essential to provide high-quality, targeted instruction for this population.</p> <p>The feedback highlighted that current instructional strategies were insufficient for addressing the identified achievement gaps among English Learner students. The team recommended complete restructuring of the master schedule to ensure dedicated, uninterrupted instructional time, specifically calling for implementation of a minimum 90-minute literacy block and 60-minute mathematics block daily.</p> <p>Administrative feedback approved budget allocation for ELD curriculum acquisition and related professional development, emphasizing that curriculum adoption must include comprehensive teacher training components for successful implementation beginning in the next academic year. The team established that the LCAP report required enhanced data analysis to strengthen evidence-based decision making and recommended prioritizing LREBG funding toward interventions with demonstrated impact on student outcomes.</p> <p>The feedback confirmed successful integration of all initiatives into a comprehensive improvement plan, with the revised master schedule demonstrating the district's commitment to addressing identified achievement gaps. Monthly progress reviews were established for ongoing monitoring during Fall 2025 implementation, ensuring accountability and continuous improvement in addressing the educational needs of all students, particularly English Learners who showed concerning performance trends in assessment data.</p>
<p>Teachers</p>	<p>Dates: Weekly staff meetings April - May 2025</p> <p>Topics Discussed</p> <p>Teaching staff reviewed the Local Control and Accountability Plan (LCAP), Learning Recovery Emergency Block Grant (LREBG) funding, and needs assessment results to develop strategies for addressing achievement gaps. Discussions focused on enhancing Teaching Assistant effectiveness through increased support time and professional development to improve small group interventions in classrooms.</p> <p>Staff addressed rising behavioral problems and declining student motivation, examining how social-emotional challenges impact learning environments and academic performance. Teachers analyzed the need for comprehensive social-emotional learning support to address students' mental health needs.</p> <p>Technology equity emerged as a priority topic, with teachers evaluating current Chromebook classroom usage and identifying barriers caused by limited home device access. Staff discussed how technology gaps</p>

	<p>affect homework completion, digital literacy development, and academic achievement, particularly for socioeconomically disadvantaged students.</p> <p>Feedback Provided</p> <p>Teachers unanimously recommended additional Teaching Assistant time to provide consistent, high-quality small group interventions, emphasizing that increased TA support must include comprehensive professional development and ongoing training to ensure effective instructional assistance.</p> <p>Based on observed increases in behavioral issues and declining motivation, staff strongly recommended adopting a Social-Emotional Learning (SEL) curriculum to address students' mental health and social-emotional needs that are directly impacting academic performance and classroom engagement.</p> <p>Teachers endorsed implementing a one-to-one Chromebook program for Fall 2025, allowing students to use devices both at school and home. Staff emphasized the need for proper device management protocols, digital citizenship training, and family engagement components to ensure successful implementation and address current technology equity gaps.</p>
<p>Other School Personnel</p>	<p>Dates: TA Weekly Meetings April & May 2025</p> <p>Topics Discussed</p> <p>Teaching Assistants participated in weekly meetings reviewing the Local Control and Accountability Plan (LCAP), Learning Recovery Emergency Block Grant (LREBG) funding opportunities, and comprehensive needs assessment results. Staff examined current classroom support structures and analyzed how Teaching Assistant deployment affects student learning outcomes and achievement gap reduction efforts.</p> <p>Discussions centered on increasing behavioral challenges and declining student motivation levels observed across classrooms. Teaching Assistants shared firsthand observations about how these social-emotional factors contribute to academic struggles and create barriers to effective instruction and intervention delivery.</p> <p>The quality and effectiveness of English Language Development (ELD) programming became a focal point, with Teaching Assistants evaluating current ELD instruction methods and identifying gaps in support for English Learner students based on their daily classroom interactions and intervention work.</p> <p>Feedback Provided</p> <p>Teaching Assistants expressed strong support for increased TA staffing in classrooms to provide enhanced student learning support, noting that current staffing levels limit their ability to deliver effective individualized and small group interventions. Staff emphasized that additional TA presence would directly impact student achievement and help address identified learning gaps.</p> <p>Based on direct classroom observations, Teaching Assistants identified increased student behavioral issues and lack of motivation as significant contributors to the achievement gap. This feedback prompted the</p>

	<p>initiation of a Positive Behavioral Interventions and Supports (PBIS) program implementation process for the 2025-26 school year to address these systemic behavioral and motivational challenges.</p> <p>Teaching Assistants recommended implementing a more robust English Language Development program for English Learner students, noting that current ELD programming inadequately serves this population's needs. Their feedback emphasized that improved ELD instruction would significantly benefit student outcomes based on their daily work with English Learner students in classroom settings.</p>
Students	<p>Dates: May 19, 2025</p> <p>Topics Discussed</p> <p>Students in grades 6-8 received comprehensive information about the Local Control and Accountability Plan (LCAP) process, including explanations of how student input contributes to school planning and decision-making. Staff presented an overview of LCAP goals, funding priorities, and how student feedback influences educational programs and resource allocation.</p> <p>The California Healthy Kids Survey (CHKS) was administered to participating students, with staff providing detailed explanations about the survey's purpose, confidentiality protocols, and how the data will be used to improve school climate and student support services. Students received information about the survey's role in assessing school safety, student engagement, and overall campus wellness.</p> <p>Feedback Provided</p> <p>Students were informed that their LCAP survey responses and input would directly impact school improvement planning and resource allocation decisions for the upcoming academic year. Staff emphasized that student voice is essential in identifying priority areas for educational enhancement and program development.</p> <p>Through the CHKS survey administration, students provided valuable data regarding school climate, safety perceptions, student engagement levels, and social-emotional well-being. This feedback will inform administrative decisions about campus safety measures, student support programs, and overall school environment improvements to better serve the student body's needs and concerns.</p>
Parents including those representing Unduplicated Pupils & Students with Disabilities	<p>Dates: Monthly Coffee with the Principal Meetings and Monthly School Site Council Meetings - Spring 2025</p> <p>Topics Discussed</p> <p>Parents participated in comprehensive discussions about the Local Control and Accountability Plan (LCAP) process during monthly Coffee with the Principal sessions, where staff explained LCAP development, Learning Recovery Emergency Block Grant (LREBG) funding opportunities, and needs assessment</p>

	<p>procedures. Parents received detailed information about how their input directly influences school planning, resource allocation, and educational program development.</p> <p>School Site Council meetings focused on reviewing the previous LCAP implementation and identifying priorities for the 2025-26 LCAP report. Parents and staff collaborated to evaluate current programs and services while discussing areas requiring enhancement or expansion to better serve student needs.</p> <p>Technology access and equity emerged as significant discussion topics, with parents examining the benefits of one-to-one device programs and the impact of home technology access on student learning outcomes. Parents also discussed campus safety, staffing needs, and student support services essential for creating an optimal learning environment.</p> <p>Feedback Provided</p> <p>Parents expressed strong support for essential staffing increases, specifically requesting the addition of a school nurse position and increased Teaching Assistant support to enhance classroom instruction and student care. Parents emphasized that improved food service quality for student breakfast and lunch programs would significantly benefit student health and learning readiness.</p> <p>Regarding technology initiatives, parents unanimously supported the Chromebook rollout program, agreeing that students need device access both at school and home to ensure educational equity and consistent learning opportunities. Parents recognized that home device access would enhance homework completion, digital literacy development, and overall academic achievement.</p> <p>Through School Site Council meetings, parents provided feedback prioritizing increased Teaching Assistant support in classrooms to improve individualized student assistance and small group instruction effectiveness. Parents also recommended developing more engaging before and afterschool programs to support student enrichment and provide safe, supervised environments for working families. Additionally, parents emphasized the need for enhanced campus security measures to ensure student safety and create a secure learning environment for all students.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP was significantly shaped through consultation with educational partners, with their feedback directly influencing key goals, actions, and resource allocation decisions.

Administrative Leadership Input and LCAP Integration: Administrative team feedback emphasizing the critical need for data-driven decision making throughout all educational initiatives directly influenced the comprehensive needs assessment approach that underpins the entire LCAP. Based on extensive analysis of student performance data, particularly the significant underperformance of English Learner students in both mathematics and English Language Arts, the administrative team's determination that immediate adoption of a comprehensive English Language

Development curriculum was essential resulted in the inclusion of specialized ELD instructional coaching and comprehensive ELD programming in Goal 1, Actions 6 and 7.

The administrative recommendation for complete restructuring of the master schedule to ensure dedicated, uninterrupted instructional time influenced the enhanced professional development components in Goal 2, Action 2, which includes systematic training to support the implementation of minimum 90-minute literacy blocks and 60-minute mathematics blocks daily. The team's approval of budget allocation for ELD curriculum acquisition and related professional development directly shaped the resource allocation priorities reflected throughout the LCAP, while their recommendation to prioritize LREBG funding toward interventions with demonstrated impact influenced the evidence-based approach taken in selecting LREBG expenditures for high-dosage tutoring, Kagan professional development, and extended school year programming.

Teacher Feedback and Instructional Support Enhancement: Teacher feedback unanimously recommending additional Teaching Assistant time with comprehensive professional development directly influenced Goal 1, Action 2, which includes enhanced instructional aide deployment and training through the MTSS framework. The teaching staff's strong recommendation to adopt a Social-Emotional Learning (SEL) curriculum to address students' mental health and social-emotional needs that directly impact academic performance and classroom engagement resulted in the comprehensive SEL and mental health supports outlined in Goal 1, Action 3, including daily social-emotional learning implementation and positive behavioral recognition systems.

Teachers' endorsement of implementing a one-to-one Chromebook program for Fall 2025 influenced Goal 2, Action 4, which establishes a comprehensive educational technology program providing all students and staff with individual devices. The teachers' emphasis on proper device management protocols, digital citizenship training, and family engagement components to address technology equity gaps shaped the comprehensive approach taken in the technology action, ensuring both access and appropriate usage support.

Support Staff Insights and Program Development: Teaching Assistants' feedback expressing strong support for increased TA staffing to provide enhanced student learning support directly influenced the expanded role of instructional aides throughout the MTSS framework in Goal 1, Action 2. Their identification of increased student behavioral issues and lack of motivation as significant contributors to the achievement gap prompted the initiation of comprehensive Positive Behavioral Interventions and Supports (PBIS) programming included in Goal 1, Action 3, specifically addressing systemic behavioral and motivational challenges.

The Teaching Assistants' recommendation to implement a more robust English Language Development program for English Learner students, noting that current ELD programming inadequately serves this population's needs, directly influenced the comprehensive ELD support framework outlined in Goal 1, Actions 6 and 7, including specialized ELD instructional coaching and technology-enhanced support through the Ellevation Platform.

Student Voice and Program Priorities: Student input provided through LCAP survey responses and the California Healthy Kids Survey (CHKS) administration informed school improvement planning and resource allocation decisions throughout the LCAP. The student feedback regarding school climate, safety perceptions, student engagement levels, and social-emotional well-being directly influenced the development of Goal 3,

which focuses on family and community partnerships to create collaborative support networks that enhance student success and positive school climate.

Parent and Community Feedback Integration: Parent feedback expressing strong support for essential staffing increases, specifically requesting the addition of a school nurse position and increased Teaching Assistant support, influenced staffing decisions reflected in Goal 1, Action 3, which includes comprehensive health and wellness support services and enhanced supervision throughout the school day. Parents' unanimous support for the Chromebook rollout program, recognizing that home device access would enhance homework completion and digital literacy development, directly shaped Goal 2, Action 4's comprehensive technology implementation approach.

Parent recommendations for developing more engaging before and afterschool programs to support student enrichment resulted in the expanded learning opportunities programming outlined in Goal 1, Action 2, while their emphasis on enhanced campus security measures influenced the safe facilities provisions in Goal 3, Action 1. The parent feedback prioritizing increased Teaching Assistant support and individualized student assistance effectiveness reinforced the comprehensive MTSS approach taken throughout Goal 1, ensuring that family priorities for enhanced classroom support were integrated into the systematic intervention framework.

Systematic Integration and Continuous Improvement

The comprehensive feedback from all educational partner groups resulted in a cohesive LCAP that addresses academic, social-emotional, technological, and operational needs through interconnected goals and actions. The establishment of monthly progress reviews for Fall 2025 implementation, as recommended by the administrative team, ensures ongoing accountability and continuous improvement in addressing the educational needs of all students, particularly English Learners and other vulnerable populations who were identified as priority concerns across multiple stakeholder groups. This systematic approach to incorporating educational partner feedback demonstrates the school's commitment to collaborative decision-making and responsive program development that directly addresses stakeholder priorities and concerns.

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 has developed Goal #1 in direct response to significant post-pandemic academic declines and persistent achievement gaps affecting the school's predominantly low-income and historically underserved student population. The school has received RED performance levels on the 2024 California School Dashboard across multiple academic indicators including mathematics, English Language Arts, English Learner Progress, and chronic absenteeism. As a result of these declining outcomes, VHGA is eligible for Differentiated Assistance, demonstrating the urgent need for systematic intervention.

Serving a Highly Vulnerable Student Population: The school serves a highly vulnerable demographic with 96% Hispanic students, 44% English Learners, 97% Socioeconomically Disadvantaged students, 14% Students with Disabilities, 2% Foster Youth, and 11% Homeless Youth. These students face complex barriers to learning that require comprehensive support systems addressing not only academic needs but also the social-emotional, behavioral, and mental health challenges that contribute to chronic absenteeism and poor academic performance.

Strategic Resource Alignment and Partnership Opportunities: The school's receipt of the California Community Schools Partnership Program (CCSPP) Implementation Grant provides both the resources and framework necessary to implement comprehensive support systems. This funding opportunity enables VHGA to develop systematic interventions that address the interconnected factors affecting their students' educational success.

Mission and Vision Alignment: Goal #1 aligns directly with the school's mission to create a transformative 6-8 learning experience and vision to close the achievement gap for their targeted population. By implementing a comprehensive Multi-Tiered System of Supports guided by the California Community Schools Framework, the school aims to eliminate the systemic barriers that have prevented their students from accessing rigorous, engaging education. The goal's focus on educating the whole child through integrated academic excellence and social-emotional development reflects the recognition that their student population requires comprehensive support systems, ultimately preparing them for college, career, and civic engagement in the global economy.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	ELA CAASPP (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP			2024-25 ELA CAASPP	
		DFS		DFS			DFS	All Students: -19.9
		All Students	-46.3	All Students	-66.2		All Students	-64.2
		EL	-77.5	EL	-95.5		EL	-93.5
		SED	-47.6	LTEL	-103.9		LTEL	-101.9
		SWD	-75.8	SED	-67.8		SED	-65
		Hispanic	-48	SWD	-122.5		SWD	-120
				Hispanic	-67.4		Hispanic	-65.5
2	Math CAASPP (DFS) Source: CA School Dashboard	2022-23 Math CAASPP		2023-24 Math CAASPP			2024-25 Math CAASPP	
		DFS		DFS			DFS	All Students: -7.2
		All Students	-112.1	All Students	-119.3		All Students	-116
		EL	-141.4	EL	-139.1		EL	137
		SED	-113	LTEL	-145.2		LTEL	-143
		SWD	-145.5	SED	-120.6		SED	-118.3
		Hispanic	-114.3	SWD	-143.8		SWD	-141.5
				Hispanic	-119.7		Hispanic	-117.6
3	CA Science Test: Points from Standards (PFS) Source: CA School Dashboard	2022-23 CAST		2023-24 CAST			2024-25 CAST	All: +5.1%
		%		%			PFS	SED: +5.7%
		All	5.95%	All	11.0%		All Students	-26
		SED	6.41%	SED	12.1%		EL	-32
		Hispanic	6.02%	Hispanic	9.4%		SED	-26
							Hispanic	-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
			2023-24 CAST PFS All Student -26.8 EL -32.6 SED -26.7 Hispanic -27.5			
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	55.9% 2023 CA School Dashboard	34.2% EL 42.1% LTE: 2024 CA School Dashboard		41%: EL 48%: LTEL	-21.7% EL
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23:19.15%	2023-24: 11.11%		2024-25: 12.2%	-8.04%
6	Reclassification Rate Source: Dataquest	2022-23:1.4%	2023-24: 17.9%		2024-25: 8%	+16.5%
7	Attendance Rate Source: CALPADS	2022-23: 94.54%	2023-24: 92.91%		2024-25: 93.5%	-1.63%
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 8.0% LTEL 4.5% SED 15.2% SWD 5.0% Hispanic 22.0%	All Students: +8.2% EL: +9.3% SED: +7.9% SWD: -5.3% Hispanic: +7.7%
9	Middle School Dropout Rates	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: CALPADS					
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: 0%	All Students: -0.4% EL: -0.6% SED: -0.5% SWD: 0% Hispanic: -0.4%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in an enrichment or elective course. (Broad Course of Study) Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
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: 100%	-9%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> ○ % 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: <ul style="list-style-type: none"> ○ High School dropout rate ○ High School graduation rates 					

Goal Analysis for 2024-25

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

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

Action 1.1: This action was fully implemented. At Vista Heritage Global Academy, teacher excellence begins with our credentialing standards - every member of our teaching staff holds a full teaching credential. We support new faculty through an intensive one-week professional development program prior to the start of each school year, ensuring they are well-prepared for success in our classrooms.

