

# LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0139089

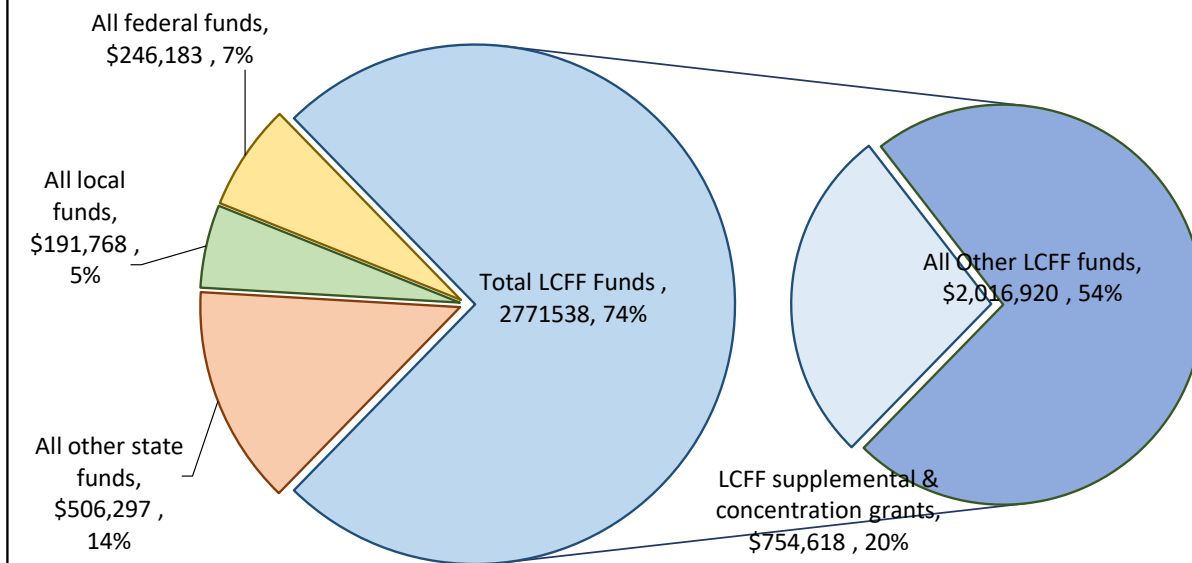
School Year: 2025-26

LEA contact information: Enock Benavides, Principal, [ebenavides@vistacharterps.org](mailto:ebenavides@vistacharterps.org), 213-224-6800

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

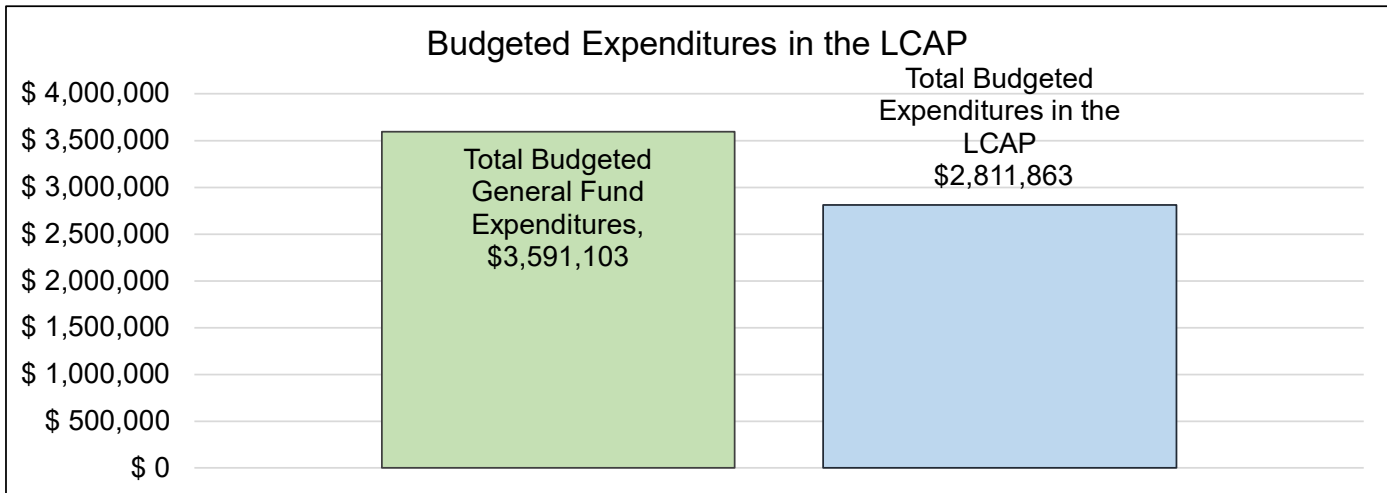


This chart shows the total general purpose revenue Vista Horizon Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Horizon Global Academy is \$3,715,786.00, of which \$2,771,538.00 is Local Control Funding Formula (LCFF), \$506,297.00 is other state funds, \$191,768.00 is local funds, and \$246,183.00 is federal funds. Of the \$2,771,538.00 in LCFF Funds, \$754,618.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Vista Horizon Global Academy plans to spend for 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 Horizon Global Academy plans to spend \$3,591,103.00 for the 2025-26 school year. Of that amount, \$2,811,863.00 is tied to actions/services in the LCAP and \$779,240.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

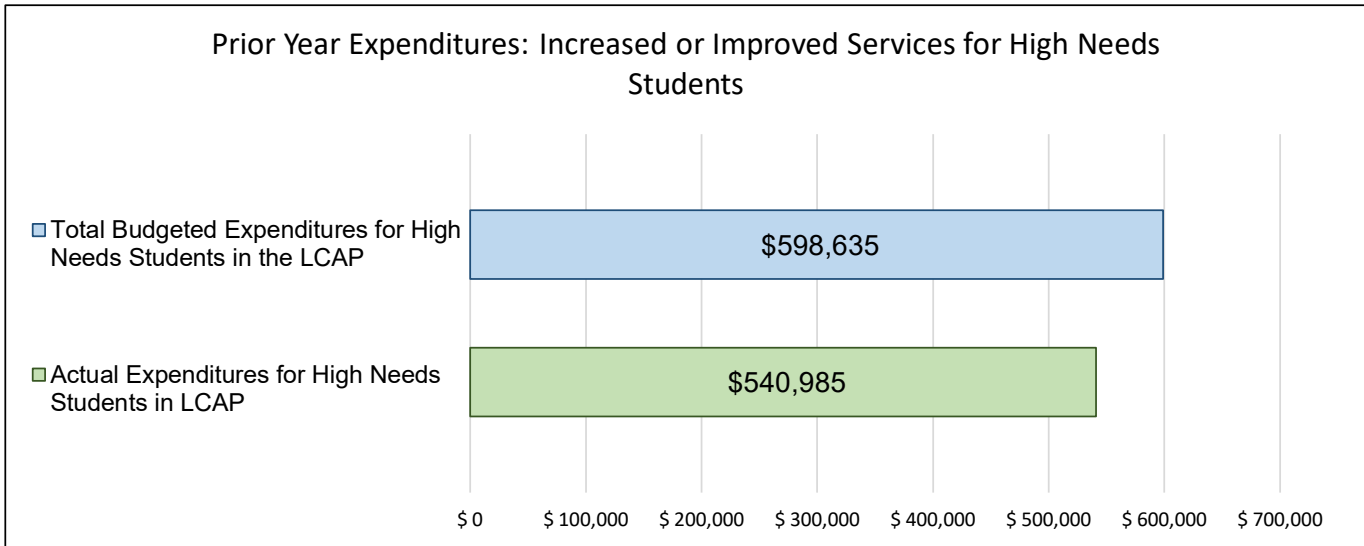
There are several items not included in the LCAP: shared costs for other home office and district wide positions, student and staff advertising and recruitment, school equipment and furniture, office supplies, school lunch program, etc.

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

In 2025-26, Vista Horizon Global Academy is projecting it will receive \$754,618.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Horizon Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Horizon Global Academy plans to spend \$754,618.00 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 Horizon Global Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vista Horizon Global Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Vista Horizon Global Academy's LCAP budgeted \$598,635.00 for planned actions to increase or improve services for high needs students. Vista Horizon Global Academy actually spent \$540,985.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$57,650.00 had the following impact on Vista Horizon Global Academy's ability to increase or improve services for high needs students:

Original budgeted expenditures were based off a higher ADA, which had estimated an LCFF S&C funding that was \$50k higher than actuals for the 24/25 school year. The school also had lower expenditures in Instructional Technology as less items had to be updated/replaced than originally budgeted, as well as slightly lower PD than budgeted.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Horizon Global Academy	Enock Benavides, Principal	<a href="mailto:ebenavides@vistacharterps.org">ebenavides@vistacharterps.org</a> 213.224.6800

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

VHGA currently serves 154 students in grades TK-5, with a student body that reflects the community we serve, 93% Hispanic students, 3% African American, 3% Asian, 1% Two or More Races. VHGA serves low-income and historically underserved students who face significant educational challenges, including 47% English Learners (EL), 12% Students with Disabilities (SWD), and 93% Socioeconomically Disadvantaged (SED). VHGA currently has a waitlist for the 2025-26 school year for the upper grades.

#### Mission and Vision

**Mission:** To create a transformative TK-5 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.

**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. The Coordination of Support Services Team (COST) serves as the cornerstone of our intervention strategy, enabling teachers to identify and refer

students who need additional support in reaching grade-level proficiency in reading and mathematics. Through this established system, struggling students receive targeted intervention through both individualized and small-group instruction during the school day, ensuring they receive timely support without disrupting their regular classroom participation. 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 Horizon Global Academy's (VHGA) performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

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

## 2024 CA School Dashboard

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

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

### English Learner Progress Indicator (ELPI): Needs Assessment

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



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

Academic achievement data compounds these concerns, with English Learners scoring 68 distance from standard on the 2023-24 CAASPP ELA assessment, representing a 0.8 point decline from 2022. In mathematics, English Learners performed 80.1 points below standard, a 7.6 point increase from 2022-23 at -87.7 distance from standard. Most critically, the English Learner reclassification rate plummeted from 8.6% in 2022-23 to 2.1% in 2023-24, indicating that very few EL students are achieving English proficiency and meeting reclassification criteria. Note: The English Learners (EL) student group did not receive a performance level (color) for the ELA and Math Academic Indicators because less than 30 EL were enrolled and tested in both the 2022-23 and 2023-24 school year.

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### **Data Analyzed**

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

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

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

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### **Educational Partners Engaged**

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

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

Family engagement was particularly crucial for this assessment, with English Learner families participating through School Site Council and English Learner Advisory Committee meetings. Parents shared perspectives through Coffee with the Principal sessions and completed surveys



available in multiple languages. Central Office staff provided district-level context and policy guidance to ensure alignment with broader English Learner support initiatives.

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### **Areas of Strength**

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

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

The school has established several supportive structures that provide a foundation for improvement. Professional development initiatives have included Kagan Cooperative Structures training specifically designed to engage English Learners and support speaking skills during content instruction. The Response to Intervention framework provides tiered support that can be adapted to meet English Learner needs, while academic vocabulary development initiatives have begun to address the critical need for building academic language skills.

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

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### **Areas of Greatest Need**

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

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

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

Professional development gaps significantly constrain the school's capacity to serve English Learners effectively. Teachers lack comprehensive training on ELD standards, research-based instructional strategies, and differentiation techniques specifically designed for English Learners at

various proficiency levels. New teachers receive minimal preparation for serving English Learners, creating inconsistent quality of instruction across classrooms.

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

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### **Root Cause Analysis**

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

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

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

Organizational factors also contribute to poor outcomes, including inadequate time allocation for designated ELD instruction, insufficient coordination between ELD and content area instruction, and limited collaboration among teachers serving the same English Learners. The lack of specialized support for Long-Term English Learners means that students who have been in the system for multiple years without achieving proficiency continue to receive the same ineffective interventions.

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

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### **Identified Resource Inequities**

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

Professional development opportunities specific to English Learner education are inequitably distributed, with new teachers and teacher assistants receiving minimal training on ELD instruction while veteran teachers may lack updated knowledge of current best practices. This

creates disparities in instructional quality across classrooms and grade levels, disadvantaging English Learners who are assigned to less prepared teachers.

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

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

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

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## **2025-26 Plan of Action**

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

### **ELD Curriculum and Instruction Implementation**

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

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

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### **Specialized English Learner Support Systems**

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

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

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

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### **Enhanced Professional Development and Capacity Building**

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

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

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

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### **Family Engagement and Community Partnerships**

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

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

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

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### **Metrics for Progress Monitoring**

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

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

## English Language Arts: Needs Assessment

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

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

### Data Analyzed (Quantitative & Qualitative)

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

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

### Educational Partners Engaged

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

The engagement process followed a structured timeline with multiple touchpoints throughout the spring of 2025. Administrative team members participated in weekly Vista Horizon Support Team meetings and monthly meetings with Central Office to discuss goals and plans. Teachers

received LCAP goal presentations during May 9 professional development sessions and completed comprehensive surveys on May 11. Student voices were captured through classroom visits on May 9 followed by survey completion on May 16. Parent engagement occurred through the School Site Council meeting on March 20, Coffee with the Principal session on March 21, and additional feedback sessions on April 25.

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### **Areas of Strength**

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

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

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

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### **Areas of Greatest Need**

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

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

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



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## Root Cause Analysis

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

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

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

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

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

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## Identified Resource Inequities

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

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

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

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## 2025-26 Plan of Action

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

### Curriculum and Instruction Enhancement



- The foundation of the improvement plan involves adopting a rigorous, standards-aligned ELA curriculum with embedded ELD support. This new curriculum will emphasize grade-level appropriate texts and reading comprehension strategies while ensuring support for diverse learners including English Learners and students with disabilities. The curriculum selection process will prioritize programs with strong research evidence and alignment to California state standards.
- Comprehensive professional development will support successful implementation of the new curriculum. All teachers will participate in intensive summer training covering curriculum components, instructional strategies, and assessment practices. Monthly coaching cycles with a dedicated instructional coach will provide ongoing support, while quarterly data analysis sessions will monitor progress and adjust instruction as needed.

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### **Targeted Intervention Systems**

- The Response to Intervention framework will be strengthened through expanded small group instruction opportunities during and after school. Systematic progress monitoring using iReady assessments and classroom-based measures will track student growth and inform instructional decisions. Tier III students performing two or more grade levels behind will receive intensive, targeted intervention through specialized programs and one-on-one support.
- English Learner support will be enhanced through the hiring of an ELD Coordinator responsible for improving both integrated and designated ELD practices across all classrooms. The implementation of the Ellevation data tracking platform will enable systematic monitoring of English Learner progress toward reclassification. Specialized ELD professional development will ensure all teachers can effectively support English Learners in accessing grade-level content.

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### **Capacity Building Initiatives**

- An Instructional Leadership Team will be established to support curriculum implementation and facilitate data-driven decision making. This team will include teacher leaders who provide peer coaching and collaboration opportunities while developing a systematic approach to classroom observation and feedback. The distributed leadership model will build internal capacity for ongoing improvement.
- Enhanced teacher assistant training will maximize the impact of paraprofessional support. Intensive professional development will prepare teacher assistants to support the new curriculum implementation and deliver evidence-based intervention strategies. Structured protocols for push-in and pull-out intervention will ensure consistent, high-quality support across all classrooms.

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### **Family and Community Engagement**

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

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### **Metrics for Progress Monitoring**

Progress will be monitored through multiple measures administered throughout the school year. iReady Diagnostic Assessments will be administered at the beginning, middle, and end of each school year to track growth in reading skills. CAASPP ELA Assessment results will provide annual summative data on standards mastery, while ELPAC and Interim ELPAC scores will monitor English Learner progress specifically. Classroom-based assessments aligned to state standards will provide ongoing formative data to inform instruction. English Learner reclassification rates will be tracked monthly to ensure progress toward proficiency goals. CA School Dashboard Performance Indicators will provide annual accountability measures and guide long-term planning efforts.

### Math Academic Indicator: Needs Assessment

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

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

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

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

#### Data Analyzed

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

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

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

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

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### **Educational Partners Engaged**

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

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

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

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

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

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### **Areas of Strength**

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

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

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

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

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

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

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### **Areas of Greatest Need**

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

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

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

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

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

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

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### **Root Cause Analysis**

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

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

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

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

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

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

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### **Identified Resource Inequities**

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

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

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

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

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

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

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## **2025-26 Plan of Action**

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

### **Mathematics Curriculum and Instruction Enhancement**

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

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

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

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## **Targeted Mathematics Intervention Systems**



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

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

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

### **Professional Development and Capacity Building**

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

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

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

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### **Family Engagement and Mathematics Support**

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

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

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

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### **Metrics for Progress Monitoring**

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



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

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

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

## Learning Recovery Emergency Block Grant (LREBG) Plan for 2025-26

Vista Horizon Global Academy (VHGA) will expend **\$94,802** in Learning Recovery Emergency Block Grant funds during the 2025-26 school year to implement evidence-based interventions that address critical learning recovery needs identified through our comprehensive needs assessment. These strategic investments target the most urgent areas impacting our student population of 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities.

### Needs Assessment Findings

Our comprehensive needs assessment, incorporating 2024 CA School Dashboard data, educational partner feedback, and multiple data sources, identified the following critical areas requiring immediate intervention:

**Academic Performance Crisis:** Students received an ORANGE performance level in ELA (53.6 points below standard) with English Learners showing RED performance (only 38.1% making progress toward proficiency). English Learner reclassification rates plummeted from 8.6% to 2.1%.

**Assessment and Progress Monitoring Gaps:** Lack of systematic diagnostic assessment and progress monitoring systems to identify learning gaps and track student growth.

**Behavioral and Social-Emotional Support Deficits:** High chronic absenteeism rates and need for comprehensive behavioral interventions to address trauma and social-emotional barriers to learning.

**English Learner Support Insufficiency:** Inadequate specialized support for English language development and academic content access.

**Professional Development Gaps:** Teachers lack training in evidence-based cooperative learning strategies proven effective for diverse learners.

**Extended Learning Time Need:** Students require additional instructional time to accelerate learning recovery.

### LREBG Fund Allocation and Evidence-Based Rationale

#### 1. iReady Assessments for Reading & Math - \$8,123 (Goal 1, Action 1)

**Purpose Alignment:** Addresses learning recovery through systematic assessment and data-driven instruction (EC 32526(c)(2)(A)).

**Evidence Base: Tier 2 - Moderate Evidence.** iReady diagnostic assessments are supported by quasi-experimental studies demonstrating effectiveness in identifying specific skill gaps and informing targeted instruction. Research by Curriculum Associates shows significant learning gains when teachers use iReady data to drive instruction.

**Addressing Identified Need:** Provides systematic diagnostic assessment three times annually with progress monitoring for students receiving interventions, directly addressing the identified gap in data-driven instruction systems.

**Expected Impact:** Enable teachers to identify specific learning gaps and provide targeted interventions, accelerating learning recovery for struggling students.

**Monitoring Metric:** CAASPP ELA and Math Distance from Standard (DFS) (Metrics #1 and 2)

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## **2. Behavior Interventionist (Partially LREBG Funded: \$26,736) - Goal 1, Action 3**

**Purpose Alignment:** Addresses social-emotional and mental health needs that impact learning recovery (EC 32526(c)(2)(B)).

**Evidence Base: Tier 1 - Strong Evidence.** Positive Behavioral Interventions and Supports (PBIS) and trauma-informed practices are supported by multiple randomized controlled trials demonstrating effectiveness in reducing behavioral incidents and improving academic outcomes.

**Addressing Identified Need:** Provides specialized behavioral intervention services to address trauma, social-emotional challenges, and behavioral barriers that impede learning for our high-needs student population.

**Expected Impact:** Reduce chronic absenteeism, improve school climate, and create conditions that enable students to engage in learning recovery activities.

**Monitoring Metric:** Chronic Absenteeism Rate (Metric #8); Suspension Rate (Metric #9); School Climate Survey results (Metric #19)

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## **3. ELD Instructional Aide - \$26,081 (Goal 1, Action 6)**

**Purpose Alignment:** Addresses learning recovery for English Learners through specialized language support (EC 32526(c)(2)(A)).

**Evidence Base: Tier 2 - Moderate Evidence.** Push-in instructional support for English Learners is supported by quasi-experimental studies showing effectiveness when aides receive proper training and work collaboratively with teachers.

**Addressing Identified Need:** Provides direct instructional support for English Learners who comprise 47% of our student population and show concerning lack of progress toward English proficiency.

**Expected Impact:** Accelerate English language development and academic achievement for English Learners through targeted, in-classroom support.

**Monitoring Metric:** English Learner Progress Indicator (ELPI) (Metric #4); ELPAC scores (Metric #5).

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## **4. Kagan Professional Development for Teachers - \$10,000 (Goal 1, Action 6)**

**Purpose Alignment:** Enhances educator capacity to support learning recovery through evidence-based instructional strategies (EC 32526(c)(2)(C)).

**Evidence Base: Tier 2 - Moderate Evidence.** Kagan Cooperative Learning structures are supported by quasi-experimental research demonstrating effectiveness for English Learners and diverse student populations in improving academic engagement and achievement.

**Addressing Identified Need:** Builds teacher capacity to implement research-based cooperative learning strategies that are particularly effective for English Learners and students from diverse backgrounds.

**Expected Impact:** Improve instructional quality and student engagement, leading to accelerated learning recovery through enhanced teaching practices.

**Monitoring Metric:** Implementation of State Academic Standards (Metric #15); CAASPP achievement data (Metrics #1, and 2)

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#### **5. Extended School Year (180 days) - \$19,821 (Goal 2, Action 1)**

**Purpose Alignment:** Provides additional learning time to accelerate learning recovery (EC 32526(c)(2)(A)).

**Evidence Base: Tier 1 - Strong Evidence.** Extended learning time is supported by randomized controlled trials demonstrating positive effects on student achievement, particularly for students from low-income backgrounds.

**Addressing Identified Need:** Addresses learning gaps by providing additional instructional days beyond the state minimum requirement, allowing for more intensive intervention and skill development.

**Expected Impact:** Accelerate learning recovery through increased instructional time, enabling students to master grade-level standards and close achievement gaps.

**Monitoring Metric:** CAASPP ELA and Math performance (Metrics #1 and 2).

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#### **6. Community Schools Coordinator (Partially LREBG Funded: \$4,041) - Goal 3, Action 3**

**Purpose Alignment:** Addresses comprehensive student and family support needs that impact learning recovery (EC 32526(c)(2)(D)).

**Evidence Base: Tier 2 - Moderate Evidence.** Community Schools models are supported by quasi-experimental studies showing effectiveness in improving academic outcomes through coordinated wraparound services and family engagement.

**Addressing Identified Need:** Provides coordination of integrated student support services and family engagement activities essential for addressing non-academic barriers to learning recovery.

**Expected Impact:** Strengthen family-school partnerships and coordinate support services that enable students to focus on learning recovery.

**Monitoring Metric:** Family engagement and school connectedness survey results (Metric #20)

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#### **Implementation Timeline and Monitoring**

**Summer 2025:** Implementation of Kagan Professional Development and extended school year planning.

**Fall 2025:** Full implementation of all LREBG-funded positions and services with baseline data collection.

**Ongoing:** Monthly progress monitoring using identified metrics, with quarterly analysis and adjustment of interventions as needed.

**Spring 2026:** Comprehensive evaluation of LREBG fund impact using outcome metrics and preparation for 2026-27 continuation planning.

**Conclusion**

This strategic allocation of LREBG funds addresses the most critical needs identified in our comprehensive assessment while implementing evidence-based interventions proven effective for our student population. Through systematic implementation and monitoring, these investments will accelerate learning recovery and improve outcomes for Vista Horizon's predominantly unduplicated student population.

## Reflections: Technical Assistance

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

Not applicable

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

Vista Horizon Global Academy is not eligible for 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
<div>Administrators/Principal</div>	<div> <div>Date Range: December 2024 - June 2025</div> <div> <div>Topics Discussed:</div> <ul style="list-style-type: none"> <li>Weekly operational coordination through Vista Horizon Support Team (VHST) meetings</li> <li>Weekly certified staff meetings for ongoing communication and coordination</li> <li>Weekly budget discussions with ICON to ensure financial alignment with organizational goals</li> <li>Monthly strategic planning sessions with Principals and Central Office regarding annual goals and initiatives</li> <li>Review and analysis of survey results from staff, students, and parents</li> <li>Development of the 2025-2026 Local Control and Accountability Plan (LCAP)</li> <li>LREBG requirements, fund management, and needs assessment activities</li> </ul> </div> <div> <div>Feedback Provided:</div> <ul style="list-style-type: none"> <li>Need for instructional coaching in ELA, ELD, and math</li> <li>Continue strategies to improve daily attendance and reduce chronic absenteeism rates</li> <li>Need to provide Instructional Aides to support reading instruction, math, and English Language acquisition for EL students</li> <li>Need professional development on the Science of Reading</li> <li>Need to strengthen MTSS (Multi-Tiered System of Supports) processes</li> <li>Need Intervention Coordinator to provide Tier 2 intervention and train/oversee Instructional Aides for effective tiered support</li> </ul> </div> </div>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Need a Behavior Interventionist to support student behavioral issues</li> <li>• Need BCBA (Board Certified Behavior Analyst) to train staff and teachers in de-escalation techniques, strategies for positive school climate, and restorative practices</li> <li>• Need additional instructional support for English Learners to improve language proficiency and increase reclassification rates, including Kagan professional development training for teachers</li> <li>• Maintain English Learner Instructional Aide to support EL students struggling with language acquisition</li> </ul>
Teachers	<p><b>Date Range:</b> May 9-16, 2025</p> <p><b>Topics Discussed:</b> The teacher consultation process began with sharing LCAP Goals during Professional Development on May 9th, followed by teachers completing the LCAP Survey on May 11th. Discussion continued on May 16th focusing on the 2025-26 LCAP development, use of LREBG Funds, and LREBG needs assessment to inform future planning and resource allocation.</p> <p><b>Feedback Provided:</b> Teachers identified the need for tiered intervention systems to support struggling learners and additional support for students not meeting academic standards. Behavioral challenges were highlighted as requiring continued attention, with emphasis on strengthening SEL (Social Emotional Learning) support and implementation, including expanded counseling services. Technology needs were also addressed, with teachers requesting more Chromebooks and iPads to enhance instructional delivery and student learning opportunities.</p>
Other School Personnel	<p><b>Date Range:</b> May 9-16, 2025</p> <p><b>Topics Discussed:</b> The classified staff consultation process included sharing LCAP Goals during Professional Development on May 9th, with classified staff completing the LCAP Survey on May 11th. Follow-up discussion on May 16th centered on the 2025-26 LCAP development, LREBG requirements and fund allocation, and conducting needs assessment activities to inform future planning.</p> <p><b>Feedback Provided:</b> Classified staff emphasized the need for professional development to effectively provide intervention support to struggling learners. Technology enhancement was identified as a priority, specifically requesting more iPads to support student learning. Additionally, professional development focused on Social Emotional Learning (SEL) implementation in the classroom was highlighted as a necessary area for staff growth and student support improvement.</p>
Students	<p><b>Date Range:</b> May 9-28, 2025</p>



Educational Partner(s)	Process for Engagement
	<p><b>Topics Discussed:</b> The student consultation process began with sharing LCAP Goals during classroom visits before state testing on May 9th, followed by students completing the LCAP Survey on May 16th. Discussion continued on May 28th during the monthly assembly G.E.A.R., focusing on the 2025-26 LCAP development and LREBG fund allocation to gather student perspectives on educational priorities and needs.</p> <p><b>Feedback Provided:</b> Students identified several key areas for enhancement including more Field Days to support Social Emotional Learning and additional field trips that align with classroom learning objectives. Technology needs were emphasized, specifically requesting more technology resources for one-on-one intervention work with Teaching Assistants (TAs). Students also expressed interest in expanding the After School Program with more clubs to support both academic and enrichment opportunities. Additionally, they highlighted the need for more academic support through increased Instructional Aides (IAs) presence in the classroom to provide enhanced learning assistance.</p>
<p><b>Parents including those representing Unduplicated Pupils &amp; Students with Disabilities</b></p>	<p><b>Date Range:</b> March 20 - May 16, 2025</p> <p><b>Topics Discussed:</b> The parent consultation process began with the School Site Council meeting on March 20th where LCAP Goals were shared with the committee for feedback. Parents completed the LCAP survey the following day on March 21st during Coffee with the Principal, with feedback subsequently shared with parents during the April 25th Coffee with the Principal session. The final discussion took place during the last Coffee with the Principal meeting on May 16, 2025, focusing on the 2025-26 LCAP development, LREBG requirements and fund allocation, and needs assessment activities to incorporate parent perspectives into planning.</p> <p><b>Feedback Provided:</b> Parents emphasized the need for more academic support through increased Teaching Assistants (TAs) in the classroom and enhanced support for the tutoring program. They identified the necessity for more intervention services for students who require additional academic assistance. Technology needs were highlighted, specifically requesting more technology resources to facilitate zoom meetings for improved communication and participation. Additionally, parents expressed interest in expanding workshop offerings for families, covering various topics to support family engagement and education in the school community.</p>

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

The development of Vista Horizon Global Academy's 2025-26 LCAP was significantly shaped through extensive consultation with educational partners from December 2024 through May 2025. The feedback provided by administrators, teachers, classified staff, students, and parents created a comprehensive foundation that directly influenced the goals, actions, and resource allocations in the adopted plan.



**Multi-Tiered System of Supports (MTSS) Development:** The most significant influence came from consistent feedback across all stakeholder groups regarding the need for systematic intervention and support systems. Administrators specifically identified the need to strengthen MTSS processes and provide an Intervention Coordinator for Tier 2 interventions, while teachers emphasized the need for tiered intervention systems to support struggling learners. This collective input directly shaped Goal 1, Action 2 (MTSS: Accelerating Learning), which establishes a comprehensive three-tiered support framework including instructional aides, intervention coordination, and after-school tutoring programs.

**Instructional Coaching and Professional Development Focus:** Administrative feedback highlighting the need for instructional coaching in ELA, ELD, and math, combined with the specific request for Science of Reading professional development, directly influenced Goal 2, Action 2 (Professional Learning & Development). The action includes specialized ELA and Math Instructional Coaches, comprehensive Science of Reading training, and role-specific professional development that addresses the capacity-building needs identified by school leadership.

**English Learner Support Enhancements:** The urgent need for additional English Learner support emerged from multiple stakeholder groups, with administrators emphasizing improved language proficiency and increased reclassification rates, and parents requesting more intervention services. This feedback shaped Goal 1, Action 6 (Accelerating English Learner Success), which includes an ELD Instructional Coach, EL Instructional Aide, Ellevation Platform implementation, and Kagan Cooperative Learning training specifically designed to support English Learners.