Our commitment to continuous improvement is reflected in our weekly schedule, where all teachers engage in two-hour professional development sessions focused on signature instructional practices. These sessions are enhanced by weekly Professional Learning Community (PLC) meetings, where administrators guide teachers in collaborative discussions about effective teaching strategies and student support.

To strengthen our data-driven approach to education, teachers participate in three dedicated professional development days throughout the academic year. During these sessions, they delve into data analysis and refine their instructional methods to better meet student needs. This comprehensive approach to professional development ensures our teachers remain at the forefront of educational excellence.

Action 1.2: This action was fully implemented. At Vista Heritage Global Academy, we are building a comprehensive arts education program that nurtures creativity and cultural appreciation in every student. Through our partnership with Maestro Music, all students receive year-round music instruction as part of their core educational experience. This dedicated music program ensures that every child has the opportunity to develop their musical talents and appreciation.

Visual arts education is a key focus through our full-time credentialed art teacher, who works with all students throughout the academic year. We enhance this foundational art instruction through our collaboration with the Meet the Master's Program, which brings additional artistic exploration and learning directly into our classrooms. We are currently in the process of expanding our visual arts resources by purchasing additional instructional materials to further enrich our program.

Our commitment to the performing arts continues to grow, as we have expanded our Global Performing Arts Assembly series, exposing students to diverse cultural expressions and artistic traditions from around the world. After school, students can participate in our dynamic Brazilian dance program, adding another dimension to their performing arts experience. As with our visual arts program, we are actively working to acquire additional performing arts instructional materials to strengthen these offerings.

This developing approach to arts education—combining music, visual arts, and dance—reflects our belief in the importance of artistic expression in developing well-rounded students who appreciate global cultures and creative expression.

Action 1.3: This action was fully implemented. At Vista Heritage Global Academy, we have strengthened our student support services through the addition of an Intervention Coordinator (IC), a fully credentialed teacher who plays a vital role in improving student achievement.

The Intervention Coordinator leads our comprehensive support system by identifying students who need additional academic assistance. Beyond direct intervention support to students, she provides specialized training to our instructional assistants, enabling them to effectively deliver targeted support during small group instruction in the classroom.

As the leader of our Multi-Tiered System of Supports (MTSS) and Student Success Team (SST) process, the Intervention Coordinator ensures a coordinated approach to student intervention. She maintains current best practices through ongoing professional development, facilitates collaborative meetings with staff members, and guides the SST process to develop effective support strategies for students who need additional assistance. Through this coordinated approach to intervention, we are seeing significant improvements in student achievement across our campus.

Action 1.5: This action was partially implemented. At Vista Heritage Global Academy, we have implemented a comprehensive assessment system using iReady for both Reading and Mathematics across all grade levels. This data-driven approach complements our intervention program and enhances our ability to meet individual student needs.

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

This systematic approach, combining iReady assessments with targeted small group instruction, ensures we provide precise, data-driven support to every student at Vista Heritage Global Academy.

Action 1.6: This action was partially implemented. At Vista Heritage Global Academy, we are strengthening our instructional support team by providing comprehensive professional development for our Teacher Assistants (TAs). Our TAs participate alongside teachers in professional development days, where they learn evidence-based strategies for supporting small group instruction. This collaborative training ensures our TAs are equipped with effective techniques to accelerate student learning and address achievement gaps.

Further enhancing their skills, our Teacher Assistants receive specialized training from the Intervention Coordinator. This focused training prepares them to deliver targeted intervention support within the classroom setting. By developing our TAs' expertise in intervention strategies, we create a more robust support system for our students. This investment in our Teacher Assistants' professional growth reflects our commitment to providing high-quality support at every level of instruction at Vista Heritage Global Academy.

Action 1.7: This action was fully implemented. Vista Heritage Global Academy has invested in comprehensive leveled classroom libraries to enhance our Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests. These differentiated libraries support our students' development as both readers and writers, ensuring they have the resources needed to grow in their literacy journey.

Action 1.8: This action was fully implemented. At Vista Heritage Global Academy, we maintain instructional continuity through a comprehensive substitute teacher system. Our primary partnership with Scoot Education ensures high-quality substitute teachers are available when regular classroom teachers are absent. Additionally, we maintain an on-staff substitute teacher who can respond quickly to immediate coverage needs.

This dual approach to substitute coverage allows us to consistently provide skilled instruction, minimizing any disruption to student learning during teacher absences. Our commitment to securing qualified substitutes reflects our priority of maintaining educational excellence every day at Vista Heritage Global Academy.

Action 1.10: This action was partially implemented. At Vista Heritage Global Academy, we provide digital access for our students through strategically placed Chromebook carts in every classroom. Students can access these devices during the school day, and when needed, they can check out Chromebooks for home use to support their learning beyond our campus.

While we currently maintain enough devices to ensure student access throughout the school day, our long-term goal is to transition to a true one-to-one (1:1) program where each student has their own dedicated device. Currently, we share devices across classrooms to meet student needs.

Our dedicated IT staff maintains all existing devices, ensuring they are regularly updated and functioning optimally. This systematic approach to technology management ensures reliable access to digital tools for learning, both in the classroom and, when possible, at home. As we work toward our goal of individual device assignment, we continue to maximize the effectiveness of our current shared device model.

Action 1.11: This action was fully implemented. At Vista Heritage Global Academy, we enrich our students' learning experiences through a comprehensive field trip program. The school fully covers transportation costs for all grade-level field trips throughout the academic year, ensuring every student has the opportunity to participate in these valuable educational experiences.

Our funded field trip destinations include engaging visits to the Nature Center, where students explore and learn about local ecosystems and wildlife. Students also experience interactive learning at Pretend City, which offers hands-on activities in a child-sized city environment. During the fall season, classes visit the Pumpkin Patch, combining seasonal fun with educational opportunities. These school-funded excursions, complete with transportation, ensure that all students have access to enriching experiences beyond the classroom, regardless of their family's financial circumstances.

Action 1.12: This action was fully implemented. At Vista Heritage Global Academy, we ensure all students have access to standards-aligned curriculum and instructional materials that support their academic success. We maintain current licenses for essential standards-based digital curriculum platforms to enhance student learning.

Our comprehensive digital resources include Heggerty, which supports foundational literacy skills development. We also utilize Seesaw as an interactive learning platform that enables students to create, engage, and demonstrate their understanding of core content. ClassDojo serves as a communication and classroom management tool that helps build a positive learning environment. These digital platforms complement our core instructional materials, ensuring every student has the resources they need to master grade-level standards. Through consistent access to high-quality, standards-aligned curriculum and materials, we support equitable learning opportunities for all students at Vista Heritage Global Academy.

Action 1.14: This action was fully implemented. At Vista Heritage Global Academy, we maintain comprehensive student records through PowerSchool, our integrated Student Information System. This secure platform allows us to efficiently manage essential student data, including daily attendance records, ensuring accurate and reliable record-keeping for all our students.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 1

Vista Heritage Global Academy experienced several significant variances between budgeted and actual expenditures for Goal 1 during the reporting period. The following analysis details these material differences:

Favorable Variances (Lower than Budgeted):

Action 1.2 - Music Equipment: Actual expenditures for music equipment came in below budget projections. This favorable variance was achieved through strategic procurement practices, potentially including bulk purchasing agreements, vendor negotiations, or the selection of cost-effective alternatives that still met program quality standards.

Action 1.6 - Instructional Aide Staffing: Personnel costs were significantly lower than budgeted due to the midyear resignation of Instructional Aides. While this created cost savings, it may have impacted service delivery and student support levels during the remainder of the fiscal year. The school likely needed to adjust service delivery models to accommodate the reduced staffing levels.

Action 1.7 - Consumable Materials: Fewer consumable materials were purchased than originally planned, resulting in budget savings. This variance may reflect more efficient resource utilization, changes in instructional delivery methods, or potential supply chain challenges that delayed or reduced planned purchases.

Action 1.12 - Digital Curriculum: Digital curriculum purchases were completed at costs lower than budgeted. This positive variance likely resulted from favorable licensing agreements, volume discounts, or the selection of cost-effective digital platforms that maintained educational quality while reducing expenses.

Unfavorable Variances (Higher than Budgeted):

Action 1.8 - Substitute Personnel: There was a significant increase in substitute staffing needs, resulting in expenditures exceeding budget allocations. This variance indicates higher-than-anticipated staff absences, which may be attributed to factors such as increased illness rates, professional development needs, or other circumstances requiring regular staff coverage.

Overall Impact: While most actions resulted in favorable budget variances, the increased substitute costs in Action 1.8 partially offset these savings. The net effect of these variances should be evaluated in the context of Goal 1's overall effectiveness and student outcome achievement.

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

Action 1.1 is moderately to highly effective in building teacher capacity and supporting Goal 1, but requires attention to credentialing standards. The strong professional development foundation positions the school well for instructional improvement, though maintaining fully credentialed staff remains critical for sustaining program quality. Monitoring correlations between these professional development investments and CAASPP performance will be essential for measuring long-term impact on student achievement.

Professional Development Structure Action 1.1 demonstrates strong effectiveness through its comprehensive professional development structure. The multi-layered approach includes intensive one-week training for new faculty, weekly two-hour professional development sessions on signature instructional practices, and regular Professional Learning Community meetings with administrative guidance. Three dedicated data analysis days throughout the year ensure teachers can refine methods based on student needs, directly supporting rigorous and relevant instruction.

Staffing and Credentialing Concerns However, effectiveness is undermined by declining credentialing standards. While the baseline maintained 100% credentialed teachers, the current rate has dropped to 84%, indicating staffing challenges that could impact instructional quality. This decline represents a concerning trend that requires immediate attention to maintain program integrity.

Data-Driven Approach The action's data-driven approach effectively connects professional development to student outcomes through collaborative planning and targeted interventions. Support systems for new teachers build essential capacity, while the focus on signature practices enhances student engagement. The integration of data analysis into professional development ensures that training is both comprehensive and targeted to actual student needs.

Action 1.2: is highly effective in supporting Goal 1 by providing comprehensive arts education that promotes engagement through creative expression. The combination of music, visual arts, and dance programming creates well-rounded opportunities for students to develop artistic skills and cultural appreciation. The partnership model effectively supplements in-house instruction while the systematic approach to resource

development ensures program quality. This action successfully contributes to the goal of rigorous and relevant instruction by integrating arts education as a core component of the educational experience.

Comprehensive Arts Education Implementation Action 1.2 demonstrates strong effectiveness through its multi-faceted approach to arts education. The school has established a robust music program through partnership with Maestro Music, providing year-round instruction to all students as part of their core educational experience. A full-time credentialed art teacher works with students throughout the academic year, ensuring consistent visual arts instruction across all grade levels.

Program Expansion and Partnerships The action shows significant progress through strategic partnerships and program expansion. Collaboration with the Meet the Master's Program brings additional artistic exploration directly into classrooms, while the expanded Global Performing Arts Assembly series exposes students to diverse cultural expressions and artistic traditions. The after-school Brazilian dance program adds another dimension to performing arts opportunities, demonstrating commitment to comprehensive arts education.

Resource Development Effectiveness is evidenced by ongoing investments in instructional materials and resources. The school is actively purchasing additional visual arts materials to strengthen the program, while maintaining essential supplies and curriculum to support high-quality arts instruction. This systematic approach to resource acquisition ensures program sustainability and growth.

Action 1.3: is highly effective in supporting Goal 1 by establishing systematic intervention processes that directly address student academic needs. The coordinator's role in training staff, leading MTSS processes, and providing direct support creates a robust system for ensuring all students have access to appropriate academic assistance. This action effectively promotes both rigor and relevance by targeting specific student needs through data-driven intervention strategies.

Comprehensive Support System Implementation Action 1.3 demonstrates high effectiveness through the strategic addition of a fully credentialed Intervention Coordinator who plays a vital role in improving student achievement. The coordinator successfully leads a comprehensive support system by identifying students needing additional academic assistance and providing direct intervention support. This systematic approach ensures targeted help reaches students who need it most.

Staff Development and Training The action shows strong effectiveness in building institutional capacity through specialized training programs. The Intervention Coordinator provides targeted training to instructional assistants, enabling them to effectively deliver support during small group instruction in classrooms. This multiplier effect extends the coordinator's impact beyond direct student services to enhancing the skills of support staff throughout the school.

Multi-Tiered System Leadership Effectiveness is demonstrated through the coordinator's leadership of the Multi-Tiered System of Supports (MTSS) and Student Success Team (SST) processes. The coordinator ensures coordinated approaches to student intervention while maintaining current best practices through ongoing professional development. The facilitation of collaborative meetings with staff members and guidance of the SST process creates systematic support strategies for students requiring additional assistance.

Action 1.5: is highly effective in supporting Goal 1 by providing systematic, data-driven intervention that promotes both rigor and relevance. The combination of comprehensive assessment, collaborative analysis, and targeted instruction creates a robust framework for addressing individual

student needs. This action successfully ensures that all students receive personalized academic support aligned with their specific learning requirements, directly contributing to improved access to engaging, rigorous instruction.

Comprehensive Assessment System Implementation Action 1.5 demonstrates strong effectiveness through the implementation of a comprehensive assessment system using iReady for both Reading and Mathematics across all grade levels. This data-driven approach complements the intervention program and enhances the school's ability to meet individual student needs through systematic evaluation and targeted support planning.

Collaborative Data Analysis Process The action shows high effectiveness in creating collaborative structures between teachers and the Intervention Coordinator. Teachers work in conjunction with the coordinator to analyze iReady assessment data, identifying specific areas where students need additional support. This detailed information directly guides small group instruction in English Language Arts, Mathematics, and English Language Development, ensuring interventions are precisely targeted to student needs.

Targeted Small Group Instruction Effectiveness is demonstrated through the systematic approach to small group interventions. Teachers use assessment insights to create targeted lessons that address skill gaps and accelerate student learning during focused small group sessions. This personalized approach ensures that intervention is both rigorous and relevant to individual student needs, directly supporting the overall goal.

Action 1.6: is highly effective in supporting Goal 1 by strengthening the instructional support system through professional development of Teacher Assistants. The combination of collaborative training with teachers and specialized intervention preparation creates a comprehensive approach to student support. This action successfully promotes access to rigorous and relevant instruction by ensuring that all support staff are equipped with the knowledge and skills needed to effectively assist student learning across all classroom settings.

Comprehensive Professional Development Program Action 1.6 demonstrates strong effectiveness through its comprehensive professional development approach for Teacher Assistants. The school provides TAs with the same professional development opportunities as teachers, ensuring they learn evidence-based strategies for supporting small group instruction. This collaborative training model ensures TAs are equipped with effective techniques to accelerate student learning and address achievement gaps.

Specialized Intervention Training The action shows high effectiveness through specialized training provided by the Intervention Coordinator. This focused preparation enables Teacher Assistants to deliver targeted intervention support within classroom settings, creating a more robust support system for students. The systematic approach to developing TA expertise in intervention strategies strengthens the overall instructional program.

Enhanced Instructional Support Structure Effectiveness is demonstrated through the creation of a comprehensive instructional support team that operates at multiple levels. By investing in Teacher Assistants' professional growth, the school develops a stronger support system that extends quality instruction beyond the classroom teacher. This approach ensures high-quality support is available throughout the instructional environment.

Action 1.7: is highly effective in supporting Goal 1 by providing essential literacy resources that promote engagement through appropriate challenge and student choice. The investment in leveled classroom libraries directly supports rigorous instruction by ensuring all students have

access to materials at their instructional level while maintaining relevance through interest-based selections. This action successfully creates the foundation for effective literacy instruction that meets diverse student needs.

Comprehensive Leveled Library System Action 1.7 demonstrates strong effectiveness through the investment in comprehensive leveled classroom libraries that enhance the Readers and Writers Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, allowing students to access appropriate reading materials that match their individual skills and interests. This systematic approach to library development directly supports differentiated instruction.

Support for Reading Development The action shows high effectiveness in supporting students' literacy journey by providing differentiated libraries that serve both readers and writers. The leveled organization ensures students can find books at their appropriate reading level while also having access to materials that interest them, promoting engagement and sustained reading practice. This approach directly supports the goal of rigorous and relevant instruction by meeting students where they are academically.

Workshop Model Enhancement Effectiveness is demonstrated through the direct alignment between the book collections and the Readers and Writers Workshop instructional model. The carefully selected materials provide essential resources that teachers need to implement workshop approaches effectively, ensuring students have adequate choices for independent reading and writing inspiration throughout the school year.

Action 1.8: is highly effective in supporting Goal 1 by ensuring consistent access to quality instruction regardless of teacher absences. The dual substitute system maintains educational continuity and upholds instructional standards, directly supporting the goal of providing all students with rigorous and relevant educational experiences. This action successfully eliminates a potential barrier to consistent, high-quality instruction by ensuring qualified coverage is always available.

Comprehensive Substitute System Action 1.8 demonstrates strong effectiveness through its dual approach to substitute teacher coverage. The primary partnership with Scoot Education ensures high-quality substitute teachers are available when regular classroom teachers are absent, while maintaining an on-staff substitute teacher provides immediate response capability for urgent coverage needs. This comprehensive system minimizes disruption to student learning.

Instructional Continuity Maintenance The action shows high effectiveness in maintaining educational excellence during teacher absences. By securing qualified substitutes through both external partnerships and internal staffing, the school consistently provides skilled instruction that minimizes any disruption to student learning. This systematic approach ensures that academic momentum continues regardless of regular teacher availability.

Quality Assurance Focus Effectiveness is demonstrated through the commitment to securing qualified substitute teachers rather than simply filling positions. The partnership with Scoot Education specifically targets high-quality candidates, while the on-staff substitute provides consistency and familiarity with school procedures and student needs. This dual strategy ensures instructional quality remains high during all coverage situations.

Action 1.10: is moderately effective in supporting Goal 1 by providing strategic technology access that enables 21st century teaching and learning. While not yet achieving the ideal one-to-one ratio, the current system ensures students have regular access to digital tools necessary for

rigorous and relevant instruction. The combination of classroom accessibility, home checkout options, and systematic maintenance creates a functional foundation for technology-enhanced learning, with clear progress toward expanded access goals.

Strategic Technology Access Model Action 1.10 demonstrates effectiveness through its strategic placement of Chromebook carts in every classroom, ensuring students have access to digital devices during the school day. The current shared device model maximizes resource utilization while maintaining adequate technology access for instructional purposes. Students can also check out Chromebooks for home use when needed, extending learning opportunities beyond campus.

Transition Planning and Goals The action shows forward-thinking effectiveness by establishing a clear long-term goal to transition to a true one-to-one program where each student has their own dedicated device. While currently sharing devices across classrooms to meet student needs, this systematic approach demonstrates commitment to enhancing technology access as resources allow.

Technical Support Infrastructure Effectiveness is demonstrated through dedicated IT staff who maintain all existing devices, ensuring they are regularly updated and functioning optimally. This systematic approach to technology management ensures reliable access to digital tools for learning, supporting both classroom instruction and, when possible, home learning environments.

Action 1.11: is highly effective in supporting Goal 1 by providing enriching educational experiences that promote engagement through real-world learning opportunities. The comprehensive approach to field trip programming, combined with full financial support for transportation, ensures all students have access to relevant, engaging experiences that extend beyond traditional classroom instruction. This action successfully contributes to rigorous and relevant education by connecting academic learning with practical, hands-on experiences in diverse educational settings.

Comprehensive Field Trip Program Action 1.11 demonstrates high effectiveness through a comprehensive field trip program that fully covers transportation costs for all grade-level excursions throughout the academic year. This systematic approach ensures every student has the opportunity to participate in valuable educational experiences regardless of their family's financial circumstances, directly supporting equitable access to enriching learning opportunities.

Diverse Learning Experiences The action shows strong effectiveness by providing diverse educational destinations that enhance classroom learning. Students experience interactive learning at locations such as the Nature Center for ecosystem and wildlife education, Pretend City for hands-on activities in a child-sized environment, and seasonal visits to the Pumpkin Patch that combine educational opportunities with engaging seasonal experiences.

Equity and Access Focus Effectiveness is demonstrated through the school's commitment to removing financial barriers by fully funding transportation for all field trips. This approach ensures that all students have access to enriching experiences beyond the classroom, regardless of their family's financial circumstances, directly supporting the goal of providing equitable educational opportunities.

Action 1.12: is highly effective in supporting Goal 1 by ensuring comprehensive access to standards-based curriculum and supplemental materials that promote both rigor and relevance. The strategic combination of foundational literacy support, interactive learning platforms, and classroom management tools creates a robust digital learning environment that enhances traditional instruction. This action successfully supports

the goal of providing all students with access to engaging, standards-aligned educational experiences through consistent, high-quality digital resources.

Comprehensive Digital Platform Integration Action 1.12 demonstrates strong effectiveness through maintaining current licenses for essential standards-based digital curriculum platforms that enhance student learning. The school ensures all students have access to standards-aligned curriculum and instructional materials that support their academic success through strategic investment in proven educational technologies.

Diverse Educational Resource Portfolio The action shows high effectiveness by utilizing a comprehensive range of digital resources that address multiple aspects of learning. Heggerty supports foundational literacy skills development, while Seesaw serves as an interactive learning platform enabling students to create, engage, and demonstrate their understanding of core content. ClassDojo functions as both a communication and classroom management tool that helps build positive learning environments.

Standards Alignment Focus Effectiveness is demonstrated through the deliberate selection of platforms that complement core instructional materials while maintaining strict alignment with academic standards. These digital resources ensure every student has access to high-quality, standards-aligned curriculum that supports mastery of grade-level expectations across subject areas.

Action 1.14: is highly effective in supporting Goal 1 by providing essential data management infrastructure that enables accurate tracking of student information and attendance. While not directly delivering instruction, this action creates the foundational systems necessary for monitoring student engagement and progress, which are critical components of ensuring all students have access to appropriate educational programs. The reliable record-keeping capabilities support the school's ability to identify and respond to student needs, directly contributing to the goal of providing rigorous and relevant educational experiences.

Comprehensive Student Data Management Action 1.14 demonstrates strong effectiveness through the implementation of PowerSchool as an integrated Student Information System that maintains comprehensive student records. The secure platform allows efficient management of essential student data, including daily attendance records, ensuring accurate and reliable record-keeping for all students throughout the academic year.

Data Accuracy and Accessibility The action shows high effectiveness by providing a centralized system that supports accurate data collection and management. PowerSchool enables staff to efficiently track student information, monitor attendance patterns, and maintain detailed records that support both day-to-day operations and long-term academic planning. This systematic approach ensures data integrity across all student records.

Administrative Efficiency Support Effectiveness is demonstrated through the system's ability to streamline administrative processes while maintaining comprehensive student information. The integrated approach allows staff to access necessary student data efficiently, supporting informed decision-making about student needs, attendance monitoring, and academic progress tracking.

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.

Based on reflections of prior practice and feedback from educational partners, VHGA has made significant adjustments to Goal #1 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VHGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	<p>Universal Screening and Progress Monitoring: Vista Heritage Global Academy (VHGA) will administer iReady Diagnostic Assessments for ELA and Mathematics (Title I funded: \$8,123) three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments.</p> <p>State-Required Assessments: All students will participate in mandated state assessments including CAASPP (ELA and Mathematics), CAST (Science), ELPAC (English Language Proficiency), and PFT (Physical Fitness Test) according to state testing schedules.</p> <p>Data Analysis and Inquiry Cycle Process:</p> <p>VHGA will implement a systematic, multi-level data review structure that ensures comprehensive analysis and responsive action planning. The principal and instructional leadership team will conduct monthly analyses of schoolwide trends, identifying patterns in student performance and adjusting systems-level supports accordingly. During these leadership meetings, the team will examine achievement gaps, intervention effectiveness, and resource allocation to maximize student outcomes.</p> <p>Bi-weekly grade level team meetings will provide collaborative opportunities for teachers 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,</p>	\$8,123	N

Action #	Title	Description	Total Funds	Contributing
		<p>celebrating 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.</p> <p>Weekly individual student review processes will enable teachers to examine specific student progress data, informing daily instructional decisions and intervention adjustments. This ongoing analysis will drive flexible grouping strategies, personalized learning targets, and targeted skill-building activities designed to address identified learning gaps.</p> <p>Standards-Mastery Approach Implementation:</p> <p>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 students receive appropriate support and challenge levels.</p> <p>Data-Driven Instructional Response System:</p> <p>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 from 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.</p> <p>Professional Learning and Accountability:</p> <p>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 data reports will be shared with Vista Public Schools Central</p>		

Action #	Title	Description	Total Funds	Contributing
		Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.		
2	MTSS: Accelerating Learning	<p>2023 Dashboard Results - Math: Vista Heritage Global Academy received a RED performance level (lowest rating) for the Math Academic Indicator on the 2023 California School Dashboard for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students.</p> <p>2024 Dashboard Results - Math: Due to a lack of significant improvement, Vista Heritage Global Academy continued to remain at a RED performance level (lowest rating) for the Math Academic Indicator on the 2024 California School Dashboard.</p> <p>2024 Dashboard Results - ELA: Vista Heritage Global Academy's performance on the ELA Academic Indicator on the 2024 Dashboard for the English Learner (EL), Long-Term English Learner (LTEL), and Students with Disabilities (SWD) student groups, which received a RED performance level (lowest rating).</p> <p>Vista Heritage Global Academy (VHGA) is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses the following intervention framework:</p> <p>Tier 1 - Universal Core Instruction Enhancement: Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Classrooms will be equipped with comprehensive literacy libraries to support academic vocabulary development and reading engagement.</p> <p>All students will engage in integrated, multidisciplinary learning through our year-long Global Project initiative, where students investigate real-world problems identified by the United Nations. This project-based approach will strengthen academic language development across content areas while building critical thinking and collaboration skills essential for English Learners' success.</p>	\$1,372,573	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Tier 2 - Targeted Group Interventions: The Intervention Coordinator will provide reading and math tier 2 interventions and deliver instructional coaching for the Instructional Aides strategically placed with students performing below grade level during the instructional day. This coordinated approach ensures consistent, high-quality intervention delivery across all classrooms.</p> <p>Struggling learners will receive daily small group instruction and individual one-on-one support during the instructional day. Using iReady diagnostic data and ongoing teacher observations, intervention groups consisting of 3-5 students will meet daily for targeted sessions addressing specific skill gaps in, reading fluency, comprehension, writing, and academic vocabulary development.</p> <p>Students will utilize iReady MyPath (Title I Funded: \$14,808), which provides additional academic support and personalized learning pathways. Access and progress will be monitored by the classroom teacher to ensure continuous improvement and data-driven instructional adjustments. Teachers and students will utilize iReady manipulatives and tools during intervention sessions to provide hands-on, concrete learning experiences, with progress monitored bi-weekly and data-driven adjustments made to instruction accordingly.</p> <p>Tier 3 - Intensive Individual Support: After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines.</p> <p>Targeted Academic Support Through Additional Tutoring</p> <p>Additional tutors will play a crucial role in providing targeted academic support for underperforming students in ELA and Math, particularly for English Learners (EL/LTEL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Working in close coordination with classroom teachers and instructional coaches, tutors will deliver</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>individualized or small group instruction that addresses specific skill gaps while building on students' strengths before and after school.</p> <p>For English Learners (EL) and dually identified EL/SWD students, tutors will provide additional language support alongside content instruction, using scaffolding strategies including visual aids, native language support, and structured opportunities for academic discourse. For Students with Disabilities, tutors will align their support with students' IEP goals and accommodate specific learning needs while maintaining high expectations for academic achievement.</p> <p>For Socioeconomically Disadvantaged (SED) students, tutors will help bridge opportunity gaps by providing extra practice time, building 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 while serving as confidence builders who create safe learning environments where students feel comfortable taking risks and developing academic self-efficacy.</p> <p>Expanded Learning Opportunities Program (ELOP)</p> <p>Our students across all grade levels will 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 school programming. Students below grade level will be prioritized for additional academic tutoring (LREBG Funded: \$25,883) through our ELOP programming to ensure accelerated learning and gap closure. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating student achievement across all student populations and learning needs.</p>		
3	MTSS: SEL & Mental Health Supports	<p>2023 Dashboard Results – Chronic absenteeism: Vista Heritage Global Academy received a RED performance level (lowest rating) for the Students with Disabilities (SWD) student group for the Chronic Absenteeism Indicator on the 2023 California School Dashboard.</p>	\$890,732	Y