**Social-Emotional Learning and Behavioral Interventions:** Consistent feedback from teachers about behavioral challenges and the need for SEL support, combined with administrative requests for a Behavior Interventionist and BCBA services, directly influenced Goal 1, Action 3 (MTSS: SEL & Mental Health Supports). Students' requests for more Field Days to support Social Emotional Learning further reinforced this priority, resulting in comprehensive daily SEL implementation, contracted counseling services, and specialized behavioral support systems.

**Technology Integration and Access:** Unanimous feedback from teachers, classified staff, students, and parents regarding technology needs influenced multiple actions across goals. Teachers requested more Chromebooks and iPads, classified staff emphasized iPads for student learning, students wanted technology for one-on-one intervention work, and parents sought technology for improved communication. This collective input shaped Goal 2, Action 4 (Educational Technology & Support), ensuring comprehensive technology infrastructure and 1:1 device programs.

**Instructional Aide and Academic Support:** Strong feedback from administrators, students, and parents regarding the need for increased instructional aide presence in classrooms influenced Goal 1, Action 2, which strategically places instructional aides to provide Tier 1 support in general education classrooms and specialized support for English Learners and struggling students.

**Family Engagement and Communication:** Parent feedback requesting expanded workshop offerings and improved communication technology directly influenced Goal 3, Action 3 (School-Family Partnerships), which includes comprehensive parent education workshops, Coffee with the Principal events, and enhanced communication systems through ParentSquare and translation services.

**Extended Learning Opportunities:** Student requests for expanded After School Program clubs and enrichment opportunities, combined with administrative and teacher emphasis on additional academic support, influenced the comprehensive Extended Learning Opportunities Program (ELOP) components embedded within Goal 1, Action 2, providing academic tutoring and enrichment activities that address both academic and social needs.

**Assessment and Data Systems:** Administrative feedback regarding LREBG requirements and the need for systematic progress monitoring influenced Goal 1, Action 1 (Assessment of Learning), which establishes comprehensive diagnostic assessment protocols using iReady and systematic data analysis procedures to drive instructional decisions.

The feedback process also influenced budget allocation decisions, with stakeholder priorities directly reflected in LREBG fund distribution including iReady assessments, Behavior Interventionist support, ELD Instructional Aide funding, Kagan professional development, and extended school year implementation.

This comprehensive educational partner engagement ensured that the adopted LCAP reflects the collective wisdom and priorities of the entire school community while addressing the most critical needs identified through multiple perspectives and data sources. The resulting plan demonstrates how meaningful educational partner consultation can create responsive, community-driven improvement strategies that align resources with identified needs and stakeholder priorities.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<b>Educating the Whole Child:</b> 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 Horizon Global Academy serves a highly vulnerable student population, with 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities. The school's mission explicitly focuses on "closing the achievement gap for our targeted population—predominantly low-income and historically underserved students—while addressing the growing opportunity gap." This demographic reality necessitates a comprehensive approach that addresses both academic and non-academic barriers to learning.

**Performance Data Indicating Urgent Need:** The 2024 California School Dashboard results revealed significant performance challenges that directly informed Goal 1 development. In ELA performance, all students received an ORANGE rating, scoring 53.6 points below standard with a concerning 25.2-point decline. Most critically, English Learner progress showed a RED performance level with only 38.1% of English Learners making progress toward proficiency, representing a dramatic decline from the baseline of 52.4%. This crisis was further compounded by English Learner reclassification rates plummeting from 8.6% to 2.1%, indicating that very few students were achieving English proficiency and meeting reclassification criteria. These results demonstrated the urgent need for a comprehensive, integrated approach to student support that goes beyond traditional academic instruction.

**California Community Schools Framework Alignment:** As a recipient of the prestigious California Community Schools Partnership Program (CCSPP) Implementation Grant (Cohort IV), VHGA committed to implementing the community schools framework and its four pillars. This five-

year grant specifically supports strengthening Multi-Tiered System of Supports (MTSS) and expanding services to students and families, directly aligning with Goal 1's comprehensive approach.

**Whole Child Philosophy:** VHGA's educational philosophy recognizes that "academic success is inextricably linked to student well-being and community involvement." Goal 1 reflects this understanding by integrating academic excellence with social-emotional development, mental health supports, and behavioral interventions through MTSS implementation.

**College and Career Readiness Mission:** VHGA's mission emphasizes creating "a transformative TK-5 learning experience that builds a strong STEAM foundation for college and career readiness." Goal 1 ensures all graduates possess the knowledge, skills, attitudes, and mindsets necessary for success in higher education, the workforce, and the global economy.

**Equity and Access Imperative:** With 93% of students from historically underserved backgrounds, Goal 1 addresses the moral imperative to "eliminate barriers to learning, close achievement gaps across all student groups," and ensure equitable educational opportunities through comprehensive support systems that address the whole child.

This goal represents VHGA's systematic response to their community's needs, performance challenges, and commitment to transformative education that prepares students for success while addressing the comprehensive support needs of their historically underserved population.

## 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: <a href="#">CA School Dashboard</a>	2022-23 ELA CAASPP DFS All Students -28.4 SED -30.8 Hispanic -50.6	2023-24 ELA CAASPP DFS All Students -53.6 SED -64.3 Hispanic -62.8		2024-25 ELA CAASPP DFS All Students -50.6 SED -61.3 Hispanic -59.8	All Students: -25.2 SED: -33.5 Hispanic: -12.2
2	Math CAASPP (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 Math CAASPP DFS All Students -66.7 SED -64.6 Hispanic -98.4	2023-24 Math CAASPP DFS All Students -62.2 SED -66.3 Hispanic -69		2024-25 Math CAASPP DFS All Students -60.2 SED -64.3 Hispanic -67	All Students: +4.5 SED: +1.7 Hispanic: +29.4
3	CA Science Test: Points from Standards (PFS) Source: <a href="#">CA School Dashboard</a>	2022-23: 29.41% Met or exceeded standards	2023-24: 16.67% met or exceeded standards Source: CAASPP website -20.9 PFS		2024-25: -19.9 PFS	-12.74% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
			Source: Dashboard			
4	% EL who made progress towards English Language Proficiency (ELPI) Source: <a href="#">CA School Dashboard</a>	52.4% 2023 CA School Dashboard	38.1% 2024 CA School Dashboard		2024-15: 42%	-14.3%
5	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2022-23: 10.34% Proficient	2023-24: 11.39% Proficient		2024-25: 13% Proficient	+1.05%
6	Reclassification Rate Source: <a href="#">Dataquest</a>	2022-23: 8.6%	2023-24: 2.1%		2024-25: 3%	-6.5%
7	Attendance Rate Source: CALPADS	2022-23: 89.2%	2023-24: 90.5%		2024-25: 91.1%	+1.3%
8	Chronic Absenteeism Rates Source: <a href="#">Dataquest</a>	2022-23: Chronic Absenteeism Rate All Students 13.5% EL 11.3% SED 14.0% Hispanic 15.0%	2023-24: Chronic Absenteeism Rate All Students 10.2% EL 8.0% SED 11.7% Hispanic 9.4%		2024-25 Chronic Absenteeism Rate All Students 8.5% EL 6.5% SED 7.5% SWD 7.0% Hispanic 7.5%	All Students: -3.3% EL: -3.3% SED: -2.3% Hispanic: -5.6%
9	Suspension Rate Source: <a href="#">CA School Dashboard</a>	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in an	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	enrichment or elective course. (Broad Course of Study) Source: Master Schedule CALPADS					
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: <a href="#">SARC</a>	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%

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

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

# Goal Analysis for 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 Horizon 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. Vista Horizon Global Academy enriches students' educational experience through comprehensive Art instruction delivered by our dedicated, credentialed Art teacher. Throughout the year, students explore various mediums, techniques, and artistic styles while developing their creative expression and critical thinking skills. Their artistic journey culminates in our annual Art Show, where the school community comes together to celebrate and showcase student artwork, highlighting their growth and artistic achievements.

**Action 1.5:** This action was fully implemented. Vista Horizon Global Academy has 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 Leadership 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.

**Action 1.6:** This action was fully implemented. Vista Horizon Global Academy has developed a comprehensive professional development program for Teacher Assistants (TAs), though staffing challenges have impacted its implementation. TAs serve essential roles in supporting classroom instruction, including facilitating small group learning, providing one-on-one student support, assisting with classroom management,



and implementing targeted intervention strategies. They work closely with teachers to ensure students receive differentiated support based on individual learning needs.

**Action 1.7:** This action was fully implemented. At Vista Horizon Global Academy, we have 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 Horizon 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.

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.

**Action 1.10:** This action was fully implemented. Vista Horizon Global Academy maintains a state-of-the-art technology infrastructure designed to empower modern learning. Through our 1:1 Chromebook program, every student has dedicated access to digital learning tools, enabling personalized learning experiences and digital literacy development. Each classroom features an interactive Smart TV, creating dynamic learning environments where teachers can seamlessly integrate multimedia content and foster collaborative learning experiences.

Our teachers are equipped with cutting-edge technology resources that enable them to deliver engaging, rigorous instruction aligned with 21st-century learning standards. A dedicated IT professional maintains our robust technology ecosystem, providing comprehensive support through regular device maintenance, system updates, and network management. This ensures reliable school-wide connectivity and optimal performance of all digital resources, creating a seamless learning environment where technology enhances teaching and learning.

**Action 1.11:** This action was fully implemented. Vista Horizon Global Academy enriches student learning through a structured field trip program aligned with content standards. Each grade level participates in field trips annually. The school demonstrates its commitment to accessibility by fully funding transportation costs for all excursions, ensuring every student can participate in these valuable educational experiences.

**Action 1.12:** This action was fully implemented. At Vista Horizon 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.

**Action 1.14:** This action was fully implemented. At Vista Horizon 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.

**Goal 1: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Several factors contributed to material differences between budgeted and actual expenditures for Goal 1 during the 2024-25 school year. The primary driver of variance was declining enrollment, which impacted multiple budget categories and resulted in both cost savings and reallocation of resources.

**Staffing Adjustments (Action 1):** Due to decreased enrollment, one fewer teacher position was hired than originally budgeted. Additionally, the teacher positions that were filled had lower salary costs than anticipated in the budget, resulting in overall personnel savings for this action.

**Instructional Materials (Action 7):** Consumables and textbook purchases were reduced in direct response to declining enrollment, as fewer materials were needed to serve the smaller student population, creating savings in this category.

**Substitute Coverage (Action 8):** Substitute teacher costs exceeded budgeted amounts, representing one area where actual expenditures were higher than projected. This variance may reflect increased need for substitute coverage or higher substitute rates than originally anticipated.

**Technology Purchases (Action 10):** Computer and laptop acquisitions were lower than budgeted based on findings from the technology needs assessment conducted during the year. The assessment indicated that actual technology needs were less than originally projected, resulting in cost savings.

**Equipment and Supplies (Action 12):** Significant savings occurred in this action as purchases made during the 2023-24 school year eliminated the need for repeat purchases in 2024-25, creating substantial budget variance and allowing for resource reallocation to other priority areas.

These variances reflect responsive budget management that adjusted to actual enrollment and operational needs while maintaining educational program quality.

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

**Action 1.1:** This action was highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates strong implementation with full deployment of comprehensive professional development systems. All teachers maintain full teaching credentials, meeting and maintaining the baseline standard established for instructional quality. The school has successfully established a robust professional development infrastructure that includes weekly two-hour sessions focused on signature instructional practices, weekly Professional Learning Community meetings with administrative guidance, and three dedicated professional development days throughout the year for data analysis and instructional refinement. Additionally, new faculty receive intensive one-week professional development programs prior to each school year, ensuring they are well-prepared for classroom success.

**Academic Performance Progress:** Academic performance indicators show the action is contributing to measurable student outcomes. ELA performance has moved from a 40% baseline to 39.34% of students meeting or exceeding standards in 2023-24, progressing toward the target of 45%. Math performance has increased from the 22.22% baseline to 23.81% meeting or exceeding standards, advancing toward the 28% target.

**Overall Effectiveness and Future Outlook:** While the infrastructure and systems demonstrate strong implementation, the academic performance data indicates the need for continued intensive focus to reach the ambitious targets set for Year 3. The comprehensive investment in teacher quality through credentialing standards, ongoing professional development, and collaborative planning provides a solid foundation that should yield continued improvement as these systems mature and teachers implement learned strategies with greater fidelity. This systematic approach to teacher excellence reflects the school's fundamental commitment that high-quality instruction serves as the cornerstone of student success and engagement in rigorous, relevant learning experiences.

**Action 1.2:** The action is effectively making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with a comprehensive arts program delivered by a dedicated, credentialed Art teacher. The program is fully operational and provides students with systematic exposure to various artistic mediums, techniques, and styles throughout the academic year. Students engage in structured art instruction that develops both creative expression and critical thinking skills, contributing to the broader goal of rigorous and relevant educational experiences.

**Program Quality and Student Engagement:** The Visual and Performing Arts Program enriches students' educational experience through hands-on learning opportunities that explore diverse artistic approaches. The program culminates in an annual Art Show, which serves as both a celebration of student achievement and a showcase of artistic growth throughout the year. This community event highlights student progress and demonstrates the program's effectiveness in developing artistic skills and creative confidence.

**Overall Effectiveness and Impact:** The action successfully contributes to the school's commitment to providing a well-rounded educational program that promotes engagement through varied learning modalities. The presence of a credentialed specialist ensures high-quality instruction, while the structured progression through different artistic mediums supports skill development and creative exploration. The annual Art Show provides tangible evidence of student growth and creates opportunities for community engagement, reinforcing the connection between rigorous instruction and relevant, meaningful learning experiences. This systematic approach to arts education demonstrates the school's dedication to offering comprehensive educational opportunities that engage students through multiple pathways to learning and self-expression.

**Action 1.5:** This action is highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with a comprehensive assessment and intervention system using iReady for both Reading and Mathematics across all grade levels. The school has successfully established a data-driven approach that effectively complements the intervention program and enhances the ability to meet individual student needs. Teachers work collaboratively with leadership

to systematically analyze iReady assessment data, creating a structured framework for identifying specific areas where students require additional academic support.

**Targeted Intervention Delivery:** The program provides effective personalized academic intervention through small group instruction in English Language Arts, Mathematics, and English Language Development. Teachers utilize detailed assessment insights to create targeted lessons that address specific skill gaps and accelerate student learning during focused small group sessions. This systematic approach ensures that interventions are precisely aligned with individual student needs rather than using a one-size-fits-all approach.

**Overall Effectiveness and Data-Driven Impact:** The action successfully combines comprehensive assessment with targeted small group instruction to provide precise, data-driven support to every student. This systematic methodology demonstrates effectiveness in identifying learning gaps and delivering responsive interventions that address individual academic needs. The integration of iReady assessments with targeted instruction creates a continuous cycle of assessment, analysis, and intervention that supports the school's commitment to rigorous, relevant instruction. This approach ensures that all students, regardless of their starting point, receive the differentiated support necessary to engage successfully in challenging academic content and make meaningful progress toward grade-level standards.

**Action 1.6:** This action shows mixed effectiveness in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Challenges:** The action demonstrates full implementation of a comprehensive professional development program for Teacher Assistants, though staffing challenges have impacted its overall effectiveness. While the school has developed robust training systems and established clear roles for Teacher Assistants in supporting classroom instruction, recruitment and retention difficulties have limited the program's full potential impact on student learning outcomes.