Action #	Title	Description	Total Funds	Contributing
		<p>2024 Dashboard Results – Chronic absenteeism: In the 2024 CA School Dashboard, the school's chronic absenteeism situation worsened, receiving a RED performance level (lowest rating) for all students and the following student groups: English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED), and Hispanic students, as chronic absenteeism rates increased significantly.</p> <p>Holistic Approach to Student and Family Wellness: Vista Heritage Global Academy 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.</p> <p>Daily Social-Emotional Learning Implementation: All teachers will implement daily social-emotional learning during the first hour of each school day, ensuring consistent focus on social-emotional development across all grade levels. Daily lessons will target the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This systematic approach will provide students with essential skills for academic success, positive peer relationships, and emotional regulation throughout the school day.</p> <p>Monthly Character Trait Recognition Program: Every month, Vista Heritage Global Academy 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.</p> <p>Positive Behavior Recognition System: Students who demonstrate these 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.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Monthly Awards Assembly and Class Presentations: Each month, one class presents the character trait of the month during our awards assembly to teach the rest of the school about the desired behavior. These student-led presentations reinforce learning while building leadership skills and school community connections. Students receive awards for demonstrating monthly character traits, celebrating their growth in social-emotional development.</p> <p>Weekly Hall of Fame Recognition: Two students are chosen from each grade every week as Hall of Fame winners, recognizing their consistent demonstration of positive character traits and behaviors. Their pictures are prominently posted outside their classroom and displayed on screens throughout the school, including hallways, cafeteria, and front office. This visible recognition system creates a culture of celebration and motivates students to continue demonstrating positive behaviors while building school pride and community connection.</p> <p>Targeted Attendance Support</p> <p>Vista Heritage Global Academy's PBIS Team is comprised of the Assistant Principal (Title I Funded: \$158,647), teachers, the counselor, and Behavior Interventionists. This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism. The PBIS team will continue to participate in OCDE's PBIS Community of Practice (CoP) to access research-based strategies and ongoing professional development.</p> <p>Transportation Support: Vista Heritage Global Academy will provide transportation services for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism.</p> <p>Comprehensive Mental Health and Wellness Support Services: Vista Heritage Global Academy will provide multi-layered mental health support through enhanced staffing and comprehensive service delivery. VHGA will employ a full-time counselor who will serve as an integral member of both the MTSS team and Attendance team, providing group</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and individual counseling services for students during the instructional day to ensure immediate access to mental health support without disrupting academic learning time.</p> <p>Full-Time Counseling Services</p> <p>The full-time counselor will provide comprehensive group and individual counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in supportive individual and peer environments.</p> <p>Working collaboratively with teachers, families, and community mental health partners, the Counselor and Assistant Principal will coordinate with the school counselor to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. The counselor will provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges.</p> <p>Trauma-Informed School Environment: The counselor plays an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification and intervention strategies, the counselor will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and declining academic performance.</p> <p>Additionally, the Assistant Principal will work collaboratively with the school psychologist, the counselor, and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families.</p> <p>MTSS and Attendance Team Integration</p> <p>As a core member of the MTSS team, the counselor will participate in weekly data review meetings, contribute to tier placement decisions, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>provide ongoing consultation regarding students' social-emotional and behavioral needs. The counselor will work directly with the Attendance team to identify underlying mental health and social-emotional factors contributing to chronic absenteeism and develop targeted interventions to address barriers to consistent school attendance.</p> <p>The counselor will maintain regular communication with classroom teachers to monitor student progress, provide classroom-based social-emotional learning support, and ensure seamless integration of mental health services with academic instruction. This collaborative approach ensures that social-emotional learning and mental health support are embedded throughout all tiers of the MTSS framework.</p> <p>Behavioral Support and Intervention</p> <p>The BCBA will provide comprehensive training and support for general education teachers, paraprofessionals, and administrators on creating inclusive learning environments that maximize the potential of all students while addressing behavioral factors that contribute to chronic absenteeism. The BCBA will develop, train, and provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, creating an educational environment where all students can thrive academically and socially.</p> <p>This comprehensive approach will implement restorative practices and utilize systematic data collection to create individualized plans that address challenging behaviors while teaching new skills and coping strategies. The behavioral intervention focus will include decreasing behavioral issues that interfere with learning and school engagement while increasing behaviors that help students accomplish their academic and social goals.</p> <p>By addressing underlying behavioral and social-emotional factors that contribute to school avoidance, the BCBA will help create conditions that support consistent school attendance and positive school experiences. The BCBA will work collaboratively with the full-time counselor to ensure behavioral interventions are coordinated with mental health supports and social-emotional learning initiatives.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Additional Support Systems: Vista Heritage Global Academy will employ supervision aides trained in PBIS and restorative practices that will provide additional supervision throughout the school day to ensure a safe and welcoming learning environment. These aides will work under the guidance of the counselor and PBIS team to implement consistent behavioral expectations and provide immediate support for students experiencing social-emotional challenges.</p> <p>Students will be administered the CA Healthy Kids Survey to measure school climate, student connectedness, and measure the school's progress with SEL implementation. The counselor will analyze survey data and collaborate with the MTSS team to develop targeted interventions based on student feedback and identified areas for improvement in school climate and social-emotional wellness.</p>		
4	Broad Course of Study	<p>Vista Heritage Global Academy provides all students with a well-rounded educational experience that extends beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) through the following enrichment programs:</p> <ul style="list-style-type: none"> • Music Education: Sequential, standards-aligned instruction in vocal and instrumental music • Project Lead the Way (PLTW) - Energy & Environment: Hands-on engineering and environmental science curriculum • Visual Arts & Design: Creative expression through multiple artistic mediums and design principles • Computer Science: Programming, computational thinking, and digital literacy skills development <p>Evidence-Based Justification</p> <p>Research has shown that STEM-focused programs and arts integration significantly improve student academic performance. Compared to their non-participating peers, students who engage in arts programs on a consistent basis demonstrate superior academic achievement, increased</p>	\$277,093	N

Action #	Title	Description	Total Funds	Contributing
		<p>graduation rates, and increased college enrollment, as indicated by a longitudinal study conducted by the National Endowment for the Arts.</p> <p>Numerous neuroscience studies have verified that music education enhances the development of the adolescent brain, particularly in the areas of language processing, executive function, and memory. Research published in the Journal of Neuroscience indicates that musical training during adolescence is linked to enhanced academic performance in a variety of subject areas and accelerated brain development.</p> <p>Project Lead the Way has been independently evaluated and demonstrated to enhance student engagement, enhance problem-solving skills, and equip students for future STEM careers. Students who enroll in PLTW courses exhibit a greater interest in STEM-related disciplines and exhibit improved performance in mathematics and science.</p> <p>Improvements in computational thinking, mathematical reasoning, and problem-solving abilities across disciplines have been associated with computer science education. The Computer Science Teachers Association's research indicates that critical thinking skills that are applicable across the curriculum are developed through early exposure to computer science concepts.</p> <p>This comprehensive approach aligns with California's educational priorities for developing well-rounded students prepared for college, career, and civic life in the 21st century.</p>		
5	Empowering SWD Academically	<p>Math Performance: Vista Heritage Global Academy's Students with Disabilities (SWD) student group received a RED performance level (lowest rating) for the Math Academic Indicator on the 2023 California School Dashboard. Due to a lack of significant improvement, this student group continued to remain at a RED performance level on the 2024 Dashboard.</p> <p>ELA Performance: The Students with Disabilities (SWD) student group at Vista Heritage Global Academy experienced a decline in English Language Arts (ELA) academic performance as evidenced on the 2024 California School Dashboard, receiving a RED performance level (lowest rating) for the ELA Academic Indicator.</p>	\$440,258	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Chronic Absenteeism: Vista Heritage Global Academy received a RED performance level (lowest rating) for the Students with Disabilities (SWD) student group for the Chronic Absenteeism Indicator on the 2023 California School Dashboard. Chronic absenteeism rates for SWD declined from 24.4% to 19.1% resulting in a YELLOW performance level on the 2024 Dashboard.</p> <p>Vista Heritage's school site administrators along with the Special Education Coordinator and Director of Special Education will meet on a bi-weekly basis in order to address and strengthen the special education program for students with disabilities. The meetings will focus on the following:</p> <ul style="list-style-type: none"> • Monitoring and assessing student services • Monitor and analyze student with disabilities caseload data • Identify and plan PD needed at the site throughout the school year • Analyze and plan instruction for students with disabilities based on assessment data (iReady, ELA curriculum assessments) <p>IEPs at a Glance and Special Education Updates</p> <p>Special Education teacher (RST) will provide all general education teachers with a copy of the IEPs at a Glance for their students with IEPs. RST will distribute IEPs at a Glance on a monthly basis as IEP meetings are being held in order for general education teachers to have the most updated/accurate information for their students with disabilities.</p> <p>Director of Special Education and/or Special Education Coordinator will attend the El Dorado Charter SELPA: Professional Learning Network Meetings and provide pertinent updates to school site administrators, general education staff and/or parents</p> <p>Professional Development</p> <p>Director of Special Education, Special Education Coordinator, RST, school psychologist and/or school site administrators will provide PD that focus on strengthening our special education program for our students with</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>disabilities. These PDs will provide our general education staff (certificated and classified) the tools to support our students with disabilities in and out of the general education setting. Topics that may be covered, based on school site needs:</p> <ul style="list-style-type: none"> • ELA, ELD and Math support for our students with disabilities • COST, SST, 504 and/or IEP Process • Classroom accommodations (academically and/or behaviorally) • Behavior Supports (BIPs, Check-In, Check Out Systems) • De-escalation Strategies • Collaboration time between special education and general education teachers <p>PLC Time</p> <p>During allotted time at weekly PD, special education and general education teachers will be provided with collaboration time in order to plan for instruction in and out of the general education setting. During this PLC time, staff will plan for instruction in the general education classroom, focus on appropriate strategies to make the general education curriculum accessible to students with disabilities, discuss and select appropriate accommodations. RST will plan for instruction in the smaller setting with collaboration from general education teachers.</p> <p>Special Education Oversight by Director of Special Education and Special Education Coordinator</p> <ul style="list-style-type: none"> • During the summer break and throughout the school year, CALPADS is monitored to ensure no students with IEPs have been missed by the Director of Special Education/Special Education Coordinator • Upon enrollment at VHGA, students are transferred into SEIS in order to ensure compliance and begin services as needed right away once the school year begins 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Director of SPED, Special Education Coordinator, RST and DIS Providers meet on a bi-weekly basis in order to highlight best practices • SEIS is monitored on a weekly basis to catch any discrepancies by Director of Special Education • If and when discrepancies are noted, DIS Provider is notified and supported to correct any discrepancies by the Director of Special Education or Special Education Coordinator • IEP Master Calendar created and is ready before the beginning of the school year • IEP meetings scheduled a month ahead of time in order to maintain compliance • IEP meetings are held in person or via zoom, per parents preference in order to ensure parent participation <p>El Dorado Charter SELPA Resources and Support</p> <p>Vista Heritage will continue to attend and be an active participant at all PLN meetings. Vista Heritage will continue to work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by them. Vista Heritage benefits from information shared by PLN in regards to special education (504s, LRE updates, ELD support for students with disabilities, IDEA updates, etc.), compliance support from the El Dorado Charter SELPA data team during CALPADS windows regarding special education reporting. These supports and resources ensure that Vista Heritage maintains compliance for our students with disabilities and allows us to benefit from SELPA services and best practices.</p>		
6	Accelerating English learner Success	<p>2024 Dashboard Results - ELA: Vista Heritage Global Academy's English Language Arts (ELA) Academic performance for English Learner (EL) students declined on the 2024 California School Dashboard, resulting in a RED performance level (lowest rating) for the ELA Academic Indicator.</p> <p>Specialized ELD Instructional Support</p>	\$22,780	N

Action #	Title	Description	Total Funds	Contributing
		<p>VHGA will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/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 lessons provide both rigorous academic content and appropriate linguistic support.</p> <p>The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key 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, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.</p> <p>Technology-Enhanced EL Support</p> <p>VHGA will implement the Ellevation Platform (Title III Funded: \$3,203) to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.</p> <p>Comprehensive English Language Development Framework</p> <ul style="list-style-type: none"> • Designated ELD Implementation: Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities for grades 6-8. This consistent, systematic approach will provide English Learners with explicit language instruction that 		

Action #	Title	Description	Total Funds	Contributing
		<p>builds foundational skills necessary for academic success across all content areas.</p> <ul style="list-style-type: none"> • Integrated ELD Across Content Areas: English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. <p>Strategic Professional Development and Collaboration</p> <p>Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (LREBG Funded \$10,000), which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments.</p> <p>At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.</p> <p>Instructional Enhancement and Resource Integration</p> <p>The adoption of new ELA curriculum (Saavas) will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.</p> <p>Systematic Assessment and Progress Monitoring</p> <p>Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity.</p> <p>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 all instructional minutes for English Learners.</p> <p>Trimester Intervention Planning</p> <p>At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.</p> <p>Through this comprehensive approach to accelerating English Learner success, VHGA anticipates significant improvement in ELPI performance levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and improved overall outcomes for English Learners as measured by both ELPAC assessments and academic indicators.</p>		

Action #	Title	Description	Total Funds	Contributing
7	Accelerating Long-Term English learner Success	<p>2024 Dashboard Results - ELA: Vista Heritage Global Academy's English Language Arts (ELA) Academic performance for Long-Term English Learner (LTEL) students declined on the 2024 California School Dashboard, resulting in a RED performance level (lowest rating) for the ELA Academic Indicator.</p> <p>Specialized ELD Instructional Support</p> <p>VHGA will hire a part-time ELD Instructional Coach who will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL/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 lessons provide both rigorous academic content and appropriate linguistic support.</p> <p>The ELD Instructional Coach will guide teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production across all four domains: listening, speaking, reading, and writing. A key 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, implementation of sentence frames, facilitation of structured academic discussions, and development of students' metalinguistic awareness.</p> <p>Technology-Enhanced EL Support</p> <p>VHGA will implement the Ellevation Platform to provide comprehensive support for English Learners through data-driven instruction and progress monitoring. This platform will enable teachers to track student language development, access research-based instructional strategies, and monitor progress toward English proficiency goals while ensuring compliance with state and federal requirements for English Learner services.</p> <p>Comprehensive English Language Development Framework</p>	\$10,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Designated ELD Implementation: Daily focused instruction on English language skills including grammar, vocabulary, and syntax will be implemented each morning as part of structured warm-up activities for grades 6-8. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas. • Integrated ELD Across Content Areas: English language development will be reinforced daily through embedded instruction throughout science, mathematics, and reading instruction, utilizing scaffolded support strategies that make academic content accessible while simultaneously building language proficiency. Teachers will systematically integrate language objectives with content objectives to ensure dual focus on academic learning and language development. <p>Strategic Professional Development and Collaboration</p> <p>Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (LREBG Funded \$10,000), which are research-based instructional methods proven effective for teaching English Learners. These strategies will enhance student engagement, promote academic discourse, and provide structured opportunities for language practice within collaborative learning environments.</p> <p>At the onset of each trimester, teachers will meet with classified staff supporting students within classrooms to identify key areas of focus and plan strategic support aligned to individual student goals and language development needs. These collaborative planning sessions will ensure coordinated support and maximize the effectiveness of both certificated and classified personnel in supporting English Learner success.</p> <p>Instructional Enhancement and Resource Integration</p> <p>The adoption of new ELA curriculum (Saavas) will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>development opportunities. This curriculum integration will ensure that language development is systematically addressed within core academic instruction.</p> <p>To promote effective English language learning strategies, all teachers will utilize timers to support "Think Time" during lessons, providing English Learners with necessary processing time to formulate responses and engage meaningfully in academic discussions. This strategy supports language production while building confidence in academic communication.</p> <p>Systematic Assessment and Progress Monitoring</p> <p>Interim assessments will be administered regularly to monitor English Learner progress and inform instructional adjustments. These assessments will provide data on both language development and academic achievement, enabling teachers and the ELD Instructional Coach to make data-driven decisions about instructional focus and intervention intensity.</p> <p>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 all instructional minutes for English Learners.</p> <p>Trimester Intervention Planning</p> <p>At the beginning of each trimester, teachers will work alongside the ELD Instructional Coach and support staff to develop comprehensive intervention plans tailored to individual English Learner needs. These plans will incorporate assessment data, language proficiency levels, and academic goals to create targeted support strategies that accelerate both language acquisition and academic achievement.</p> <p>Through this comprehensive approach to accelerating English Learner success, VHGA anticipates significant improvement in ELPI performance levels, increased percentage of students making progress toward English proficiency, enhanced academic achievement across content areas, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>improved overall outcomes for English Learners as measured by both ELPAC assessments and academic indicators.</p> <p>LTEL's will be prioritized to receive afterschool tutoring support.</p>		

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 has developed Goal #2 to address fundamental gaps in instructional capacity and leadership infrastructure that contribute to the school's persistent RED performance levels across multiple academic indicators. The school's teacher credentialing challenges, with only 72.5% of teachers fully credentialed and appropriately assigned as of 2022-23, combined with widespread academic underperformance, indicate that current staffing and professional development systems are insufficient to meet the complex needs of their predominantly English Learner, Socioeconomically Disadvantaged, and Students with Disabilities populations.

Building Systematic Professional Learning Infrastructure: The goal recognizes that isolated professional development efforts have proven inadequate to address the comprehensive instructional challenges facing the school. By establishing robust professional learning systems focused on MTSS implementation, Science of Reading practices, and targeted instructional coaching, the school aims to build collective expertise among all staff members. This systematic approach ensures that teachers receive the ongoing support and training necessary to implement evidence-based practices effectively across all content areas and student populations.

Creating Sustainable Leadership and Improvement Systems: Goal #2 emphasizes cultivating distributed leadership structures that empower educators through shared decision-making and continuous improvement processes. This approach recognizes that sustainable improvement requires building internal capacity rather than relying solely on external interventions. By fostering collaborative leadership among teachers, administrators, and support staff, the school creates sustainable systems for ongoing professional growth and instructional improvement.

Ensuring Compliance with State Standards and Priorities: The goal directly addresses State Priority 1 (Basic Services) by ensuring appropriately credentialed and assigned teachers, and State Priority 2 (Implementation of State Standards) by providing comprehensive professional development in standards-aligned instruction. This focus ensures that all students, particularly the school's vulnerable populations, receive instruction from qualified educators who are equipped with the knowledge and skills necessary to implement state academic content and performance standards effectively while providing appropriate support for English Learners to access grade-level curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 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%	+36%
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool -	<u>2023-24</u> ELA: 5 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: 4 Health: 4 PE: 5 VAPA: 5 World Language: NA	<u>2024-25</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: NA		<u>2025-26:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: -1 ELD: +1 Math: 0 Social Science: +1 Science: +1 CTE: -1 Health: 0 PE: -1 VAPA: -1 World Language: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Local Indicator CA School Dashboard)					

Goal Analysis for 2024-25

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

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

Action 2.1: This action was fully implemented. Vista Heritage Global Academy implements a comprehensive English Language Development (ELD) program through the iLit ELD Curriculum. This specialized curriculum is utilized in designated ELD (dELD) courses, with one course offered at each grade level, taught by our experienced English Language Arts (ELA) teachers, ensuring alignment between ELD instruction and core ELA content. This intentional staffing approach allows for seamless integration of language development strategies with grade-level literacy skills.

Action 2.3: This action was fully implemented. At Vista Heritage Global Academy, we maintain a dedicated Multi-Tiered System of Supports (MTSS) team of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs.

Our Special Education team includes one full-time and one part-time Education Specialist, providing comprehensive support across all grade levels. A full-time Speech and Language Pathologist delivers specialized services to students requiring communication support. Additionally, our part-time School Psychologist contributes expertise in assessment, evaluation, and intervention planning.

This experienced team of certificated professionals works collaboratively to ensure students receive appropriate accommodations and supports tailored to their individual learning needs, fostering an inclusive educational environment at Vista Heritage Global Academy.

Action 2.4: This action was fully implemented. At Vista Heritage Global Academy, we prioritize classroom readiness by providing all teachers with adequate supplies and materials needed for effective instruction. By ensuring each classroom is fully stocked, teachers can focus on delivering high-quality instruction without concerns about resource availability.

Action 2.6: This action was fully implemented. At Vista Heritage Global Academy, we partner with specialized education providers to deliver comprehensive support services for our students with special needs. These contracted professionals complement our in-house special education team, ensuring all students receive their required accommodations and services. Through these partnerships, we maintain access to specialized resources and expertise that help us fully support the diverse learning needs of our students.

Action 2.7: This action was fully implemented. At Vista Heritage Global Academy, Board Certified Behavior Analysts (BCBAs) provide direct support to our special education students within their regular classroom settings. These specialists work alongside teachers to implement behavioral strategies and interventions that support student success in their learning environment.

Action 2.8: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.10: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

Action 2.11: This action was fully implemented. At Vista Heritage Global Academy, we maintain a dedicated Multi-Tiered System of Supports (MTSS) team of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs.

Our Special Education team includes one full-time and one part-time Education Specialist, providing comprehensive support across all grade levels. A full-time Speech and Language Pathologist delivers specialized services to students requiring communication support. Additionally, our part-time School Psychologist contributes expertise in assessment, evaluation, and intervention planning.

This experienced team of certificated professionals works collaboratively to ensure students receive appropriate accommodations and supports tailored to their individual learning needs, fostering an inclusive educational environment at Vista Heritage Global Academy.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 2

Vista Heritage Global Academy realized favorable budget variances across key actions within Goal 2 during the reporting period. The following analysis outlines these material differences:

Favorable Variances (Lower than Budgeted):

Action 2.3 - Multi-Tiered System of Supports (MTSS): Expenditures came in below budget due to strategic shifts in staffing arrangements. This variance reflects operational adjustments that maintained program effectiveness while reducing personnel costs. The staffing restructure likely involved reassigning existing personnel, modifying position classifications, or implementing more efficient service delivery models within the MTSS framework. While generating cost savings, the school ensured that student intervention and support services continued to meet established quality standards and regulatory requirements.

Action 6 - Special Education Contracted Services: Costs for contracted Special Education services were lower than originally budgeted. This favorable variance may have resulted from several factors, including Successful renegotiation of service contracts with external providers; Reduced need for specialized contracted services due to enhanced in-house capacity; More efficient service delivery models that maintained compliance while reducing costs; and Changes in student needs assessment that required fewer intensive contracted interventions

Overall Impact: Both identified variances represent favorable budget outcomes for Goal 2, demonstrating the school's ability to maintain essential student support services while achieving operational efficiencies. These cost savings were realized without compromising the quality or accessibility of Multi-Tiered System of Supports or Special Education services.

Program Effectiveness Considerations: While these budget variances are financially favorable, Vista Heritage Global Academy should continue monitoring the effectiveness of these adjusted service delivery models to ensure that student outcomes and regulatory compliance standards are maintained. The cost savings achieved through staffing adjustments and contract modifications should be evaluated alongside student progress data to confirm that operational efficiency improvements do not negatively impact educational outcomes.

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

Action 2.1: is highly effective in supporting Goal 2 by providing systematic, standards-based English Language Development instruction that addresses the specific needs of English learners. The combination of specialized curriculum, strategic staffing, and integrated approach creates a comprehensive system for supporting English learners' access to rigorous academic content while developing English proficiency. This action successfully promotes equitable learning opportunities by ensuring English learners receive targeted support that enables them to access grade-level curriculum and achieve academic success.

Comprehensive ELD Curriculum Implementation Action 2.1 demonstrates strong effectiveness through the implementation of the iLit ELD Curriculum in designated ELD (dELD) courses. The school provides one course at each grade level, ensuring systematic English Language Development instruction is available to all students who need it. This structured approach creates a comprehensive framework for supporting English learners' academic and language development.

Strategic Staffing Alignment The action shows high effectiveness through intentional staffing decisions that place experienced English Language Arts teachers in charge of ELD instruction. This strategic alignment ensures seamless integration between ELD instruction and core ELA content, allowing for coordinated language development strategies that support both English proficiency and academic content mastery.

Standards-Based Instruction Focus Effectiveness is demonstrated through the use of specialized, standards-based curriculum materials and services specifically designed for ELD instruction. The iLit ELD Curriculum provides targeted support for English learners while maintaining alignment with state standards, ensuring students receive both language development and academic content instruction simultaneously.

Integrated Approach to Language Development The action effectively connects designated ELD instruction with broader literacy goals by having ELA teachers deliver the specialized curriculum. This integration allows for consistent instructional approaches and enables teachers to coordinate language development strategies across both ELD and regular ELA instruction, maximizing student learning opportunities.

Action 2.3: is highly effective in supporting Goal 2 by establishing a comprehensive support system that ensures equitable learning opportunities for students with diverse needs. The multi-disciplinary team approach creates robust infrastructure for identifying, assessing, and supporting

students who require additional services or accommodations. This action successfully promotes inclusive education by providing specialized expertise and coordinated interventions that enable all students to access appropriate educational programs and achieve academic success regardless of their individual learning needs.

Comprehensive MTSS Team Structure Action 2.3 demonstrates high effectiveness through the establishment of a dedicated Multi-Tiered System of Supports team comprised of specialized staff who develop and implement accommodated assessment plans and provide targeted support for students with identified needs. The team includes one full-time and one part-time Education Specialist, ensuring comprehensive support across all grade levels for students requiring special education services.

Specialized Professional Expertise The action shows strong effectiveness by maintaining a full-time Speech and Language Pathologist who delivers specialized services to students requiring communication support. Additionally, the part-time School Psychologist contributes essential expertise in assessment, evaluation, and intervention planning, creating a well-rounded team of certificated professionals with diverse specializations.

Action 2.4: is highly effective in supporting Goal 2 by creating foundational conditions that enable equitable instruction for all student subgroups. While this action may appear basic, ensuring adequate classroom supplies and materials is essential for maintaining consistent, high-quality instruction across all learning environments. This systematic approach to resource provision directly supports teachers' ability to deliver differentiated instruction that meets the diverse needs of all students, contributing significantly to the goal of providing equitable learning opportunities for all subgroups served by the school.

Comprehensive Classroom Resource Support Action 2.4 demonstrates strong effectiveness by prioritizing classroom readiness through providing all teachers with adequate supplies and materials needed for effective instruction. This systematic approach ensures each classroom is fully stocked, allowing teachers to focus on delivering high-quality instruction without concerns about resource availability that could impact student learning.

Equity-Focused Resource Distribution The action shows high effectiveness in supporting core curriculum and student subgroups by removing potential barriers to instruction. By ensuring consistent access to necessary materials across all classrooms, the school creates equitable learning environments where all students, regardless of their specific needs or backgrounds, have access to the same quality instructional resources.

Teacher Effectiveness Enhancement Effectiveness is demonstrated through the direct impact on instructional quality when teachers have reliable access to necessary supplies and materials. This comprehensive support system enables teachers to implement planned lessons effectively, differentiate instruction as needed, and provide appropriate support for diverse learners without resource-related constraints.

Action 2.6: is highly effective in supporting Goal 2 by ensuring comprehensive support services are available for students with special needs through strategic partnerships. The combination of contracted specialized providers with internal special education staff creates a robust, flexible system that can address diverse student needs while maintaining service quality. This action successfully promotes equitable learning opportunities by ensuring all students with disabilities have access to the specialized resources and expertise necessary for their academic and developmental success.

Strategic Partnership Approach Action 2.6 demonstrates strong effectiveness through partnerships with specialized education providers to deliver comprehensive support services for students with special needs. These contracted professionals complement the in-house special education team, ensuring all students receive their required accommodations and services through a coordinated approach that maximizes available expertise.

Comprehensive Service Delivery The action shows high effectiveness by maintaining access to specialized resources and expertise that help fully support the diverse learning needs of students with disabilities. The contracted providers work alongside the school's internal special education team to create a robust support system that addresses individual student requirements through evidence-based interventions and accommodations.

Enhanced Capacity Building Effectiveness is demonstrated through the strategic use of external partnerships to expand the school's capacity to serve students with special needs. This approach ensures that specialized services are available when needed while maintaining cost-effectiveness and flexibility in service delivery, allowing the school to provide appropriate support without maintaining full-time positions for all specialized services.

Coordinated Support Systems The action effectively integrates contracted services with existing internal support structures, creating a seamless system of care for students with special needs. This collaborative model ensures that all required accommodations and services are delivered consistently while maintaining high standards for service quality and student outcomes.

Action 2.7: is highly effective in supporting Goal 2 by providing specialized behavioral support that enables students with special needs to succeed in inclusive classroom environments. The push-in service model with Board Certified Behavior Analysts creates a comprehensive support system that addresses individual student needs while maintaining equitable access to general education curriculum. This action successfully promotes inclusive education by ensuring students receive necessary behavioral interventions without being segregated from their peers, directly contributing to equitable learning opportunities for all subgroups served.

Specialized Behavioral Support Implementation Action 2.7 demonstrates strong effectiveness through the provision of Board-Certified Behavior Analysts (BCBAs) who provide direct support to special education students within their regular classroom settings. This push-in service model ensures students receive specialized behavioral interventions while remaining integrated in their general education environment, promoting both academic progress and social inclusion.

Collaborative Classroom Integration The action shows high effectiveness by having specialists work alongside teachers to implement behavioral strategies and interventions that support student success in their learning environment. This collaborative approach ensures that behavioral support is seamlessly integrated into daily instruction, creating consistent expectations and interventions that benefit both individual students and the overall classroom climate.

Evidence-Based Intervention Strategies Effectiveness is demonstrated through the use of certified behavior analysts who bring specialized expertise in implementing research-based behavioral interventions. The BCBAs provide targeted strategies that address specific behavioral needs while supporting students' ability to access curriculum and participate fully in classroom activities alongside their peers.

Action 2.8: is moderately effective in supporting Goal 2 through administrative efficiency and clarity, though this action primarily serves a documentation function rather than direct service delivery. The elimination of duplication demonstrates good organizational management and ensures that ELD coordinator services are properly accounted for within the school's comprehensive support system. While not directly providing services to students, this action supports the overall goal by maintaining clear, efficient program management that enables effective delivery of equitable learning opportunities for English learners.

Administrative Efficiency and Clarity Action 2.8 demonstrates effectiveness in organizational management by recognizing duplication within the LCAP structure. The school has identified that ELD Coordinator services are already fully addressed and funded through previous action items, showing strong administrative oversight and commitment to avoiding redundant planning and expenditures.

Resource Optimization The action shows effectiveness in budget management by eliminating duplicate entries that could lead to confusion or inefficient resource allocation. This streamlined approach ensures that ELD coordination activities and their associated costs are properly captured in earlier documentation, preventing double-counting of services and maintaining accurate fiscal planning.

Systematic Program Integration Effectiveness is demonstrated through the recognition that ELD coordinator functions are integrated within existing support structures rather than requiring separate action items. This integrated approach suggests that English Language Development coordination is embedded within the school's broader educational support systems, ensuring comprehensive service delivery.

Action 2.10: is moderately effective in supporting Goal 2 through administrative efficiency and clarity, though this action primarily serves a documentation function rather than direct service delivery. The elimination of duplication demonstrates good organizational management and ensures that homeless and foster youth services are properly accounted for within the school's comprehensive support system. While not directly providing services to students, this action supports the overall goal by maintaining clear, efficient program management that enables effective delivery of equitable learning opportunities for homeless and foster youth subgroups.

Administrative Efficiency and Clarity Action 2.10 demonstrates effectiveness in organizational management by recognizing duplication within the LCAP structure. The school has identified that Homeless/Foster Liaison services are already fully addressed and funded through previous action items, showing strong administrative oversight and commitment to avoiding redundant planning and expenditures.

Resource Optimization The action shows effectiveness in budget management by eliminating duplicate entries that could lead to confusion or inefficient resource allocation. This streamlined approach ensures that homeless and foster youth support activities and their associated costs are properly captured in earlier documentation, preventing double-counting of services and maintaining accurate fiscal planning.

Systematic Program Integration Effectiveness is demonstrated through the recognition that homeless/foster liaison functions are integrated within existing support structures rather than requiring separate action items. This integrated approach suggests that support for homeless and foster youth is embedded within the school's broader Multi-Tiered System of Supports, ensuring comprehensive service delivery for these vulnerable student populations.

Action 2.11: is moderately effective in supporting Goal 2 through efficient integration of attendance support within existing specialized services. While this action primarily serves an organizational function, it demonstrates the school's commitment to addressing chronic absenteeism among vulnerable populations through established, comprehensive support systems. The integration approach ensures that students with special

needs and English learners receive coordinated attendance support as part of their overall educational intervention plans, contributing to equitable learning opportunities by removing barriers to consistent school participation.

Administrative Efficiency and Integration Action 2.11 demonstrates effectiveness in organizational management by recognizing that chronic absenteeism support for students with special needs and English learners is already addressed through the existing Multi-Tiered System of Supports team. This integrated approach shows strong administrative coordination and avoids duplicating services that are already being provided through established support structures.