**Support Structure and Role Definition:** Teacher Assistants serve essential functions in enhancing instructional delivery through facilitating small group learning, providing one-on-one student support, assisting with classroom management, and implementing targeted intervention strategies. The professional development program ensures that Teacher Assistants are well-prepared to work closely with teachers in delivering differentiated support based on individual learning needs. This collaborative model creates multiple layers of instructional support within each classroom environment.

**Overall Effectiveness and Areas for Improvement:** While the framework and training systems demonstrate strong design and implementation, the staffing challenges significantly impact the action's overall effectiveness in reaching its full potential. The comprehensive professional development program provides a solid foundation for Teacher Assistant effectiveness, and the clearly defined roles ensure that when staff are available, they contribute meaningfully to student support and intervention efforts. However, the ongoing staffing difficulties suggest the need for enhanced recruitment and retention strategies to fully realize the benefits of this well-designed support system. The action shows promise for contributing to rigorous and relevant instruction when fully staffed, but current limitations prevent it from achieving maximum impact on student engagement and learning outcomes.

**Action 1.7:** This action appears to be highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with comprehensive leveled classroom libraries that effectively enhance the Reader's and Writer's Workshop program. Each classroom is equipped with carefully curated collections of books organized by reading levels, ensuring systematic access to appropriate reading materials that match individual student skills and interests. This strategic investment in classroom libraries provides the foundational resources necessary for differentiated literacy instruction.

**Student Access and Differentiation:** The program successfully provides students with diverse book choices throughout the school year at their individual reading levels, supporting personalized learning pathways in literacy development. The differentiated libraries enable teachers to match students with appropriate texts that challenge them at their instructional level while maintaining engagement through interest-based selections. This approach ensures that all students, regardless of their current reading ability, have access to materials that promote both skill development and reading enjoyment.

**Overall Effectiveness and Educational Impact:** The action effectively contributes to the school's literacy program by providing essential resources that support students' development as both readers and writers. The systematic organization of leveled materials enables teachers to implement responsive instruction that meets students where they are academically while providing clear pathways for growth. This comprehensive approach to classroom libraries demonstrates the school's commitment to ensuring that all students have the tools and resources needed to engage in rigorous literacy learning experiences. The investment in quality, level-appropriate materials creates an environment where students can develop confidence in their reading abilities while being appropriately challenged to advance their skills throughout their literacy journey.

**Action 1.8:** The action appears to be effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with a comprehensive substitute teacher system that maintains instructional continuity during regular teacher absences. The school has established a primary partnership with Scoot Education to ensure high-quality substitute teachers are consistently available when needed. This systematic approach to substitute coverage reflects the school's commitment to minimizing disruptions to student learning and maintaining educational standards even during staff absences.

**Instructional Continuity and Quality Assurance:** The dual approach to substitute coverage allows the school to consistently provide skilled instruction that reduces any potential disruption to student learning during teacher absences. The partnership with a professional substitute service ensures that qualified educators are available to continue planned instruction and maintain classroom management standards. This system enables regular teachers to be absent when necessary while preserving the learning environment and academic momentum for students.

**Overall Effectiveness and Educational Impact:** The action successfully supports the broader goal of rigorous and relevant instruction by ensuring that learning continues uninterrupted regardless of teacher availability. The commitment to securing qualified substitutes demonstrates the school's priority of maintaining high-quality educational experiences for all students throughout the academic year. This systematic approach to substitute coverage contributes to consistent implementation of instructional programs and helps preserve the continuity of learning that is essential for student engagement and academic progress. The investment in reliable substitute services reflects an understanding that consistent, quality instruction is fundamental to achieving the school's educational goals and maintaining the integrity of all academic programs.



**Action 1.10:** The action appears to be highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with a state-of-the-art technology infrastructure designed to empower modern learning. The school maintains a comprehensive 1:1 Chromebook program that provides every student with dedicated access to digital learning tools, enabling personalized learning experiences and digital literacy development. Each classroom features an interactive Smart TV, creating dynamic learning environments where teachers can seamlessly integrate multimedia content and foster collaborative learning experiences.

**Technology Integration and Support:** Teachers are equipped with cutting-edge technology resources that enable them to deliver engaging, rigorous instruction aligned with 21st-century learning standards. A dedicated IT professional maintains the robust technology ecosystem, providing comprehensive support through regular device maintenance, system updates, and network management. This ensures reliable school-wide connectivity and optimal performance of all digital resources, creating a seamless learning environment where technology enhances teaching and learning rather than creating barriers.

**Overall Effectiveness and Educational Impact:** The action successfully creates a technology-rich environment that supports both student engagement and instructional excellence. The combination of individual student devices and interactive classroom displays enables teachers to implement varied instructional strategies that appeal to different learning styles and promote active participation. The reliable technical support system ensures that technology functions as an effective tool for learning rather than a source of frustration or delay. This comprehensive approach to instructional technology demonstrates the school's commitment to preparing students for success in an increasingly digital world while providing teachers with the tools necessary to deliver innovative, engaging instruction that meets the diverse needs of all learners.

**Action 1.11:** The action appears to be highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with a structured field trip program aligned with content standards that enriches student learning through authentic, real-world experiences. Each grade level participates in educational field trips annually, providing systematic opportunities for students to connect classroom learning with practical applications and community resources. The program is designed to extend learning beyond traditional classroom boundaries and create memorable educational experiences that reinforce academic concepts.

**Equity and Access Commitment:** The school demonstrates its commitment to educational equity by fully funding transportation costs for all excursions, ensuring that every student can participate in these valuable educational experiences regardless of family financial circumstances. This approach removes potential barriers to participation and guarantees that all students have equal access to enriching learning opportunities that complement and enhance their classroom instruction.

**Overall Effectiveness and Educational Impact:** The action successfully contributes to rigorous and relevant instruction by providing students with hands-on learning experiences that bring academic concepts to life through real-world connections. These educational excursions enhance student engagement by offering varied learning modalities and creating opportunities for deeper understanding of curricular content through direct observation and experience. The systematic approach to field trip planning ensures that these experiences are purposeful extensions of classroom learning rather than isolated activities. By removing financial barriers and ensuring universal participation, the school demonstrates its



commitment to providing all students with comprehensive educational opportunities that promote engagement, reinforce learning, and create lasting connections between academic content and practical applications in the broader community.

**Action 1.12:** The action appears to be effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with comprehensive access to standards-aligned curriculum and instructional materials that support student academic success. The school maintains current licenses for essential standards-based digital curriculum platforms, ensuring that all students have consistent access to high-quality educational resources. This systematic approach to curriculum management provides teachers with the tools necessary to deliver instruction that meets state standards and promotes student achievement.

**Resource Quality and Standards Alignment:** The program ensures that students receive instruction through materials specifically designed to enhance learning outcomes and support academic growth. The maintenance of current licensing for digital curriculum platforms demonstrates the school's commitment to providing teachers and students with up-to-date, research-based instructional resources. These standards-based materials support consistent implementation of rigorous academic content across all classrooms and grade levels.

**Overall Effectiveness and Educational Impact:** The action successfully supports the broader goal of rigorous and relevant instruction by ensuring that all educational materials align with established academic standards and promote student engagement through quality content delivery. The investment in standards-based curriculum platforms provides a foundation for consistent, high-quality instruction that meets the diverse learning needs of all students. This systematic approach to curriculum resources demonstrates the school's commitment to maintaining educational excellence and ensuring that teachers have access to the materials necessary to implement effective, standards-aligned instruction that prepares students for academic success and promotes meaningful engagement with learning content.

**Action 1.14:** The action appears to be highly effective in making progress toward the goal of providing all students access to an instructional program that promotes engagement through rigor and relevance.

**Implementation Success:** The action demonstrates full implementation with comprehensive student records management through PowerSchool, an integrated Student Information System. The school maintains accurate and reliable record-keeping for all students through this secure platform, which efficiently manages essential student data including daily attendance records. This systematic approach to data management ensures that critical student information is consistently tracked and readily accessible to support instructional decision-making.

**Data Management and Operational Efficiency:** The integrated system allows the school to efficiently manage essential student information, creating a reliable foundation for monitoring student progress and supporting educational planning. Daily attendance tracking through PowerSchool provides accurate documentation that supports both compliance requirements and instructional planning. The secure platform ensures that student data is protected while remaining accessible to authorized personnel who need this information to support student success.

**Overall Effectiveness and Educational Impact:** The action successfully supports rigorous and relevant instruction by providing educators and administrators with reliable access to student data that informs instructional decisions and supports individualized learning approaches. Accurate attendance tracking enables the school to identify patterns that may impact student engagement and academic progress, allowing for timely interventions when needed. The comprehensive record-keeping system creates a foundation for data-driven decision-making that enhances the

school's ability to provide targeted support and monitor student growth over time. This systematic approach to student information management demonstrates the school's commitment to using data effectively to support all students in achieving academic success and maintaining consistent engagement in their educational program.

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><b>Universal Screening and Progress Monitoring:</b> Vista Horizon Global Academy (VHGA) will administer iReady Diagnostic Assessments for ELA and Mathematics (LREBG Funded: \$8,123) three times annually (Fall, Winter, Spring) with monthly progress monitoring for students receiving Tier 2 and Tier 3 interventions. Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by EC Section 53008 to ensure early identification and intervention support. Teachers will conduct ongoing formative assessments weekly across all subject areas to monitor daily learning progression and inform immediate instructional adjustments.</p> <p><b>State-Required Assessments:</b> 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>	\$10,623	N

Action #	Title	Description	Total Funds	Contributing
		<p><b>Data Analysis and Inquiry Cycle Process:</b></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, 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><b>Standards-Mastery Approach Implementation:</b></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><b>Data-Driven Instructional Response System:</b></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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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><b>Professional Learning and Accountability:</b></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 Office, school leadership team, and teaching staff to ensure transparency and accountability in driving student achievement outcomes.</p>		
2	MTSS: Accelerating Learning	<p>Vista Horizon 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><b>Tier 1 - Universal Core Instruction Enhancement:</b> 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 in grades TK-5 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> <p><b>Tier 2 - Targeted Group Interventions:</b> The Intervention Coordinator will provide reading and math tier 2 interventions and deliver instructional coaching for the Instructional Aides strategically placed with students</p>	\$583,208	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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 phonemic awareness, reading fluency, and academic vocabulary development.</p> <p>Students will utilize iReady MyPath, 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><b>Tier 3 - Intensive Individual Support:</b> 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><b>Targeted Academic Support Through Additional Tutoring</b></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 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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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><b>Expanded Learning Opportunities Program (ELOP)</b></p> <p>Our students 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 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><b>Holistic Approach to Student and Family Wellness:</b> VHGA 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>	\$256,864	Y



Action #	Title	Description	Total Funds	Contributing
		<p><b>Daily Social-Emotional Learning Implementation:</b> 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. On Fridays, students participate in Ways of Council activity with their peers and share their ideas: Speak from the Heart; Be Spontaneous; and Be Lean.</p> <p><b>Enhanced Attendance Intervention Through Home Visits</b></p> <p>VHGA will continue to strengthen and communicate its attendance policy to families and students. VHGA staff will undergo training through the Parent-Teacher Home Visit Organization to conduct home visits, utilizing evidence-based practices to build community connections, develop trust, and re-engage students and families to reduce chronic absenteeism and improve daily student attendance. This intensive intervention approach will address root causes of absenteeism by meeting families in their home environment, fostering stronger school-home partnerships, and providing personalized support that directly impacts student outcomes. Trained staff will use culturally responsive approaches to strengthen relationships with families, understand community contexts, and develop collaborative solutions that support consistent school attendance and academic engagement.</p> <p><b>G.E.A.R Recognition Program:</b> Every month, VHGA celebrates a specific schoolwide core value through the GEAR G.E.A.R. (Grit, Empathy, Accountability, and Respect), overall academic improvement, and/or teachers who identify students that deserve special recognition. VCMS ties any positive celebration to G.E.A.R, which teachers highlight and celebrate in-class; and students are also recognized during school assemblies.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>VHGA staff also conduct home visits to celebrate students who have demonstrated significant growth in academics, attendance, and exemplifying GEAR characteristics.</p> <p><b>Targeted Attendance Support:</b> VHGA's PBIS Team is comprised of the Principal, Psychologist, Behavior Interventionist (Title I Funded: \$43,091; and LREBG Funded: \$26,736), BCBA and Counseling interns from PUC. This team will lead the schoolwide attendance initiative to strengthen school culture, promote daily attendance, and implement a tiered approach to reducing chronic absenteeism.</p> <p><b>Transportation Support:</b> VHGA will provide transportation services for students to address barriers to daily attendance, ensuring reliable transportation to and from school. This support removes a significant obstacle to consistent attendance and helps families overcome logistical challenges that may contribute to chronic absenteeism.</p> <p><b>Comprehensive Mental Health and Wellness Support Services:</b> VHGA will provide multi-layered mental health support through strategic partnerships and staffing enhancements. VHGA will contract counseling services from PUC that provide group counseling for students during the instructional day, ensuring immediate access to mental health support without disrupting academic learning time.</p> <p><b>Contracted Group Counseling Services:</b> Through our partnership with PUC, students will receive group counseling services during the instructional day to address social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. These group interventions will provide both proactive and responsive services that build students' coping skills, emotional regulation, and positive behaviors in a supportive peer environment.</p> <p>Working collaboratively with teachers, families, and community mental health partners, the Assistant Principal will coordinate with Turning Point counselors to ensure students receive comprehensive support while helping to implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Turning Point counselors will</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>provide immediate intervention and support for students experiencing acute emotional distress or behavioral challenges.</p> <p><b>Trauma-Informed School Environment:</b> The contracted counseling services from PUC play an essential role in creating a trauma-informed school environment by supporting teachers in understanding and responding to student mental health needs while promoting psychological safety and emotional wellbeing throughout the school community. Through early identification and intervention strategies, the Turning Point counselors 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 Principal will work collaboratively with the school psychologist, BCBA, Behavior Interventionist, Counseling Interns (PUC) and MTSS team to foster a welcoming, inclusive school community that supports the social-emotional wellness of all students and families.</p> <p><b>Behavioral Support and Intervention</b></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>		

Action #	Title	Description	Total Funds	Contributing
		<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.</p> <p><b>Additional Support Systems:</b> VHGA 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.</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.</p>		
4	Broad Course of Study	<p>Vista Horizon Global Academy provides all students with enrichment opportunities beyond core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) through the following arts programs:</p> <ul style="list-style-type: none"> <li>• <b>Music Education:</b> Sequential, standards-aligned instruction in vocal and instrumental music</li> <li>• <b>Art Instruction:</b> Hands-on learning experiences in diverse artistic mediums and techniques</li> <li>• <b>Dance Education:</b> Movement-based learning through various dance forms and choreography</li> </ul> <p><b>Evidence-Based Justification</b></p> <p>Studies show that arts education greatly improves student growth in many different spheres. Regular participants in arts programs show better academic performance, higher graduation rates, and more college enrollment than their non-participating peers, according to a longitudinal study by the National Endowment for the Arts.</p> <p>Many neuroscience studies support music education's enhancement of teenage brain development, especially in areas linked to memory, executive function, and language processing. Studies published in the</p>	\$72,348	N

Action #	Title	Description	Total Funds	Contributing
		<p>Journal of Neuroscience reveal that adolescent musical instruction is linked to faster brain development and better performance in many spheres including academics.</p> <p>Instruction in art fosters creative problem-solving ability, visual literacy, and critical thinking. Regular art instruction has been shown in studies to help students develop better observational skills, more tenacity in difficult tasks, and more ability to communicate difficult concepts—qualities that apply to other academic spheres.</p> <p>Dance instruction has been demonstrated to enhance social-emotional learning, spatial awareness, and physical development as well as to increase Research from the Dana Foundation indicates that while developing coordination, balance, and kinesthetic awareness, dance training improves cognitive abilities connected to attention, memory, and executive control.</p> <p>This all-encompassing arts-based program complements California's educational goals for producing well-rounded graduates ready for civic life, college, and career in the twenty-first century.</p>		
5	Empowering SWD Academically	<p>Vista Horizon's school site administrators along with the 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"> <li>• Monitoring and assessing student services</li> <li>• Monitor and analyze student with disabilities caseload data</li> <li>• Identify and plan PD needed at the site throughout the school year</li> <li>• Analyze and plan instruction for students with disabilities based on assessment data (iReady, ELA curriculum assessments)</li> </ul> <p><b>IEP Passports and Special Education Updates</b></p> <p>Special Education teacher (RST) will provide all general education teachers with a copy of the IEP Passport for their students with IEPs. RST will distribute IEP Passports on a monthly basis as IEP meetings are being</p>	\$192,661	N

Action #	Title	Description	Total Funds	Contributing
		<p>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 RST will attend the COP 3 Special Education Coordinating Council Meetings and provide pertinent updates to school site administrators, general education staff and/or parents</p> <p><b>Professional Development</b></p> <p>Director of Special Education, RST, school psychologist and/or school site administrators will provide PD that focus on strengthening our special education program for our students with 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"> <li>• ELA, ELD and Math support for our students with disabilities</li> <li>• COST, SST, 504 and/or IEP Process</li> <li>• Classroom accommodations (academically and/or behaviorally)</li> <li>• Behavior Supports (BIPs, Check-In, Check Out Systems)</li> <li>• De-escalation Strategies</li> <li>• Collaboration time between special education and general education teachers</li> </ul> <p><b>PLC Time</b></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>		



Action #	Title	Description	Total Funds	Contributing
		<p>Special Education Oversight by Director of Special Education:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Upon enrollment at VHGA, students are transferred into Welligent in order to ensure compliance and begin services as needed right away once the school year begins</li> <li>• Welligent 300 reports monitoring by Director of SPED, RST and DIS Providers on a bi-weekly basis in order to highlight best practices</li> <li>• Welligent 300 reports are ran on a weekly basis to catch any discrepancies by Director of Special Education</li> <li>• If and when discrepancies are noted, DIS Provider is notified and supported to correct any discrepancies by the Director of Special Education</li> <li>• IEP Master Calendar created and is ready before the beginning of the school year</li> <li>• IEP meetings scheduled a month ahead of time in order to maintain compliance</li> <li>• IEP meetings are held in person or via zoom, per parents preference in order to ensure parent participation</li> </ul> <p><b>COP 3 Resources and Support</b></p> <p>Vista Horizon will continue to attend and be an active participant at all COP 3 Coordinating Council meetings. Vista Horizon will continue to work closely with our assigned program specialist and benefit from the resources and networking opportunities offered by the COP 3 Team. Vista Horizon benefits from Bulletins shared by COP 3 in regards to special education (504s, LRE updates, ELD support for students with disabilities, IDEA updates, etc.), compliance support from the COP 3 Team during CALPADS windows regarding special education reporting. These supports and resources ensure that Vista Horizon maintains compliance for our students with disabilities and allows us to benefit from COP services and best practices.</p>		

Action #	Title	Description	Total Funds	Contributing
6	Accelerating English learner Success	<p><b>2024 Dashboard Results:</b> our school received a RED rating on the CA School Dashboard's English Learner Progress Indicator (ELPI), which indicates that English Learners (ELs) were not making sufficient progress toward English language proficiency.</p> <p><b>Specialized ELD Instructional Support</b></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><b>Technology-Enhanced EL Support</b></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><b>Direct Instructional Support</b></p>	\$48,397	N

Action #	Title	Description	Total Funds	Contributing
		<p>An EL Instructional Aide (LREBG Funded: \$26,081) will provide push-in support for English Learners during the instructional day, working collaboratively with classroom teachers to deliver targeted language support within the general education setting. This push-in model ensures that English Learners receive additional linguistic scaffolding while remaining integrated with their peers and accessing grade-level academic content.</p> <p><b>Comprehensive English Language Development Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Designated ELD Implementation:</b> 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 1-6. This consistent, systematic approach will provide English Learners with explicit language instruction that builds foundational skills necessary for academic success across all content areas.</li> <li>• <b>Integrated ELD Across Content Areas:</b> 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.</li> <li>• <b>Authentic Language Exposure:</b> All students will receive monthly issues of Time Magazine through a year-long subscription for the 2025-26 school year, providing opportunities to engage with real-world texts and authentic language use. This exposure to current events and varied text structures will enhance academic vocabulary development and cultural knowledge essential for academic success.</li> </ul> <p><b>Strategic Professional Development and Collaboration</b></p> <p>Teachers will receive comprehensive professional development on Kagan cooperative learning strategies (LREBG Funded \$10,000), which are</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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><b>Instructional Enhancement and Resource Integration</b></p> <p>The adoption of new ELA curriculum will incorporate comprehensive English Learner resources to support student learning while providing both certificated and classified staff with access to high-quality English language learner materials and ongoing professional development opportunities. This curriculum integration 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><b>Systematic Assessment and Progress Monitoring</b></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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>support while maximizing the impact of all instructional minutes for English Learners.</p> <p><b>Trimester Intervention Planning</b></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>		

# Goal

Goal #	Description	Type of Goal
2	<b>Professional Growth:</b> 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.

The concerning academic performance data revealed in the 2024 California School Dashboard directly highlighted the need for enhanced professional capacity. With ELA performance showing an ORANGE rating and English Learners receiving a RED performance level on the English Learner Progress Indicator, it became clear that teachers required specialized training and ongoing support to effectively serve the school's diverse learners. The dramatic decline in English Learner reclassification rates from 8.6% to 2.1% particularly underscored the urgent need for enhanced professional development in English Language Development strategies and differentiation techniques.

**Standards Implementation and Instructional Excellence:** Goal 2 addresses the fundamental requirement to ensure full implementation of state academic content and performance standards while enabling English Learners to access grade-level curriculum. The school's commitment to providing rigorous, standards-aligned STEAM instruction requires continuous professional development to build teacher expertise in both content knowledge and pedagogical practices that support diverse learners.

**Community Schools Framework and MTSS Implementation:** As a recipient of the California Community Schools Partnership Program Implementation Grant, VHGA committed to implementing a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. This complex framework requires extensive professional development to ensure all staff understand their roles in supporting the whole child through tiered interventions and data-driven decision-making processes.

**Distributed Leadership for Sustainability:** The school's vision of creating sustainable systems that maximize student achievement requires moving beyond traditional hierarchical leadership models. Goal 2 reflects the understanding that lasting improvement comes through building collective expertise and empowering educators at all levels to take ownership of student outcomes through shared decision-making and continuous improvement processes.



**Specialized Skills for Vulnerable Populations:** Serving a student body that is 93% Socioeconomically Disadvantaged, 47% English Learners, and 12% Students with Disabilities requires specialized professional competencies. Teachers need ongoing support in culturally responsive pedagogy, trauma-informed practices, differentiation strategies, and evidence-based interventions that address the complex needs of historically underserved students.

**Data-Driven Improvement Culture:** The school's commitment to continuous improvement through data analysis and responsive instruction requires building staff capacity in assessment literacy, data interpretation, and instructional adjustment strategies. This systematic approach to professional growth ensures that teaching practices evolve based on evidence of student learning and achievement.

**Collaborative Learning Community:** Goal 2 recognizes that individual teacher excellence alone is insufficient to close achievement gaps for the school's target population. Building a collaborative learning community where educators share expertise, support one another's growth, and engage in collective problem-solving creates the conditions necessary for sustained improvement and innovation.

This goal represents VHGA's understanding that achieving their ambitious mission of transforming educational outcomes for historically underserved students requires a comprehensive investment in professional capacity, collaborative leadership, and systems that support continuous learning and improvement at all levels of the organization.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 52.3%	2022-23: 60.3%		2023-24: 87%	+8%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access.	<u>2023-24</u> ELA: 4 ELD: 4 Math: 4	<u>2024-25</u> ELA: 4 ELD: 4 Math: 4		<u>2025-26:</u> ELA: 4 ELD: 4 Math: 4	ELA: 0 ELD: 0 Math: 0 Social Science: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	<u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability  Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	Social Science: 4 Science: 3 CTE: NA Health: 3 PE: 5 VAPA: 4 World Language: NA	Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA		Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: NA	Science: +1 CTE: NA Health: +1 PE: -1 VAPA: 0 World Language: NA

## 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 Horizon Global Academy is evaluating English Language Development (ELD) curricula for potential adoption. Following the selection process, the chosen curriculum will be purchased, and teachers will receive comprehensive training. Implementation is planned for the 2025-26 school year.

**Action 2.3:** This action was fully implemented. Vista Horizon Global Academy has established a Multi-Tiered System of Support (MTSS) team to address student needs. This team develops accommodated assessment plans and provides targeted support services. The Special Education department consists of one full-time Education Specialist and a part-time School Psychologist.

**Action 2.4:** This action was fully implemented. At Vista Horizon 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 Horizon 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. 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 2.8:** 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. 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.

### **Goal 2: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 2 during the 2024-25 school year. All actions within this goal were implemented within their projected budget parameters, demonstrating effective budget planning and execution.

This alignment between budgeted and actual expenditures indicates that the original budget projections for Goal 2 activities were accurate and that implementation proceeded as planned without significant cost overruns or underutilization of allocated resources. The absence of material variances reflects successful budget management and suggests that the programs and services supporting Goal 2 were delivered efficiently and cost-effectively throughout the school year.

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

**Action 2.1:** The action shows effective planning and preparation but limited immediate impact in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Progress and Planning:** The action demonstrates full implementation in terms of planning and preparation phases. Vista Horizon Global Academy is currently evaluating English Language Development curricula for potential adoption, indicating a thoughtful and systematic

approach to selecting appropriate instructional materials. Following the selection process, the chosen curriculum will be purchased, and teachers will receive comprehensive training to ensure effective implementation. This methodical approach demonstrates the school's commitment to making informed decisions about ELD instruction.

**Timeline and Future Implementation:** Implementation of the selected ELD curriculum is planned for the 2025-26 school year, indicating that while the action is fully implemented in its preparatory phase, the direct instructional impact on students has not yet begun. The comprehensive training component for teachers suggests that the school recognizes the importance of proper professional development to ensure successful curriculum implementation when the program launches.

**Overall Effectiveness and Future Potential:** While the action shows strong planning and systematic decision-making processes, its effectiveness in improving outcomes for English Learner subgroups cannot yet be measured since the curriculum has not been implemented in classrooms. The thorough evaluation and selection process, combined with planned comprehensive teacher training, positions the action for potential success in the upcoming school year. The commitment to standards-based curriculum, materials, and services for ELD instruction demonstrates the school's dedication to providing equitable educational opportunities for English Learners. The effectiveness of this action will become clearer once the selected curriculum is implemented, and student outcome data becomes available following the 2025-26 school year launch.

**Action 2.3:** The action appears to be highly effective in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Success:** The action demonstrates full implementation with an established Multi-Tiered System of Support team specifically designed to address diverse student needs. Vista Horizon Global Academy has successfully created a comprehensive support structure that develops accommodated assessment plans and provides targeted support services for identified students. The Special Education department consists of one full-time Education Specialist and a part-time School Psychologist, ensuring that specialized expertise is available to serve students with varying needs.

**Systematic Support Structure:** The MTSS team operates as a coordinated system that identifies students requiring additional support and develops individualized plans to address their specific academic, behavioral, or social-emotional needs. This systematic approach ensures that interventions are data-driven and responsive to individual student circumstances. The team's ability to create accommodated assessment plans demonstrates a commitment to ensuring that all students can demonstrate their learning in ways that are appropriate for their individual needs and circumstances.

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

**Action 2.4:** The action appears to be highly effective in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Success:** The action demonstrates full implementation with a comprehensive approach to ensuring classroom readiness through adequate supplies and materials for all teachers. Vista Horizon Global Academy prioritizes equitable access to instructional resources by providing all teachers with the materials needed for effective instruction. This systematic approach ensures that classroom preparedness does not depend on individual teacher resources or vary across different learning environments within the school.

**Equity and Resource Distribution:** The program successfully removes potential barriers to effective instruction by ensuring that each classroom is fully stocked with necessary supplies and materials. This approach creates consistency across all learning environments and ensures that students in every classroom have access to the same quality of instructional resources. By providing adequate materials to support core curriculum and meet the needs of various student subgroups, the school demonstrates its commitment to educational equity at the classroom level.

**Overall Effectiveness and Educational Impact:** The action effectively supports the broader goal of equitable education by enabling teachers to focus on delivering high-quality instruction without concerns about resource availability. When teachers have consistent access to necessary materials and supplies, they can implement differentiated instruction and provide targeted support to diverse student populations more effectively. This systematic approach to resource allocation ensures that all students, regardless of their classroom assignment or specific learning needs, have access to well-equipped learning environments that support their academic success. The investment in comprehensive classroom supplies demonstrates the school's understanding that equitable education requires consistent access to quality instructional materials across all learning spaces and for all student subgroups.

**Action 2.6:** The action is highly effective in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Success:** The action demonstrates full implementation with strategic partnerships that deliver comprehensive support services for students with special needs. Vista Horizon Global Academy has established contracts with specialized education providers to ensure that all required services and accommodations are available to students who need them. These contracted professionals complement the in-house special education team, creating a robust support network that addresses the diverse needs of students with disabilities.

**Comprehensive Service Delivery:** The partnership model ensures that students with special needs receive their required accommodations and services through a combination of internal expertise and external specialized resources. This collaborative approach provides access to a broader range of professional skills and specialized knowledge than would be possible with internal staff alone. The contracted providers work in coordination with the school's existing special education team to deliver seamless, comprehensive support that meets individual student requirements.

**Overall Effectiveness and Equity Impact:** The action successfully contributes to educational equity by ensuring that students with special needs have full access to the specialized resources and expertise necessary for their academic and social success. The partnership approach demonstrates the school's commitment to providing comprehensive support regardless of the complexity or specificity of individual student needs. By maintaining access to specialized resources and expertise through these professional partnerships, the school ensures that students with disabilities receive equitable educational opportunities and the full range of supports required by their Individual Education Programs. This

systematic approach to special education services creates an inclusive environment where all students can access appropriate educational experiences tailored to their individual needs and circumstances.

**Action 2.7:** The action shows limited measurable effectiveness in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Status and Duplication:** The action demonstrates full implementation status, but the midyear update indicates that this initiative has already been addressed in a previous action item. The school has identified this as a duplication of activities and associated costs that are fully captured in earlier documentation. This recognition suggests effective oversight and coordination in tracking multiple initiatives that may overlap in scope or purpose.

**Resource Allocation and Planning:** While the action involves teaching assistants providing push-in services to special education students, the determination that these activities are already covered elsewhere indicates that the school has comprehensive systems in place for supporting students with special needs. The decision to eliminate this entry to avoid duplication demonstrates careful attention to resource allocation and program coordination.

**Overall Effectiveness and Organizational Impact:** The effectiveness of this specific action cannot be independently assessed since the activities and their associated impacts are captured under other initiatives within the school's comprehensive support system. The recognition and elimination of duplication suggests effective program management and coordination across multiple actions designed to serve student subgroups. While teaching assistant support for special education students is undoubtedly valuable, the school's determination that this support is already adequately addressed through other actions indicates that the goal of providing equitable resources and support is being met through existing structures rather than requiring this separate action item.