Comprehensive Support System Utilization The action shows effectiveness by leveraging the existing specialized MTSS team that includes full-time and part-time Education Specialists, a Speech and Language Pathologist, and a School Psychologist. This comprehensive team is already positioned to address attendance issues for vulnerable student populations through their established intervention and support processes.

Targeted Subgroup Focus Effectiveness is demonstrated through the recognition that chronic absenteeism among students with special needs and English learners requires specialized attention within existing support frameworks. By acknowledging these populations' specific attendance challenges while utilizing established support systems, the school maintains focus on equity without creating redundant services.

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.

Based on reflections of prior practice and feedback from educational partners, VHGA has made significant adjustments to Goal #2 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VHGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

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	The Principal will serve as an instructional leader in addition to their administrative role, providing instructional coaching, analyzing data, leading and facilitating professional development, directing the Instructional Leadership Team, and leading the Multi-Tiered System of Supports (MTSS).	\$1,817,573	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Staffing Structure</p> <p>Vista Heritage Global Academy will employ one full-time principal to provide instructional leadership and oversight for the school's academic program. The school will employ appropriately credentialed and assigned teachers to deliver instruction in all core academic content areas (English Language Arts, Mathematics, Science, Social Studies). Additionally, the school will maintain a roster of qualified substitute teachers to ensure uninterrupted instruction when regular classroom teachers are absent.</p> <p>Teacher Professional Development</p> <p>All teachers will participate in robust professional development and receive comprehensive instructional coaching. All teachers will participate in five full-days of summer professional development prior to the start of the school year; five non-instructional full days of professional learning focused on analyzing student data; and instructional planning, in addition to weekly professional development during the academic school year. Professional development will be led by the Instructional Leadership Team.</p> <p>Instructional Calendar</p> <p>Our school will offer 180 instructional days, which exceeds the California State requirement for charter schools of 175 days. (LREBG Funded: \$44,199)</p>		
2	Professional Learning & Development	<p>VHGA will implement a robust professional learning and development program for all staff to enhance instructional practices and student outcomes.</p> <p>Training Schedule and Structure</p> <p>Teachers & instructional staff will participate five summer professional development days, with an additional five days specifically for new teachers.</p> <p>During the academic year, professional development will occur every Friday afternoon, supplemented by five non-instructional PD days focused on data analysis and instructional planning.</p>	\$211,242	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Professional development will be differentiated based on staff roles, content areas, grade levels, and experience levels.</p> <p>Role-Specific Professional Development</p> <ul style="list-style-type: none"> • Administrators and Leadership Staff: Administrators and leadership staff will receive specialized training in data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, DDI coaching and observation techniques, and Multi-lingual language services aligned to EL Roadmap Policy. The Assistant Superintendent of Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership. • Teachers: Teachers will participate in professional development focused on data-driven analysis and instruction, math and ELA curriculum implementation, developing global competence, and integrated and designated ELD strategies for multilingual learners. • Instructional Aides/Paraprofessionals: Instructional Aides and paraprofessionals will receive training on supporting math and ELA instruction, working with multilingual learners, and implementing effective pull-out and push-in intervention strategies. <p>Special Training Programs and Retreats</p> <ul style="list-style-type: none"> • Summer Retreat - All certificated staff will attend a three-day retreat in late August focused on restorative practices (Ways of Council) and global competence development. • MTSS: To strengthen our Multi-Tiered System of Supports (MTSS), we will partner with OCDE for coaching to systematize our schoolwide 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. Our systematic MTSS implementation will also guide targeted professional development to build staff capacity in areas such as classroom management, behavioral interventions, and differentiated instruction. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Kagan Cooperative Learning - 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 as they provide structured opportunities for academic language development, peer interaction, and collaborative learning in a supportive environment. (Costs included in Goal 1, Action 7) • Science of Reading Professional Development: VHGA will implement comprehensive Science of Reading professional development to significantly strengthen literacy across all disciplines and address achievement gaps among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Professional development will focus on the five foundational components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Training will emphasize integrating these evidence-based practices across all content areas, recognizing that science, social studies, and mathematics teachers play crucial roles in developing students' literacy skills. 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. The professional development will also cover assessment and intervention strategies to help teachers identify specific reading challenges and provide targeted support, including understanding dyslexia and other reading difficulties that may not have been previously identified, as well as specialized strategies to support English language learners' literacy development. <p>Leadership Development - VHGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff, complemented by</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>monthly principal professional development meetings and coaching led by Assistant Superintendent of Instruction.</p> <p>Support and Implementation</p> <p>Instructional Coaching</p> <p>ELA, ELD, and Math Instructional coaches, funded through the CCSPP Grant, and Assistant Principal of Academics (Instructional Coach) will support teachers in multiple key areas: implementing the new ELA curriculum adoption using the Science of Reading (SoR), developing differentiation strategies to address the diverse learning needs of students, and providing content-specific coaching to deliver rigorous, engaging lessons that are aligned to standards. Instructional coaches will collaborate with the principal to ensure strategies taught are implemented with fidelity and to build leadership capacity. The Associate Director of Instruction (CCSPP Grant funded) 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.</p> <p>ELA Instructional Coach - Science of Reading Specialist: The part-time ELA Instructional Coach will specialize in Science of Reading (SoR) and serve as a critical change agent to address low literacy performance on the CA School Dashboard and SBAC assessments. The Coach will guide teachers in implementing evidence-based reading practices aligned with cognitive science and structured literacy principles, ensuring systematic, explicit instruction in all components of skilled reading.</p> <p>The Coach will support teachers in transitioning from practices not aligned with reading science—such as three-cueing or relying solely on leveled texts—toward evidence-based approaches including systematic phonics instruction, explicit morphology teaching, vocabulary development, and background knowledge building. Teachers will learn to select decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Through professional learning sessions, the Coach will help teachers understand both the rationale and 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 recognizing and addressing characteristics of dyslexia and other reading challenges that may have gone unidentified.</p> <p>Beyond individual classroom support, the ELA Coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels, establish assessment systems that monitor student progress in all reading components, and guide selection of evidence-based instructional materials that support systematic, explicit instruction.</p> <p>Math Instructional Coach: The part-time Math Instructional Coach will serve as a catalyst for improving mathematics instruction and addressing achievement gaps, particularly among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.</p> <p>The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. Through classroom observations, co-planning sessions, and instructional modeling, the Coach will support teachers in implementing research-based practices that build both conceptual understanding and procedural fluency. This includes concrete-representational-abstract approaches, productive mathematical discourse, and problem-solving strategies that engage diverse learners.</p> <p>In addition, will guide teachers in using formative assessment data to make instructional decisions, 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 where teachers collaborate on analyzing student work, sharing effective practices, and developing common assessments.</p> <p>Beyond individual teacher support, the Math Coach will collaborate with school leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>establish systems for monitoring student progress and adjusting support structures based on data analysis.</p> <p>Conference Opportunities - Staff will also have opportunities to attend relevant conferences to further enhance professional growth and networking opportunities.</p> <p>Key areas of focus for all professional development will include data-driven instruction in math and ELA using iReady assessments, developing global competence through relevant project-based learning and student portfolio development, and supporting multilingual learners through integrated and designated ELD strategies.</p>		
3	Core Curricular & Instructional Materials	<p>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. For the 2025-26 school year, the school will implement a new ELA curriculum adoption of My Perspectives (SAAVAS), ensuring teachers receive appropriate training and support for effective implementation.</p> <p>VHGA will conduct an annual inventory assessment to identify and purchase necessary instructional materials, including consumable resources that require annual replacement.</p> <p>This comprehensive approach to curricular resources supports the school's commitment to academic excellence and equitable educational opportunities for all students.</p>	\$36,264	N
4	Educational Technology & Support	<p>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.</p>	\$114,866	N

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		

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 has developed Goal #3 in response to concerning declines in school climate indicators, particularly among parents and staff. Parent surveys reveal a significant drop in both sense of safety and school connectedness from 94% to 73% between 2023-24 and 2024-25, while staff surveys show similar declines from 86% to 70% in both categories. These declining perceptions indicate that current family engagement efforts are insufficient to maintain the strong home-school partnerships necessary for student success, particularly given the school's complex challenges with chronic absenteeism and academic performance.

Supporting a Highly Vulnerable Student and Family Population: VHGA serves families facing significant socioeconomic challenges, with 97% Socioeconomically Disadvantaged students, 44% English Learners, 11% Homeless Youth, and 2% Foster Youth. These families often encounter barriers to school engagement including language differences, work obligations, transportation challenges, and unfamiliarity with educational systems. Goal #3 recognizes that strengthening family partnerships is essential for addressing the root causes of chronic absenteeism and academic underperformance, as families play a crucial role in supporting student attendance, academic achievement, and social-emotional development.

Implementing Community Schools Framework Requirements: As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, VHGA is committed to implementing the four pillars of community schools, with family and community engagement serving as a foundational element. The goal ensures compliance with this framework while leveraging community partnerships to provide comprehensive wraparound services including health and wellness supports, food security assistance, and family education programs that address the broader factors affecting student success.

Ensuring Regulatory Compliance and Meaningful Participation: Goal #3 addresses State Priority 3 (Parental Involvement & Family Engagement) by establishing required advisory committees including ELAC, DELAC, EL-PAC, and PAC to ensure meaningful parent input in decision-making processes. Given the school's high percentage of English Learner families, these structures are particularly critical for ensuring that linguistically diverse families have access to information and opportunities to participate in their children's education. The goal also supports State Priority 6

(School Climate) by creating multiple touchpoints for families to connect with the school and contribute to a positive, welcoming environment that supports student achievement and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
18	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 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 .	<u>2023-24:</u> 9. 4 10. 4 11. 4 12. 3	<u>2024-25:</u> 9. 3 10. 3 11. 4 12. 4		<u>2025-26:</u> 9. 3 10. 4 11. 4 12. 4	9. -1 10. -1 11. 0 12. +1
19	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial	<u>2023-24:</u> 1. 4 2. 4 3. 4 4. 4	<u>2024-25:</u> 1. 4 2. 5 3. 4 4. 4		<u>2025-26:</u> 1. 4 2. 5 3. 4 4. 5	1. 0 2. +1 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 54% Sense of Safety 78% School Connectedness	<u>2024-25:</u> 59% Sense of Safety 91% School Connectedness		<u>2025-26:</u> 62% Sense of Safety >90% School Connectedness	+5% Sense of Safety +13% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 94% Sense of Safety 94% School Connectedness	<u>2024-25:</u> 73% Sense of Safety 73% School Connectedness		<u>2025-26:</u> 75% Sense of Safety 75% School Connectedness	-21% Sense of Safety -21% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 86% Sense of Safety 86% School Connectedness	<u>2024-25:</u> 70% Sense of Safety 70% School Connectedness		<u>2025-26:</u> 72% Sense of Safety 72% School Connectedness	-16% Sense of Safety -16% School Connectedness

Goal Analysis for 2024-25

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

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

Action 3.1: This action was fully implemented. At Vista Heritage Global Academy, we have established a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. Our leadership framework consists of several interconnected networks: The Instructional Leadership Team; The Council Teacher Leader Network; The Global Teacher Leadership Network; and The Workshop Teacher Leader Network.

Each of these networks plays a vital role in shaping our educational practices and professional development. Teachers who take on these leadership responsibilities receive stipends in recognition of their additional contributions to our school community.

Through this distributed leadership model, we create opportunities for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This collaborative approach strengthens our instructional program and creates pathways for teacher growth and development, ultimately benefiting student learning at Vista Heritage Global Academy

Action 3.2: This action was fully implemented. At Vista Heritage Global Academy, we dedicate weekly time for comprehensive professional collaboration among our entire instructional team. During these sessions, teachers, teaching assistants, and special education staff work together to analyze student data, plan instruction, and share effective teaching strategies.

This collaborative approach ensures coordinated support for all students and promotes continuous improvement in our instructional practices. The investment in this weekly collaboration time, which accounts for 15% of staff salaries, reflects our commitment to data-driven decision-making and excellence in education at Vista Heritage Global Academy.

Action 3.3: This action was fully implemented. At Vista Heritage Global Academy, we implement and monitor a structured professional growth model for all staff members. Teachers and support staff engage in goal-setting at the beginning of each year, followed by regular progress monitoring meetings to track their professional development. Through ongoing reflection and feedback sessions, staff members evaluate their growth and adjust their professional learning goals as needed. This comprehensive approach to professional development, representing 5% of our salary expenses, strengthens teaching practices and student support at Vista Heritage Global Academy.

Action 3.4: This action was fully implemented. At Vista Heritage Global Academy, school administrators provide individualized coaching support to every teacher. The Principal and Assistant Principals conduct focused one-on-one coaching sessions throughout the year, working with teachers to set meaningful goals and monitor their professional progress. These personalized coaching conversations ensure teachers receive targeted support to enhance their instructional practice.

Action 3.5: This action was fully implemented. Teachers advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills.

Action 3.6: This action was fully implemented. Our school has strengthened teacher expertise by providing teachers with instructional coaching from vendors: Ways of Council Coaching, Readers/Writers Workshop Coaching; and Kagan Coaching.

Action 3.7: This action was fully implemented. This initiative has already been addressed in a previous action item. For clarity and to avoid duplication, we will eliminate this entry as these activities and their associated costs are fully captured in our earlier documentation.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 3

Vista Heritage Global Academy experienced no material differences between budgeted expenditures and estimated actual expenditures for any actions within Goal 3 during the reporting period.

All Goal 3 actions were executed within acceptable variance thresholds, with actual expenditures aligning closely with original budget projections. This demonstrates effective financial planning, accurate cost estimation, and successful budget management throughout the implementation period.

The absence of material variances reflects comprehensive planning and realistic budget development. Vista Heritage Global Academy successfully delivered Goal 3 objectives within projected costs, demonstrating responsible fiscal stewardship and operational efficiency. This budget accuracy supports both program stability and financial accountability, enabling consistent service delivery while meeting established financial targets.

Overall Assessment: Goal 3's budget performance exemplifies sound financial management, with expenditures tracking closely to planned allocations across all actions.

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

Action 3.1: is highly effective in supporting Goal 3 by creating comprehensive teacher leadership opportunities that foster collaborative decision-making and professional growth. The multi-network structure provides diverse pathways for teacher development while strengthening the overall instructional program through distributed leadership. This action successfully promotes equitable professional development by offering multiple leadership roles that accommodate different interests and expertise areas, ultimately benefiting both individual teachers and the broader school community through enhanced teaching and learning practices.

Comprehensive Leadership Network Structure Action 3.1 demonstrates strong effectiveness through the establishment of multiple interconnected teacher leadership networks including the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leadership Network, and Workshop Teacher Leader Network. This multi-faceted approach creates diverse pathways for teacher leadership development and ensures comprehensive coverage of professional learning and growth opportunities.

Distributive Leadership Model Implementation The action shows high effectiveness in fostering collaborative decision-making through its distributed leadership framework. Each network plays a vital role in shaping educational practices and professional development, allowing teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. This approach strengthens the instructional program while creating meaningful growth opportunities for educators.

Recognition and Incentive System Effectiveness is demonstrated through the provision of stipends for teachers who take on leadership responsibilities, recognizing their additional contributions to the school community. This systematic approach to acknowledging teacher leaders

helps sustain participation and demonstrates the school's commitment to supporting professional growth through both development opportunities and appropriate compensation.

Professional Growth Integration The action effectively creates pathways for teacher growth and development by establishing formal leadership roles that enhance both individual capacity and school-wide instructional quality. The collaborative approach ensures that teacher expertise is leveraged to benefit the entire educational community while providing meaningful career development opportunities.

Action 3.2: is highly effective in supporting Goal 3 by establishing systematic professional collaboration that promotes continuous improvement and data-driven decision making. The weekly collaboration time creates essential opportunities for staff to work together on instructional planning and student support, ensuring that professional development is embedded in daily practice rather than isolated to separate training events. This action successfully supports equitable staff development by providing all instructional team members with regular opportunities to engage in meaningful professional learning and collaborative planning that directly benefits student achievement.