**Action 2.8:** The action shows limited measurable effectiveness in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Status and Duplication:** The action demonstrates full implementation status, but the midyear update indicates that this initiative has already been addressed in a previous action item. The school has identified this as a duplication of activities and associated costs that are fully captured in earlier documentation. This recognition of overlap suggests effective oversight and coordination in tracking multiple initiatives designed to support English Learner students.

**Service Delivery and Coordination:** While the action involves improved services through ELD Coordinator support served by current staff, the determination that these services are already covered elsewhere indicates that the school has comprehensive systems in place for supporting English Learner students. The decision to eliminate this entry to avoid duplication demonstrates careful attention to resource allocation and program coordination across various support services.

**Overall Effectiveness and Organizational Impact:** The effectiveness of this specific action cannot be independently assessed since the ELD coordinator services, and their associated impacts are captured under other initiatives within the school's comprehensive support system for English Learners. The recognition and elimination of duplication suggests effective program management and coordination across multiple actions designed to serve this important student subgroup. While ELD coordinator services are essential for supporting English Learner success,



the school's determination that these services are already adequately addressed through other actions indicates that the goal of providing equitable resources and support for English Learners is being met through existing structures rather than requiring this separate action item.

**Action 2.10:** The action shows limited measurable effectiveness in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Status and Duplication:** The action demonstrates full implementation status, but the midyear update indicates that this initiative has already been addressed in a previous action item. The school has identified this as a duplication of activities and associated costs that are fully captured in earlier documentation. This recognition of overlap suggests effective oversight and coordination in tracking multiple initiatives designed to support vulnerable student populations including homeless and foster youth.

**Service Delivery and Coordination:** While the action involves improved services through Homeless/Foster Liaison support served by current staff, the determination that these services are already covered elsewhere indicates that the school has comprehensive systems in place for supporting students experiencing homelessness or in foster care. The decision to eliminate this entry to avoid duplication demonstrates careful attention to resource allocation and program coordination across various support services for at-risk student populations.

**Overall Effectiveness and Organizational Impact:** The effectiveness of this specific action cannot be independently assessed since the homeless/foster liaison services and their associated impacts are captured under other initiatives within the school's comprehensive support system for vulnerable students. The recognition and elimination of duplication suggests effective program management and coordination across multiple actions designed to serve these critical student subgroups. While homeless/foster liaison services are essential for supporting these vulnerable populations, the school's determination that these services are already adequately addressed through other actions indicates that the goal of providing equitable resources and support for homeless and foster youth is being met through existing structures rather than requiring this separate action item.

**Action 2.11:** The action shows limited measurable effectiveness in making progress toward the goal of providing a learning environment and resources that are equitable for all subgroups served.

**Implementation Status and Duplication:** The action demonstrates full implementation status, but the midyear update indicates that this initiative has already been addressed in a previous action item. The school has identified this as a duplication of activities and associated costs that are fully captured in earlier documentation. This recognition of overlap suggests effective oversight and coordination in tracking multiple initiatives designed to address attendance challenges among vulnerable student populations including students with special needs and English Learners.

**Attendance Support and Coordination:** While the action involves a School Attendance Review Team specifically focused on decreasing chronic absenteeism rates among students with special needs and English Learners, the determination that these services are already covered elsewhere indicates that the school has comprehensive systems in place for monitoring and improving attendance among these critical subgroups. The decision to eliminate this entry to avoid duplication demonstrates careful attention to resource allocation and program coordination across various attendance support initiatives.

**Overall Effectiveness and Organizational Impact:** The effectiveness of this specific action cannot be independently assessed since the School Attendance Review Team activities and their associated impacts are captured under other initiatives within the school's comprehensive

attendance and support system. The recognition and elimination of duplication suggests effective program management and coordination across multiple actions designed to address chronic absenteeism among vulnerable student populations. While targeted attendance interventions for students with special needs and English Learners are essential for ensuring equitable access to education, the school's determination that these services are already adequately addressed through other actions indicates that attendance support for these subgroups is being provided through existing structures rather than requiring this separate action item.

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	<p><b>Staffing Structure:</b> 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).</p> <p>VHGA 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</p>	\$981,416	Y

Action #	Title	Description	Total Funds	Contributing
		<p>instruction when regular classroom teachers are absent and/or participating in professional learning.</p> <p><b>Teacher Professional Development</b></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><b>Instructional Calendar</b></p> <p>VHGA provides its students with a longer school day and longer school year that includes 180 instructional days, exceeding California State requirement for charter schools of 175 instructional days.</p> <p>(Additional instructional days: LREBG Funded: \$19,821)</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. Teachers &amp; 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> <p>Professional development will be differentiated based on staff roles, content areas, grade levels, and experience levels.</p> <p><b>Role-Specific Professional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Administrators and Leadership Staff:</b> 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</li> </ul>	\$156,716	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Assistant Superintendent of Instruction will provide leadership coaching to the Principal to build capacity for effective Instructional Leadership.</p> <ul style="list-style-type: none"> <li>• <b>Teachers:</b> 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.</li> <li>• <b>Instructional Aides/Paraprofessionals:</b> 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.</li> </ul> <p><b>Special Training Programs and Retreats</b></p> <ul style="list-style-type: none"> <li>• <b>Summer Retreat</b> - All certificated staff will attend a three-day retreat in late August focused on restorative practices (Ways of Council) and global competence development.</li> <li>• <b>MTSS:</b> To strengthen our Multi-Tiered System of Supports (MTSS), we will participate in 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.</li> <li>• <b>Kagan Cooperative Learning</b> - 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 5)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li> <b>Science of Reading Professional Development:</b> 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. </li> </ul> <p><b>Leadership Development -</b> VHGA will cover teacher induction costs and provide leadership training through an Administrative Retreat for Principals, Assistant Principals, and Central Office staff, complemented by monthly principal professional development meetings and coaching led by Assistant Superintendent of Instruction.</p> <p><b>Support and Implementation</b></p> <p><b>Instructional Coaching</b></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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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><b>ELA Instructional Coach - Science of Reading Specialist:</b> 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> <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>		



Action #	Title	Description	Total Funds	Contributing
		<p><b>Math Instructional Coach:</b> 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 establish systems for monitoring student progress and adjusting support structures based on data analysis.</p> <p><b>Conference Opportunities</b> - 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>		

Action #	Title	Description	Total Funds	Contributing
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>The school 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>	\$22,418	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> <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>	\$40,656	N

# Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Vista Horizon Global Academy serves a predominantly Hispanic community with 93% Hispanic students, 93% Socioeconomically Disadvantaged families, and 47% English Learners. This demographic profile necessitates culturally responsive family engagement strategies that honor the linguistic and cultural assets families bring while addressing potential barriers to traditional school participation. The school recognizes that meaningful family partnerships require moving beyond conventional engagement models to embrace approaches that meet families where they are and value their contributions to their children's education.

**Community Schools Framework Implementation:** As a recipient of the California Community Schools Partnership Program Implementation Grant, VHGA committed to implementing the community schools framework, which positions family and community partnerships as one of its four foundational pillars. This framework recognizes that schools serving historically underserved populations must function as community hubs that integrate educational services with comprehensive family support systems. The community schools model explicitly acknowledges that student academic success cannot be separated from family well-being and community engagement.

**Academic Achievement Through Family Engagement:** The concerning academic performance data, including the ORANGE rating in ELA and RED performance level for English Learner progress, highlighted the critical need for strengthened home-school partnerships. Research consistently demonstrates that meaningful family engagement significantly impacts student achievement, particularly for students from low-income families and English Learners. VHGA recognizes that addressing achievement gaps requires collaborative efforts where families are empowered as partners in their children's educational journey rather than passive recipients of school services.

**Addressing Systemic Barriers:** The school's understanding of their families' circumstances led to Goal 3's focus on removing barriers to engagement. Many families face challenges including language differences, work schedules that conflict with traditional school hours, transportation limitations, and unfamiliarity with educational systems. The goal addresses these barriers through comprehensive support including translation services, flexible meeting times, home visits, and culturally responsive programming that builds on family strengths.

**Whole Child Support Network:** VHGA's educational philosophy recognizes that "academic success is inextricably linked to student well-being and community involvement." Goal 3 reflects the understanding that creating optimal learning conditions requires a comprehensive support

network that extends beyond the school building to include families and community partners. This approach acknowledges that children's educational experiences are influenced by multiple factors, and sustainable improvement requires addressing these holistically.

**Capacity Building and Empowerment:** The goal emphasizes building family capacity to participate meaningfully in educational decision-making and advocacy for their children. Through parent education workshops, leadership development opportunities, and structured input processes, VHGA aims to empower families with the knowledge and skills necessary to navigate educational systems effectively and advocate for their children's needs.

**Sustainable School Improvement:** Goal 3 recognizes that lasting educational improvement requires broad-based community ownership and investment. By engaging families and community partners as genuine collaborators in school improvement efforts, VHGA creates conditions for sustainable change that extends beyond individual administrators or teachers. This approach builds collective responsibility for student success and creates accountability systems that involve the entire community.

**Cultural Asset Recognition:** Rather than viewing family background as a deficit to overcome, Goal 3 reflects VHGA's commitment to recognizing and building upon the cultural and linguistic assets that families bring to the educational process. This strength-based approach positions family engagement as a mutual exchange where families contribute their knowledge and experiences while gaining access to resources and opportunities that support their children's success.

This goal represents VHGA's understanding that transforming educational outcomes for their historically underserved student population requires moving beyond traditional school-centric models to create genuine partnerships that leverage the collective wisdom, resources, and commitment of families and community members in support of student success and school improvement.

## Measuring and Reporting Results

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

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 - <a href="#">CDE Priority 3 Self-reflection tool</a> .					
18	Parent participation in programs for UP & SWD.  (Questions 1-4)  <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability  Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>	<u>2023-24:</u>  1. 5 2. 4 3. 5 4. 4	<u>2024-25:</u>  1. 5 2. 5 3. 5 4. 5		<u>2025-26:</u>  1. 5 2. 5 3. 5 4. 5	1. 0 2. +1 3. 0 4. +1
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	<u>2023-24:</u>  75% Sense of Safety 72% School Connectedness	<u>2024-25:</u>  57% Sense of Safety 57% School Connectedness		<u>2025-26:</u>  60% Sense of Safety 60% School Connectedness	-18% Sense of Safety -15% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u>  89% Sense of Safety 91% School Connectedness	<u>2024-25:</u>  92% Sense of Safety 92% School Connectedness		<u>2025-26:</u>  >90% Sense of Safety >90% School Connectedness	+3% Sense of Safety +1% School Connectedness
21	Other Local Measure - Staff Survey: Sense	<u>2023-24:</u>	<u>2024-25:</u>		<u>2025-26:</u>	+13% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	of safety & school connectedness Source: Local	75% Sense of Safety 60% School Connectedness	88% Sense of Safety 88% School Connectedness		90% Sense of Safety 90% School Connectedness	+28% 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 Horizon 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.

**Action 3.2:** This action was fully implemented. At Vista Horizon 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.

**Action 3.3:** This action was fully implemented. At Vista Horizon 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.



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

**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.

### **Goal 3: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Material differences between budgeted and actual expenditures for Goal 3 during the 2024-25 school year were primarily driven by staffing adjustments and enrollment-related budget modifications. These variances resulted in overall cost savings while maintaining the integrity of professional development and leadership development objectives.

**Leadership Stipends (Action 1):** Actual expenditures were lower than budgeted as fewer teachers than anticipated were eligible for leadership team stipends during the implementation period. This resulted in savings within the leadership development budget category while still supporting qualified staff in leadership roles.

**Professional Development Staffing (Action 2):** Due to hiring one fewer teacher position than originally budgeted, actual expenditures for professional development activities were reduced correspondingly. The smaller teaching staff required proportionally less investment in professional development resources and training opportunities.

**Action 5: Conference and Training (Conference Budget):** The conference budget was strategically reduced in response to declining enrollment, which directly impacted the school's professional development needs and capacity. This enrollment-driven adjustment resulted in lower actual expenditures compared to the original budget allocation, reflecting a right-sizing approach to professional development investments.

These budget variances demonstrate fiscal responsibility and adaptive management, ensuring that professional development and leadership investments remained aligned with actual staffing levels and organizational capacity while continuing to support Goal 3 objectives effectively.

**Action 3.1:** The action appears to be highly effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with a comprehensive teacher leadership structure that empowers educators and enhances instruction through collaborative decision-making. Vista Horizon Global Academy has established an interconnected network of leadership opportunities including the Instructional Leadership Team, Council Teacher Leader Network, Global Teacher Leadership Network, and Workshop Teacher Leader Network. Each network plays a vital role in shaping educational practices and professional development throughout the school community.

**Distributive Leadership Model:** The program successfully creates multiple pathways for teachers to guide professional learning, contribute to school-wide decisions, and foster innovative teaching practices. Teachers who assume these leadership responsibilities receive stipends in recognition of their additional contributions to the school community. This distributed leadership model ensures that decision-making is collaborative and that multiple voices contribute to the school's educational direction and improvement efforts.

**Overall Effectiveness and Professional Growth Impact:** The action effectively strengthens the instructional program by creating systematic opportunities for teacher growth and development through leadership roles. This collaborative approach enhances professional learning opportunities and creates clear pathways for teacher advancement and skill development. The investment in teacher leadership demonstrates the school's commitment to supporting staff development in equitable ways while simultaneously improving educational outcomes for students. Through this distributed leadership framework, teachers develop enhanced professional skills, gain experience in educational leadership, and contribute meaningfully to school improvement efforts. This systematic approach ultimately benefits student learning by fostering innovative teaching practices and creating a culture of continuous improvement and collaborative professional growth throughout the school community.

**Action 3.2:** the action appears to be highly effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with dedicated weekly time for comprehensive professional collaboration among the entire instructional team. Vista Horizon Global Academy provides systematic opportunities for teachers, teaching assistants, and special education staff to work together in analyzing student data, planning instruction, and sharing effective teaching strategies. This collaborative framework ensures that all staff members, regardless of their specific roles, have equal access to professional learning and development opportunities.

**Comprehensive Collaboration Framework:** The program successfully creates coordinated support for all students through structured collaboration sessions that promote continuous improvement in instructional practices. During these weekly meetings, staff members engage in data-driven decision-making, collaborative instructional planning, and professional knowledge sharing. This approach ensures that all team members contribute to and benefit from collective expertise, creating a culture of shared responsibility for student success and professional growth.

**Overall Effectiveness and Professional Development Impact:** The action effectively demonstrates the school's commitment to data-driven decision-making and excellence in education through significant investment in collaborative professional time. The allocation of weekly

collaboration time, representing a substantial portion of staff compensation, reflects the school's understanding that ongoing professional collaboration is essential for continuous improvement and staff development. This systematic approach to professional collaboration creates equitable opportunities for all staff members to grow professionally, share expertise, and contribute to improved educational outcomes. The comprehensive nature of these collaboration sessions ensures that professional development occurs organically through peer learning while simultaneously improving instructional coordination and student support across all programs and services.

**Action 3.3:** The action appears to be highly effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with a structured professional growth model that includes goal-setting, progress monitoring, and reflection for all staff members. Vista Horizon Global Academy has established a systematic approach where 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. This comprehensive framework ensures that all staff members have equal access to structured professional growth opportunities.

**Systematic Professional Development Framework:** The program successfully provides ongoing reflection and feedback sessions where staff members evaluate their growth and adjust their professional learning goals as needed. Through this continuous cycle of goal-setting, monitoring, and reflection, staff members receive individualized support for their professional development journey. The systematic approach ensures that professional growth is intentional, measurable, and responsive to individual needs and circumstances.