Comprehensive Professional Collaboration Structure Action 3.2 demonstrates strong effectiveness through dedicated weekly time for comprehensive professional collaboration among the entire instructional team. Teachers, teaching assistants, and special education staff work together systematically to analyze student data, plan instruction, and share effective teaching strategies, creating a coordinated approach to student support and instructional improvement.

Data-Driven Decision Making Integration The action shows high effectiveness by emphasizing data analysis as a central component of collaboration time. Staff members use these sessions to examine student performance information and make informed decisions about instructional planning and interventions, ensuring that professional collaboration directly translates to improved student outcomes through evidence-based practices.

Cross-Functional Team Coordination Effectiveness is demonstrated through the inclusive approach that brings together diverse instructional staff members including teachers, teaching assistants, and special education personnel. This comprehensive collaboration ensures coordinated support for all students and promotes continuous improvement in instructional practices across different support roles and specializations.

Systematic Professional Learning Culture The action effectively creates a culture of continuous improvement through regular, structured collaboration that focuses on student needs and instructional effectiveness. The weekly commitment demonstrates the school's prioritization of professional learning and collaborative problem-solving as essential components of educational excellence.

Action 3.3: is highly effective in supporting Goal 3 by establishing a comprehensive professional growth model that promotes individualized, systematic staff development. The combination of goal-setting, progress monitoring, and reflection creates a robust framework for supporting all staff members in their professional growth journey. This action successfully ensures equitable professional development opportunities by providing structured support for every staff member while allowing for personalized growth paths that address individual needs, interests, and career goals.

Structured Professional Growth Framework Action 3.3 demonstrates strong effectiveness through the implementation and monitoring of a structured professional growth model that includes goal-setting, progress monitoring, and reflection for all staff members. Teachers and support

staff engage in systematic goal-setting at the beginning of each year, followed by regular progress monitoring meetings to track their professional development, creating a comprehensive framework for continuous improvement.

Individualized Development Approach The action shows high effectiveness through personalized professional growth plans that address individual staff needs and interests. Through ongoing reflection and feedback sessions, staff members evaluate their growth and adjust their professional learning goals as needed, ensuring that development opportunities are relevant and meaningful to each individual's career progression and student impact.

Systematic Monitoring and Support Effectiveness is demonstrated through regular progress monitoring meetings that provide consistent support and accountability for professional growth. This systematic approach ensures that goal-setting is not simply an annual exercise but rather an ongoing process that receives attention and support throughout the year, promoting sustained professional development.

Action 3.4: is highly effective in supporting Goal 3 by providing personalized instructional coaching that promotes individual teacher growth through systematic goal-setting and progress monitoring. The direct involvement of school administrators in coaching demonstrates strong instructional leadership while ensuring that all teachers receive individualized support for their professional development. This action successfully promotes equitable staff development by guaranteeing that every teacher has access to personalized coaching support, regardless of their experience level or specific needs, ultimately contributing to improved instruction and student outcomes.

Individualized Coaching Support System Action 3.4 demonstrates strong effectiveness through the provision of focused one-on-one coaching sessions delivered by school administrators including the Principal and Assistant Principals. This personalized approach ensures that every teacher receives individualized support tailored to their specific professional development needs and goals, creating meaningful opportunities for instructional improvement.

Goal-Setting and Progress Monitoring Integration The action shows high effectiveness by combining coaching with systematic goal-setting and progress monitoring processes. Administrators work directly with teachers to establish meaningful professional goals and then provide ongoing support to monitor progress throughout the year, ensuring that coaching conversations are both targeted and sustainable.

Administrative Leadership Investment Effectiveness is demonstrated through the direct involvement of school leadership in teacher development. By having principals and assistant principals conduct coaching sessions, the school demonstrates a commitment to instructional leadership and ensures that coaching is aligned with school-wide goals and priorities while maintaining high standards for professional growth.

Personalized Professional Development The action effectively provides targeted support that addresses individual teacher needs through regular, focused coaching conversations. This approach ensures that professional development is not one-size-fits-all but rather responsive to each teacher's specific areas for growth and professional interests.

Action 3.5: is Moderately to highly effective in supporting Goal 3 by providing teachers with valuable external professional development opportunities through conference attendance. While the scope may be more limited than some other actions, this approach successfully expands teachers' access to current research, innovative practices, and professional networks that can enhance their instructional effectiveness. This action supports equitable staff development by offering teachers opportunities to engage with the broader educational community and bring new knowledge and strategies back to their classrooms, ultimately benefiting student learning outcomes.

Professional Development Access Action 3.5 demonstrates effectiveness by providing teachers with opportunities to attend conferences that assist with improving instruction and educational pedagogy. This approach allows educators to advance their expertise through hands-on professional development experiences that are designed to strengthen instructional practices and pedagogical skills beyond what can be provided through internal training alone.

External Learning Opportunities The action shows effectiveness in expanding professional development beyond school-based training by connecting teachers with broader educational communities and current research-based practices. Conference attendance provides access to cutting-edge instructional strategies, innovative teaching methods, and networking opportunities with educators from other institutions.

Instructional Improvement Focus Effectiveness is demonstrated through the specific focus on conferences that directly support instructional improvement and educational pedagogy. This targeted approach ensures that conference attendance is purposeful and aligned with the school's goals for enhancing teaching quality and student outcomes.

Action 3.6: is highly effective in supporting Goal 3 by providing comprehensive professional development through expert vendor partnerships and systematic new teacher support. The combination of specialized instructional coaching in multiple pedagogical approaches with structured induction programming creates robust opportunities for teacher growth at all experience levels. This action successfully promotes equitable staff development by offering both experienced teachers access to advanced instructional strategies and new teachers the foundational support needed for professional success, ultimately strengthening the overall instructional capacity of the school.

Comprehensive Vendor Partnership Program Action 3.6 demonstrates strong effectiveness through partnerships with multiple professional development providers including Ways of Council, Readers/Writers Workshop, and Kagan coaching services. This multi-faceted approach ensures teachers receive specialized instructional coaching from expert vendors who bring targeted expertise in specific pedagogical approaches and teaching methodologies.

Specialized Instructional Coaching The action shows high effectiveness by providing teachers with focused coaching in research-based instructional strategies. The vendor partnerships deliver specialized training in collaborative learning methods (Kagan), literacy instruction (Readers/Writers Workshop), and community-building practices (Ways of Council), creating a comprehensive professional development portfolio that addresses multiple aspects of effective teaching.

New Teacher Support System Effectiveness is demonstrated through the provision of an Induction program specifically designed for new teachers to develop and clear their teaching credentials. This systematic approach to supporting beginning educators ensures they receive the guidance and training necessary to build strong foundational teaching skills while meeting credentialing requirements.

Multi-Layered Professional Learning The action effectively combines external vendor expertise with internal support systems to create comprehensive professional development opportunities. The integration of specialized coaching services with credential support ensures that both experienced and new teachers receive appropriate levels of professional growth support tailored to their specific needs.

Action 3.7: is moderately effective in supporting Goal 3 through administrative efficiency and clarity, though this action primarily serves a documentation function rather than direct professional development delivery. The elimination of duplication demonstrates good organizational management and ensures that staff committee participation is properly accounted for within the school's comprehensive professional

development system. While not directly providing professional growth opportunities, this action supports the overall goal by maintaining clear, efficient program management that enables effective implementation of school-wide initiatives through coordinated staff participation.

Administrative Efficiency and Integration Action 3.7 demonstrates effectiveness in organizational management by recognizing duplication within the LCAP structure. The school has identified that staff committee participation to support implementation of school-wide initiatives is already fully addressed and funded through previous action items, showing strong administrative oversight and commitment to avoiding redundant planning and expenditures.

Resource Optimization The action shows effectiveness in budget management by eliminating duplicate entries that could lead to confusion or inefficient resource allocation. This streamlined approach ensures that staff committee activities and their associated costs are properly captured in earlier documentation, preventing double-counting of services and maintaining accurate fiscal planning.

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.

Based on reflections of prior practice and feedback from educational partners, VHGA has made significant adjustments to Goal #3 for the 2025-26 school year to better align with our educational program and schoolwide student needs.

VHGA has developed a one-year Local Control and Accountability Plan (LCAP) with newly revised goals and actions that align with the school's mission, the California Community Schools Framework, Multi-Tiered System of Supports (MTSS), and California School Dashboard performance indicators. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and through our commitment to MTSS and the Four Pillars of Community Schools, the newly revised LCAP goals directly support our Community School objectives.

The revised LCAP metrics adhere to California Department of Education (CDE) required metrics and address all eight State Priorities, ensuring comprehensive accountability and transparency with a committed focus on continuous schoolwide improvement.

Note: Goals 4-5 were eliminated including the goals and actions to avoid duplication of actions.

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	<p>VHGA will maintain a safe, secure, and well-functioning learning environment for all students and staff.</p> <ul style="list-style-type: none"> 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. 	\$1,267,073	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Staff Training and Emergency Preparedness: All staff will receive regular training on safety procedures and emergency protocols. • Facility Maintenance: Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs. • Facility Inspection and Assessment: The school will complete the annual Facility Inspection Tool (FIT) assessment to systematically evaluate all aspects of the physical plant including structural integrity, cleanliness, and compliance with safety regulations. Any deficiencies identified through the FIT assessment will be 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. <p>VHGA's administration will address facility needs and improvements to ensure the learning environment supports student achievement and well-being.</p>		
2	Parents as Decision-makers	<p>Vista Heritage Global Academy will actively engage parents as essential partners in school governance and decision-making processes through multiple structured committees. The school will maintain and support the following to ensure meaningful input from families of multilingual learners.</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), • English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2) • A Parent Advisory Committee (PAC) will be established and maintained as required by California Education Code 52062(a)(1) to gather broader parent perspectives on school's LCAP, and 	\$172,448	N

Action #	Title	Description	Total Funds	Contributing
		<p>programs, in addition to a Student Advisory Committee to gather student input.</p> <p>The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework.</p> <p>Training and Capacity Building</p> <p>VHGA will provide training for parent committee members on their roles and responsibilities, educational terminology, and school policies to build capacity for meaningful participation in decision-making process.</p>		
3	School-Family Partnerships	<p>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.</p> <p>Communication and Cultural Support: VHGA will employ lead translators/interpreters who will facilitate communication with linguistically 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.</p> <p>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,</p>	\$118,568	N

Action #	Title	Description	Total Funds	Contributing
		<p>ensuring all families can fully participate in digital communication and stay informed about their children's education and school activities.</p> <p>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.</p> <p>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.</p> <p>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. iReady 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 on their learning during monthly assemblies, providing regular opportunities for families to see their children's academic growth and development.</p> <p>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,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>Culturally Responsive Approach</p> <p>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.</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,545,021	\$179,295

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
39.112%	0%	\$0	39.112%

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 faces a critical academic performance crisis as evidenced by sustained RED performance levels on the California School Dashboard across multiple years and student populations. In mathematics, the school received the lowest possible rating on both the 2023 and 2024 California School Dashboard, affecting all students as well as specifically impacting English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The lack of significant improvement between	The Instructional Aides and Intervention Coordinator components of the MTSS action must be implemented on a schoolwide basis because effective intervention requires a comprehensive, coordinated support system that strengthens the foundational instructional environment for all students while providing targeted support where needed. Instructional Aides are positioned within general education classrooms to provide Tier 1 universal support that strengthens core instruction for all students, not just those identified as needing	The metrics being used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>these two assessment cycles demonstrates that current instructional approaches are insufficient to address the depth of mathematical learning challenges.</p> <p>Equally concerning is the school's declining performance in English Language Arts, where the 2024 Dashboard reveals RED performance levels for three of the most vulnerable student populations: English Learners, Long-Term English Learners, and Students with Disabilities. These results indicate that the students who face the greatest linguistic and learning challenges are not receiving adequate support to access grade-level curriculum and achieve academic success.</p> <p>The persistent RED ratings across both core academic areas and multiple student subgroups clearly demonstrate that Vista Heritage Global Academy has significant achievement gaps requiring immediate, intensive intervention through a comprehensive Multi-Tiered System of Supports framework that can systematically address the diverse learning needs of its most vulnerable student populations.</p>	<p>intervention. This schoolwide deployment is essential because high-quality Tier 1 instruction serves as the foundation of the MTSS framework, and when core instruction is strengthened for all students, it reduces the number of students who require more intensive interventions. Additionally, placing Instructional Aides in all classrooms rather than only with targeted students prevents the stigmatization that can occur when support is visibly concentrated on specific student groups, while ensuring that English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students receive seamless support within their regular learning environment.</p> <p>The Intervention Coordinator must operate schoolwide to ensure consistent, high-quality intervention delivery across all classrooms and to provide instructional coaching for all Instructional Aides regardless of which students they are supporting at any given time. Since students move between different groupings and intervention tiers based on ongoing assessment data, the Intervention Coordinator needs to maintain oversight of the entire system to ensure that all staff are implementing evidence-based practices with fidelity. This coordinated approach is particularly critical for the school's most vulnerable populations because it ensures that whether English Learners, Students with Disabilities, or Socioeconomically Disadvantaged students are receiving Tier 1, Tier 2, or Tier 3 support, the quality and consistency of intervention remains high across all settings and staff members. The schoolwide implementation creates a seamless system where all students benefit from strengthened core instruction while</p>	

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
		ensuring that those with the greatest needs receive the intensive, coordinated support necessary to close achievement gaps.	
Goal 1, Action 3	<p>Vista Heritage Global Academy faces a rapidly deteriorating chronic absenteeism situation that has expanded significantly between the 2023 and 2024 California School Dashboard results. Initially, the 2023 Dashboard showed a RED performance level for chronic absenteeism specifically affecting the Students with Disabilities student group, indicating that this vulnerable population was already struggling with consistent school attendance.</p> <p>However, the chronic absenteeism crisis has dramatically worsened by 2024, with the school receiving RED performance levels for all students as well as multiple critical subgroups including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students. This represents a significant expansion of the attendance crisis from a single student group to nearly the entire school population, with chronic absenteeism rates increasing substantially across these vulnerable populations.</p> <p>The escalation from affecting one student group in 2023 to affecting all students and multiple subgroups in 2024 demonstrates that underlying social-emotional, behavioral, and mental health factors are creating barriers to consistent school attendance. This pattern suggests that students are avoiding school due to unaddressed social-emotional needs, mental health challenges, or behavioral difficulties that require comprehensive</p>	<p>These components of the MTSS: SEL & Mental Health Supports action must be implemented schoolwide because the chronic absenteeism crisis has expanded from affecting a single student group in 2023 to impacting all students and multiple vulnerable subgroups by 2024, indicating that underlying social-emotional and behavioral challenges have become systemic issues requiring comprehensive, school-wide intervention.</p> <ul style="list-style-type: none"> • Behavior Interventionists must operate schoolwide because behavioral challenges and social-emotional needs create ripple effects throughout the entire school environment that impact all students' sense of safety and connectedness. When behavioral interventions are implemented only for targeted students, it fails to address the broader school climate issues that contribute to chronic absenteeism across multiple student groups. Additionally, the BCBA will provide evidence-based strategies for addressing severe student behaviors that extend beyond Students with Disabilities, recognizing that behavioral challenges affecting school engagement occur across all student populations. A schoolwide approach ensures that all staff receive training in creating inclusive learning environments that maximize the potential of all students 	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7 Attendance Rate • #8: Chronic Absenteeism Rate • #10: Suspension Rate • #11: Expulsion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>intervention through integrated social-emotional learning, mental health supports, and positive behavioral interventions. The widespread nature of the chronic absenteeism indicates that these challenges extend beyond individual student issues to encompass systemic needs for enhanced school climate, student connectedness, and comprehensive wellness supports that address the root causes of school avoidance behaviors.</p>	<p>while addressing the underlying behavioral factors that contribute to school avoidance.</p> <ul style="list-style-type: none"> • Supervision Aides trained in PBIS, and restorative practices must be deployed throughout the school to create a consistently safe and welcoming learning environment across all areas of the campus. Since chronic absenteeism now affects all students and multiple subgroups, the need for enhanced supervision and positive behavioral support extends beyond specific classrooms or student groups to encompass the entire school environment including hallways, cafeteria, playgrounds, and transition areas where students from all populations interact and where school climate is established. • Transportation Support must be available schoolwide because logistical barriers to attendance affect students across all demographic groups, and the expansion of chronic absenteeism to include English Learners, Socioeconomically Disadvantaged students, and Hispanic students indicates that transportation challenges are not limited to specific populations. Providing transportation services on a schoolwide basis ensures that all students who face this barrier can access consistent attendance support, while also preventing the stigmatization that could occur if transportation were provided only to targeted groups. • PBIS Training must be implemented schoolwide because Positive Behavioral 	