**Overall Effectiveness and Staff Development Impact:** The action effectively strengthens teaching practices and student support through a comprehensive approach to professional development that represents a significant investment in staff growth. The structured model creates equitable opportunities for all staff members to engage in meaningful professional development that is tailored to their individual goals and needs. This systematic approach to professional growth demonstrates the school's commitment to continuous improvement and staff development, ensuring that all team members have access to the support and resources necessary for professional advancement. The ongoing nature of the goal-setting, monitoring, and reflection process creates a culture of continuous learning and improvement that ultimately benefits both staff professional satisfaction and student educational outcomes.

**Action 3.4:** The action appears to be highly effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with individualized coaching support provided to every teacher by school administrators. The Principal conducts focused one-on-one coaching sessions throughout the year, working directly with teachers to set meaningful goals and monitor their professional progress. This personalized approach ensures that all teachers receive dedicated attention and support tailored to their individual professional development needs and circumstances.

**Personalized Professional Development:** The program successfully provides targeted support through personalized coaching conversations that address specific instructional practices and professional growth areas. These individualized sessions enable administrators to work closely with

each teacher to identify strengths, address challenges, and develop strategies for continuous improvement. The ongoing nature of these coaching relationships creates sustained support for professional development rather than isolated or sporadic interventions.

**Overall Effectiveness and Teacher Development Impact:** The action effectively enhances instructional practice by providing every teacher with consistent, high-quality coaching support that promotes professional growth and improved student outcomes. The systematic approach to individualized coaching ensures that all teachers, regardless of their experience level or specific needs, receive equitable access to professional development support. This personalized coaching model demonstrates the school's commitment to investing in each teacher's professional growth and creates a supportive environment where continuous improvement is both expected and supported. The focused nature of these one-on-one sessions allows for meaningful professional conversations that directly impact teaching quality and ultimately benefit student learning through improved instructional practices.

**Action 3.5:** The action appears to be effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with opportunities for teachers to advance their expertise through hands-on professional development conferences designed to strengthen instructional practices and pedagogical skills. Vista Horizon Global Academy provides teachers with access to external professional learning opportunities that extend beyond the school's internal professional development offerings. This approach ensures that staff members have exposure to current educational research, innovative teaching strategies, and broader professional networks.

**Professional Learning Enhancement:** The program successfully offers teachers opportunities to engage with educational experts, explore new instructional methodologies, and gain insights from colleagues at other institutions through structured conference experiences. These external learning opportunities complement the school's internal professional development programs and provide teachers with fresh perspectives and cutting-edge approaches to education. The hands-on nature of these conferences ensures that teachers return with practical strategies and tools that can be immediately implemented in their classrooms.

**Overall Effectiveness and Professional Development Impact:** The action effectively supports teacher growth by providing access to high-quality external professional development that enhances instructional practice and educational pedagogy. The investment in conference attendance demonstrates the school's commitment to ensuring that teachers have access to the latest educational research and best practices from the broader educational community. This approach to professional development creates opportunities for teachers to expand their professional knowledge, develop new skills, and bring innovative practices back to benefit their students and colleagues. The systematic support for conference attendance ensures that professional growth opportunities are available to staff members and contributes to the overall culture of continuous learning and improvement within the school community.

**Action 3.6:** The action appears to be highly effective in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Success:** The action demonstrates full implementation with comprehensive professional development services that strengthen teacher expertise through instructional coaching from specialized vendors. Vista Horizon Global Academy has contracted with multiple

professional development organizations including Ways of Council Coaching, Readers/Writers Workshop Coaching, and Kagan Coaching to provide targeted instructional support. This multi-faceted approach ensures that teachers receive specialized training in diverse educational methodologies and instructional strategies.

**Comprehensive Training Portfolio:** The program successfully provides teachers with access to research-based instructional practices through expert coaching in collaborative learning strategies, literacy instruction, and community-building approaches. The variety of professional development partnerships ensures that staff members receive well-rounded training that addresses multiple aspects of effective teaching. These specialized coaching services complement the school's internal professional development efforts and provide teachers with access to nationally recognized educational expertise.

**Overall Effectiveness and Teacher Development Impact:** The action effectively enhances teaching quality by providing sustained, expert-level professional development that directly impacts instructional practice and student outcomes. The investment in multiple coaching partnerships demonstrates the school's commitment to comprehensive teacher development and ensures that staff members have access to high-quality, specialized training opportunities. This systematic approach to professional development creates a culture of continuous learning and improvement while providing teachers with practical strategies and methodologies that can be immediately implemented in their classrooms. The diverse range of coaching services ensures that teachers develop expertise in multiple areas of instruction, ultimately benefiting student learning through improved teaching practices and enhanced classroom environments.

**Action 3.7:** The action shows limited measurable effectiveness in making progress toward the goal of supporting staff in an equitable way to grow in their development.

**Implementation Status and Duplication:** The action demonstrates full implementation status, but the midyear update indicates that this initiative has already been addressed in a previous action item. The school has identified this as a duplication of activities and associated costs that are fully captured in earlier documentation. This recognition of overlap suggests effective oversight and coordination in tracking multiple initiatives designed to support staff development and engagement in school-wide improvement efforts.

**Professional Engagement and Coordination:** While the action involves teachers participating in committee meetings to support implementation of school-wide initiatives, the determination that these activities are already covered elsewhere indicates that the school has comprehensive systems in place for staff engagement in collaborative decision-making and school improvement efforts. The decision to eliminate this entry to avoid duplication demonstrates careful attention to resource allocation and program coordination across various professional development and leadership opportunities.

**Overall Effectiveness and Organizational Impact:** The effectiveness of this specific action cannot be independently assessed since the committee participation activities and their associated impacts are captured under other initiatives within the school's comprehensive staff development system. The recognition and elimination of duplication suggests effective program management and coordination across multiple actions designed to support staff growth and engagement. While staff committee participation is valuable for professional development and school improvement, the school's determination that these activities are already adequately addressed through other actions indicates that opportunities for staff to contribute to school-wide initiatives are being provided through existing structures rather than requiring this separate action item.



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. This includes:</p> <ul style="list-style-type: none"><li>• <b>Security Systems and Supervision:</b> 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.</li><li>• <b>Staff Training and Emergency Preparedness:</b> All staff will receive regular training on safety procedures and emergency protocols.</li><li>• <b>Facility Maintenance:</b> Facility maintenance will be prioritized through a comprehensive preventative maintenance schedule and prompt response to repair needs.</li><li>• <b>Facility Inspection and Assessment:</b> 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</li></ul>	\$229,875	N



Action #	Title	Description	Total Funds	Contributing
		<p>addressed according to priority level, with safety concerns receiving immediate attention.</p> <ul style="list-style-type: none"> <li>• <b>Reporting and Transparency:</b> 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.</li> </ul> <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>VHGA 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"> <li>• English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC),</li> <li>• English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2)</li> <li>• 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 programs</li> </ul> <p>The Community Schools Steering Committee will facilitate collaboration between parents and community stakeholders in alignment with the community school's framework.</p> <p><b>Training and Capacity Building</b></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 processes.</p>	\$2,000	N
3	School-Family Partnerships	Vista Horizon Global Academy will implement a multi-faceted approach to school-family partnerships coordinated jointly by the Principal and	\$214,681	N

Action #	Title	Description	Total Funds	Contributing
		<p>Community Schools Coordinator. The Community Schools Coordinator (Partially LREBG Funded: \$4,041) 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.</p> <p>The school 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.</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.</p> <p>The school will host monthly Coffee with the Principal events to provide families with a forum to discuss school matters, ask questions, and provide feedback. Additional parent education workshops will address topics including English as a Second Language, financial literacy, effective parenting strategies, and college preparation pathways. To engage families in their children's academic progress, the school will organize events such as iReady Data Chat Nights, student-led conferences, and open houses where students can showcase their learning. All family engagement activities will be designed to be culturally responsive, accessible, and supportive of the diverse needs of the school community to foster meaningful partnerships that enhance student success.</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
\$754,618	\$90,654

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.414%	0%	\$0	37.414%

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

## Required Descriptions

**LEA-wide and Schoolwide Actions**

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2024 California School Dashboard revealed concerning performance gaps requiring immediate intervention. All students received an ORANGE performance level in ELA, scoring 53.6 points below standard with a 25.2-point decline. Socioeconomically Disadvantaged students performed at 64.3 points below standard, while Hispanic students scored 62.8 points below standard, demonstrating that the school's predominantly unduplicated student population requires intensive academic support to reach grade-level proficiency.	<p>Vista Horizon Global Academy serves an exceptionally high concentration of unduplicated students across every classroom and grade level. This demographic reality means that targeted interventions would essentially need to reach nearly every student in the school, making schoolwide implementation the most logical and efficient approach.</p> <ul style="list-style-type: none"> <li><b>Instructional Aides - Universal Classroom Support:</b> Placing instructional aides in every classroom ensures that the 93% of</li> </ul>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>#1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>#2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>

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
	<ul style="list-style-type: none"> <li>• <b>English Learner Achievement Emergency:</b> English Learners face a particularly acute crisis, receiving a RED performance level with only 38.1% making progress toward proficiency (down from 52.4%). Most concerning, the reclassification rate plummeted from 8.6% to 2.1%, indicating students are not receiving adequate support to develop academic English proficiency within reasonable timeframes.</li> <li>• <b>Systematic Intervention Gap:</b> With 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities, universal core instruction alone cannot meet diverse learning needs. The school identified the need for a comprehensive Multi-Tiered System of Supports (MTSS) providing systematic identification, progress monitoring, and coordinated intervention delivery to ensure struggling students receive timely, appropriate support.</li> <li>• <b>Opportunity Access:</b> Beyond achievement gaps, unduplicated students require access to extended learning opportunities, individualized academic support, and enrichment experiences that support academic acceleration and college readiness—resources often unavailable to low-income families and English Learners.</li> </ul> <p>This need directly supports the school's mission to "close the achievement gap for our targeted population—predominantly low-income and historically underserved students" through</p>	<p>unduplicated students who are distributed across all classrooms receive consistent, immediate support during core instruction. Since unduplicated students are not concentrated in specific classrooms but rather represent the vast majority of the school population, schoolwide aide placement prevents gaps in support and ensures equitable access to additional instructional assistance regardless of classroom assignment.</p> <ul style="list-style-type: none"> <li>• <b>Intervention Coordinator - Systematic Coordination:</b> The Intervention Coordinator must operate schoolwide to create a coherent Multi-Tiered System of Supports that spans all grade levels and classrooms. Given that struggling learners and English Learners are present across the entire school, the coordinator needs comprehensive oversight to ensure consistent implementation of intervention protocols, progress monitoring systems, and data analysis procedures that benefit the high percentage of unduplicated students in every classroom.</li> <li>• <b>Classroom Libraries - Comprehensive Literacy Support:</b> Implementing classroom libraries schoolwide ensures that all students, including the 47% English Learners and 93% Socioeconomically Disadvantaged students distributed across classrooms, have immediate access to leveled reading materials that support academic vocabulary development and reading engagement. Since unduplicated students need enhanced literacy support</li> </ul>	

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
	evidence-based interventions that provide comprehensive academic support.	<p>and are present in every classroom, schoolwide library implementation ensures equitable access to these critical resources.</p> <ul style="list-style-type: none"> <li> <b>iReady MyPath - Universal Data and Personalization:</b> Providing iReady MyPath to all students creates a comprehensive data system that benefits the high concentration of unduplicated students while avoiding stigmatization. Since 93% of students qualify as unduplicated, implementing this personalized learning platform schoolwide ensures that struggling learners receive targeted digital support while maintaining a unified assessment and intervention system that informs instruction for all students. </li> </ul> <p>Given the exceptionally high concentration of unduplicated students, schoolwide implementation is more operationally efficient than attempting to provide services to specific subgroups. This approach creates a coherent support system where all staff are trained in the same intervention protocols, data systems, and support structures, ensuring consistent service delivery for the overwhelming majority of students who qualify as unduplicated.</p> <p>Schoolwide implementation ensures that unduplicated students receive necessary supports without being singled out or stigmatized, promoting a positive school climate where all students benefit from enhanced resources and interventions designed to meet the needs of the historically underserved population that</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
		comprises the vast majority of the school community.	
Goal 1, Action 3	<p>VHGA faces significant attendance challenges that disproportionately impact unduplicated students. Chronic absenteeism rates demonstrate concerning patterns, with English Learners, Socioeconomically Disadvantaged students, and Hispanic students showing elevated absence rates that directly correlate with reduced academic achievement. These attendance barriers often stem from underlying social-emotional, behavioral, or family circumstances that require comprehensive intervention rather than traditional disciplinary approaches.</p> <p><b>Social-Emotional Learning Foundation Gap:</b> Vista Horizon's student population—93% Socioeconomically Disadvantaged, 47% English Learners, and 12% Students with Disabilities—faces heightened risk factors for social-emotional challenges that can impede academic progress. Many students from low-income families experience trauma, stress, and instability that manifest as behavioral challenges, emotional regulation difficulties, and social skills deficits. Without systematic social-emotional learning support, these underlying issues create barriers to accessing and benefiting from academic instruction.</p> <p><b>Mental Health and Behavioral Support Deficits</b> The school identified significant need for mental health services and behavioral interventions to address the complex challenges facing their unduplicated student population. Students</p>	<p><b>Universal Coverage for High-Need Population:</b> With 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities distributed across every classroom, unduplicated students comprise the overwhelming majority of the school population. Social-emotional and behavioral challenges occur campus-wide, requiring comprehensive coverage rather than targeted classroom interventions.</p> <p><b>Contracted Counseling Services:</b> Mental health needs emerge across all grade levels and classrooms, particularly given trauma and stress factors affecting the predominantly low-income population. Schoolwide counseling ensures proactive mental health support and crisis response capacity throughout the entire school community rather than reactive services for identified students only.</p> <p><b>Transportation Services:</b> Attendance barriers affect students across all classrooms, and with chronic absenteeism impacting the school's predominantly unduplicated population, schoolwide transportation availability removes logistical barriers for any family experiencing transportation challenges.</p> <p><b>Parent-Teacher Home Visit Training:</b> Training all staff creates universal capacity for culturally responsive family engagement, essential since 93% of students come from socioeconomically disadvantaged backgrounds and 47% are English</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #7 Attendance Rate</li> <li>• #8: Chronic Absenteeism Rate</li> <li>• #9: Suspension Rate</li> <li>• #10: Expulsion Rate</li> </ul>