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
		<p>Interventions and Supports is fundamentally a systems-level approach that requires consistent implementation across all staff, all students, and all school environments to be effective. Since chronic absenteeism has become a schoolwide issue affecting multiple student populations, the behavioral and social-emotional supports needed to address school avoidance must be embedded consistently throughout the entire school culture and implemented by all staff members to create the comprehensive, supportive environment necessary to encourage daily attendance and positive school experiences for all students.</p>	
Goal 1, Action 5	<p>Students with Disabilities received RED performance levels (lowest rating) on the California School Dashboard for both core academic areas. In mathematics, this student group maintained RED performance on both the 2023 and 2024 Dashboards, showing no significant improvement despite intervention efforts. In English Language Arts, Students with Disabilities experienced a decline in academic performance, receiving a RED performance level on the 2024 Dashboard. Additionally, this population faced chronic absenteeism challenges, receiving a RED rating in 2023, though this improved to YELLOW by 2024. The dual challenges of persistent academic underperformance in both math and ELA, combined with attendance barriers, demonstrate that Students with Disabilities require specialized,</p>	<p>The school psychologist component must be implemented schoolwide because psychological expertise is essential for identifying undiagnosed disabilities and mental health needs across all student populations that may be contributing to the widespread academic underperformance and chronic absenteeism affecting multiple student groups.</p> <ul style="list-style-type: none"> • Assessment and Identification Needs: With RED performance levels affecting English Learners, Socioeconomically Disadvantaged students, and Hispanic students in addition to Students with Disabilities, there is significant potential that some academic struggles stem from unidentified disabilities rather than purely instructional issues. The psychologist must be available to conduct comprehensive 	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7 Attendance Rate • #8: Chronic Absenteeism Rate • #10: Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	coordinated support systems to access grade-level curriculum and achieve academic success.	<p>evaluations for any student when academic difficulties may indicate an underlying disability, regardless of their demographic group.</p> <ul style="list-style-type: none"> Behavioral and Mental Health Consultation: The psychologist provides critical expertise in understanding how trauma, anxiety, depression, and other mental health factors manifest as academic struggles or school avoidance behaviors across all student populations. This consultation helps all staff recognize and respond to social-emotional distress that may require psychological intervention to prevent crisis escalation and support student success. Systems-Level Support: The school psychologist delivers essential professional development to all staff on behavioral interventions, accommodations, and mental health awareness, building the capacity of teachers and support staff to effectively serve students who may have undiagnosed conditions or mental health challenges impacting their academic performance and school engagement across all populations. 	
Goal 2, Action 1	Vista Heritage Global Academy faces staffing challenges with teacher credentialing, as evidenced by the baseline showing only 36.5% of teachers were fully credentialed and appropriately assigned in 2021-22, improving to 72.5% by 2022-23 but still falling short of full staffing requirements. Additionally, the school's persistent	Principal Instructional Coaching must reach all teachers because English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students are served throughout the school in various classroom settings. The persistent RED performance levels across multiple student groups indicate systemic instructional	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>RED performance levels across multiple academic indicators and student groups demonstrates the need for stronger instructional leadership, comprehensive professional development systems, and consistent high-quality instruction delivered by appropriately credentialed teachers. The combination of credentialing gaps and poor academic outcomes indicates that the school requires a robust staffing structure with qualified teachers, effective substitute coverage, systematic professional development, and strong instructional leadership to create the foundational conditions necessary for academic improvement.</p>	<p>weaknesses affecting the entire educational program. Selective coaching would create inconsistent instructional quality where some students receive evidence-based instruction while others experience ineffective practices that continue to contribute to achievement gaps. Comprehensive Professional Development during summer, non-instructional days, and throughout the school year must include all teachers because academic challenges are not confined to specific grade levels or subject areas. RED performance in both mathematics and ELA demonstrates that students are not receiving consistent, high-quality instruction as they move between classes and support services. All teachers impact the academic trajectory of vulnerable student populations through core instruction, intervention support, or enrichment activities. The intensive professional development schedule ensures all staff implement evidence-based practices and provide appropriate instructional supports, creating a cohesive educational environment where vulnerable students receive consistent, high-quality instruction regardless of their classroom placement or teacher assignment.</p>	<ul style="list-style-type: none"> • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access
Goal 2, Action 2	<p>Vista Heritage Global Academy's persistent RED performance levels on the California School Dashboard across mathematics and English Language Arts for multiple student groups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, indicates that current instructional practices and staff capacity are insufficient to close achievement gaps and</p>	<p>Professional Learning & Development must be implemented schoolwide because the persistent RED performance levels across multiple student groups and both core academic areas indicate systemic instructional challenges that cannot be addressed through isolated or targeted training. When English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students are underperforming across mathematics and ELA,</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>accelerate student learning. The lack of improvement between 2023 and 2024 Dashboard results demonstrates that teachers and staff require enhanced professional development in evidence-based instructional strategies, data-driven instruction, curriculum implementation, and specialized support for diverse learners to effectively address the academic needs of the school's most vulnerable student populations.</p>	<p>it demonstrates that the instructional gaps exist throughout the entire educational system rather than in specific classrooms or with particular teachers.</p> <p>All teachers and staff interact with and impact these vulnerable student populations throughout the school day, regardless of their specific assignment or grade level. English Learners, for example, require integrated English Language Development support across all content areas, not just in designated ELD classes. Similarly, Students with Disabilities are served in inclusive environments where general education teachers, special education staff, and instructional aides must work collaboratively to provide appropriate accommodations and modifications.</p> <p>The comprehensive professional development approach ensures that all staff members develop consistent, evidence-based practices in areas such as Science of Reading implementation, data-driven instruction, MTSS frameworks, and culturally responsive teaching strategies. This creates a cohesive instructional environment where students receive consistent, high-quality support regardless of which classroom, teacher, or support staff they encounter. Without schoolwide implementation, students would experience fragmented support where some staff members are equipped with effective strategies while others continue practices that have proven insufficient to address the achievement gaps, ultimately undermining the systematic changes needed to improve outcomes for the school's most vulnerable populations.</p>	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Vista 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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,941,875.00	\$5,720,914.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High-Quality Instruction	No	\$1,381,579.00	\$1,376,020
1	1.2	Visual and Performing Arts Program	Yes	\$158,355.00	\$132,696
1	1.3	Intervention Coordinator	Yes	\$144,101.00	\$145,180
1	1.5	ELA/MATH/ELD Intervention	Yes	\$13,500.00	\$16,334
1	1.6	Teacher Assistants	Yes	\$301,841.00	\$279,679
1	1.7	Books and Reference Materials	Yes	\$19,179.00	\$7,803
1	1.8	Substitute Coverage	No	\$48,862.00	\$97,046
1	1.10	Instructional Technology	Yes	\$148,772.00	\$132,207
1	1.11	Educational Field Trips	Yes	\$32,136.00	\$29,865
1	1.12	Rigorous, Standards-Based Curriculum	No	\$31,063.00	\$23,751
1	1.14	Student Information System (SIS)	No	\$8,192.00	\$9,837

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	ELD Instruction	Yes	\$33,940.00	\$30,733
2	2.3	Multi-Tiered Systems of Support	No	\$309,315.00	\$245,736
2	2.4	Supplementary Instructional Materials	Yes	\$25,000.00	\$25,000
2	2.6	Special Education Providers	No	\$100,856.00	\$60,076
2	2.7	Teaching Assistants	No	\$69,115.00	\$69,104
2	2.8	ELD Coordinator Services	Yes		
2	2.10	Homeless/Foster Liaison Services	Yes		
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes		
3	3.1	Teacher Leadership Opportunities	Yes	\$9,201.00	\$8,933
3	3.2	Staff Collaboration Time	Yes	\$193,212.00	\$195,609
3	3.3	Professional Growth Opportunities	Yes	\$64,470.00	\$65,203
3	3.4	Instructional Coaching	Yes	\$113,904.00	\$113,721
3	3.5	Conference Attendance	Yes	\$37,169.00	\$32,573

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)
3	3.6	Professional Development	Yes	\$50,729.00	\$65,066
3	3.7	Staff Committees	No		
4	4.1	Counseling	Yes	\$328,935.00	\$303,446
4	4.2	Supervision Aides	No	\$111,336.00	\$110,576
4	4.3	Uniforms for Low-Income Students	Yes	\$25,500.00	\$16,388
4	4.4	Student Activities and Celebrations	Yes	\$44,291.00	\$59,051
4	4.5	Clean and Safe Facilities	No	\$1,278,394.00	\$1,284,745
4	4.6	Furniture	No	\$10,609.00	\$19,899
4	4.7	Custodial Services	No	\$219,688.00	\$203,168
4	4.8	School Meals	No	\$346,930.00	\$250,291
4	4.9	Pupil Service Attendance Counselor	Yes		
4	4.10	School Transportation	Yes	\$278,201.00	\$307,573
5	5.1	Parent Meetings and Events	Yes	\$1,000.00	\$1,000
5	5.3	Parent Communication	Yes	\$2,000.00	\$2,105

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Parent Workshop and Learning	Yes	\$500.00	\$500

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,449,586	\$1,419,160.00	\$1,372,450.00	\$46,710.00	7.520%	7.740%	0.220%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Visual and Performing Arts Program	Yes	\$80,730.00	75,608		
1	1.3	Intervention Coordinator	Yes				
1	1.5	ELA/MATH/ELD Intervention	Yes	\$13,500.00	16,324		
1	1.6	Teacher Assistants	Yes	\$121,484.00	105,582		
1	1.7	Books and Reference Materials	Yes	\$3,729.00	7,803		
1	1.10	Instructional Technology	Yes	\$133,926.00	132,207		
1	1.11	Educational Field Trips	Yes	\$24,720.00	20,529		
2	2.1	ELD Instruction	Yes	\$16,229.00	5,389		
2	2.4	Supplementary Instructional Materials	Yes	\$25,000.00	25,000		
2	2.8	ELD Coordinator Services	Yes			2.64	2.72
2	2.10	Homeless/Foster Liaison Services	Yes			2.26	2.32
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes				
3	3.1	Teacher Leadership Opportunities	Yes	\$9,201.00	8,933		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Staff Collaboration Time	Yes	\$193,212.00	195,609		
3	3.3	Professional Growth Opportunities	Yes	\$64,470.00	65,203		
3	3.4	Instructional Coaching	Yes	\$113,904.00	113,721		
3	3.5	Conference Attendance	Yes	\$37,169.00	32,573		
3	3.6	Professional Development	Yes	\$31,739.00	29,863		
4	4.1	Counseling	Yes	\$260,397.00	230,952		
4	4.3	Uniforms for Low-Income Students	Yes	\$20,000.00	13,388		
4	4.4	Student Activities and Celebrations	Yes	\$34,291.00	17,883		
4	4.9	Pupil Service Attendance Counselor	Yes			2.62	2.70
4	4.10	School Transportation	Yes	\$231,959.00	272,278		
5	5.1	Parent Meetings and Events	Yes	\$1,000.00	1,000		
5	5.3	Parent Communication	Yes	\$2,000.00	2,105		
5	5.4	Parent Workshop and Learning	Yes	\$500.00	500		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,592,484	1,449,586		40.351%	\$1,372,450.00	7.740%	45.943%	\$0.00	0.000%

2025-26 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 %)
2025-26	\$ 3,950,231	\$ 1,545,021	39.112%	0.000%	39.112%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,889,976	\$ 2,175,193	\$ -	\$ 694,424	\$ 6,759,593.00	\$ 4,276,216	\$ 2,483,377

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					\$ -	\$ 8,123	\$ -	\$ -	\$ -	\$ 8,123	\$ 8,123	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Vista Heritage	2025-26	\$ 714,352	\$ 658,221	\$ 403,448	\$ 552,378	\$ -	\$ 416,747	\$ 1,372,573	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Vista Heritage	2025-26	\$ 517,389	\$ 373,343	\$ 616,623	\$ 115,462	\$ -	\$ 158,647	\$ 890,732	0.000%
1	4	Broad Course of Study	All	No					\$ 263,593	\$ 13,500	\$ 120,732	\$ 156,361	\$ -	\$ -	\$ 277,093	0.000%
1	5	Empowering SWD Academically	SWD	Yes	Schoolwide	All	Vista Heritage	2025-26	\$ 332,822	\$ 107,436	\$ 59,408	\$ 327,345	\$ -	\$ 53,505	\$ 440,258	0.000%
1	6	Accelerating English Learner Success	EL	No					\$ 19,577	\$ 3,203	\$ -	\$ 19,577	\$ -	\$ 3,203	\$ 22,780	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					\$ 1,404,892	\$ -	\$ 1,161,418	\$ 199,275	\$ -	\$ 44,199	\$ 1,404,892	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Vista Heritage	2025-26	\$ 355,495	\$ 57,186	\$ 412,681	\$ -	\$ -	\$ -	\$ 412,681	0.000%
2	2	Professional Learning & Development	All	No					\$ 92,371	\$ 66,010	\$ 23,758	\$ 134,623	\$ -	\$ -	\$ 158,381	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	Vista Heritage	2025-26	\$ 52,861	\$ -	\$ 52,861	\$ -	\$ -	\$ -	\$ 52,861	0.000%
2	3	Core Curricular & Instructional Materials	All	No					\$ -	\$ 36,264	\$ -	\$ 36,264	\$ -	\$ -	\$ 36,264	0.000%
2	4	Educational Technology & Support	All	No					\$ 87,816	\$ 27,050	\$ 87,816	\$ 27,050	\$ -	\$ -	\$ 114,866	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Safe Facilities	All	No					\$ 148,532	\$ 1,118,541	\$ 774,582	\$ 492,491	\$ -	\$ -	\$ 1,267,073	0.000%
3	2	Parents as Decision-makers	All	No					\$ 170,448	\$ 2,000	\$ 172,448	\$ -	\$ -	\$ -	\$ 172,448	0.000%
3	3	School-Family Partnerships	All	No					\$ 116,068	\$ 2,500	\$ 4,201	\$ 114,367	\$ -	\$ -	\$ 118,568	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$ 3,950,231	\$ 1,545,021	39.112%	0.000%	39.112%	\$ 1,545,021	0.000%	39.112%	Total:	\$ 1,545,021	
									LEA-wide Total:	\$ -
									Limited Total:	\$ -
									Schoolwide Total:	\$ 1,545,021
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	Vista Heritage	\$ 403,448	0.000%		
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Vista Heritage	\$ 616,623	0.000%		
1	5	Empowering SWD Academically	Yes	Schoolwide	All	Vista Heritage	\$ 59,408	0.000%		
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Vista Heritage	\$ 412,681	0.000%		
2	2	Professional Learning & Development	Yes	Schoolwide	All	Vista Heritage	\$ 52,861	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, Statutes 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 LEA¹²³ 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 #
<ul style="list-style-type: none">• 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).

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