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>experiencing poverty, language barriers, and other risk factors often require specialized support for anxiety, depression, behavioral regulation, and coping strategies. The absence of comprehensive mental health supports creates cascading effects that impact attendance, classroom behavior, peer relationships, and academic engagement.</p> <p><b>Family and Community Support Barriers</b> Unduplicated families often face multiple stressors including economic instability, language barriers, and limited access to community resources that impact student well-being. Many families require support in understanding school expectations, accessing mental health services, and developing strategies to support their children's social-emotional development. Without addressing these family-level factors, student interventions alone prove insufficient.</p> <p><b>Trauma-Informed Environment Need</b> The high concentration of students from historically underserved backgrounds necessitates a trauma-informed school environment that recognizes how adverse childhood experiences impact learning, behavior, and emotional regulation. Traditional disciplinary approaches often prove counterproductive for students who have experienced trauma, requiring instead restorative practices and specialized behavioral interventions.</p> <p><b>Positive School Climate Foundation</b> Creating conditions for academic success requires establishing a positive, inclusive school climate where all students feel safe, connected, and supported. For unduplicated students who may face marginalization or discrimination outside of school, the educational environment must serve</p>	<p>Learners. This ensures consistent, high-quality family engagement approaches across all classrooms.</p> <p><b>Supervision Aides and Psychologist:</b> Both services must operate campus-wide to create consistent positive school climate and provide comprehensive assessment, intervention, and crisis response across all environments. Given the high concentration of students with risk factors, these supports cannot be confined to specific classrooms but must permeate the entire school culture.</p> <p><b>Prevention and Coherence:</b> Schoolwide implementation enables prevention and early intervention rather than reactive crisis response, while creating operational coherence where all staff support social-emotional initiatives through coordinated, trauma-informed practices that benefit the predominantly unduplicated student population.</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
	<p>as a source of stability, belonging, and empowerment that enables them to focus on learning.</p> <p>This identified need reflects VHGA's understanding that academic achievement cannot be separated from social-emotional wellness, and that addressing the whole child through comprehensive support systems is essential for eliminating barriers to learning and creating conditions where unduplicated students can thrive academically and personally.</p>		
Goal 2, Action 1	<p>The 2024 California School Dashboard results reveal urgent instructional needs: ELA ORANGE performance with students scoring 53.6 points below standard, and English Learners receiving a RED rating with only 38.1% making progress toward proficiency. The dramatic decline in English Learner reclassification rates from 8.6% to 2.1% demonstrates that current instructional practices are insufficient, requiring intensive Principal-led coaching and systematic professional development to reverse these trends.</p> <p><b>Teacher Capacity for High-Need Population</b>            With 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities, teachers require enhanced expertise in serving diverse learners through evidence-based practices. The performance data indicates that standard professional development is inadequate, necessitating extended summer training, dedicated data analysis time, and continuous instructional coaching to build competency in differentiated instruction, English</p>	<p>With 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities distributed across every classroom, unduplicated students comprise the overwhelming majority of the school population.</p> <p>All teachers require enhanced professional development and Principal-led coaching to effectively serve this high-need population, making targeted implementation impractical.</p> <p><b>Instructional Coherence and Equity:</b> The concerning academic performance data affects students across all grade levels. Schoolwide implementation ensures all students receive consistently high-quality instruction regardless of classroom assignment, preventing inequitable learning experiences as students progress through grade levels or receive services across multiple classrooms.</p> <p><b>Systems Implementation Requirements:</b> The Multi-Tiered System of Supports, new ELA</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> <li>• #15: Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access</li> </ul>

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>Language Development, and intervention strategies.</p> <p><b>MTSS and Systems Implementation</b> The school's commitment to implementing comprehensive Multi-Tiered System of Supports requires sophisticated instructional leadership to coordinate academic, behavioral, and social-emotional interventions. The Principal must lead this complex framework while facilitating data-driven instruction practices and new curriculum implementation, particularly the Science of Reading approach essential for addressing literacy gaps among unduplicated students.</p> <p><b>Systematic Professional Learning Culture</b> The identified need encompasses creating a continuous improvement culture where instructional practices evolve based on student outcomes and research-based strategies. This requires moving beyond traditional professional development models to intensive, sustained capacity building that addresses the complex needs of the school's predominantly historically underserved student population. This need reflects VHGA's understanding that closing achievement gaps for unduplicated students requires comprehensive investment in instructional leadership and teacher expertise that significantly exceeds standard professional development approaches.</p>	<p>curriculum adoption, and Science of Reading implementation require coordinated, consistent implementation across all staff. Since unduplicated students may need various intervention tiers and are present at every grade level, all teachers must understand these frameworks to ensure seamless service delivery and coherent K-5 learning progression.</p> <p><b>Data-Driven Culture Development:</b> Building systematic data-driven instruction requires universal participation in data analysis and collaborative planning. The five non-instructional professional development days and ongoing Principal coaching must include all staff to ensure consistent use of assessment information across all classrooms serving the predominantly unduplicated student population.</p> <p><b>Leadership Reach and Accountability:</b> The Principal's instructional leadership must extend to all staff to create coherent improvement systems, since virtually every classroom serves unduplicated students requiring enhanced instructional practices and continuous improvement efforts. This schoolwide approach ensures equitable access to enhanced instruction for the 93% unduplicated students while building collective capacity for sustained improvement.</p>	
Goal 2, Action 2	The 2024 California School Dashboard results demonstrate critical need for enhanced teacher expertise: ELA ORANGE performance (53.6 points	With 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities present in every classroom, all	The metrics being used to monitor effectiveness:

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>below standard) and English Learners RED rating with only 38.1% making progress toward proficiency. The dramatic decline in English Learner reclassification rates from 8.6% to 2.1% indicates teachers lack specialized skills necessary to accelerate learning for unduplicated students.</p> <p><b>Specialized Competencies for High-Need Population:</b> Serving 93% Socioeconomically Disadvantaged students, 47% English Learners, and 12% Students with Disabilities requires professional competencies beyond general teaching skills. Teachers need intensive training in integrated and designated English Language Development, differentiation strategies, trauma-informed practices, and culturally responsive pedagogy to effectively serve this population.</p> <p><b>Evidence-Based Practice Implementation:</b> The concerning literacy performance reveals urgent need for Science of Reading professional development, including phonemic awareness, phonics, fluency, vocabulary, and intervention strategies. Additionally, MTSS framework implementation requires extensive training in data-driven instruction, tiered interventions, and systematic progress monitoring across all staff roles.</p> <p><b>Sustained Coaching and Differentiated Support</b> Performance gaps demonstrate need for job-embedded professional learning through specialized ELA, Math, and ELD instructional coaches. The varying levels of teacher experience necessitate differentiated professional development, with intensive foundational training</p>	<p>teachers require specialized training in evidence-based practices, trauma-informed instruction, and differentiation strategies. Targeting professional development to specific staff would create inconsistent instructional quality across classrooms serving predominantly unduplicated students.</p> <p><b>Systematic Implementation Requirements:</b> Science of Reading, MTSS framework, and new ELA curriculum implementation require coordinated understanding across all staff to create coherent K-5 learning progressions. Since unduplicated students move between grade levels and receive services from multiple teachers, universal training ensures consistent, effective implementation and prevents fragmented support systems.</p> <p><b>Collaborative Support and Culture Building:</b> The role-specific professional development for administrators, teachers, and instructional aides must be coordinated schoolwide to create effective collaborative teams. Building a data-driven, trauma-informed instructional culture requires universal participation in professional learning to establish shared language, expectations, and practices across all staff.</p>	<ul style="list-style-type: none"> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>

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
	for new teachers and advanced strategies for veteran staff. This need reflects VHGA's understanding that transforming outcomes for unduplicated students requires comprehensive, sustained professional development that builds specialized expertise in serving historically underserved populations through research-based practices.		

### 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 Horizon 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	\$2,398,226.00	\$2,129,397.96

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	\$823,380.00	\$633,797
1	1.2	Visual and Performing Arts Program	Yes	\$65,314.00	\$64,550
1	1.5	ELA/MATH/ELD Intervention	Yes	\$5,912.00	\$7,618
1	1.6	Teacher Assistants	Yes	\$100,326.00	\$110,025
1	1.7	Books and Reference Materials	Yes	\$6,594.00	\$3,117
1	1.8	Substitute Coverage	No	\$48,125.00	\$65,086
1	1.10	Instructional Technology	Yes	\$67,767.00	\$45,361
1	1.11	Educational Field Trips	Yes	\$15,750.00	\$16,193
1	1.12	Rigorous, Standards-Based Curriculum	No	\$25,636.00	\$10,537
1	1.14	Student Information System (SIS)	No	\$3,431.00	\$4,390
2	2.1	ELD Instruction	Yes	\$3,182.00	\$2,688

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	2.3	Multi-Tiered Systems of Support	No	\$106,073.00	\$97,152
2	2.4	Supplementary Instructional Materials	Yes	\$15,000.00	\$15,000
2	2.6	Special Education Providers	No	\$92,922.00	\$99,444
2	2.7	Teaching Assistants	No		
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	\$5,412.00	\$2,000
3	3.2	Staff Collaboration Time	Yes	\$109,520.00	\$95,166
3	3.3	Professional Growth Opportunities	Yes	\$37,062.00	\$32,628
3	3.4	Instructional Coaching	Yes	\$62,226.00	\$62,026
3	3.5	Conference Attendance	Yes	\$29,657.00	\$12,848
3	3.6	Professional Development	Yes	\$49,749.00	\$44,799

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	3.7	Staff Committees	No		
4	4.1	Counseling	Yes	\$28,738.00	\$27,964
4	4.2	Supervision Aides	No	\$82,241.00	\$61,003
4	4.3	Uniforms for Low-Income Students	Yes	\$7,875.00	\$13,631
4	4.4	Student Activities and Celebrations	Yes	\$7,875.00	\$3,318
4	4.5	Clean and Safe Facilities	No	\$211,687.00	\$198,483
4	4.6	Furniture	No	\$5,775.00	\$9,210
4	4.7	Custodial Services	No	\$4,000.00	\$1,837
4	4.8	School Meals	No	\$165,070.00	\$159,762
4	4.9	Pupil Service Attendance Counselor	Yes		
4	4.10	School Transportation	Yes	\$47,637.00	\$56,639
5	5.1	Parent Meetings and Events	Yes	\$1,000.00	\$2,216.96
5	5.3	Parent Communication	Yes	\$1,500.00	\$954
5	5.4	Parent Workshop and Learning	Yes	\$500.00	\$500

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)
6	6.1	Intervention Coordinator	Yes	\$93,808.00	\$101,902
6	6.2	Behavior Interventionist	Yes	\$67,482.00	\$67,553

# 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)
596428	\$598,635.00	\$540,985.00	\$57,650.00	7.600%	8.460%	0.860%

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	\$44,714.00	\$36,618		
1	1.5	ELA/MATH/ELD Intervention	Yes	\$5,912.00	\$7,618		
1	1.6	Teacher Assistants	Yes	\$65,930.00	\$71,934		
1	1.7	Books and Reference Materials	Yes	\$1,898.00	\$3,117		
1	1.10	Instructional Technology	Yes	\$67,767.00	\$45,361		
1	1.11	Educational Field Trips	Yes	\$15,750.00	\$16,193		
2	2.1	ELD Instruction	Yes	\$3,182.00	\$2,688		
2	2.4	Supplementary Instructional Materials	Yes	\$15,000.00	\$15,000		
2	2.8	ELD Coordinator Services	Yes			2.76	3.07
2	2.10	Homeless/Foster Liaison Services	Yes			2.30	2.56
2	2.11	Chronic Absenteeism for Students with Special Needs and English Learners	Yes				
3	3.1	Teacher Leadership Opportunities	Yes	\$5,412.00	\$2,000		
3	3.2	Staff Collaboration Time	Yes	\$109,520.00	\$95,106		

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	3.3	Professional Growth Opportunities	Yes	\$37,062.00	\$32,628		
3	3.4	Instructional Coaching	Yes	\$62,226.00	\$62,026		
3	3.5	Conference Attendance	Yes	\$29,657.00	\$12,848		
3	3.6	Professional Development	Yes	\$43,355.00	\$33,642		
4	4.1	Counseling	Yes	\$28,738.00	\$27,964		
4	4.3	Uniforms for Low-Income Students	Yes	\$4,000.00	\$13,631		
4	4.4	Student Activities and Celebrations	Yes	\$7,875.00	\$3,318		
4	4.9	Pupil Service Attendance Counselor	Yes			2.54	2.83
4	4.10	School Transportation	Yes	\$47,637.00	\$56,639		
5	5.1	Parent Meetings and Events	Yes	\$1,000.00	\$1200		
5	5.3	Parent Communication	Yes	\$1,500.00	\$954		
5	5.4	Parent Workshop and Learning	Yes	\$500.00	\$500		
6	6.1	Intervention Coordinator	Yes				
6	6.2	Behavior Interventionist	Yes				



# 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)
1590954	596428		37.489%	\$540,985.00	8.460%	42.464%	\$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	\$2,016,920	\$754,618	37.414%	0.000%	37.414%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,861,403	\$616,703	\$147,581	\$186,176	\$2,811,863.00	\$1,958,696	\$853,167

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					\$-	\$10,623	\$-	\$2,500	\$-	\$8,123	\$10,623	0.000%
1	2	MTSS: Accelerating Learning	All	Yes	Schoolwide	All	Vista Horizon	2025-26	\$430,421	\$152,787	\$357,494	\$225,714	\$-	\$-	\$583,208	0.000%
1	3	MTSS: SEL & Mental Health Supports	All	Yes	Schoolwide	All	Vista Horizon	2025-26	\$220,454	\$36,410	\$162,202	\$24,835	\$-	\$69,827	\$256,864	0.000%
1	4	Broad Course of Study	All	No					\$66,848	\$5,500	\$44,844	\$27,504	\$-	\$-	\$72,348	0.000%
1	5	Empowering SWD Academically	SWD	No					\$108,495	\$84,166	\$-	\$-	\$147,581	\$45,080	\$192,661	0.000%
1	6	Accelerating English Learner Success	EL	No					\$35,194	\$13,203	\$-	\$9,113	\$-	\$39,284	\$48,397	0.000%
									\$-	\$-	\$-	\$-	\$-	\$-	\$-	0.000%
2	1	Core Instructional Staffing	All	No					\$630,125	\$141,549	\$630,125	\$121,728	\$-	\$19,821	\$771,674	0.000%
2	1	Core Instructional Staffing	All	Yes	Schoolwide	All	Vista Horizon	2025-26	\$147,697	\$62,045	\$209,742	\$-	\$-	\$-	\$209,742	0.000%
2	2	Professional Learning & Development	All	No					\$82,101	\$49,435	\$35,017	\$96,519	\$-	\$-	\$131,536	0.000%
2	2	Professional Learning & Development	All	Yes	Schoolwide	All	Vista Horizon	2025-26	\$25,180	\$-	\$25,180	\$-	\$-	\$-	\$25,180	0.000%
2	3	Core Curricular & Instructional Materials	All	No					\$-	\$22,418	\$-	\$22,418	\$-	\$-	\$22,418	0.000%
2	4	Educational Technology & Support	All	No					\$-	\$40,656	\$2,000	\$38,656	\$-	\$-	\$40,656	0.000%
									\$-	\$-	\$-	\$-	\$-	\$-	\$-	0.000%
3	1	Safe Facilities	All	No					\$-	\$229,875	\$229,875	\$-	\$-	\$-	\$229,875	0.000%
3	2	Parents as Decision-makers	All	No					\$-	\$2,000	\$2,000	\$-	\$-	\$-	\$2,000	0.000%
3	3	School-Family Partnerships	All	No					\$212,181	\$2,500	\$162,924	\$47,716	\$-	\$4,041	\$214,681	0.000%
									\$-	\$-	\$-	\$-	\$-	\$-	\$-	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
\$ 2,016,920	\$ 754,618	37.414%	0.000%	37.414%	\$ 754,618	0.000%	37.414%	Total:	\$ 754,618
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 754,618

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 Horizon	\$ 357,494	0.000%
1	3	MTSS: SEL & Mental Health Supports	Yes	Schoolwide	All	Vista Horizon	\$ 162,202	0.000%
2	1	Core Instructional Staffing	Yes	Schoolwide	All	Vista Horizon	\$ 209,742	0.000%
2	2	Professional Learning & Development	Yes	Schoolwide	All	Vista Horizon	\$ 25,180	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](mailto: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 LEA may respond to this prompt as “Not Applicable.”

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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